Message from the Director

Read the reports in this issue of the CCE Newsletter and you will see why it would be hard to exaggerate the energy our graduate student associates display in their efforts to advance the work of our Center. Yao Chen, Ph.D. Student Associate from China, describes progress on our Comparative and International Education Course Outline Project (CIECAP), which has now begun to include an inventory and analysis of Comparative Education programs around the world. Ms. Chen has worked closely with Ph.D. Student Associate Allison Blosser and Alumna Associate Kathy Stone to make CIECAP plausibly the most prominent project to assess the current status of our field.

Desmond Odugu, Ph.D. Student Associate from Nigeria and President of the Comparative and International Graduate Students Association (CIEGSA), along with Ph.D. Student Associate Nicole Ortegón, report on Center activities at the March Comparative and International Education Society (CIES) meeting. CIES is the major professional association of our field, and it met in Chicago for the first time in 40 years. In particular, Ms. Ortegón describes the CCE organized tour for CIES participants, representing scholars from many countries, universities, ministries of education, research foundations, and development agencies to two schools in the Pilsen and Little Village neighborhoods. Ph.D. Student Associate Magda Banda and M.A. Student Associate Carmin Montante were instrumental in choosing the schools, and several of our Graduate Student Associates served as guides for the tour.

Danielle Jerdee, M.A. Student Associate, reports on our Emmet School initiative to bring 8th grade students from that inner city school to Loyola for a day to experience higher education up close. This is the second consecutive year that the Center, in collaboration with CIEGSA, has hosted this event, which is supported in part by a grant from the Friends of Robert Emmet School (FORES), an organization of community leaders. The visit includes speakers representing several of Loyola’s professional schools as well as Loyola’s Director of International Programs. Organizing the event requires considerable effort. Assisting Ms. Jerdee are Ms. Stone and several of the CCE M.A. associates, including Kari Beall, Chai Roungchai, Charlotte Stroumza and Maria Trakas.

The final activity report is by Ms. Ortegón, who covers the CCE Speaker Series featuring the film, “Entre Les Murs”, about a school in an ethnically diverse part of Paris. The event is organized by Associate Director Noah Sobe in collaboration with CIEGSA. Charlotte Stroumza, M.A. Student Associate from France, is the discussant. Besides these reports, this issue of the Newsletter includes a student associate profile on Allison Blosser and one on Zephranie Buetow, our first M.A./J.D. dual degree student in Comparative Law and Education. As readers of the fall issue of the Newsletter will recall, this is the first year for the new program, which focuses on children’s legal right to an education everywhere in the world. The program is offered jointly by the Center for Comparative Education and the Law School’s Civitas ChildLaw Center. Next year Ms. Buetow will be joined by several students newly admitted to that program. I will have more to report on that program in the fall 2010 issue of the Newsletter.

In addition to the student associate profiles, this edition includes an alumna associate profile on Kendra Preston. The student profiles are written by M.A. Student Associate and Associate Editor Erin Hardacker, and the alum profile is by Alumna Associate Dr. Laura Perry, Associate Professor at Murdoch University in Australia. The next big event on the schedule for CCE associates will be the World Congress of Comparative Education Societies, which will be held in Istanbul, Turkey in June. The World Congress is scheduled only once every three years. It is sponsored by the World Council of Comparative Education Societies, the umbrella group for the 36 national and regional comparative education societies across the world. Several CCE associates will participate in the World Congress, and I will also attend the annual meeting of the Bulgarian Comparative Education Society in Plovdiv, Bulgaria the week before the World Congress.

I wish to give special thanks to managing editor and Ph.D. Student Associate Lou Berends, whose organizational and artistic skill is displayed in every issue of this Newsletter, and to M.A. Student Associate Maria Trakas, who contributes to the Center’s wellbeing in countless ways, both large and small.

Erwin H. Epstein
Director

Proudly presenting people on the move! Since 1870
Student Associate Profile: Zephranie Buetow

In Fall 2009, Loyola University introduced a new dual-degree program: J.D./M.A. in Comparative Law and Education. The program focuses on the legal rights of children to an education, with an emphasis on international advocacy. The first student to be accepted into this exciting new program was Zephranie Buetow.

Zephranie received a B.A. in Speech Communication from the University of Illinois at Urbana-Champaign, and a M.S. in Communications from Illinois State University. She matriculated into Loyola’s law school in Fall 2008, and into the graduate school in Fall 2009. She anticipates completing her program in May 2011.

