



CITIZENSHIP and DEMOCRATIC EDUCATION

Special Interest Group
Comparative & International Education Society

MESSAGE FROM THE CHAIRPERSONS

Greetings!

We are living in an era of human history where the need for citizenship and democratic education is more pressing than ever. The hate-filled killings in Paris and continued cleavages around racism in the U.S. demonstrate how violence and hatred disrupt community life at all levels – from the familiar to the global. Though schools cannot cure all social ills, the culture we foster in our schools, the curriculum carried out in our classrooms and our students' experiences in their school communities can assist in the cultivation of Ubuntu, or humanity towards others. Education for democratic citizenship involving active participation, non-discrimination and inclusion and an appreciation of fundamental human rights, are foundational for supporting societies that cherish and ultimately benefit from such aims.

The CANDE SIG is sponsoring 14 panels in the upcoming CIES conference in Washington, D.C. (<http://cies2015.org/>) that links themes of citizenship, democratic and human rights education. These panels cover an array of exciting themes, including citizenship education and inclusion, youth participation and curriculum policies and practices across different national contexts. Our two highlighted panels examine the role of critical scholars and current challenges/possibilities facing them; and human rights education from local and global perspectives. (Details on page 2 of this newsletter.)

We hope to see you in Washington, DC! If you are not a current dues-paying member please consider rejoining before our conference in Washington DC. SIG dues can be paid at the time of subscription to CER at or at the time of online conference registration.
<https://subfill.uchicago.edu/JournalPUBS/Society.aspx>.

In this issue of the newsletter we introduce two members: Drs. Andres Sandoval-Hernández and Najwan Saada. In addition, we are putting out a call out for two volunteers to work with us to construct and maintain our website.

Please feel free to write either of us with your questions and suggestions. As always, we are looking for information to include about new publications, upcoming conference and members who would like to be spotlighted! We look forward to seeing those who will be attending the CIES conference in our panels and business meeting.



Kristina Brezicha Felisa Tibbitts
[kfb126@psu.edu] [ftibbitts@hrea.org]





2015 CIES CONFERENCE

SIG Business Meeting

Thursday, March 12th from 1:15 p.m.-2:45 p.m. (International Ballroom West, Concourse Level).

If you are attending the CIES conference, please be sure to attend the CANDE Business Meeting on Thursday, March 12th from 1:15 p.m.-2:45 p.m. (Cabinet Room, Concourse Level).

Initial agenda items include:

- Presentation of the Judith Torney-Purta Outstanding Paper Award
- Brainstorming about the CANDE website [*Note: we are seeking volunteers to work with the co-chairs in building and maintaining this!*]
- Open discussion about use of social media for membership communication
- The framework and focus of a workshop at next year's CIES conference.

SIG Highlighted Sessions

Critical scholars/activists in education: Current challenges and possibilities.

Monday, March 9th, 8 a.m. – 9:30 a.m., International Ballroom West, Concourse Level

Human Rights Education: Local and Global Perspectives

Wednesday, March 11th, 9:45 a.m. – 11:15 a.m., Fairchild West, Terrace Level

New Scholar Workshops

For those attending who are relatively new to academia, be sure to check out the New Scholar workshops on writing, publishing and other pursuits!

CONFERENCE ANNOUNCEMENTS



59th Annual Conference
Comparative and International Education Society
Theme: *Ubuntu: Imagining a Humanist Education Globally*
Washington Hilton, Washington, D.C.

March 8-13, 2015

<http://cies2015.org/>

Online registration deadline: March 8, 2015

JUDITH TORNEY-PURTA OUTSTANDING PAPER AWARD FOR NEW SCHOLARS FOR CIES CONFERENCE 2015

CANDE SIG is seeking nominations for the Judith Torney-Purta Outstanding Paper award from new and emerging scholars. Only papers that have been accepted for presentation at the CIES Conference can be considered, and the reviewers reserve the right to not appoint a recipient. A new scholar is defined as those enrolled in a doctoral program or having completed their PhD within the past five years. **A full paper should be submitted by February 16, 2015** to the co-chairs. Submissions should include details about eligibility (i.e., doctoral status and/or year of completion of doctorate and associated university).

CANDE SIG Organized Sessions

Below is a complete list of our panels. Be sure to stop by these great sessions!
As this schedule is subject to change, you will want to check against the final CIES program.



