

CCE Newsletter

Volume V, Issue I

Fall, 2006

Special points of interest:

- Summer internship experience in DC
- Cultural perspectives from Rome
- May 2006 Graduation
- Young Global Leaders Summit in Wisconsin

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Message from the Director

The Newsletter is issued by the Center for Comparative Education at Loyola University Chicago, whose staff includes, in addition to the Director, Professor Noah Sobe, Associate Director, and Louis Rizzo, Graduate Assistant. This issue of the Newsletter is devoted mainly to activities of the Center's Student Associates as well as to those of Loyola's Comparative and International Education Graduate Student Association. It is edited by Carrie Rackers, an M.A. Student Associate.

In future issues we will focus also on the activities of our Faculty Associates in the departments of Anthropology, Cultural and Educational Policy Studies, Economics, History, Law, Political Science, and Psychology. We will also highlight the accomplishments of our Alumnae Associates, whose global representation is expanding rapidly.

We are proud of the work of our still-new Center and are pleased to share information on our activities with friends both within and outside Loyola. I urge our readers to access frequently our website, which is shown on the last page of the Newsletter.

Erwin H. Epstein
Director

Insights on Educational Development—Experience in Washington DC

By: Josefina DiGiovanna, MA Associate

This summer I completed an internship in Washington, D.C. at the Embassy of Mexico in NAFTA (The North American Free Trade Agreement) Affairs. There is an affiliation between Loyola's School of Education and the Washington Center for Internships and Academic Seminars. The rationale to my participation in this internship was to gain a greater understanding of educational policy and how it is formed in Washington, D.C. My internship in NAFTA Affairs provided practical experience in research and policy studies. Part of my internship duties involved conducting an informational interview with an expert in Cultural and Educational Policy Studies (CEPS). Living and working in the Washington, D.C. area

provided an opportunity for better understanding of the international and political environment that surround development and policy entities in one of the most influential international cities in the world.

I am fortunate that my supervisors within the Embassy were so supportive of my academic work. As I mentioned, a requirement of my internship was to hold one informational interview with an expert in CEPS. I was actually able to hold seven interviews with educational experts from the Academy for Educational Development (AED), The World Bank, USAID, The Organization of American States (OAS), and The Pan American Health Organization

(PAHO). I interviewed these individuals with a series of questions: why and how they entered education policy, the skills necessary to succeed, and any suggestions on how to enter the field. It was interesting that everyone interviewed joined the area of educational policy because of a personal belief that society could be improved through education.

The majority of those interviewed were hired based on their work in the field. There were a variety of focus areas including non-formal education, and rural education. For example, the educational specialist from the OAS began her work in Peru in a rural setting. From there, she held positions in the Ministry

The Peruvian Experience: Reflexive Journals

By *Isaias R. Rivera, PhD Associate*

Through the Center for Comparative Education, Isaias Rivera interned with the Universidad San Pedro in Chimbote, Peru. He taught comparative education for four weeks during the summer of 2006. The following is an excerpt from his personal journal outlining his experience.

I arrived in Lima on Thursday June 29th. After spending the day in San Isidro, a high class neighborhood in Lima, I traveled with a Cuban professor to the city of Chimbote. We arrived in our final destination on Friday around 5:15 a.m. and were brought to a hotel (hostel) where we assumed we'd be able to rest for at least a couple of hours before our activities would begin. Around 10:00 a.m., I started to get hesitant when no one had come to meet us at the hotel. I decided to walk by myself to the Office of Post-Graduate studies at the Universidad San Pedro to figure out the situation. I did not want to bother my Cuban colleague since I did not know if he was sleeping at the time. To my surprise, I arrived to discover that no one was at the office. Apparently, the San Pedro celebration that had taken place on Thursday had extended to Friday and was anticipated to continue through the rest of the weekend. I mention these details because this was when my problems began to surface. I needed to print a syllabus for the course I was to teach; I needed to get a hold of my student material (reading list) that I assumed had already been translated; I needed to find out if the audiovisual classroom I had previously requested would be ready to be used. So many concerns needed to be addressed before I could teach my first graduate seminar, yet here I was, at the step of post-graduate office, being questioned by a guard as to what my business was in an office where there would be no activity for the remainder of the weekend. Fortunately, after standing there for a few minutes, the director (Barrantes) and a secretary (Maria) showed up. I felt a great sense of relief, though unfortunately this did not last long. I inquired about my syllabus and the student handouts that were supposed to be ready by the time of my arrival. The handouts, given to the Universidad in November 2005 for translation, included the collection of roughly 50 articles from the ELPS 455 course, Introduction to Comparative Education, taught by Dr. Epstein at Loyola. I was informed that because the entire town was engaged in the celebrations, there would be no one available to make copies of my syllabus. To make matters worse, Maria handed me a thin folder that had only seven translated articles. I immediately asked, "What is this?" to which she replied "it is your student material to be distributed tomorrow during class."



