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Summer/  
Fall 2020

# CIES Perspectives

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# Letter from the Editors

TAVIS D. JULES AND MATTHEW WITENSTEIN, EDITORS



Tavis D. Jules  
Editor



Richard Arnold  
Editorial Assistant



Matthew A. Witenstein  
Editor

Greetings,

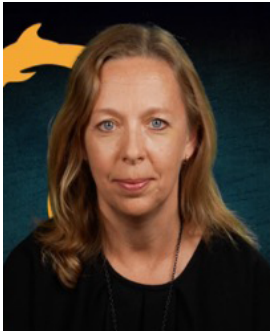
Like you, we are concerned about the future and where we go from here. From graduate students to writers to researchers to practitioners, the events of this year have cast a shadow on everything we at CIES do. What does a post-COVID-19 world look like? Is there even such a thing as a post-COVID-19 world? What can we do to be actively anti-racist in our society? How do we address the tremendous challenge of climate change? How do we remain politically and academically active in this world?

These are just some of the discussions we need to have in our current and future global reality. To that end, *Perspectives* has begun to alter some of its focus and content. We intend for this space to be for more than just updates on CIES happenings. We are introducing forums to place our ideas in conversation with one another. We have included in this issue several pieces submitted by members about the COVID-19 pandemic and its effects. We also have similar contributions from our SIGs and Standing Committees, along with regularly scheduled updates on future plans; many of which remain in flux. Additionally, you will find our regular features such as CER news, WCCES report, Historian's corner, and a letter from President Silova. We have also profiled the 2020 CIES awards winners and their work in this issue.

In the 2004 book *The Great Influenza*, John Barry tells us that "the final lesson of 1918...is that those who occupy positions of authority must lessen the panic that can alienate all...[we] must make whatever horror exists concrete. Only then can we break it apart." This is our role at CIES: to break apart our understandings of education as we move into a post-COVID-19 world, whatever that may be.

# Letter from the President

IVETA SILOVA, PRESIDENT, CIES (2020-21)



Iveta Silova

As I was preparing to step into my new role as a CIES President in the early 2020, I did not anticipate having to face a cascading (and seemingly unceasing) wave of crises disrupting our daily lives on personal, professional, and academic levels, while simultaneously wreaking havoc on a global scale. From the fires

raging across the Amazon and Australia, to a locust swarm outbreak in East Africa, to global social unrest triggered by police killings of Black men and women in America, to the Covid-19 global health pandemic and the intensifying global heating sweeping the world (to name just a few crises), we have entered the year of 2020 fully aware of our own fragility – both as individuals and species – and the fragility of all life on Earth.

In 2020, we have also become painfully aware of the fragility of the institutions and infrastructures we've built, including CIES as a professional society. When Covid-19 started to spread globally and borders began to close, the CIES Board of Directors had to make the difficult decision to cancel the onsite conference – for the first time in the Society's history – and move the program into the virtual space. This decision had serious implications for both CIES and its members. Given our contractual obligations with the Hyatt and overflow hotels, as well as our reliance on income from conferences to cover operational costs of the Society, the cancellation of the CIES 2020 onsite conference (with full refund of the registration fees) would have required the termination of the Society, because we would no longer be able to meet our financial obligations. The Board unanimously decided to move the conference into the virtual space (to the extent possible in such a limited timeframe), while refunding the registration fees for the most vulnerable members of our Society in order to keep the Society alive. This was the stark financial reality of this unprecedented situation, which affected the members of our Society in different, often severe, ways.

**Therefore, on behalf of the CIES Board of Directors, I would like to express our deepest gratitude to all CIES members for their support and solidarity in helping us move the conference into the virtual space, while collectively bearing the brunt of the financial impact resulting from this difficult decision.** It is because of our collective response – and response-ability – that CIES continues to function as a professional society today.

Despite numerous challenges, an outcome of the impromptu transition into the virtual space was a vibrant – albeit much smaller in scope – conference program that extended from March 15 until April 30, and beyond. The program included an online [film festivalette](#), a participatory [art program](#), as well as 6 keynotes, 202 [parallel sessions](#), 103 virtual [poster presentations](#), 91 [recorded papers](#), 31 [book launches](#), and 9 [pre-conference workshops](#). We also hosted SIG meetings, virtual coffee breaks, virtual mentoring and networking, and even a virtual Mexican Party! The State of Society meeting brought together substantially more people virtually compared to the previous meetings onsite. Over the course of the conference, the vCIES website was visited by over 64,000 people from 200 countries and the CIES Twitter account gained nearly 500 new followers. It is encouraging that even though the conference program decreased in size as a result of the pandemic and the subsequent transition into the virtual space, the number of people engaging with vCIES events has grown exponentially.

The vCIES experience has been a major wake up call for CIES, offering us several important lessons:

First and foremost, we've learned that business as usual is no longer an option. We need to commit collectively to a decisive shift toward sustainability. This shift requires a radical transformation of our research, practices, movements, and ways of being, to relinquish the delusion of human exceptionalism and (neo)liberal individualism and, in Bruno Latour's words, come back '[down to Earth](#).' Instead of building back the same organizational systems, structures, and processes in the aftermath of the global health pandemic, we need to re-build our Society – and, more generally, education

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– in more deeply relational, ecologically attuned, and geopolitically equitable ways.

Second, we've learned that it is possible to [de-carbonize quickly](#) and effectively. Compared to prior conferences, vCIES, saved approximately 4,000 mT CO<sub>2</sub>e, which is equivalent to ~100,000 trees cut, or ~450,000 gallons of gasoline used, or ~4,407,451 pounds of coal burned. There is no reason for us not to consider virtual participation as a viable option for extending – not necessarily replacing- onsite conferences moving forward, enabling those who are unable or unwilling to travel for political, economic, or environmental reasons to participate fully in the CIES events and networks.

Third, vCIES has illustrated that creative, intentional, and careful use of technology (e.g., synchronous and asynchronous participation options) can [redefine mobility and enable academic and professional networks](#) in ways that allow us to flatten out some of the hierarchies inherent in onsite conferences held in large corporate hotels, while also allowing for accessibility by those who have limited bandwidth or finances.

Fourth, vCIES has demonstrated that there are some benefits to 'slow' participation over an extended period of time, compared to an intensive four-day event held once

a year in expensive urban centers. Extending the program over the six weeks provided an opportunity for a more extensive and in-depth knowledge exchange, and opened spaces for new interdisciplinary encounters and a broader global reach.

Fifth, we need to address multiple challenges to make virtual conferencing a viable option, including cyber security issues, server capacity or internet bandwidth, financial considerations, and more. The biggest challenge, however, is figuring out alternatives to informal moments, which generally constitute the most important part of onsite conferences – the random interactions, the personal connections, the shared drinks and meals.

Finally, and above all, vCIES has taught us that there is no more time left for small, incremental steps towards sustainability. Our survival – both as a professional organization and species – will depend on our determination and commitment to take action now. vCIES was a step in that direction and I look forward to working together with the CIES Board, Committees, SIGs, and any interested colleagues to begin reconfiguring our academic and professional engagements – and our own ways of being – in order to address the planetary challenges we face.

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<sup>1</sup>These calculations are based on the TerraPass formula for calculating the carbon footprint of events, taking into consideration the venue, travel to/from the airport, and domestic/international travel (for more, please see [www.terrapass.com](http://www.terrapass.com)). For CIES calculations, we account for 50 percent international travel.

# From the OED

M. NAJEEB SHAFIQ, CIES EXECUTIVE DIRECTOR



M. Najeeb Shafiq

## My First Year as the Executive Director of the CIES OED@Pitt

For the past year, I have had the honor of serving as the Executive Director of the CIES—a society that has contributed much to my professional development. Here is what happened behind the scenes:

In June 2019, like the rest of you, I received an email soliciting proposals for the new CIES Office of the Executive Director (OED). At the time, I was past the halfway mark as a department chair at the University of Pittsburgh (Pitt), and was looking forward to returning to typical faculty life. I thought of strong candidates for the new OED but moved on with my day.

Within hours, I began to receive messages from CIES leadership. They believed that Pitt would be a good home for the OED because of the long history between Pitt and the CIES and for the following reasons: Pitt's International Development Education Program helped found the CIES; during their terms, four CIES Presidents were Pitt faculty members; and, the *Comparative Education Review* was formerly edited at Pitt. They also noted that Pitt had the right infrastructure because it housed several other academic societies. Pitt students, alumni, colleagues, and leadership also began to share their enthusiasm for bringing the OED to Pitt.

Energized by the encouragement, we decided to apply. My colleagues left their summer plans and quickly mobilized to help with the proposal. We felt that we could build on recent CIES advances to better serve its members, including enhanced networking and training opportunities. Several Pitt colleagues agreed to serve as OED staff, although others would have to be hired. With the support of Pitt leaders, we put together a proposal with a generous cost-sharing arrangement. I was proud to be a part of a university that was demonstrating an authentic commitment to comparative and international education.

After several rounds of interviews, the CIES Board's decision to select Pitt felt as though it were a homecoming. My appointment as the CIES Executive Director started in July 2019. I began learning about every aspect of the CIES's history, constitution, by-laws, finances, IT, communications, and operations. I also sought advice from past and present CIES leaders.

It was soon clear that it would take months for us to have the "Office" part of the OED in operation. During contract negotiations between the CIES and Pitt, the lawyers had also prohibited Pitt staff from providing support until there was

a signed contract. Fall 2019 was approaching and I was an Executive Director without an OED. The CIES membership, Board, and conference planning committee were depending on a functioning OED. Given the uncertainty with the Pitt-CIES contract, my only option was to hire temporary consultants.

The Pitt-CIES agreement was finally signed in December 2019. At the start of 2020, we had several of the key staff. The OED@Pitt was ready to make up for the erratic service of Fall 2019 and launch some of the initiatives that were highlighted in our proposal.

Then, of all things, COVID-19 happened. The CIES Board (of which I am a non-voting member) grappled with how to serve its members and keep the Society afloat. The decision to cancel the onsite conference was obvious due to health concerns, yet the financial implications of the onsite cancellation were unclear. Would the conference and overflow hotels charge us full or partial cancellation fees? How much would a virtual conference cost? How much of the registration fees could we afford to refund? Of the dozens of possible scenarios, several had profound consequences on the Society's finances and reputation.

The Board compared several cost-benefit scenarios and overwhelmingly voted for the most responsible (and "least worst") option: to cancel the onsite conference; shift to a virtual conference; and refund registration fees for students and those from low-income countries. The OED@Pitt spent the rest of Spring 2020 supporting the month-long virtual conference, managing refunds, renegotiating with hotels and exhibitors, and responding to complaints and grievances.

As is traditional, the President-Elect and the OED began preparations for the next annual conference early in the summer. But the pandemic has brought with it a host of new logistical, technological, and financial challenges. For example, we face costlier onsite audio-visual equipment and virtual tech support while our members confront financial hardships. We have spent much of the summer exploring the best ways to respond to such challenges. Through conversations, we are learning from the executive directors of other academic societies.

In conclusion, it was an eventful and educational first year. The fact that very little went according to plan has taught us the need to embrace uncertainty and plan for a wider variety of scenarios.

# CER News

BJORN H. NORDTVEIT, EDITOR *Comparative Education Review*



Bjorn H. Nordtveit

## The Comparative Education Review in Times of Challenge

**Black Lives Matter:** The Comparative Education Review (CER) stands in solidarity with Black Lives Matter, and published a statement and action plan on this in the August Issue. In particular, we commit to working towards

addressing ongoing policies and practices in our academic field that discriminate against and oppress Black, Indigenous, and People of Color (BIPOC). We have papers in the CER that we included in a University of Chicago Press open access resource related to policing, the courts, civil rights, racial justice history, racial health inequities, and activism.