Monday, March 9th

- 8:00 to 9:30am:** *Critical scholars/activists in education: Current challenges and possibilities*
11:30am to 1:00pm: *Education Reform for Healing, Co-Existence and Human Rights in Transitional Justice Environments*
3:00 to 4:30pm: *The Applicability of the Notion of Ubuntu to Transformative Non-Formal Education Programs-Case Studies from Colombia, India and Zimbabwe*

Tuesday, March 10th

- 8:00 to 9:30am:** *Citizenship education and immigrant students*
9:45 to 11:15am: *Teacher classroom practices and students' civic learning*
3:00 to 4:30pm: *Defining citizenship for diverse societies through inclusive classrooms*
4:45 to 6:15pm: *Ubuntu, humanistic and democratic education*

Wednesday, March 11

- 9:45 to 11:15am:** *Human Rights Education: Local and Global Perspectives*
1:15 to 2:45pm: *Challenges to and hope for democratic citizenship: State sponsorship of and reactions to patriotic education in China and Russia*
3:00 to 4:30pm: *Notions of citizenship and national curriculum policies*

Thursday, March 12,

- 8:00 to 9:30am:** *Education for democratic citizenship in post-conflict situations*
11:30am to 1:00pm: *Youth leading their civic learning*
***1:15 to 2:45pm:** *Civic and Citizenship Education: Testing Theoretical Models in Chile, Colombia and Mexico, using data from the IEA's ICCS.¹*
4:45 to 6:15pm: *Unpacking teachers' understanding of democracy and its implications for democratic education*

¹ This panel will be relocated in the program so as not to conflict with the SIG business meeting.

UPCOMING CONFERENCES

We have included in this newsletter a few conferences that might be of interest to our members. If you know of others, please share them with us either on Facebook or by email and we will share them with our members.



American Educational Research Association (AERA)

2015 Annual Meeting "Toward Justice: Culture, Language, and Heritage in Education Research and Praxis" Thursday, April 16 - Monday, April 20, 2015.

<http://www.aera.net/EventsMeetings/AnnualMeeting/tabid/10208/Default.aspx>

International Studies Association (ISA)

Global IR and Regional Worlds. A New Agenda for International Studies. ISA's 56th Annual Convention. February 18th-21st, 2015, New Orleans, Louisiana.

<http://www.isanet.org/Conferences/New-Orleans-2015>

International Conference on Critical Education

The 5th ICCE: Analyze, educate, organize. Critical education for social and economic justice will take place in the Polish city of Wroclaw from June 15 - 18, 2015. Please send proposals written in the English language of maximum 150 words, including your name, a title, affiliation, contact information to iisce@dsw.edu.pl by March 20, 2015 (please indicate the language in which you will present - ENG/PL). For more information, please visit www.icce.uls.edu.pl.

IN THE SPOTLIGHT: MEMBERS OF THE CANDE SIG



Dr. Andrés Sandoval-Hernández currently is the Head of the Research and Analysis Unit at the International Association for the Evaluation of Educational Achievement (IEA). He earned a PhD in Education from the University of Bath, a Master's degree in Educational Research from the Universidad Iberoamericana (UIA) and a BA in Public Accounting from the Universidad Nacional Autónoma de México (UNAM). Andres' work deals with research, consultancy and training on comparative analyses of educational systems using large-scale assessment data, with special focus on social inequalities.

Recent publications:

Miranda, D., Castillo, J.C. & Sandoval-Hernández, A. (in press). Desigualdad y Conocimiento Cívico: Chile en comparación internacional /[Inequalities and Civic Knowledge: Chile in International Comparison]/. In Cox, C. y J.C. Castillo (Eds.), Socialización Política y Experiencia Escolar: Aportes para la Formación Ciudadana. Santiago: CEPPE, Pontificia Universidad Católica de Chile.

Sandoval-Hernández, A., Castejon, A. & Aghakasiri, P. (in press). A comparison of school effectiveness factors for socially advantaged and disadvantaged students in ten European countries in TIMSS-2011. Solsko Polje.

Questions for CANDE Community:

Together with Silvia Diazgranados, I'm currently working on a paper that tries to explain civic empowerment gaps between eight grade students from high and low socio-economic backgrounds in Colombia, Chile and Mexico. Using data from the IEA's International Civic and Citizenship Education Study (ICCS), we have identified some student characteristics that could help reduce these gaps, but have been less successful in finding how school factors that could help in this sense.

Do you know about any successful school practices in reducing civic empowerment gaps?