When Loyola introduced its new dual J.D./M.A. program in Comparative Law and Education, Zephranie was immediately drawn to it: “The dual degree program is the perfect outlet for channeling my interests in both education and the law. I lived in Paris for about a year and observed parallels between the childhood experiences of the minority populations in France and in the United States. I believe there is disconnect between policy makers, the legal community, and educators. This program addresses all of my interests, while simultaneously giving me an escape from the traditional law school environment!”

The summer after her first year of law school, Zephranie worked as a congressional intern for Congressman Bobby L. Rush of Illinois’ 1st Congressional District. During her internship she attended congressional hearings and district meetings, completed legislative research, and attended statutory research training at the Library of Congress.

CCE Loyola Welcomes Emmet School to Campus

Loyola’s Center for Comparative Education (CCE) and the Comparative and International Education Graduate Student Association (CIEGSA) are pleased to announce that the second annual Emmet Project will be held on April 19, 2010. The Emmet Project is an outreach program that invites the 8th grade class from Robert Emmet Elementary School to Loyola’s Lake Shore campus for a college visit. The CCE initiated the project in 2009 as a way to introduce Chicago’s school youth to the idea of attending college at an early point in their academic careers. Emmet students are from poor families who have little or no exposure to higher education. The project provides 60-65 Emmet 8th graders a tangible experience at a University.

The day’s activities include a short walking tour of Lake Shore Campus buildings as well as a virtual campus tour. In addition to CIEGSA members’ participation, Loyola student ambassadors will help lead small groups and guide an interactive question and answer session. Presenters from several Loyola professional schools will inform Emmet students about opportunities available in their fields. The Director of Loyola’s Office for International Programs, Rosemary Max, will discuss opportunities to interact with international students on campus and abroad. After lunch, students visit the Halas Athletic Center to learn about university athletics. The purpose of the Emmet students’ visit is to motivate them to do well in high school and inspire them to consider a higher education.

The Center for Comparative Education acknowledges that this project would not be possible without their support.

Danielle Jerdee
CCE Graduate Student Associate

"The CCE initiated the project in 2009 as a way to introduce Chicago’s school youth to the idea of attending college at an early point in their academic careers."
CIECAP Update

The Comparative and International Education Course Archives Project (CIECAP) is a program of the Loyola University Chicago Center for Comparative Education. It is an on-line database of salient features of the introductory course in comparative education as taught at universities around the world and is an important addition to the growing body of research on the nature of the field itself, including its form and parameters. The project’s unique contribution to this research is an accessible archive of key elements of the introductory course, including unit topics, referenced articles, journals and texts, as well as the interests and specializations of comparative education course instructors. The Project information can be found at the website http://www.luc.edu/cce/ciecap.shtml. Instructors of Comparative Education courses can use the website as a tool for designing their course syllabus and for comparing their course to what is being taught in other programs.

As its newest initiative, CIECAP has begun compiling information on graduate programs in Comparative and International Education worldwide, so that students, instructors, and scholars in our field can easily compare programs in terms of degree plans and course offerings. At the Comparative and International Education Society (CIES) 2010 conference, project associates Kathy Stone, Allison Blosser and Yao Chen presented at a session chaired by Dr. Erwin Epstein to introduce new features of CIECAP. The many students and scholars who participated in the session shared their thoughts on how to teach comparative and international education courses.

CIECAP has begun to gather information on programs in Comparative Education by using the Survey Monkey online survey system. The online survey form was recently sent out to all the CIES non-student members (602 domestic and 414 foreign members) through the CIES Secretariat. Once they are compiled the results of the survey, will be posted on the CIECAP web page.

Yao Chen
CCE Graduate Student Associate

CCE Student Profile: Allison Blosser

Allison Blosser is a first-year doctoral student in Loyola’s Cultural & Educational Policy Studies program with an emphasis in both sociology of education and comparative education. Prior to arriving at Loyola last fall, Allison received a B.A. in English and Art History from Texas Christian University and a M.A. in English Literature from Michigan State University.

After receiving her M.A., Allison worked in North Carolina and Alabama, teaching English and humanities at both the high school and community college level. She also worked as a college advisor, during which time she designed and taught summer workshops for high school students on how to write college admission essays. In addition, Allison ran grammar enrichment workshops for middle school students, and volunteered as a college advisor for Upward Bound students.

While working in education, Allison was drawn to Loyola’s CEPS program for its flexibility, and the option of customizing an individual’s studies to suit her or his interests.