See them at: [www.journals.uchicago.edu/social-justice](http://www.journals.uchicago.edu/social-justice).

**COVID-19:** Like most other Journals in the field, the *Comparative Education Review* is affected by the global health crisis. The production of the Journal is more complicated, with many reviewers not available, and production offices closed with staff working from home. Despite all of this, the Journal is still operating, with the August issue in production, and the November 2020 and February 2021 issues being planned as of July 2020. Also, we are monitoring the submissions by gender, as we typically receive more submissions by women than men. For example, in 2019, for those corresponding authors indicating their gender, 58 percent identified as female and 42 percent as male. So far this year, 49 percent identified as female and 51 percent as male, respectively. Still, there are wide discrepancies between months. With our Advisory Board, we continue to monitor the situation and consider diligent action.

**Special Issue on Genders and Sexualities and Special Sections:** When submitting the bid for the editorship of the CER in 2018, we included a request for financing for one special issue, on "Genders and Sexualities." A call for papers for this special issue was published in the August 2020 issue, with Oren Pizmony-Levy (Teachers College, Columbia) as guest editor. We do not consider proposals for special issues – but we do allow for "special sections" – or thematically clustered submissions. We have three such special sections in the pipeline:

- "Teachers in the context of globalization" edited by Tore Bernt Sorensen and Xavier Dumay, Université Catholique de Louvain.
- "Comparative Indigenous education: Indigenous knowledge systems and research methodologies towards decolonial educational practices" edited by Elizabeth Surnida Huaman, University of Minnesota, Twin Cities.
- "Educational governance of marginalized communities in Arab societies: Decentering hegemonic discourses" edited by Clara Morgan, Carleton University; Jason Nunzio Dorio, University of California, Los Angeles (UCLA); and Bassel Akar, Notre Dame University – Louaize, Lebanon.

We welcome suggestions and submissions for special sections, as well as individual research papers. We are at present especially encouraging research promoting social justice, with an anti-racist and anti-colorism agenda. We are seeking to increase diversity in the Journal and in particular invite Black, Indigenous, and People of Color (BIPOC) to submit new research in the field.

# Featured Board Member



Martial Dembélé

## Martial Dembélé

### 1) My recent research and teaching in comparative and international education

My teaching in comparative and international education (CIE) revolves around a graduate course entitled 'Étude comparée en

*administration de l'éducation*' (Comparative study in educational administration). It introduces students to CIE and provides them with opportunities to apply its methods to educational administration; develop a critical viewpoint on educational administration in Quebec or other countries; and identify policies and practices that can help improve their own perspectives and practices. To achieve these learning goals, in addition to an introduction to CIE, the course is structured around the review of local/national responses to a set of global challenges that educational administrators and policy-makers face.

My research in CIE focuses primarily on the teaching profession. For example, one of my recent works is a review of the use of contract teachers in 23 African countries south of the Sahara. I was privileged to collaborate with my colleague Amita Chudgar of Michigan State University (my alma mater) in this study commissioned by <https://teachertaskforce.org/>. The report is accessible at <https://teachertaskforce.org/knowledge-hub/review-use-contract-teachers-sub-saharan-africa>. With other colleagues, I am currently working on the emerging phenomenon of private provision of initial teacher education in developing countries. I am also interested in teacher attrition and retention in these countries.

### 2) My work as a CIES Board member (responsibilities, challenges, joys, etc.)

I was an MA student at the University of Pittsburgh when I joined CIES in 1990 and have been an active member since then. I contributed significantly to the development of the Africa SIG since its inception in 2006 and served on two Ad Hoc Committees: the Joyce Cain Award committee (2014-2015) and Ethics and Professional Conduct committee (2015-2016). I am honored to serve on the Board of Directors. So far, besides participating in meetings, I contributed to the two position statements that the Board issued in June and July. I have always cherished the annual conference as a friendly environment,

conducive to sharing, mutual learning and critical reflection on enduring and emerging educational issues. As a Board member, I will promote this characteristic and our Society's multiple diversities. As the SIGs make CIES more inclusive and vibrant, I will also support their development.

### 3) One fun fact about myself

As a fourth grader in a rural school in Côte d'Ivoire, I was playing soccer with other students during the afternoon break one day. A Fulani herdsman, who was passing by, left his cattle, came straight to me on the playground, asked to see my palm, "read it" and told me in one of the local languages that I would become a 'maître', i.e. a teacher. He left and I resumed playing. I question predestination but I often wonder if I may be fulfilling this "prophecy".

### 4) Book(s) that I am currently reading

I wish I were on vacation reading some novels! Instead, I am selectively reading a textbook (*Fondements et étapes du processus de recherche* by Fortin and Gagnon, 2016) and Léna Soler's (2000) *Introduction à l'épistémologie* for an introductory graduate research course that I will teach in the upcoming fall session.

### 5) Words of advice for new scholars in the field

Stay focused on your long-term scholarly interests as much as possible, without shunning relevant short-term opportunities. Also, seek collaborations systematically and compete with yourself.

# CIES Award Winners

## George Bereday Award: Lesley Bartlett and Amy Jo Dowd



Lesley Bartlett



Amy Jo Dowd

### *Measuring Reading Acquisition*

We are deeply honored to receive the George Bereday Award and want to thank the members of the Committee and the editors, editorial, staff and peer reviewers who at each step in the publication process strengthened this work. Innumerable thanks also go to the global and local Save the Children teams whose tireless work on the ground with ministry partners to assess, understand, and elevate children's reading ability and enjoyment in these 11 sites (and more!) are an inspiration to us both.

Over the past 15 years, international education practitioners have endeavored to improve educational quality by focusing on early grade reading. Efforts to measure reading acquisition have consolidated around a single tool, the Early Grade Reading Assessment (EGRA), and a fairly standard set of procedures. In our *Comparative Education Review* article, ***The Need for Speed: Interrogating the Dominance of Oral Reading Fluency in International Reading efforts***, we argue that there are three main limitations to these efforts. First, although reading scholars define fluency as a concept composed of three parts – accuracy, automaticity, and prosody (e.g., Samuels, 2007 a/b), EGRA measures only speed and accuracy in its ubiquitous “correct words per minute” (CWPM) measure. It is important to recognize that CWPM is a partial measure of fluency. Second, EGRA confounds comprehension and CWPM (EGRA's proxy for fluency). On the EGRA test, students are given 60 seconds to read a passage; they are only allowed to answer the comprehension questions that

correspond to the percentage of the passage that they read. This decision reinforces the oft-repeated assertion that students must read at 45-60 CWPM in order to achieve comprehension. However, using untimed comprehension measures from 11 country sites, our article demonstrates that the speed at which students achieve comprehension varies significantly across languages. Thus, we argue that the assertion of a global CWPM standard is untenable. In fact, the analysis shows that CWPM and untimed accuracy are moderately correlated with each other but less highly so with comprehension. This finding also calls into question the notion of using timed or untimed accuracy as a proxy indicator for comprehension. Third, we argue that, by insisting on making comprehension measures dependent on a (partial) fluency measure, the field is missing an opportunity to learn how the relationship between comprehension and fluency varies across languages and across multilingual contexts. Thus, we critique the dominant role that CWPM plays in international reading efforts. Other critical metrics for understanding reading development—like vocabulary, untimed accuracy, and comprehension—are being crowded out in favor of speed, which significantly limits our view of reading skills.

The findings of this study have significant implications for the field. First, the use of EGRA CWPM data to report on Sustainable Development Goal 4.1.1a likely underrepresents the foundational skills in the population. Second, there should not be an effort to establish a global CWPM benchmark or goal; language-specific ranges are necessary in the field, and targets may need to be differentiated for pupils learning to read in a second or third language. Third, neither timed nor untimed accuracy should be used as a proxy indicator for comprehension, as some have suggested. Fourth, we need to collect untimed comprehension data, so that we can better understand the relationship between untimed accuracy, timed accuracy, and comprehension across linguistic contexts. Finally, reading measures should aim to assess not only comprehension but also oral proficiency in the test language and vocabulary, two critical features of reading that are largely overlooked by EGRA.

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# CIES Award Winners

## Joyce Cain Award: Ravinder Casley Gera, Dmitry Chugunov, Salman Asim and Celia Faias



Ravinder Casley Gera, Dmitry Chugunov, Salman Asim and Celia Faias

Malawi – one of the world’s poorest countries – spends more than 70 percent of its limited budget for primary education on paying teachers. However, its teachers are very unevenly distributed between schools. Malawi’s most understaffed primary schools have 137 pupils to a teacher. Within the average sub-district neighbourhood, pupil-teacher ratios vary by a factor of five – and in some cases much more. Students in understaffed schools struggle to learn in overcrowded classes, while teachers in the better-staffed schools can often be found relaxing while a colleague teaches both their classes at once. These problems contribute to Malawi’s poor learning outcomes: only 31 percent of children who enter primary school complete it, and most fourth graders are unable to complete simple tasks such as “100 + 20”.

A team of researchers from the World Bank and Malawi’s Ministry of Education, Science and Technology teamed up to explain the persistence of this unequal distribution of teachers. Working closely with district education officials over two years, the team was able to combine data from several government sources to develop the first comprehensive database of all teachers in public primary schools.

Through focus group discussions, teachers identified the school characteristics they prefer in a posting, including

access to roads, electricity, and water, and distance to the nearest town or large settlement (trading center). Regression analysis confirmed these factors to be decisive in variations in school staffing, suggesting that teacher’s preferences heavily influence postings. Political network mapping with head teachers, education officials, and local elected and traditional authorities reveals that teachers leverage informal networks and political patronage to resist placement in remote schools, while administrative officials are unable to stand up to these formal and informal pressures, owing to a lack of clear guidance and support.

Using geo-spatial coordinates of schools and their nearest trading centers, the study developed a consistent and objective definition of remote schools to create deployment rules and incentives. The study simulates the impact of potential policy applications, finding that careful targeting of newly deployed teachers to remote schools, combined with an incentive payment for teachers to remain in these schools, could substantially reduce the disparities in staffing between schools within two years. The research has already supported large improvements in the allocation of new teachers to schools in the last two years, and the Government is now in the process of planning to introduce the incentive scheme.

The analytical work was conducted by a team led by Salman Asim, Senior Economist, World Bank; and included Dr. Joseph Chimombo, former Director of Basic Education for Malawi; Ravinder Casley Gera, Consultant Education Specialist, and Dmitry Chugunov, Consultant Economist, both at the World Bank. The team were delighted to receive the Joyce Cain Award for Distinguished Research regarding People of African Descent. “Every student deserves a chance to learn, but students across Africa struggle in overcrowded classrooms owing to poor distribution of teachers,” says Salman Asim. “Careful, data-driven policies can go a long way to addressing these problems and ensure all Africa’s students have a chance to fulfil their potential. We thank CIES for this award, in recognition of our work.”

Asim, S., Chimombo, J., Chugunov, D., & Gera, R. (2019). Moving teachers to Malawi’s remote communities: A data-driven approach to teacher deployment. *International Journal of Educational Development*, 65, 26-43.

# CIES Award Winners

## Jackie Kirk Award: Heather Switzer



Heather Switzer

***When the Light is Fire: Maasai Schoolgirls in Contemporary Kenya*** uses qualitative data gathered through an ethnographic case study of Maasai schoolgirls' perceptions of education and development in their everyday lives to complicate affirmative development discourse targeting poor, racialized adolescent girls' lives in the Global South for intervention and investment.