Seven articles for a graduate seminar? This was something that I had not planned for ahead. I never imagined that my class material would not be ready for class the next day.

After a few hours at that office trying to figure out what to do without course material, I decided it was time to go back to the hotel and start doing my own translation of key elements that I thought needed to be covered during my first eight-hour day of class. With the help of a text by Kubow & Fossum, I put together a PowerPoint presentation of the historic elements and methodological processes of comparative education. I addressed two key questions: "What is comparative education?" and "What are the benefits of comparative study?" I knew that I wanted to show students a distinction between a science and a discipline

which then led me to a third question: what is the function of a discipline? Comparative education is addressed as a discipline in the English language literature of the field. In the Spanish language studies, comparative education is addressed as a science. I believed that this would be a crucial starting point for me as I attempted to present an international perspective of a field of study that has its origins in Europe and the United States.

Cultural observations during week 1

During this first week of class it was interesting to observe how this group has been studying together for over a period of two non-continuous years. Students at Universidad San Pedro are limited in the classes they can take because of the difficulty in finding professors to teach graduate seminars. This, I believe, has created strong sense of unification and order in any type of decision making process. At the end of our Saturday class, one person asked

if he could address the group and I, announcing himself as the group's representative. His basic role was to communicate to me any type of irregularities, problems or discontent that the group might have regarding our seminar. If I were to develop any grievances, I would have to address my complaints to him and he would deliver the message to the group. This type of formality was apparent elsewhere as well. On Saturday evening after class had ended, every one walked to the University's auditorium where my Cuban colleague and I were formally introduced. Several bottles of wine were opened to toast the occasion. At the very end of the ceremony the school's media services took several pictures of me and the other professor. I learned later that these pictures ended up on the cover of about six hundred copies of a school advertisement magazine. I guess if they were looking to do advertisement with my non-photogenic picture, I wish them luck!

continued on page 3

May Graduation Largest in Loyola History

This May, Loyola University Chicago was proud to graduate its largest class of PhD recipients in Cultural & Educational Policy Studies in University history. Dr. Bruce Collett, Dr. Hee Kyung Hong, Dr. Mojgan Majdzadeh, Dr. Tim Martin, and Dr. Katherine Carroll were awarded their degrees within the area of Comparative Education during the graduation ceremonies held Thursday, May 18, 2006.

Dr. Epstein, participating in the ceremony, eagerly congratulated the group on their "splendid accomplishments." The associates of the Center for Comparative Education would also like to extend our congratulations to these new professionals of the comparative education community and we wish you the best of luck with your future endeavors.

From left to right: Dr. Bruce Collet, Dr. Hee Kyung Hong, Dr. Mojgan Majdzadeh, Dr. Tim Martin, Dr. Katherine Carroll, and Dr. Erwin Epstein. Photograph courtesy of Hee Kyung Hong



Reflexive Journals *(continued from previous page)*

Cultural observations during week 2

During this week I began to meet and talk in a more personal manner with my students. During our morning break I was invited to eat breakfast with Carlos Rea. Rea is a local priest that has spent some time in Germany and the United States. He runs a Parish of about thirty thousand people. He introduced me to a thick, sweet, corn-milkshake that did away with hunger for several hours. Rea informed me about the problem of education in his community. We discussed how poverty is a big issue for young kids and impedes them from obtaining an education. When I asked him about drug and alcoholism usage among young people, he pointed out that Chimbote has a peculiar situation regarding seasonal addictions. He claimed that because the city is a fishing port, people work seven or eight months of the year at sea. The other months, most of these people come home and unwisely spend most of the money that they earned. I began to identify the significant differences between political tendencies and ideologies among the group members, realizing that politics could often get in the way of personal relationships. People referred to one another behind each others back at times using labels of political trademarks.