(Continued on page 7)
In March 2010, the Comparative and International Education Society (CIES) held its 54th Annual Conference in Chicago, Illinois (see feature story by Desmond Odugu in this issue of the Newsletter). The 2010 conference marked the Society’s return to the city of Chicago after an absence of 40 years. Therefore, the conference was of particular significance to Loyola University Chicago’s Center for Comparative Education (CCE) and the Comparative and International Education Graduate Students Association (CIEGSA). The CCE and CIEGSA organized a tour of two high schools located on Chicago’s Southwest side for CIES conference participants. CCE graduate associates Magda Banda, Yao Chen, Jason Lemberg, Carmin Montante, and Nicole Ortegón organized the tours and served as guides.

Little Village High School is a public high school, and Cristo Rey High School is a Catholic high school. Each school serves immigrant families, primarily from Mexico, living in the Pilsen/Little Village area. Little Village High School was founded in response to a community-organized 19-day hunger strike intended to communicate the demand for the construction of a new high school in the underserved neighborhood. That school is composed of four autonomous small schools: Multicultural Arts High School, World Language High School, Social Justice High School, and Infinity: Math, Science, and Technology High School. Cristo Rey High School is a Jesuit-founded institution with an emphasis on college preparatory education. One of Cristo Rey High School’s defining features is its Corporate Internship Program (CIP), in which students work five days per month in an entry-level position in a corporate firm. CIP provides for approximately 65% of the cost of each student’s schooling. Students have an opportunity to acquire valuable work experience and exercise agency in achieving their educational goals. The school tours organized by CCE and CIEGSA were sold out. The approximately 40 attendees were from 14 countries, including: Brazil, Canada, Germany, Japan, Kenya, Mongolia, the Netherlands, Norway, Peru, Switzerland, Taiwan, Tajikistan, the United Kingdom, and the U.S. The majority were affiliated with universities, but others were from publishing houses, research and development associations, consulting firms, international development agencies, research institutes, and ministries of education.

(continued on page 7)
Speaker Series 2009-2010

On October 29, 2009, the Center for Comparative Education (CCE), in collaboration with the Comparative and International Education Graduate Students Association (CIEGSA), held its first speaker series event of the 2009-2010 academic year. We were fortunate to have guest speakers Michael Cunningham and Lisa McKarny discuss the journal publication process. Mr. Cunningham and Ms. McKarny are Publication Managers in the Journals Division of the University of Chicago Press. The discussion was rich and informative, examining issues such as how to navigate the journal publication process, how to determine which journal is an appropriate fit in respect to one’s research, and the intricacies of the journal submission and selection process.

Our spring speaker series event takes place on April 12, 2010 at 7:00 pm in room 422 of the Corboy Law Center. The CCE and CIEGSA will host a screening of Laurent Cantet’s (2008) film “Entre Les Murs” followed by a discussion. In 2009, the film was nominated for an Academy Award for Best Foreign Language Film of the Year. The film examines the relationships among teachers, their colleagues, and their students in a racially diverse inner city Parisian high school. We are pleased to have guest speaker Charlotte Stroumza, a Loyola University Chicago M.A. student from France in Comparative Education. Ms. Stroumza will share her knowledge and experience of the French education system.

Nicole D. Ortegón
CCE Graduate Student Associate

CCE Alumna Profile: Kendra Preston

Kendra Preston is Coordinator of Institutional Research at IES Abroad (Institute for the International Education of Students), a global non-profit educational organization that has been offering study abroad programs in Africa, Asia, Australia, Europe, New Zealand, and South America since 1950. She has responsibility for initiating, conducting, and overseeing the institutional research function within the organization. In this position, she works collaboratively with leadership from administrative and academic departments on the development of measurable objectives, indicators and benchmarks of quality that are aligned with the organization’s mission and strategic and academic plans.

Kendra’s current focus is on business planning for growth opportunities. Studies conducted in support of this initiative have included analyses on the international education market worldwide, competitive assessments in domestic and international markets, qualitative research in multiple countries, mission alignment studies, organizational capability assessments, and much more. In addition to strategy research and business planning, she has designed and executed studies on academic performance in study abroad, international internships and trends in study abroad. She also conducts the institutional membership survey each year.

Prior to her role as Coordinator of Institutional Research, Kendra held positions as Meetings Manager and Executive Assistant to the President at IES Abroad. Previous experience also includes work in private equity and advertising firms and at an international humanitarian non-profit. Kendra earned her M.A. in Cultural and Educational Policy Studies (focus in Comparative Education) and B.A. in Communications and International Studies from Loyola University Chicago. She studied abroad in Bilbao, Spain during her junior year in college and participated in a cultural ambassador program in Europe during high school. These early international exposures solidified her love of travel and cultural exploration.