Operating at multiple scales, the book critically analyzes transnational development discourses that exceptionalize educated girls as the "solution" to structurally generated global crises, as well as local-level negotiations of global "girl power." The book's arguments are based on in-depth interviews with over 100 Maasai girls ages 10-20 enrolled in nine rural, co-ed, government-run primary day schools in Kajiado County, Kenya; key adults in their lives, including interviews with 30 mothers and 30 teachers; and 10 months of fieldwork observations. A Kenyan idiom asserts that "education is light," yet schoolgirls' narratives force a reckoning: what if the light is fire? By theorizing "schoolgirlhood" as a new socio-cultural space for Maasai girls who go to school, that creates unprecedented opportunities for the negotiation of gendered and generational relations of power while also creating new forms of regulation *because* the girls are in school. I argue for schoolgirlhood as a dialectical site of possibility rather than a straight-forward sign of "empowerment."

Each chapter offers insight into the production and performance of schoolgirlhood in the context of global discourse and local life. The introduction brings forth the concept of "schoolgirlhood" as a framework for

understanding schoolgirls' compelling insights that exceed the reductive demographic notion of a *girl enrolled in school*. The first chapter historicizes and therefore politicizes contemporary Maasai attitudes about education in the case study communities by discussing how ideas about "being Maasai" and "being educated" (beginning in the colonial period and extending into the formation of the postcolonial state) continue to shape current assumptions and expectations. Chapter 2 builds on this "history of the present" to show how local expectations for increased household economic security and community advancement worked to shape schoolgirlhood as a normative category and how schoolgirls worked hard to perform the attitudes, attributes, and actions expected for schoolgirls. Chapter 3 focuses on two girls' narratives to illustrate how schoolgirlhood complicates oversimplified accounts of gendered vulnerability ("the girl child") or gendered agency ("the schoolgirl") to argue that schoolgirls are relational subjects enmeshed in social formations and power relations as Maasai daughters. Chapter 4 uses contested accounts of two cultural narratives—*emuratare oo ntoyie*, girls' circumcision, and *enkanyakuai*, a female social category—to illustrate how schoolgirls' "developing" adolescent bodies complicate their performance and negotiation of schoolgirlhood. The concluding chapter theorizes "GID" (Girls in Development) as a distinct power/knowledge paradigm in the genealogy of conventional frameworks for thinking about women, gender, and development, WID (Women and Development) and GAD (Gender and Development). Ultimately the book aims to preserve radical hope about schoolgirl futures and the meaningful ways schoolgirls participate as agents in their own lives even as it critiques troubling assumptions embedded in development discourse targeting adolescent girls' bodies and minds.

# CIES Award Winners

## Gail Kelly Award: Rachel Silver



***Sex, Schooling, and Moral Triage*** examines the relationship between discourses on girls' sexuality and young people's lives in Malawi. In Malawi, as in much of the world, the pregnant schoolgirl embodies failure for diverse actors and institutions. She signals moral

degeneration and a loss of control over girls' sexuality to parents and teachers, chiefs, and clerics. At the same time, she demonstrates the failure of schooling to solve social problems.

My dissertation draws on a year of multi-sited ethnographic fieldwork to reveal: (1) how schoolgirl pregnancy has come to be so widely constituted as a social and developmental problem and (2) how discourses on pregnant students shape international and national policy, organizational efforts to support girls' education, daily practice in schools, and the lives of student mothers. It takes an anthropology of policy approach (e.g., Shore, Wright, & Pero 2011) and uses Malawi's 1993 Readmission Policy, which banned the permanent expulsion of pregnant girls from school, as a central node from which to explore these issues.

In the twenty-five years since its inception, the Readmission Policy—though symbolically significant—has failed to return girls to school in large numbers. As a result, in 2016, the Malawian government reviewed the policy to make it more effective. I took part in the policy reform process and contextualized the “meeting ethnography”

(Sandler & Thedvall 2017) with participant observation in a Malawian girls' education NGO and with a cohort of student mothers.

I argue that while engaging with the Readmission Policy, stakeholders across social locations evaluated pregnant schoolgirls, the state of Malawi, and international development in moral terms. In a process I call *moral triage*, these evaluations then informed the distribution of scarce resources, whether bursaries to student mothers or the flow of aid money to Malawi. Virtue and deservedness became metrics through which to make materially consequential decisions in very different spaces.

At the same time, Malawian government officials and student mothers sought paths to redemption. Policymakers deployed creative strategies to maintain the right to define what it means to be a moral Malawian, including through the mis/management of time. Their actions signal possible shifts in state/NGO/funder relations. Young mothers who returned to school assumed the identity of “secondary virgins,” separating their school-going and mothering selves. Leaning on the caregiving work of their female relatives, they reclaimed all possible avenues to a brighter future, even as the relationship between schooling and socio-economic mobility has become increasingly de-linked.

Throughout the dissertation, I used three heuristic tools: moral triage, middle figures, and boundary subjects to show what happens when the symbolic power of education and the optimistic dreams of Malawian student mothers meet with the racialized inequities that characterize international development structures and severely under-resourced schools.

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# Teaching Corner

By Oren Pizmony-Levy



Oren Pizmony-Levy

In this issue, we profile a course taught by Dr. Oren Pizmony-Levy at Teachers College, Columbia University. The course titled “Social Analysis of International Assessments” was the recipient of the Innovative Curriculum Development Award in Comparative and International Education, given at vCIES 2020 by the Teaching Comparative and International Education SIG (TCIE SIG).

## EXPLORING THE WORLD OF INTERNATIONAL LARGE-SCALE ASSESSMENTS

The past two decades witnessed an immense growth in international large-scale assessments (ILSAs) of educational achievement in various subjects, including mathematics, science, reading literacy, and civic and citizenship education (Kamens & McNeely, 2010). These assessments include global projects such as the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), as well as regional projects such as the Latin American Laboratory for Assessment of the Quality of Education (LLECE) and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). International organizations administer these assessments on a regular basis and a growing number of countries take part in them.

Students in the field of comparative and international education could encounter ILSAs in different parts of the curriculum, including survey classes (e.g., individual sessions in “comparative education”), research methods classes, and quantitative data analysis. In most cases, the discussion about ILSAs is “splintered” where students receive brief exposure to specific assessment (usually PISA) and/or use the rich datasets that are produced by ILSAs. In other words, students are missing the social and political processes that led to the creation of ILSAs and their impact.

To provide students with a more holistic perspective on ILSAs, I developed a graduate-level course titled “Social Analysis of International Assessments.” The course is a three-credit, one-semester graduate-level class, which introduces students to different aspects of ILSAs. The course covers the history of this educational movement, motivations for country participation, methods and critiques, comparison of different types of assessments (e.g., TIMSS vs. PISA), politics of using and abusing

ranking, and the extent to which stakeholders engage with ILSAs (e.g., policy makers, general public, scholars, etc.). In many ways, the course reflects the wide spectrum of scholarship on ILSAs that is featured in the annual program of the Large-Scale Cross-National Studies in the Education SIG.

The course is part of the required curriculum of the International Policy and Planning (IPP) pathway at Teachers College. It is also open to students from across Columbia University who are interested in the role of ILSAs in education policy and development. As such, I have the opportunity to teach students with diverse scholarly background and interests. I have now taught the class five times.

The course includes three complementing sections (syllabus and assignments are available upon request). The first section of the course is focused on the methodology behind global and regional assessments. Here, we discuss limitations and ways to further develop sampling methods, instruments, and measurements. The second section is dedicated to the history of international assessments and to conditions that facilitated their emergence and diffusion. The third section is focused on critical analysis of the ways in which scholars, media, and policy makers use data from international assessments. The course consists of short lectures accompanied by class discussions and exercises based on careful reading of the assigned materials.

Rather than asking students to write a final paper, I designed different assignments that help students (a) to explore “hands on” different aspects of ILSAs, and (b) to develop different types of skills (e.g., content analysis, writing a policy memo). Over the years I used different combinations of the following assignments:

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1. *Group presentation on regional and alternative assessments.* This assignment is intended for students to familiarize themselves and their peers with less known assessments such as LLECE, SACMEQ, and the Programme on the Analysis of Education Systems-French Speaking African countries (PASEC).

2. *Data analysis.* In the process of implementing international assessments, a massive amount of data is collected worldwide. This goal of this assignment is to familiarize students with basic analysis using the US National Center for Education Statistics (NCES) International Data Explorer (<https://nces.ed.gov/surveys/international/ide/>). Students work in small groups (2-3) to prepare a short report based on this analysis.

3. *ILSAs for Teachers.* Despite the huge amount of data collected by ILSAs, most teachers do not find these assessments useful for improving their practice. This assignment gives students the opportunity to bridge the gap between ILSAs and teachers. Specifically, students are tasked with creating professional development materials to engage math teachers with TIMSS and PISA.

4. *Analytical memo about the Sustainability Development Goals and ILSAs.* ILSAs do not operate in a vacuum. Rather, they work simultaneously with other global discourses and projects, such as the United Nations Sustainability Development Goals (SDGs). Students are asked to carefully read the SDGs, specifically SDG #4 Education and its associated indicators, and to prepare an analytical memo that address the following questions:

To what extent are the SDGs and current ILSAs aligned? What are the strengths and weaknesses of current ILSAs when they inform work towards actualizing the SDGs?

5. *Media analysis assignment.* To better understand the implications of ILSAs on public discourse, students are asked to analyze the representation of international assessments in 1-2 newspapers in one country. The sample

of articles include a total of (at least) ten articles from print media. Students receive training in structured and opened content analysis (Pizmony-Levy, 2018; Steiner-Khamsi, 2003). The teaching team assembles the coding of all news stories and prepares a presentation for in-class discussion (see analysis of media following PISA 2012: Pizmony-Levy, 2017).

6. *Policy Memo: Should County X Participate in ILSAs?* In the final assignment, students are invited to take the role of a consultant to the Ministry of Education (MoE) in a country of choice. The MoE have secured the budget needed for participation in ILSA, but the Minister is not sure whether to participate (or not), and if so in which assessment. Based on what they have learned throughout the semester, students are asked to craft a position paper that addresses this issue and recommend a way to move forward.

Taken together, the assigned materials, lectures, class discussions, and assignments provide students with a holistic perspective on ILSAs, a social phenomenon that is both central and often taken-for-granted in our field. The final assignment in this course is an ungraded reflection paper, which provides an opportunity for students to explore the “big picture”—ways in which ideas and concepts from the course are linked to their broad interests in research and practice. These reflections also give further feedback and point to gaps in their learning.

The development and improvement of “Social Analysis of International Assessments” is the result of a collective effort. And I wish to conclude my note with appreciation and thanks to my colleague Gita Steiner-Khamsi who encouraged me to invest in this project in my first year at Teachers College. I would like to thank Katie Conway and Nancy Green Saraisky for helping me to think through the teaching pedagogy. Finally, I benefited greatly from a wonderful team of teaching assistants including doctoral students Zi (Grace) Hu, and Erika Kessler.

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# What keeps me going during COVID: Journey of an international graduate student

By Ananya Tiwari

The COVID-19 pandemic hit all of us differently. While it's not easy or fair to compare who was affected the most, staying away from home and family has been incredibly hard on international students.

## Away from Home

I have stayed indoors for the past three months and have experienced overwhelming emotions regarding personal loss and professional uncertainty. My home country India is fighting COVID-19 in a manner very differently from United States. I share this concern with many of my Indian friends that to be safe in India largely depends on the action of our own family members. The government machinery is under immense pressure and has not been able to respond to the rising public needs in the wake of the pandemic. Every day I would hear new challenges from my family back home – grocery stores running out of basic food items to people unsuccessfully queuing up for hours to get the government-sanctioned ration; from overcrowded hospitals to healthcare workers getting infected in the absence of adequate Personal Protection (PPE) kits. In this atmosphere, it's unsettling and emotionally draining to imagine how my parents would manage if something were to happen to them. In times of crisis it is natural to stay with one's family. Not knowing whether and when I would be able to see them again adds an additional layer of sadness and helplessness.