Cultural observations during week 3

This was the second to last time we would meet for our seminar. Most people had many questions about the final assignment which consisted of a final paper and a class presentation. They were expected to make a comparison of Peru and a topic of their interest. Most students had a solid idea of how to build a comparative framework and, by this time, almost

all of them were dealing with the final details of their topic. During this week, the class representative asked me for a minute to address the class regarding the organization of a gathering to celebrate the conclusion of our course. It was to be held the following week on Sunday after our final class. If I remember correctly, each person was asked to contribute sixty soles (approximately \$60). I thought that it was a lot of money for a celebration, so I assumed at the moment that it was going to be something quite splendid.

Cultural observations during week 4

The most relevant issue I identified during this last week of class was that most students had problems focusing on specific data and avoiding broad speculations or observations in their work. I believe that this is a common problem faced by graduate students everywhere I have been. Most of my students took it rather hard when I would make observations that indicated a misinterpretation of data, false speculation, or conclusions that were not focused and precise enough.

To conclude these journal observations, I want to thank the Center for Comparative Education and Dr. Epstein for allowing me to participate in this great, immensely educational Peruvian experience.

To learn more about the partnership between Loyola's Center for Comparative Education and the Universidad San Pedro, visit the Center's website at <http://www.luc.edu/education/cce/>

To make a contribution to the next CCE Newsletter, please contact the Newsletter Editor, Carrie Rackers via e-mail at cracker@luc.edu. Submission deadline for the Spring 2007 Newsletter will be April 1, 2007.

Experience in D.C. (continued from pg. 1)

of Education in Peru, UNICEF, and currently OAS. I learned that many organizations will hear about work an individual is doing in one country with a certain organization and hire them for a consulting position. One gentleman I interviewed from AED commented that he reviews piles of CV from applicants who have a background in theory. It is the experience in the field that distinguishes one candidate from another.

When I started the CEPS program at Loyola, I was concerned that I did not have a strong background in the social sciences. My background is in Elementary Education. Throughout the interviews it was comforting to hear that educational experts are familiar not only with the theory behind the policy, but the actual practices in education. I began to see the connection between theory and practice and it was exciting.

Throughout these interviews, I gained a clear understanding of the structure and bureaucracies that exist within policy work. Many educational experts are hired as consultants or under contracts that may change based on changing administration. In a sense, I got the impression that policy work is not the most stable work available. It is not uncommon that when a new administrator or Minister of Education is hired, funding to organizations will change, thus effecting the number of jobs available. Different administrations have different priorities on development and education sectors. For example, within the OAS there is a focus on the theme of democracy and education is located under the umbrella of this larger theme. In terms of consulting, many multilateral banks will fund projects and governmental or non-governmental groups will place a bid for the contract to work on the specific project available.

All of the experts I interviewed mentioned that getting a job is based on whom you know. The use of networking is crucial. Certain methods of networking involve completing an internship with the organization. Sometimes opportunities may be higher of attaining a position if an individual is willing to pursue job posts abroad. Numerous educational experts mentioned the

importance of attending the CIES conferences because of the great networking opportunities. They also indicated that knowledge of multiple languages and computer skills were essential. Above all, there were two pieces of crucial advice: knowing one's audience and the ability to write well. When working in international educational policy individuals will be expected to attend black-tie events and mingle with Heads of States and Ministers of Education. The next day they may have to travel to a remote village in Peru to discuss curriculum and language instruction with an indigenous population. Each person, the Minister of Education and an indigenous teacher in Peru, are coming from different backgrounds and perspectives and each environment has its own social culture. An individual in educational development needs to understand the

expectation and manner of addressing each. The second crucial skill was writing. While in the field discussing literacy and comprehension, for example, it is important to be able to write in a manner so that content is not too abstract. Individuals in policy need to be able to write in a useful, concrete manner that is still supported with method-

ology and theory. An educational technician from the OAS went on to say, a focal point of working in educational development is being able to formulate a quality question. If policy makers do not have well-formulated questions, a quality policy will not be developed.

These suggestions from educational policy experts reaffirm the importance of all the course work I have taken and especially the thesis process I am entering. After my experience at the Embassy and within the interviews, I am able to make the connection between the field and the course work taught by my professors at Loyola. This academic preparation is essential to students as they enter the areas of policy, development and research in comparative and international education.

To learn more about the Washington Center, visit the Internship Program link on the Center's website

"The use of networking is crucial."