Kendra has traveled to over 15 countries across 4 continents for business and leisure. Kendra’s current interests include running, cycling, golfing, and other athletic activities. She has participated in multiple triathlons, the Chicago marathon, and other running races. In addition, she enjoys reading cultural and historical fiction, watching sports (rugby, football, soccer, golf, etc.) with her husband, and cooking Indian curries and other delectable dishes for friends and family.

Dr. Laura Perry, Ph.D.
CCE Alumna Associate

“Kendra has designed and executed studies on academic performance in study abroad, international internships and trends in study abroad.”
40 Years Later—CIES Returns to Chicago

The Comparative and International Education Society (CIES) held its 54th Annual Conference in Chicago at the Palmer House from February 28 to March 5, 2010. This is 40 years after its last meeting in Chicago. During its formative years, CIES held its meetings at the Conrad Hilton Hotel in Chicago in conjunction with those of the American Association of Colleges of Teacher Education, the National Society of College Teachers of Education, and the Association of Student Teaching, an indication of the pragmatic tenor of comparative education in the Society’s early years. In 1970, recognizing that its theoretical and methodological scope had become much broader than teacher education, CIES severed (or at least loosened) its ties with teacher education societies and began to hold its annual conferences independently of other organizations and in different parts of North America, including Mexico and once even in Jamaica. Through these decades, Chicago continued to play a significant role in the development of comparative education, first through the Center for Comparative Education at the University of Chicago, and now through the Center for Comparative Education (CCE) at Loyola University Chicago. From its initial 39 members in 1956, CIES membership has grown to over 2000 individual members and more than 1,000 institutional members, with a corresponding expansion of theoretical, methodological, substantive and geographic scope. The 2010 Chicago conference attests to this growth and expansion, featuring a wide-range of academic and professional activities devoted to the theme of “Reimagining Education”. CIES raised the bar on the quality and requirements for proposal submission and introduced a dynamic versatile management system. Sessions at CIES annual conferences are typically highly engaging and intellectually stimulating. The invitation to re-imagine education in a rapidly changing world reflects CIES’ pioneering role in extending beyond conventional wisdom through exceptional research and professionalism.

Individual sessions, workshops, plenary sessions and lectures were particularly inspiring in their innovativeness and rigorous in their methodology. A major highlight and an arena for professional networking was the Loyola University Chicago reception, co-hosted with Indiana University and the University of Wisconsin-Madison. Members of the Comparative and International Education Graduate Students Association (CIEGSA), who helped put this reception together, welcomed participants from around the world to share their professional and academic experiences. Over good food and fine wine, participants from different institutions enjoyed a relaxed evening, socializing and networking. The reception, held on Wednesday, March 3, in LaSalle 1 of the Palmer House, was a wonderful opportunity for new graduate associates of Loyola University’s CCE to meet Loyola alumni from around the world and learn about their work. As one new scholar put it, “CIES is definitely a lot more than academic discussions; this reception brings a wonderful opportunity to meet the experts in the field that we read about in classes and interact with them on their research and work”.

As it returns to Chicago forty years later, CIES has blossomed into the most prominent academic organization in comparative education worldwide. Loyola University Chicago is pleased to be thickly woven into its history and evolution, and joins in celebrating the success of the 54th Annual Conference of the Comparative and International Education Society.

Desmond Odugu
CIEGSA President and CCE Graduate Student Associate

“The 2010 Chicago conference attests to this growth and expansion, featuring a wide-range of academic and professional activities devoted to the theme of ‘Reimagining Education’.”
“Upon completion of her Ph.D., Allison would like to pursue a career in academia, conducting research and teaching.”

CCE Student Associate Profile: Allison Blosser (continued from page 3)

“What led me to pursue educational policy were the educational inequalities I observed between the two populations of students with whom I worked. During the week, I taught and advised students at a preparatory school in Durham, North Carolina, and on the weekends I advised students in UNC’s Upward Bound program. While most of the prep school students had been groomed for college their entire lives, most of the Upward Bound students were only beginning to think about the possibility of attending college in their junior and senior years of high school. This disparity led me to want to change our educational system.”