## Losing Loved Ones

COVID-19 has brought innumerable personal losses for me. This has made me reflect on how I process the plethora of complex emotions that loss brings. It all started with my mother calling me one day to inform that my grandfather has been diagnosed with prostate cancer and only has a few days left. It is largely my mother who takes care of her father and her father in law. Every day, she would feed my paternal grandfather in the morning and then visit her father at the other end of the city in the afternoon. When a lockdown was announced, she had to stop this commute. It was painful to listen to a daughter's grief of not being able to meet her dying father in his last few days.

At the same time, my husband lost both his grandparents to ill health in India. He had just moved to the United States and this news was a shock for him. I wasn't sure what kind of support I could have offered him. He clearly wanted to be back home with his family and mourn together. Almost simultaneously, our close friend and flat mate, a Chilean, discovered that his mother fractured her leg from a fall and that his father has cancer. He rushed to book his flight and reached Chile. It was finally bittersweet that he got to be with his father on his last days; he passed away after a week. It was not just humans, one of our dogs who I admired for her resilience throughout my life, also died during this time back in India.

It is perhaps that we, staying away from home, don't feel the full force of our emotions to these events. Maybe our body, in order to protect ourselves, grows a thick skin against such news. The only thing I look forward to now is our hopeful trip back to India in December.

## The plight of Migrants

Watching the news every day from India hit a new low for me. As the lockdown was announced, an estimated [130 million](#) migrant workers started to walk back to their villages from big cities like Delhi and Mumbai because of loss of work opportunities. They were travelling distances of 1,600 kilometers on foot, often dying due to hunger, heat or, both, as well as being subjected to immensely undignified measures at various stops such as being [sprayed](#) with disinfectants by the government officials after reaching Bareilly (a city in the state of Uttar Pradesh). Yet, there was also heartwarming news about how [locals](#) and nonprofits stepped up to provide food and shelter at many places. But the overwhelming response I saw from the state and fellow Indians indicated that these migrants don't belong to the country. It broke my heart not just to read about their unwarranted

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struggles but also my own helplessness that I was unable to do much for them at this time.

### Coming Home: The Funding Crisis in Academia

It is not a secret that many departments and universities are facing extremely difficult situations in terms of supporting their graduate students. While this affects all students, it affects some more than others. International students lack both financial and social safety nets that can be vital during these times. In many cases, not having money simply means stopping your research and going back home. I was fortunate to have been able to navigate this situation due to a supportive program and faculty at my university. But my conversations with friends and the larger international community have highlighted the extent of the mental pressure international students feel during this time. Unlike others, they cannot move in with their parents if they don't have the stipend to pay their rent. Overall, the cost of pursuing a PhD – a 5-year long journey – in another country comes at a high price for many of us. So uncertain situations such as now make us question whether it's worth pursuing this direction at all.

### Change in Research Directions

Right after the pandemic lockdown was announced and the universities physically shut their laboratories earlier this year, I was a part of a meeting between faculty and graduate students. Here, the primary question graduate students were asked was –how do you think you would change your research directions now, given that the pandemic has rendered your earlier research plans unfeasible?

I was already grappling with understanding what had just happened when I felt a flurry of emotions run through me – helplessness, lack of care, and confusion. I didn't have an answer to this question and I strongly wished this question was not asked in the meeting in such an unsympathetic manner. I felt two things: first, the entire onus has been put on me to find a new research direction as if the pandemic was my fault; and secondly, were I not ready with the answer in this meeting, I was not working hard enough. I look up to the faculty as mentors – people who can problem solve with me and guide me through that process, not leave me stranded alone in midst of finding answers to research directions.

The culminating question that bothered me most was: what is the meaning of the work I am trying to do here? Or does it have any meaning at all? When I look back on my life or when I will think about the crisis, will there be a

respectable answer to the question “So what did you do at that point”?

Personally, academic prowess means little if it doesn't solve real life problems or help people in some way. One really questions the value of a PhD if it is stuck between the pandemic, lack of funding, migrants dying of heat and hunger, change in research directions and not being with family – something that disturbed me immensely during this time.

### What Kept/Keeps me going

Victor Frankl has talked about the importance of having a purpose in life that adds meaning to it. It is similar to the existentialist Buddhist philosophy that acknowledges that everything in this world is inherently meaningless and is never stable; one has to add meaning to objects, experiences and life itself. Both these sources have helped me survive and develop my own understanding around the pandemic and its impact. Frankl states that everything can be taken from a (wo)man but one thing: the freedom to choose one's attitude in any given set of circumstances, to choose one's own way.

For me, this was [SwaTaleem](#); but more importantly – the idea it stands for. In this nonprofit I cofounded, we work to enhance educational outcomes for young girls prone to early marriage. COVID-19 hit this community of girls in ways unimageable for us. I can always come back to my research if there is a gap or disruption – it doesn't mean the same thing for them. In communities where child marriages occur at a high rate, disruption in education doesn't mean coming back to school; it means getting married. The residential schools where we work have been shut down and girls have been sent back home. Online education does not work in these settings. Even having a phone in a household doesn't guarantee that a girl can access it. Being home now simply means a higher likelihood that the family will marry them off as a liability. In fact, a recent [UN report](#) suggests that COVID will push 13 million more girls into child marriage.

The challenges that these girls face are much more serious than mine. In fact, if one looks closely at this community, they carry out negotiations each day fueled by resilience and resistance. What pride it is to work for and with these girls! And it is this that has kept me going. Each day, pausing my own 'research', I try to assemble some solutions for this complex social, but very real, problem with equally committed and passionate people in India.

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It just gives a greater **meaning** to my little pursuit of a degree, to the research I do, to the truth I seek and to my life. And I have realized that when you work for others, your problems seem small – always – and it somehow propels you to do better. Because there is a bigger driving force that makes you work harder.

### Getting Perspective

Building on the previous point, I want to highlight a larger angle on gaining life perspective. When I read the news on the migrants in India, the [Amphan](#) cyclone in South East Asia, the COVID hit populations in Illinois around me (the majority of whom are Blacks and Latinas) and very recently, the collective resistance in the George Floyd case – it humbles me. It gives me perspective as well as a deep sense of gratitude to not just what I have but also to what some of my people all over the world are facing. I have

### Hope

I will end with Hope – one of the most important qualities that keeps us going through the darkest times in our lives and what it means to me as an Indian international graduate student:

*I always think of the time when one day, soon enough,*

*I will be able to go back to India in December and breathe its air and listen to the chaos on the roads;*

*That I will be able to eat Chaat and Samosa and Masala Dosa;*

*That I will be able to see the girls back in school and ask how school is going and what they want to be in life?*

*That I will be able to meet and talk to the teachers on cold sunny mornings in Haryana about what we can improve in our program;*

*That I will be able to discuss program strategies with the team members while planning what to cook together in the evening (yes that's how work happens in remote areas);*

*That I will be able to see and touch and play with my dogs and hug them like I want to now;*

*That I'll be able to cycle on the busy roads of my hometown and have Chai with my mother in the evenings.*

*Our life gives us few chances where we can truly change what we believe in and what we do.*

*Maybe this is one such chance and this 'Hope' can help us choose the right path.*

**Disclaimer: The article does not reflect the views of the SA SIG. The views are personal.**

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food, shelter, work to do, a salary and a loving partner – this has been more than enough for me to sail through and with empathy.

### Support Systems

I had stayed away from my partner, now husband, for 1.5 years before he moved to the US earlier this year. During the pandemic, we were together, and it was truly a blessing. We also had a close friend of ours who stayed with us during the pandemic. Having this support system in place made so many things lighter for us to absorb as a collective. Sharing meals and conversations brought us closer, but also lessened the daily impact of what each one of us was going through. Also, it is encouraging that some of the faculty have taken active roles and stepped up to work in collaboration during this time to create an environment of support for us.



# Pluriverses and Comparative and International Education: COVID-19, CIE, and a Future Education

By Tavis D. Jules, Max Crumley-Effinger and Victoria Desimoni

## Pre-Pandemic Educational Inequality

Numerous academics have written in the past months about the impact of the novel COVID-19 in achieving the Sustainable Development Goals (SDG), most of them—if not all—underscoring the pre-existent limitations for reaching these goals (e.g., Antoninis, 2020; Barbier & Burgess, 2020; Draxler, 2020; Fleetwood, 2020; Leal Filho, Londero Brandli, Lange Salvia, Reyman-Bacchus, & Platje, 2020; Riggall, 2020). Before the pandemic hit, the UN (2019) noted that the achievement of the 17 SDG by 2030 was already off track. The UN's (2019) report mentions poverty, hunger, quality education, loss of biodiversity, and climate change as some of the areas that are either deteriorating or changing at a very low speed and scale. Naturally, the pandemic has exacerbated nations' institutional and financial limitations, making meeting SDG's targets even more challenging. As we brace ourselves for a purported second wave as current cases continue to rise sharply (Johns Hopkins University, 2020), questions remain about what educational systems will look like in a post-pandemic world. Prior to the pandemic, global education was struggling due to movement from government to governance. The 1980s saw many market-driven reforms under the global-speak of globalization and new public management that hollowed out national educational systems and laid the groundwork for global agendas such as Educational for All, the Millennium Development Goals, and now the SDGs. Taking one global marker, one can see that education was failing the world's children before the pandemic. For example, despite the promise to achieve Education for All by 2015, some 121 million children and adolescents did not ever start school or simply dropped out (UNICEF, 2015). Despite this, we have maintained business as usual strategies rather than focusing on targeted interventions to attend to the causes—instead of these problems' symptoms.

Education, broadly speaking, before the pandemic was only 'working' at a very basic level and accessible to a

select few with global disparities across race, sex, and gender, among much else. Those in the Global North were already inequitably the recipients of the larger share of the global education status quo's positive outcomes. The fourth SDG, 'quality education,' that aims at ensuring all boys and girls complete free, equitable, and quality primary and secondary education, is nowhere near reality. The UN (2019) reported that, in 2018, 258 million children, youth, and adolescents were out of school, and the minimum proficiency standards in mathematics and reading were not being met by more than half of the children and adolescent population worldwide. The data gathered by the UN (2019) also shows how quality education is less accessible for people in the southern hemisphere, women, and marginalized groups.

Educational inequality persists despite our efforts to end it (the UN has announced that the 'quality education' goal will not be met by 2030 and that more than 200 million children will still be out of school), because of the de facto design and goals of our education systems. As long as education's main objective is to serve the global market and nations' economic development, quality educational opportunities for all will remain unachievable. From a global perspective, developed countries have grown and continue to do so via the exploitation of the people from the Global South, and education systems have been designed to serve this purpose. The world needs some people who are desperate enough to take on the "undesirable" jobs that require less or no education. From a national perspective, inequality and the myth of meritocracy continue to perpetuate (and conceal) the power and dominance of an elite that will always find new ways of securing further advantage – among them, more educational opportunities.

Education was not serving everyone before, and the pandemic has exacerbated existing inequalities, as noted by numerous academics and journalists writing for

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platforms like UNESCO, UKFIET, and University World News. Amid these aggravated educational challenges, the purpose of this article is to seize the opportunity to reimagine post-pandemic education. As such, in this piece, we set forth to answer the following questions:

What could a more equitable and human-serving post-pandemic education look like? What role might Comparative and International Education scholarship play in pursuing a post-pandemic educational ideal?