Upcoming Events

"Engaging our Differences"

**2007 CIES Annual Conf.
February 25-March 1, 2007
Sheraton Inner Harbor Hotel
Baltimore, MD**

**Register online at
<http://www.cies.ws/>**

"Living Together: Education and Intercultural Dialogue"

Thirteenth Congress of the World Council of Comparative Education Societies (WCCES)

**September 3-7, 2007
Sarajevo, Bosnia & Herzegovina**

**More information online at
<http://www.wcces.net>**

CCE Participation in the Comparative Education Society of Europe (CESE)

Prof. Erwin H. Epstein, Director of the CCE, and Dr. Laura Perry, an alumna of the Loyola comparative education program and Professor of Education at Murdoch University in Australia, gave papers at the Comparative Education Society of Europe (CESE) meeting in Granada, Spain in July 2006. Prof. Epstein's paper was entitled "COMPARATIVE EDUCATION WITHIN THE NAZI GRASP: A Dark, Hidden Chapter in the History of the Field" and focused on the role of the first internationally recognized journal in comparative education, the *Review of International Education*, as an instrument of Nazi domination of world education in the 1930s until the end of World War II. Prof. Perry's paper, entitled "A Model for Conceptualizing Democratic Education," advanced a conceptual model for analyzing democratic education. The Comparative Education Society of Europe meets once every other year, and will meet next in Greece in 2008.

Lessons from Rome in Cultural Immersion

By Lou Berends Rizzo, MA Associate

I landed at Ciampino International Airport at 10:30am on July 9, 2006. This date may seem insignificant to most Americans, but for football lovers (e.g. soccer fanatics) all eyes were on the Italy vs. France World Cup Championship match. As I stepped foot on Italian soil, jetlagged, unshaven, and eager for a warm shower I realized that if Italy won the World Cup, Rome just might burn to the ground. Moreover, our first day of class (ELPS-429: International Study Abroad: Lessons from Rome in Cultural Immersion) could be canceled!

At the mandatory orientation meeting held at Loyola's Rome Center, we were all

warned *not* to participate in the city's World Cup festivities. Instead, we were "advised" to stay on campus to avoid any unforeseen transportation issues. Lesson #1 in cultural immersion: when in Rome, do as the Romans do. Without hesitation a plan was formed. Lesson #2 in cultural immersion: escape the cozy confines of American familiarity. Honestly though, how can a foreigner expect to immerse themselves in another country without interacting with the host culture?

To be sure, I enjoy watching sporting events. However, nothing had prepared me for what I was about to witness. I was joined by 300,000 specta-

tors to gather at Circus Maximus and cheer the Italian National team. Surrounded by red, white, and green I succumbed to the infectious roars. Lesson #3 in cultural immersion: root for the home team. The second it was determined that Italy had won the World Cup, I thought for sure Rome would catch afire. What was I doing here? Why did I put myself in this extremely volatile situation? After five hours of continual singing and non-stop jubilation, it occurred to me; this was a once-in-a-lifetime opportunity. Go Italia!



Crowd celebrating in Rome after the Italian soccer team won the 2006 World Cup. Courtesy of Lou Rizzo

The Future of the US—Muslim World Relations: Report on the Young Global Leaders Summit

By: Desmond Odugu, PhD Associate

On September 9, 2006, a crop of upcoming intellectuals and activists met in a summit at the University of Wisconsin at Madison to dialogue on 'the future of the relations between the U.S. and the Muslim world'. The Young Global Leaders Summit, organized by the Americans for Informed Democracy (AID) featured lectures, workshops and discussions that addressed the issues relating to the relationship of the United States to the rest of the world, especially the Muslim world. More than 200 participants – among them, Veronica Zapata, former president of CIEGSA, and myself – representing over 40 universities in five states (MI, WI, IL, IN, IA) listened to experts in foreign relations, history and politics, exchanged ideas, and learned basic organizational strategies for facilitating discussions on sensitive issues with American students and prospective global leaders.

During the first session, Gideon Rose, managing editor of *Foreign Affairs*, proposed a thematic model for under-

standing the United States' relations to Muslim countries in the Middle East. In his speech, Dr. Rose suggested six major sets of issues around which the U.S -Muslim relations can be understood and addressed. The first set of issues comprise of three *regional concerns*: the Arab-Israel conflict; Iraq (or better understood, the struggle over the Persian Gulf due to its economic potentials); and Iran and the threats of nuclear proliferation.