Contact information:

Andres Sandoval-Hernandez
Head of the Research and Analysis Unit
Data Processing and Research Center
International Association for the Evaluation of Educational Achievement
Mexikoring 37
22297, Hamburg, Germany
T [+49 40 48 500 672](tel:+494048500672)
F [+49 40 48 500 501](tel:+494048500501)
www.iea-dpc.de | www.iea.nl
FB: www.facebook.com/IEARANDA
Twitter: @IEA_RandA_Unit



Dr. Najwan Saada is currently an assistant professor of Curriculum, Instruction, and Teacher Education at Beit Berl College of Education and Al-Qasemi Academic College of Education . He is Palestinian citizen from Israel and his research interest includes social studies and citizenship education, curriculum theory, identity politics, postcolonial theory, teachers' and students' religious identities. Najwan received his B.A. and M.A. in sociology of education from the Hebrew University and his doctoral degree from Michigan State University. His dissertation deals with the intersection of religion, democracy, and nationalism from postcolonial and power/knowledge theories. These days he plans to publish the essay "Theorizing critical and reflective religious education in public schools" at British Journal of Religious Education.

Recent Publication:

Saada, N. (2014). The use of postcolonial theory in social studies education. *Journal of International Social Studies*, 4 (1). 103-113.

Saada, N. (2013). Teachers' perspectives of citizenship education in Islamic schools in Michigan. *Theory & Research in Social Education*, 41(2), 247-273

Saada, N. (2013). Critical reflections on values education for Arab students in Israel (in Arabic). Al-Hasad, 3. Israel: Beit-Berl Academic College: Arab Academic Institute for Teacher Training.

Interested in:

I will be very glad to cooperate with other scholars on research projects which challenge the dichotomy between religious and civic education or examine how religious experiences of teachers and students shape their learning and pedagogical knowledge and practices.

Contact:

Dr. Najwan Saada

saada.najwan@gmail.com.

<https://independent.academia.edu/NajwanSaada>

NEW PUBLICATIONS BY MEMBERS

Mirazchiyski, P., Caro, D. & Sandoval-Hernandez, A. (2014). Youth Future Civic Participation in Europe: Differences between the East and the Rest. *Social Indicators Research*, 115(3), 1031-1055.

Abstract

European countries were economically and politically separated during the Cold War, but since its end processes of globalization and the formation of the European Union have contributed to blur the borders. Previous studies suggest that the social transformations have affected differently civic participation of youths, but shortage of more recent data has precluded researchers from examining the differences in a country-comparative fashion. Along these lines, this paper has two main objectives: to explore the differences in the levels of expected civic participation across Europe, and to evaluate the fit of a theoretical model of civic participation in regard to the different points in time their democracies were established. To achieve these goals, data from 22 European educational systems (9 post-communist and 13 established democracies) participating in the International Civic and Citizenship Study (2009) conducted by International Association for the Evaluation of Educational Achievement is used. The results, in accordance with the literature, suggest differentiated patterns of future civic participation between the new and established democracies, but they are not that clear, suggesting that convergence between the two groups is ongoing. However, the tested empirical model of civic participation functions in a better way in the established than in the new democracies. In contrast with previous findings, differences in levels of expected civic participation seem to be related not only with the countries' experience with democracy, but also with their cultural similarities and common history.

Saada, N. (2014). The use of postcolonial theory in social studies education. *Journal of International Social Studies*, 4 (1). 103-113.

Abstract

In this essay I explain the basic tenets of postcolonial theory and its possible implications for teaching social studies and global issues in American high schools. The use of this theory is becoming increasingly significant, given the growing Islamophobia and Orientalism in the United States, the ongoing uprisings in the Middle East, and the divide between East and West at the political levels. Also, it recognizes the right of the Other for appropriate representation, self-determination, and justice. The essay allows scholars, teachers, and educators to enrich their strategies of critique, and their pedagogical repertoire, and to prepare critically and globally informed citizens.

If you are involved in a book project or would like assistance with a book project why not send us some information and we can publicise it amongst all our members!
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SEEKING WEBSITE VOLUNTEERS!

We would like to launch a dynamic CANDE website in 2015! In order to do this, we are seeking two volunteers to work with the co-chairs to construct and maintain our website. These responsibilities can be organized around your own schedules.

Please contact the Co-Chairs at [kfb126@psu.edu] or [ftibbitts@hrea.org]. We will be discussing this website at our upcoming business meeting at the CIES conference.

DO YOU LIKE FACEBOOK?

We do! Did you know that CANDE has a Facebook site? Please join if you have not done so already: <https://www.facebook.com/groups/CANDE.SIG/>. This is a place where members can share information, post opportunities and pose questions. Let's make better use of this CANDE tool!

If you wish to be involved in any part of the life of SIG, please contact the Co-Chairs at kfb126@psu.edu or ftibbitts@hrea.org

Check our *Facebook* site <http://www.facebook.com/groups/284370475000501/>

Check our *Academia* site:

<http://independent.academia.edu/CitizenshipandDemocraticEducationCANDESpecialInterestGroupCIES>