## Pandemic Disruptions

The pandemic has shown what many knew to be true already: a deep (though unequal) interconnection of almost all parts of the world. The novel SARS-CoV-2 coronavirus' COVID-19 pandemic highlights this interconnection in the form of spread of the disease, how nations and individuals collaboratively respond to an emergency, and the global flows of knowledge and information about the virus, among much else. With such a highly infectious virus, it underscores that beneficent support of all—and pursuit of the good for all—could truly benefit all, something that is often forgotten or overlooked in an atmosphere of competitive national and regional alliances and oppositions.

The world's shared and interconnected educational histories—influenced by events that ranged from the violent to the collaborative, the colonial to the benevolent, the experimental to the compassionate, the spiritual to the functional—led to the various pre-pandemic educational realities the world's students enjoyed, tolerated, despised, benefited from, were exploited by, suffered through, or had no access to. As noted above, these educational realities were anything but just and equitable on the whole around the globe. In response to these pre-pandemic injustices and inequalities, we join others in idealistic but necessary pursuit of a new conceptualization of education and shared learning to serve better the world's sundry peoples and cultures the earth itself.

Whether in the realm of pandemic response measures, striving to reduce the effects of climate change, or seeking improved capacity and reduced inequality in global education, collaborative and supportive international cooperation based on multi-sectoral approaches offers a path to conquering issues plaguing the social and ecological global community. This is, of course, not a novel or profound argument; however, it is given new meaning in the face of unprecedented global issues and never-before-seen collaborative capacity and potential.

Concomitant with laying bare the interconnection of most societies and peoples worldwide and the need for global

collaboration to respond to international exigencies, the pandemic provides an opportunity. While dangerous and disruptive, the pandemic has (violently) cast light on the opportunity for cooperative diversion from our inequitable educational paths and can serve as a critical juncture towards a reimagining of what education could and should be for our world's learners. Reimagining education as a whole could lead us to more fruitfully prepare for future global crises (both known and unknown) and rethink educational systems to address and heal the pre-pandemic ills that plagued these interconnected systems.

We note that there may be governments, leaders, and educators who feel that the pre-pandemic education systems of the world (or at least particular nations) were sufficient for their needs and purposes. As such, one might ask if there is anything about the pandemic that could incite those with power over educational systems to feel that the pre-pandemic education systems were insufficiently meeting their needs and purposes to the degree that they would endorse wholesale change? That is, if the disruptions to education stemming from the pandemic are primarily and bureaucratically seen to be physical, practical, interpersonal, and health-related, will those disruptions have the power to prompt leaders and those in power to strive for post-pandemic changes to more equitable conceptual and overarching educational foci, ethea, and philosophies? Pessimistically, one's answer to such questions might not be affirmative; however, we argue that the pandemic's disruptions provide us with an opportunity to challenge local and global status quos and that the degree of inequality and inequity baked into pre-pandemic global education systems requires a collective effort from those involved in education in all respects to devise and subsequently demand a reimagining of what education can be, in a way that is disconnected from what education inequitably has been. The next section explores one potential avenue for a reimagining of education to serve as just one starting point for a critical discussion of a possible new way forward.

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## Reimagining Post-Pandemic Education

### The Global School

In the search for theories or ideas that could assist us through reimagining post-pandemic education, we came across the work of Michael Douse and Philip Uys. Last March, hoping that the COVID-19 pandemic could act as a catalyst for deep systemic changes in global education, Douse and Uys (2020) published *One World One School*, in which they envisage future education as taking the shape of a 'Global School.' They argue that the current Digital Age can make the advent of a universal digitally interconnected school possible. This school is portrayed as "all schools in one," or "an international community of teachers and learners; an expression of worldwide connectedness, consciousness and cooperation; a shared understanding rather than a set of buildings" (Douse & Uys, 2020, p. 23).

The Global School would be founded on the basis of Digitization, that is, broadly speaking, the conversion of all available information into a digital form. Digitization would allow students from around the globe to access any resource – from all countries, cultures, groups—thus having the potential to end Western colonial hegemony over knowledge production and education 'legitimacy,' to create an education that is "universally participative, non-discriminatory, inclusive and fun" (Douse & Uys, 2020, p. 23). Through universal free and equal access to technology and the internet, Digitization can make quality education for all a real possibility.

In the following paragraphs, we highlight four critical components of the Global School we find compelling to incorporate in our reimagining of an education that is more equitable, effective, and beneficial for the world. These highlights that: i) education should not be linked to the labor market; ii) the goal of education should be to create self-directed lifetime learners; iii) education should be enjoyable and an end in itself; and iv) education should be universal, generating the interconnectedness of all peoples.

The first important step in the aim of ending educational inequality is to separate education from labor market forces and mechanisms. With the rise of the Fourth Industrial Revolution, which blends the physical with the cyber-physical and the emergent "educational intelligent economy," which is "premised on the exponential production of digital data to measure, analyze and predict

educational performance in comparative perspective" (Salajan & Jules, 2019, p. 1) coupled with Big Data, artificial intelligence, machine learning, and the internet of things (IoT) are reshaping the nature and purpose of education. In other words, education can no longer be conceptualized solely as a means to fulfilling global or local labor market needs, as it has been so far, since some will continue to be left behind if they are considered unsound investments. Part of the Global School proposal is recognizing that the old Fordist model of school as factories where children are molded and manufactured according to societies' needs is no longer useful or appropriate, and it has no place in our current Digital World or educational intelligent economy (Douse & Uys, 2020; Salajan & Jules, 2019). In addition to perpetuating existing inequalities, this old educational model is insufficiently flexible in responding to learners' individual needs regardless of their context.

Instead of responding to the needs of the market, education's goal should be creating self-directed lifetime learners who enjoy education and are also prepared for future jobs that do not even exist in our minds. Technology has already replaced production jobs, and it may replace many service jobs at some point. With the rise of servitization, creativity, innovation, critical thinking, and passion for learning should be the aims of schooling.

Even though it is essential to think of education as able to form flexible people who are ready for the Digital Age's dynamism, the primary concern of education should not be about preparing students to join the labor force. Education should be an end in itself, something that pursues fulfillment, instead of only preparing us for slotting into an unequal constellation of labor markets. The Global School, in proposing a non-competitive and learner-centered model of education, highlights the value of an education that is personally embraced, valued, and enjoyed. Lastly, the Global School proposes an education (made possible with ICT technology) that is universal and facilitates all peoples' interconnectivity across the world. This universality promotes collaboration, understanding, the value of all cultures and experiences, and global peace.

The Global School proposal is notoriously ambitious, and our short review here might raise doubts regarding its viability. Our article provides a summarized and simplified description of what the comprehensive Global School idea entails, and we encourage readers to look at this idea

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themselves for a full understanding of our proposal. Also, we are not presenting in this piece responses to potential concerns about the Global School's feasibility because of space limits. The answer to numerous of these concerns can be found in *One World One School*.<sup>1</sup>

### Global School Plus

Taking as its starting point the Global School ideas put forward by Douse and Uys (2020), our reimagining of post-pandemic education incorporates additional perspectives and emphases to form what we are tentatively calling 'the Global School Plus.' Our appreciation for the work done to develop the Global School concept is combined with a concern for the environmental toll not only of the Global School's approach but, more broadly, of the current *status quo vis-à-vis* unequal and monumental world consumption of resources and polluting emissions. As such, we first find it essential to integrate Rappleye and Komatsu (2020) work in the form of the "finite future" paradigm as a critical component of a more just and responsive post-pandemic education.

Rappleye and Komatsu's (2020) proposed Finite Future paradigm<sup>2</sup> presents a critique and attempted corrective to the issue of educational researchers continuing "to operate on an assumption of infinite resources" (p. 191). By our reading, what the authors propose is a shift in educational researchers' work, which would then be manifest in education (e.g., schooling, teaching, research and learning) itself. This imagined shift would be primarily cultural and would necessitate an acknowledgment of the fallacy of an infinite "horizon" for human activity and consumption using the planet's finite resources. As a result of this cultural shift, educators could then see past the *Fata Morgana* of an infinite future in order to pursue educational practices for learners that prepare learners for the interpersonal and social realities of a future founded on more equitable and sustainable consumption better fitting the earth's capacity and resources (Rappleye & Komatsu, 2020).

We should recognize that recent "educational research has come under tremendous pressure to serve the economic, as opposed to cultural goals, of the State" (Rappleye &

Komatsu, 2020, p. 202). An educational orientation, such as the Global School, which does not emphasize meeting unquenchable labor market requirements, is one that may be more attuned and responsive to the limitations of the earth's capacity to support unsustainably resource-intensive human consumption, as well as the inequity on and by which many of our current social, economic, and labor systems are founded and sustained. Such an educational approach (a "universal, non-competitive, learner-directed education system" [Douse & Uys, 2020, p. 96] wherein the basic needs of individuals are met through a universal basic income) also holds the potential for facilitating the development of individuals who would be less focused on consumption of limited and commodified natural resources.

Incorporating the finite future paradigm in educational planning and education work for post-pandemic learning is the first of three components of the proposed Global School Plus. The second response to a significant concern with a central element of the Global School proposal: the need for a massive increase in accessible Information and Communications Technology (ICT) for all of the world's learners. The Global School relies on the significant potential of technology to connect people and people to knowledge; however, it does not seem to describe how these technology and device requirements will be balanced with the resource and energy consumption concomitant with such access. Despite the irrefutable value and potential of technologies to change our world for the better, many scholars have pointed out the limitations of technology to respond to and truly transform overconsumption and the adverse effects of anthropogenic pollution on our earth's health (Kuh, 2009; Caset et al., 2018; Shields, 2019; Higham & Font, 2020). So, while technology may be a solution to many of the world's educational ills, it may not be sufficient for fully responding to climate change.

Our second proposed addition, then, is the incorporation of an ecocentric environmental education based on two assumptions introduced by environmental scholar Helen Kopnina. For Kopnina (2012), "the (anthropogenically created) environmental problems are severe and objective and that education of ecologically minded

<sup>1</sup> *One World One School* pdf can be downloaded from the following link: <http://www.globe-online.com/oneworldoneschool.pdf>

<sup>2</sup> As with the *One World One School* book, we encourage readers to engage with the Finite Future text itself for more details about this novel proposal from the creators themselves.

future generations could help their resolution" (p. 700). Augmenting the ideas of the politically institutionalized ESD<sup>3</sup> due to its heavily anthropocentric orientation (Kopnina, 2012; see also Jickling, 1994), we propose here the inclusion of ecocentric educational emphases and orientations, which incorporate notions introduced in the finite future paradigm and respond to the climate change emergency facing our earth. This is proposed for inclusion because of our understanding of the need to respond to and mitigate the increasingly irreversibly adverse effects of climate change and unfettered consumption on our planet and its various natural and social systems.

The third and final proposed addition to the Global School proposal, rounding out our ideation of the post-pandemic Global School Plus, is the inclusion of guiding philosophical points for creating a more responsive, just, and equitable education. The Global School Plus should

- Pursue equitable access regardless of circumstances and privilege
- Pursue equitable access to information and educational facilitators
- Emphasize the humanity of all peoples
- Pursue relevance (or space for the development of relevance) to all contexts (cultural, environmental, linguistic, etc.)
- Be safe and accessible in perpetuity
- Provide various entry points (on-ramps) to facilitate entry from different levels of prior familiarity or education

#### **A way forward for CIE Theory and Research**

In short, the COVID-19 pandemic has presented us with *carte blanche* to rethink national educational systems, structures, policies, and processes. It has given us the ability to free ourselves from mental slavery, to paraphrase Bob Marley, of institutions, bureaucracies, apparatuses, and testing regimes that now dominate the international environment. Moreover, it provides the opportunity for us to confront international knowledge banks and developmental institutions and regimes to let them know that their education plans are not working as we are living, functioning, and existing in different *pluriverses* (in contrast

to a single *universe*). As we seek to decolonize education further, an idea at the heart of the Global School Plus, we can then ontologically accept that we live in many kinds of worlds: nonhierarchical interconnected different worlds that are human and nonhuman.