Allison admits that her research interests are still broad. At the moment they include religious schools, college access initiatives, and English education in developing countries. She’s had a chance to explore her interests while working as a Graduate Assistant for both Dr. Epstein and Dr.Phillippo this year. While working for Dr. Epstein, Allison assisted with CIECAP (Comparative & International Education Course Archive Project)—specifically on improving the process by which CIECAP collects information on comparative education graduate programs. With Dr. Epstein, she developed a survey that CIES will distribute to its members via e-mail. She also spearheaded the effort to translate the survey into multiple languages by soliciting the help of CIEGSA members, Loyola alumni, and others. She and Dr. Epstein hope that the addition of these multi-lingual surveys will aid in gathering information on comparative education programs around the world, and “help us further define the contours of comparative education.” Allison co-presented (with Dr. Epstein, CEPS doctoral student Yao Chen, and CEPS alumna Kathy Stone) on CIECAP’s latest developments at this year’s CIES meeting in Chicago.

Upon completion of her Ph.D., Allison would like to pursue a career in academia, conducting research and teaching. She also expresses interest in starting an educational NPO, or perhaps entering the field of educational consulting. Whichever avenue she pursues, based on her strong academic talent and compassion for students, Allison’s future in education is bright.

Erin Hardacker
CCE Graduate Student Associate

CCE/CIEGSA-led School Tours (continued from page 4)

The attendees were given ample opportunity to communicate directly with the schools’ students and teachers. They asked questions on a wide variety of topics, including the schools’ history; organizational structure; pedagogy; hiring practices; teacher turnover rate; student assessment; community involvement; student, faculty, and staff demographics; course availability; course content; language of instruction; cost of schooling; financial aid; and “typical” student day. Clearly, the many participants on the tours from other countries as well as those from North America outside the Chicago area enhanced the international flavor of the tours, complementing perfectly the content and character of the CIES meeting of which they were a part.

Nicole D. Ortegón
CCE Graduate Student Associate
Comparative Education at Loyola University Chicago had a distinguished history well before the Center for Comparative Education was established in 2005. Emeritus Professor John Wozniak taught the first Comparative Education course at Loyola in 1961. Indeed, Comparative Education played a role in the founding of Loyola's Rome Center, being among the very first courses taught there (by Prof. Wozniak jointly with Fr. Felice). Professor Wozniak continued to teach Comparative Education at Loyola until 1977, joined thereafter by (Emeritus) Professor Gerald Gutek. Emeritus Professor Steven Miller also occasionally taught Comparative Education courses until his retirement in 2006.

Among the most important Ph.D. dissertations in the field of Comparative Education was authored at Loyola by Erwin Pollack under Professor Gutek's direction. That dissertation contains the field's most definitive analysis of the work of Issac Kandel, arguably the most prominent comparativist of education in the 20th century.

Two years after Prof. Gutek's retirement in 1996, Professor Erwin H. Epstein, who had been Director of the University Center for International Studies at the Ohio State University, came to Loyola to chair the Department of Educational Policy and Leadership and teach courses in Comparative Education. Assistant Professor Noah Sobe joined the Comparative Education and History of Education programs in 2003 and became Associate Director of the Center for Comparative Education at the Center's founding.

Since the 1990s, the number of graduate students in Comparative Education has grown from a handful to more than 40 today. The Center for Comparative Education, in terms of students, faculty and coursework, hosts the largest program in Comparative Education in Illinois and among the most prominent in the U.S. and, indeed, the world. The Center's graduate students and alumni come from many parts of the U.S. and a wide array of countries, including: Benin, Camaroon, Colombia, Estonia, Finland, Greece, Hong Kong, India, Iran, Italy, Japan, Korea, Liberia, Lithuania, Mexico, Mongolia, Mozambique, Nigeria, Spain, Thailand and Venezuela.

---

**Student Associate Profile: Zephranie Buetow**

(continued from page 2)

Her internship culminated in the preparation of a white paper, which addressed the educational value of community-based cultural organizations and the need for an increase in federal funding.

While Zephranie is certainly busy with her law and graduate studies, she finds time to participate in the Black Law Students Association Executive Board and the Art and the Law Society Executive Board. In addition, she serves as captain of the Thurgood Marshall Mock Trial Team.

Zephranie's research interests include how educational policy can empower minority populations within the political realm, specifically by evaluating current social structures and identifying policy considerations and potential avenues of reform. These interests lead directly into her future plans. Upon graduation, Zephranie hopes to work on an education subcommittee for the House of Representatives or the Senate, though admits she would also be happy reviewing policy for the U.S. Department of Education.

Erin Hardacker
CCE Graduate Student Associate