The second *non-regional* set of issues, according to Rose, are the difficulties of handling "Radical Islamism" or "Jihadism"; the general social, political and economic (under) development of the Muslim world; and the U.S. hegemony as a world power. Rose's analysis quickly attracted very sharp remarks from participants who were immediately disquieted by what some described as his "romanticism with U.S. hegemony" and especially some questionable assumptions underlying his claims.

The organizers of the AID summit provided brief training sessions for us on basic strategies and resources for organizing town hall meetings to facilitate discussions on the same and similar topics on university campuses. Town hall meetings, it was suggested, provides productive and viable forums for students, staff and faculty to exchange ideas on these and many other burning issues that ultimately define our time. For one, I was very proud of the Loyola contingents for weighing in heavily on the issues addressed in the summit. More, I felt very fortunate and thankful to Prof. Epstein for nominating me to attend this summit. Currently, we have started working on organizing an open forum here at Loyola University Chicago to advance the discussion to a broader, deeper and more critical level.

AID is a non-partisan organization that organizes programs and activities that attempt to bring the world home to Americans on more than 500 U.S. university campuses and in more than 10 countries. AID seeks to build a new generation of globally conscious leaders who can shape an American foreign policy appropriate for our increasingly interdependent world.

CENTER FOR

Comparative Education

The Center for Comparative Education (CCE) provides Faculty and Student Associates access to knowledge in an array of fields. Faculty Associates supply the Center with expertise in disciplines such as history and the social sciences with field work experience around the globe. Student Associates use Center resources to strengthen their understanding and apply unique perspectives to their area of interest.

Friends, alumni, faculty, and student associates of the Center take on various projects such as the Comparative and International Education Course Archive Project (CIECAP) and the Amicus Curiae Project on Haitian Children in the [Dominican Republic](#). The Center develops long and short-term goals under the guidance of the Faculty Associates, the Director, [Dr. Erwin H. Epstein](#), and Associate Director, [Dr. Noah W. Sobe](#).

CIEGSA

CIEGSA is comprised of both present graduate students and alumni who are active in the field of Comparative and International Education. While the majority of our members specialize in Comparative Education within the Cultural and Educational Policy Studies Program, we do have members from across the Loyola community and beyond. We are advised by Dr. Epstein and other members of the School of Education Cultural and Educational Policy Studies faculty.

As a community, we are actively engaged in presenting research at our regional, national and international comparative education meetings. Contact our President Shelley Terzian for more information.

A special thank you to all our contributors! Visit the CCE website to find out more about them at ...

<http://www.luc.edu/schools/education/cce/>

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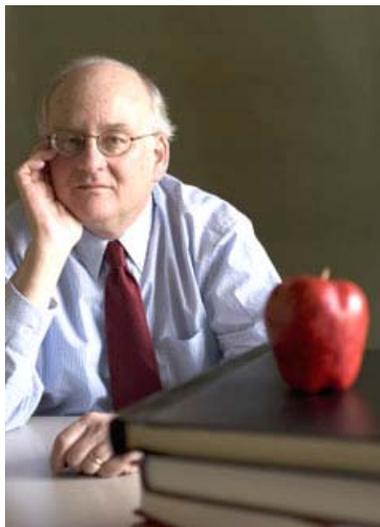
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The State of the Modern Professorship: Thoughts from a lecture by Dr. Philip Altbach

By: *Carrie Rackers, MA Associate*

On September 15th, several student and alumni associates of the Center for Comparative Education attended a guest lecture by Dr. Philip G. Altbach at Northwestern University in Evanston. The lecture, titled "Trends in the Academic Profession in Comparative Perspective," concentrated on the changes that have occurred globally within higher education. Dr. Altbach discussed the trend of massification in higher education—the movement within higher education systems to provide services to the masses—and the issues it has created for professors. He provided insights from his personal research and observations from a variety of countries around the globe. Unfortunately, Dr. Altbach's comments were limited to an hour



lecture, but his comments did cast light on the difficulties that exist for new professors in academia.

Dr. Philip Altbach is the Director of the Center for International Higher Education (CIHE) at Boston College. A distinguished member of the comparative education field, Dr. Altbach has served as editor of the Comparative Education Review and was a 2005-2006 Distinguished Scholar Leader for the Fulbright New Century Scholars Program. At Boston College, he is currently a Monan Professor of Higher Education. More information about Dr. Altbach is available at http://www.bc.edu/bc_org/avp/soe/cihe/pga/.

Picture courtesy of the Boston College Center of International Higher Education



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