Such an approach forces us to move away from modernist thinking and the rationalization of colonial violence around schooling, which is a product of the "modernist Western paradigm" (Sterling, Dawson, & Warwick, 2018, p. 325) that has maintained the dualisms of "Cartesian separation between material (physical) and immaterial (spiritual) reality, mind and body, objectivity and subjectivity, culture and nature" (Silova, 2020, p. 140). Our focus on using schools as labor force factories and the promotion of infinite economic growth and developmentalism continue to reinforce the dominant structures and modernity, and we need to turn away from these if we are going to survive the remainder of the Anthropocene.

No longer can we rely on human exceptionalism as an excuse not to confront the challenges in front of us. As social scientists, we must remain faithful and steadfast to our origins and seeks to uncover injustices where they persist and speak truth to power. COVID-19 allows us to rethink our research's purpose, who it benefits, and how it is being used. We should confront the institutions that govern and regulate the discourses and funding around education. We can do longer produce research and theories for the sake of production, acclimation, and tenure. If we are serious about rethinking education, we need to reconsider our field's scope and purpose. The pandemic has presented us with such an opportunity by giving us new conceptual grammar and tools to incorporate everything from human rights education to systematic thinking about inequality into all educational systems. No longer should we be the purveyor of callus borrowing and lending of best practices and standardization but call attention to why localization and indigenization best prepare students for the educational intelligent economy. We have seen the ill effects of economic globalization upon education, and we cannot allow the so-called Fourth Industrial Revolution to be another form of colonialization or globalization that promotes more significant inequalities. We can prevent a return to the *status quo* of theorizing, analyzing, explaining what is/was, and moving instead to theorizing and working to develop what *could be*.

<sup>3</sup> We note here the concerns raised by scholars that an education "for" anything could be a form of "indoctrination" (e.g., Jickling, 1992; Jickling, 1994; Douse & Uys, 2020), but see the need for continued negotiation of a complicated balancing act that holds at one time the concerns with an "education for..." and the current existential threat facing the world and its inhabitants, as well as the environmental toll of the ICT component of the Global School idea.

If nothing else, the anthropogenic age has reminded us that we need to think beyond humans and calls for introspection about what the field of CIE has to offer to theorize and develop what could be. In this way, we may want to stop and ponder Silova's (2020) prompt to think about how we can radically reimagine and transform education to facilitate "the metamorphosis of our selves, helping us move beyond an autonomous, rational selfhood, while animating 'self-in-relation' to a more-than-human world" (p. 143 *italics and butterfly original*). Such a step would ideally help us to move away from the structural dominance and dichotomies that we fall prey to and would set in motion a series of actions that would serve to create a new generative direction for education or what Silova (2020) calls "a 'connection tissue' between the different worlds and between the numerous dualities of the modern human psyche, connecting everything and everyone into the 'relatedness of the whole,' a relatedness of the pluriverse" (p. 144). In other words, such a metamorphosis in CIE would ask us to seriously engage

and interact with other worlds outside of our Western-centric view. If we are to 'reform' our field to function better in a post-pandemic space, it will require us to think broadly about how different pluriverses function, operate, and shape the work, subjects, and data that we interact with. In this way, we call for a type of comparative education that is, first, devoid of othering, imposition, and unilateralism but respectful of the ability to learn mutually from those we encounter comparatively. We must begin by unlearning the *status quo* and reconfiguring place and space to account for pluriversal ways of thinking. Second, we should seek to decolonize ourselves, methodologies, theories, and thinking while rethinking what it means for comparative work from a pluriversal perspective. Third, we need to move beyond the commodification and fetishization of Western knowledge and account for other ways of thinking and being. These are but small steps to rethink the post-pandemic ecosystem of comparative and international education in fostering the development of the Global School Plus.

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# Generation Unlimited: Our Time. Our Turn. Our Future

## The impact of COVID-19 on youth

By Urmila Sarkar, Hana Sahatqia and Mami Kyo

The current generation of young people – numbering 1.8 billion – is one-quarter of the world’s population<sup>4</sup> and a dominant force both now and in the decades to come. This generation represents the largest cohort of young people ever with the demographic boom across much of the world. If these young people are prepared with the relevant skills to become productive and engaged members of society, they will significantly contribute towards positive socio-economic development outcomes and the Sustainable Development Goals. However, investments towards quality employment and entrepreneurship opportunities fall short of young people’s aspirations and the growing pool of young jobseekers. The Fourth Industrial Revolution is rapidly changing labor market needs and many education systems are struggling to prepare young people with skills in demand while millions continue to remain out of school.

Even before the COVID-19 pandemic, 267 million young people (aged 15-24) were not in employment, education or training (NEET); two-thirds of which are young women, as a result of gendered expectations of unpaid family work (e.g. sibling/childcare, household chores) and informal employment.<sup>5</sup> While recognizing that girls and boys experience adolescence in very different

ways, the world tends to narrow for girls, who face limitations on their ability to move freely and to make decisions affecting their education, work, marriage, and relationships. They are also vulnerable to child marriage, teenage pregnancy, gender-biased sex selection, and violence.

This global pandemic is poised to deepen a learning crisis that already existed, with millions of young people not developing the skills that will enable them to get a good job, start a business, or engage in their community. The quality and levels of access to education and skill-development opportunities, particularly for the most marginalized, are desperately limited and inadequate for young people who are demanding – and deserve – access to learning. With the sudden closure of schools affecting over 1 billion students globally<sup>6</sup>, governments have taken actions to ensure learning continuity by rapidly transforming education delivery with digital and non-digital (i.e. radio, TV, paper) solutions.<sup>7</sup> However, the availability of quality and learning and teaching materials, teacher trainings, and gaps in digital connectivity remain a major challenge. Currently, only half of the global population is connected to the internet; it is a mere 15 per cent among low-income countries.<sup>8</sup>

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<sup>4</sup>United Nations, Department of Economic and Social Affairs, Population Division (2019). *World Population Prospects 2019, Online Edition. Rev. 1.*

<sup>5</sup>ILO, Global Employment Trends for Youth (2020). Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_737648.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_737648.pdf)

<sup>6</sup>UNESCO, (2020). *COVID-19 Impact on Education.* Retrieved from <https://en.unesco.org/covid19/educationresponse> Accessed 14 August 2020.

<sup>7</sup>UNICEF, (2020). *Promising practices for equitable remote learning Emerging lessons from COVID-19 education responses in 127 countries.* Retrieved from <https://www.unicef-irc.org/publications/pdf/IRB%202020-10%20CL.pdf>

<sup>8</sup>International Telecommunication Union, World Telecommunication/ICT Development Report and database. Accessed 14 August 2020.



As we are in a global recession, the devastating impact of COVID-19 on businesses and employment has disproportionately impacted young people working in the services and sales sector as well as the informal economy. According to new data released by the ILO and its Global Survey on Youth and COVID-19, 17 per cent of respondents who were employed before the outbreak stopped working altogether, and 42 per cent reported a reduction in their income.<sup>9</sup> COVID-19 has also posed immense psychosocial threats to young people. Disruption in education and economic opportunities, family stress, social isolation, risk of domestic abuse and uncertainty about the future have led to the reduced well-being of young people globally.<sup>10</sup> Psychosocial support and counseling for young people has become ever more important to ensure they are able to harness their talents and reach their aspirations in the post-COVID world.

### The global response and Generation Unlimited

Generation Unlimited (GenU) was launched in September 2018 to overcome these challenges and chart pathways for prosperity for young people. It is a global multi-sector, public-private partnership hosted by UNICEF that aims to enable the largest generation of 1.8 billion young people to become productive and engaged members of society. GenU connects governments with private sector, front-line partners, and most importantly the young people themselves. Its board includes many prominent government and civil society leaders and CEOs of major corporations.

GenU contributes to achieving the Sustainable Development Goals and aims to:

- Modernize secondary education and training to build the skills young people need for productive lives and work.
- Increase and improve the number of quality work opportunities available to youth.
- Foster entrepreneurship as a mindset and a livelihood for young people.
- Collaborate with youth as problem-solvers and engaged citizens to help create the world they want.

GenU brings together the private sector, governments, multilateral organizations, civil society, and young people to:

- Put youth at the heart of everything it does. We engage youth in the co-creation of our agenda and its ongoing governance and implementation. Young people are part of the GenU Board, and we've set up the Young People's Action Team (YPAT) to act as a sounding board for everything we do.
- Deliver at scale. We identify and develop youth-focused solutions and innovations and mobilize financing to implement them at scale. This is done by using the extensive reach of our networks, such as the United Nations and the complementary capabilities and networks of our many partner organizations, such as businesses, and foundations.
- Crowd-in capital. We use catalytic capital – primarily sourced from donors – to bring in and mobilize additional financing.

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<sup>9</sup>ILO (2020), *Youth and covid-19 impacts on jobs, education, rights and mental well-being Survey Report 2020*. Retrieved from <https://www.decentjobsforyouth.org/wordpress/wp-content/uploads/2020/08/Youth-and-COVID-19-Survey-Report-English.pdf>

<sup>10</sup>ILO (2020), *Youth and covid-19 impacts on jobs, education, rights and mental well-being Survey Report 2020*. Retrieved from <https://www.decentjobsforyouth.org/wordpress/wp-content/uploads/2020/08/Youth-and-COVID-19-Survey-Report-English.pdf>

GenU has rolled out the public-private partnership platforms across 41 frontrunner countries across 7 regions it currently operates in. For instance:

- Across GenU India, Yuwaah! aims to build pathways to economic opportunities for 100 million young people, facilitate 200 million young people to develop relevant skills for the future of work, and equip more than 300 million young people to become catalysts of social change by 2030. They adapted plans to address industry and job losses, the shutting down of educational institutions, and the psychological impact on young people caused by COVID-19. Yuwaah! is reaching almost 30 million through the support of digital innovation.
- GenU Bangladesh aims to reach more than 17 million young people with skills development and quality employment opportunities by 2024. They have formed a Steering Committee chaired by the Government and led by a2i (Digital Bangladesh), BRAC, ILO, UNICEF, UNDP and the World Bank with industry associations representing more than 500 national businesses. They are investing in scalable solutions in apprenticeship, secondary education and Madrasas, entrepreneurship, job-matching platforms and mainstreaming vocational education in systems.
- Led by President Kenyatta, GenU Kenya is building on existing youth skills/employment initiatives, tapping into vibrant private sector, and co-creation with youth. The platform is rolling out a new initiative, African Youth Digital Marketplace (YOMA), which supports young people in their quest for growth by matching them to opportunities for education, skills development, volunteering, apprenticeships, social innovation challenges, or self-development initiatives that help them acquire 21st-century skills in practice.

### GenU and COVID-19 response

To address the unprecedented challenges posed on young people by the current COVID-19 global pandemic, Generation Unlimited has mobilized its partners to establish Task Forces to accelerate results in the following areas:

1. Connecting every school and learner to the internet. This will mobilize private and public funding and other resources to connect two million schools and

approximately 500 million children and youth in the next three years. We want to create industry coalitions for providing satellite and mobile connectivity and digital services.

2. Scaling-up online/remote learning, skilling, and livelihood platforms. This will provide facilitated access to existing digital content and tools that can be used for remote learning and skilling of young people as well as for advancing employment, entrepreneurship, and civic engagement opportunities.
3. Encouraging entrepreneurship skills and opportunities. This will provide the support necessary for the establishment of local entrepreneurship ecosystems and entrepreneurial education and culture for young people.
4. Supporting young people as changemakers. This entails massive scale-up of proven youth engagement and volunteering initiatives globally to support young people as changemakers and co-creators of their own solutions.

The Executive Committee of the GenU Board is driving these Task Forces, which includes: Dubai Cares, IKEA Foundation, PricewaterhouseCoopers (PwC), UNICEF, Unilever, World Bank, and the Ministry of ICT of Kenya.

### Young people's engagement and civic participation

Young people first and foremost have a fundamental right to participate and engage meaningfully in society, as well as to have their voices heard in decisions affecting them. More effort needs to be made to empower vulnerable and marginalized youth with opportunities for civic engagement. Young people can then strengthen civil society, increase accountability of governments and corporations, and foster greater social cohesion.<sup>11</sup> Key principles for successful engagement of young people include creating a safe environment where young people can express their views without fear; ensuring the engagement of those hardest-to-reach in both development and humanitarian contexts; and engaging young people in decisions that are meaningful to them.

With that in mind, GenU ensures that every initiative, partnership, and development of programmatic guidance has young people at the forefront. This is why on the

<sup>11</sup>Gaventa, J. (2004), 'Towards Participatory Governance: Assessing the transformative possibilities'. in *Participation: From tyranny to transformation*, in Hickey, S., and Mohan, G. (eds.), Zed Books, London, pp. 25–41.

August 2020 International Youth Day, GenU and UNICEF, jointly with ILO and the Global Initiative on Decent Jobs for Youth, marked the launch of the [What Works? A Guide to Action](#) in an event rallying more than 300 participants from over 70 countries and 100 organizations and entities. The event covered the latest global trends on skills and employment in light of COVID-19, the outcomes of extensive consultations with youth, and the launch of a set of practical guides that give partners and policy-makers new tools, ideas, and evidence on what works to help young people access the skills and training they need to prepare for the future. This key global knowledge tool also benefited from the extensive inputs of UNESCO, the World Bank, UNDP, UNFPA, Plan International and the World Organization of the Scout Movement.<sup>12</sup>

Given the right space, skills, and support, young people can co-create solutions to scale for their communities and beyond. GenU has been employing an iterative, human-centered method for creative problem solving and innovation that resonates more deeply with the marginalized young audience – ultimately driving engagement, growth, and creating a global generation of young problem-solvers. Effective, context-responsive youth programmes generally fall on the nexus of expert, research-based best practices and collaborative, user-centric methods. Following such practice, GenU has

been leading on initiatives such as the human-centered design based initiative on social entrepreneurship for marginalized young people, UPSHIFT, and the global social impact innovation challenge, as well as on engagement of young people in co-creating the vision and strategy of the partnership platform itself.

To lead towards establishing pathways towards cutting-edge tools and techniques in better youth engagement and co-creation of solutions, universities is crucial. In the quest for increased connectivity and partnership, universities can connect governments, the private sector, and young people in a transformational quadruple helix. Thus, by fostering a healthy ecosystem, universities and societies such as CIES can play an instrumental role in creating a sustainable and youth-generated movement through knowledge generation, education, and co-creation with and for young people.

In short, to address today's challenges and build a sustainable future, it is crucial to harness the energy and creativity of young people and provide them more opportunities and platforms for driving and innovating transformative solutions. After all, it is their time, their turn, and their future.

For more information on Generation Unlimited, please visit: [www.generationunlimited.org](http://www.generationunlimited.org)

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<sup>12</sup>Subgroup on Youth Participation in Peacebuilding of the United Nations Inter-Agency Network on Youth Development, (2014). *Guiding Principles on Young People's Participation in Peacebuilding*, Retrieved from, <http://unoy.org/wp-content/uploads/Guiding-Principles.pdf>

# Standing Committee Reports

## Gender and Education Committee



@CIESGenderEduc



The CIES Gender and Education Standing Committee (GEC) is pleased to share these updates from 2019 and exciting plans for 2020:

### 1. Leadership Transition

We are celebrating the accomplishments and leadership of outgoing Co-Chair, Catherine Vanner. Under Catherine's leadership, the Committee piloted and institutionalized a year-round feminist mentorship program, continued to work with our new Advisory Council, and advanced the mandate of the Committee "to foster attention to gender issues in the CIES and promote the inclusion and professional development of women" through the completion of the Innovating Gender Monitoring at CIES research project. We are grateful to Catherine's leadership, and as she steps down from the Co-Chair position, we now welcome her to the Advisory Council where we know she will continue to serve the GEC and CIES.

As Catherine steps down, we are excited to welcome Dr. Lisa Yiu, University of Hong Kong, who joins Co-Chair Dr. Kristy Kelly, Drexel University. Together, they will work with Md. Jahangir Alam, University of Dhaka, Bangladesh, who will continue to serve as Communications Officer for another year.

### 2. Feminist E-Mentorship Workshop

Building on its 2018-2019 pilot mentorship program, and the ongoing Virtual Feminist Mentoring Episodes Workshops organized during 2019-20, the Gender and Education Committee hosted a Feminist E-Mentoring Workshop during vCIES. We began with a presentation by Ague Mae Manongson, a PhD candidate specializing in

leadership and mentoring at Drexel University. We then engaged in breakout rooms where we shared experiences and best practices developing virtual mentoring relationships and transitioning face-to-face mentorships to online. Ague is working with Kathlyn Elliott, another doctoral student from Drexel University, to develop resources and a summary report on feminist mentoring that we hope to share later this year.

### 3. 2020 Gender and Education Symposium

Every year, the Gender Education Committee hosts a Symposium at the annual conference. This year, we converted to a virtual format to present the results of the recently conducted gender audit of CIES, entitled Innovating Gender Monitoring in CIES. The Symposium was led by Co-Principal Investigators Drs. Emily Anderson, Christine Min Wotipka, and Catherine Vanner, who, with Kristy Kelly, received funding from a CIES Innovation Research Grant to conduct the research. Symposium participants were presented with results and draft recommendations from the study. They were also invited to respond to the recommendations and enhance the vision for how they could be executed to best meet the needs of CIES community members. Attendees received a copy of the Executive Summary, submitted as an appendix to the GEC's 2019 - 2020 annual report.

### 4. Business Meetings and Reports

In order to accommodate as many time zones as possible, the Gender and Education Committee hosted our annual business meeting at two different times during vCIES. Attendees received updates on all GEC activities from the past year, including the Feminist Mentorship Program

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and the Innovate Research at CIES Monitoring Report. They were also updated on the Committee budget, and then joined breakout rooms to discuss nominations and the selection process for new leadership, next steps for disseminating the Innovating Gender Monitoring at CIES research report, how to continue the Feminist Mentoring Program for the future, and discussion of plans for CIES 2021, including speakers, panel themes, and preconference workshops.

### 5. vCIES Panels and Posters

In order to concentrate our gender offerings at CIES this year, we asked our panels and poster sessions to join us in offering a two-day focused Gender and Education Program on April 22-23. Six panels and two poster sessions offered engaging presentations and lively debate on early childhood education, data collection and monitoring and evaluation, gender and climate change, and interventions for inclusive education. We want to thank all the chairs and panelists for their work in coordinating such amazing panels this year.

### 6. Opportunity to Provide Feedback to Co-Chairs

In recognition that many CIES members and conference attendees did not have an opportunity to attend one of our annual business meetings yet may want to provide input on any issues discussed, we encourage member input via this google form: [GEC Feedback Form](#).

For more information on any of the above, or to be added to our mailing list, write to [gender@cies.us](mailto:gender@cies.us) or follow us on [Twitter @CIESGenderEdu](#)

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## New Scholars Committee

### Reflections

Covid-19 arrived abruptly, and along with it, so did unprecedented changes that we have not seen in our lifetime. It shattered many important plans for the year both personally and academically, including the long-anticipated CIES conference. Having put so much time and effort into planning, we were suddenly faced with the reality of everything shifting to a virtual platform with which we had little experience. As the conference transferred to the online format within only a few weeks, we heard plenty of disappointed voices and complaints during that time, which was not abnormal; we had after all expected so much from this conference.

The high spirits of the CIES executive committee continued to give us inspiration. We immediately started preparing for the online versions of our planned activities and discussions. In January, it was quite obvious that many young scholars were dismayed by the possible cancellation of the conference, as the initial numbers of registered members were quite low compared to the previous year. This quickly changed when we demonstrated our seriousness and commitment to holding the virtual conference nearly as smoothly as its physical version. We found that an increasing number of new scholars were paying close attention to the online communication about our virtual sessions.

Meanwhile, we worked diligently to modify our sessions in order to make them as effective as possible. Fortunately, it turned out that all of our online events attracted many attendees globally, which increased more equitable participation. This year, we were disappointed in not being able to enjoy our in-person Orientation breakfast, nor were mentors and mentees able to meet face-to-face for the Dissertation and Publication Workshops. But the sessions that went forward were very well organized with little to no technical issues. Even our Speed Mentoring event, which was challenging to transfer online as it requires a lot of in-person

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interaction, still gave students ample opportunities to connect with mentors, professors, and colleagues around the world over both Zoom and Slack platforms. Our team was excited to accomplish more than what we initially thought we could! We would like to express our special thanks to all mentors and panelists for going above and beyond and for being particularly accommodating in the extraordinary circumstances.

It is important to mention that while observing stay-at-home mandates under the lockdown, the fact that the online sessions were extended until the end of April made our experience less stressful. From the participants' feedback that we have received, it gave everyone an opportunity to be more productive while encountering fewer distractions. It is unfortunate that many on-site conferences have been cancelled due to the understandable uncertainties, feasibility issues, and myriad concerns surrounding the COVID-19 pandemic but CIES rose up to the challenge. Although not without technical and logistical hiccups, the Society successfully organized their first ever digital conference. We look forward to seeing everyone next year!



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# SIGNatures

## Education, Conflict, and Emergencies SIG

ECE leadership hopes you and your families are staying safe and healthy amidst this pandemic outbreak.

This has been a difficult year, no matter which part of the world we come from. Although we did not get to have a face-to-face conference within which we usually hold our regular CIES annual meeting, we managed to organize and hold a virtual meeting for all our members. We wanted to take this opportunity to both thank you all for your commitment and share information on our planned CIES 2020 sessions, some of which took place virtually. In brief, the ECE SIG planned to host 39 sessions in total including 2 highlighted sessions, 24 formal panels, 9 paper sessions and 3 roundtables. The ECE SIG also managed to hold a pre-conference workshop entitled *Unpacking the 'Black Box' of Fieldwork in Crisis Contexts: Beyond the Methods* that took place virtually this year. This high number of contributions shows the increasing visibility of education in contexts of emergency within CIES.

We also introduced mentoring workshops in collaboration with the New Scholars Standing Committee to provide support for our young writers. We held 3 virtual mentoring

sessions thanks to all our ECE scholars who volunteered their time to become mentors. Additionally, we celebrated two awardees: Masuma Moravej won our annual Travel Award, and Jo Kelcey received our annual Paper Award.

As Elisheva Cohen steps down, the current co-chair, Samah Al Sabbagh, will be joined by Andrew Swindell as the ECE SIG elected co-chair, together with our great secretary Christiana Kallon, and Anne Marie Shimko Corwith, who will be continuing with us as unit planner. The SIG is preparing for a new and exciting year ahead and will appreciate your commitment and participation. To finalize the team, the SIG is seeking volunteers for the positions of Webmaster and Social Media coordinator. We encourage our members to apply for the ECE SIG awards next year and consider joining the team!

If you would like to join our SIG or find any more information about our upcoming activities and resources, please visit our website at <https://www.ecesig.com/>, follow us on [Twitter @ece\\_sig](#), or on [Facebook at https://www.facebook.com/CIES.ECE](https://www.facebook.com/CIES.ECE).

## Contemplative Inquiry and Holistic Education SIG

**Leadership Changes:** The Contemplative Inquiry and Holistic Education (CIHE) SIG would like to announce our leadership changes. Yifan Sun is elected as the Incoming Co-Chair (term ends 2022) and Hyeyoung Bang will serve as Co-chair for one more year as Outgoing Chair (term ends 2021). Amanda Fiore and Jing Lin will serve as the new newsletter editing team. The newsletter will be published quarterly. The new team will attempt to make it lighthearted, informative, and meditative. Sachi Edwards will continue to serve as the treasurer, while Amanda Fiore will coordinate quarterly ZOOM sessions, reflecting a new forum and new leadership role created in the last business meeting. We will keep you informed of further development.

Please find the following publications produced by SIG members: David Robinson-Morris, Tom Culham and Jing Lin. David recently published *Ubuntu and Buddhism in Higher Education* which you will find highlighted in the recent publications section of this issue. Tom and Jing have also published *Daoist Cultivation of Qi and Virtue for Life, Wisdom, and Learning* which is also highlighted in the recent publications section. You can also find their recent publications at:

Lin, J., Culham, T., and Edwards, S. (Eds.). (2019). *Contemplative Pedagogies for Transformative Teaching, Learning, and Being*. Charlotte, North Carolina: Information Age Publishing.

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Lin, J., Culham, T., & Scott, C. (2020). Virtues as Emergence from Contemplative Practices. *Journal of Character Education*, 16(1), 2020, pp. 39–53.

Fan, Yang., Lin, J., & Culham, T. (2019). From Intimidation to Love: Taoist Philosophy and Love-Based Environmental Education. *Educational Philosophy and Theory*, 51(11):1117-1129.

## South Asia SIG

The closing of educational institutions due to the COVID-19 pandemic and the transition to online learning has laid bare and exacerbated the inequalities across South Asia. The lack of equitable access to technology has meant that many students have been excluded from formal and informal spaces of learning online throughout the region. As we grow more reliant than ever on internet infrastructures, governments have moved to control and curtail the rights and protections that govern online spaces. Such control has further limited access to online learning and threatens the nature of critical engagement possible through online platforms. India, for example, has “continued to lead with the largest number of internet shutdowns globally” in 2019 in the name of “security.” Just this year, two controversial bills have been passed in Nepal that severely curtails freedom of expression and gives unlimited surveillance and search powers to intelligence agencies.

There are severe repercussions associated with the regression of these civil liberties, which are playing out in the context of COVID-19. For instance, contact tracing is considered an effective method to stop the spread of COVID-19 and phone apps that track the holder’s every movement have gained traction. While we often defer to ‘data’ as evidence-focused researchers, practitioners and policy-makers, the use of such invasive mechanisms in the context of COVID calls into question the presumed objectivity of ‘data’ as an ideological presupposition.

Shutting down the internet ostensibly interrupts terrorist networks, but also effectively masks human rights violations and impedes efforts to hold increasingly authoritarian governments accountable. The logic of ‘track and trace’ asserts that tracking individuals at all times will ensure they do not infect others. Yet, it elides inequities that force some people to move around and provide ‘essential’ services (or make ends meet), while others work from home and ‘stay safe.’ It also means the people are increasingly under state surveillance. As the police and military have intervened as part of government responses to the pandemic, surveillance (including through algorithmic biases) will disproportionately be used to crack down on already marginalized (poor, racialized, stateless etc.) groups of people.

Within this context, education in online spaces is implicated within structures of securitization and surveillance, such as in the profiteering use of student ‘data,’ in the violation of student privacy, in the proctoring of online tests, and the promotion of pedagogies of suspicion. Moving forward, we cannot ignore the context in which such online spaces exist and the possibility of online discussion surveilled by state and non state actors and capitalized on by corporations. Organizing and lobbying for effective legislation to protect such spaces will be paramount if we want to ensure the possibility of democratic education through online learning across South Asia.

–Sahara Pradhan

## Higher Education SIG

First, the board of the Higher Education Special Interest Group (HESIG) is pleased to announce our new Co-Chair, Anatoly Oleksiyenko, Associate Professor in Higher Education at the University of Hong Kong. We also thank Gerardo Blanco for all his leadership over the years. Please

visit our website to learn more about our leadership: <https://www.higheredsig.org/officers>.

Certainly, 2020 has been a year for the history books, and like all of you, our Higher Education SIG has had to adapt to our new reality. The COVID-19 pandemic has changed how

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we engage with each other as a profession. For example, we had not one, but two conference programs this year! Thanks to Kayla Johnson and Stephanie Kim for their remarkable work this year on these programs. We received 128 proposal reviewers that were originally organized in 38 sessions with 108 individual papers and 7 sessions accepted. As we transitioned to a virtual format, we ended up with about 37 virtual presentations.

HESIG is pleased to announce our four awards: 1) Book Award: Hilary Landorf and colleagues for *Making global learning universal: Promoting inclusion and success for all students*; 2) Dissertation Award: Aliandra Bartlete for *A cultural political economy account of higher education in Mercosur*; 3) Article Award: Marta Shaw for *Public accountability versus academic independence: tensions of public higher education governance in Poland*; and 4) Student Travel Awards for Shasha Cui and Shinji Katsumoto, who will be able to use the award for the 2021 Conference.

We are very proud of the growth and impact of our journal, *Journal of Comparative and International Higher Education* (JCIHE) and the incredible work of its editorial board: <https://www.ojed.org/index.php/jcihe>. JCIHE publishes research articles, comparative analysis reports, and graduate student work-in-progress. There are now two special issues

annually. From Winter 2019 - Fall, 2020, JCIHE published 7 articles in a special issue for Winter 2019, 38 articles in the Winter 2019 Supplemental Graduate Student issue, 6 articles in Spring 2020, and 8 in Fall 2020. In total, there were 46 female and 30 male authors representing 23 countries from all continents.

The field of higher education is living through a critical period of time, where internationalization, racial equality and equity, mobility, and trust-building are challenged in many countries and universities by both the treacherous COVID-19 pandemic and political climates that are increasingly nativist and xenophobic in nature. Both the inquiry and learning strategies are challenged by our declining access to research sites, participants, and quality data. Meanwhile, the future of higher education is subject to the changing format of our engagement with each other and policy communities. When the cultural, racial, and epistemological divides grow, knowledge gaps increase and trust disappears. To be able to address these challenges, the community of scholars and students in higher education needs to redefine its approaches to producing and sharing knowledge. We are committed to embracing these challenges with all of you, our membership. We want to thank you for your support.

## Environmental and Sustainability Education SIG

In a fast-changing world, marked by pandemics, climate change and natural disasters, the mission of the Environmental and Sustainability (ESE) SIG is more important than ever. The SIG brings together those concerned with the intersection of education and sustainability, and promotes scholarly research, professional activities and the practice of sustainability at CIES conferences and beyond.

Following the March 5 decision by the CIES Board of Directors to cancel the on-site meeting in Miami, the ESE SIG took steps to rework its planned sessions into a virtual meeting. As a result, 12 papers in three sessions were organized into a virtual conference on April 2-3. Altogether more than 40 colleagues participated in one or more of these virtual sessions and the business meeting.

The SIG also created many green footprints and involved non-traditional participants in the evolving relationship between education and sustainability. For example, it supported the #vCIES [workshop](#) titled "Charting an SDG 4.7 roadmap for radical, transformative change in the midst of climate breakdown", organized by Radhika Iyengar and Christine Kwauk. Seeking to draw linkages between education and the Sustainable Development Agenda, it included more than 20 panelists, including Jeffrey Sachs as keynote speaker, and was attended by nearly 800 participants. The workshop panelists included philosophers of education, environmental education experts, environmentalists, lifestyle sustainability experts, community mobilizers, youth, school teachers, spiritual gurus, and others. The consensus that emerged: climate crises demand the engagement of more than one sector and multiple disciplines to explore and identify promising pathways going forward. Educators and students need to be connected to their environments and use various

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citizen science approaches to resolve immediate issues. The workshop resulted in 400 participants forming a Slack dialogue channel to take action, each in their own capacity. An edited volume that combines the voices of the youth, education experts, regional experts, and others is also planned for publication in late 2020. The workshop conveners are designing a “roadmap” to catalyze radical change in education thinking and delivery. This will be further discussed for implementation at a UN event in the fall.

ESE SIG also supported a successfully funded proposal to the CIES Board, which will create a repository of voices on sustainability. The \$10,000 grant from CIES will introduce to the comparative education community fresh voices and perspectives related to sustainability and the relevant social sciences. It is hoped that increased access to diverse sustainability perspectives throughout the year will foster sustained reflection and action among CIES members in the coming years.

The SIG congratulates Iveta Silova, an ESE SIG member, on highlighting the urgency of climate-related crises in and through education during the 2020 annual meeting. The SIG is committed to ensuring that these discussions continue beyond 2020 and in fostering various avenues for CIES members, and others, to reflect on their roles in mitigating the crises. The ESE SIG urges the CIES community to unlearn and relearn the links between education and loss of biodiversity in the post COVID19 world.

# RECENT DISSERTATIONS



Angela Molloy Murphy

*Animal magic, secret spells, and green power: More-Than-Human assemblages of children's storytelling*

Portland State University, Portland Oregon, 2020



Bernardo Sfredo Miorando

*Universities going global? Comparative perspectives on the internationalization of postgraduate education in Brazil and Finland*

Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil, 2019



Shasha Cui

*A qualitative study of international student peer mentor development*

University of Rochester, NY, 2020



Radha Krishnamurthy  
Bodapati

*Nepalese-Bhutanese refugee youth in northeast Ohio public schools: Challenges to integration*

Kent State University, Ohio, 2020



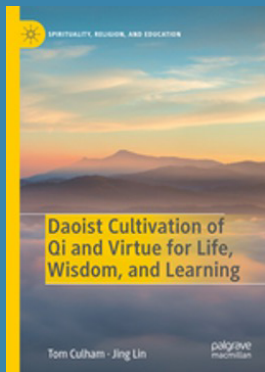
Yovana P. Soobrayen  
Veerasamy

*U.S. national higher education internationalization policy: An historical analysis of policy development between 2000 and 2019*

The University of Toledo, OH, USA, 2020

# NEW BOOKS

Published by CIES Members



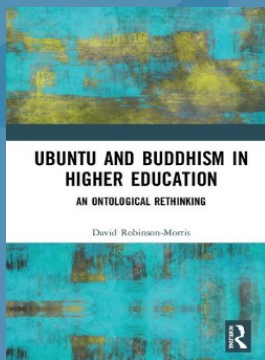
## Tom Culham and Jing Lin

### *Daoist Cultivation of Qi and Virtue for Life, Wisdom, and Learning*

Palgrave Publishing

This book “explores Daoist philosophies of qi and virtue through inquiry into their potential as technologies for cultivating good among individuals and society within educational settings, as well as in the modern world.” In the first section, Jing Lin examines Daoist cosmology, axiology, and epistemology, while in the later section of the book, Tom Culham “establishes an understanding of qi and virtue as a technology within the Daoist paradigm, outlining the benefits of its cultivation while illuminating how contemporary Western philosophy and science support this paradigm.” Jack Miller, Professor, University of Toronto, states that the book brings “deep understanding of Daoism to explain how qi and virtues are central to living a healthy and fulfilling life.” The authors “explore how Daoist principles can be applied to education... that can address the problems we face today including climate change.”

To learn more, go to <https://www.palgrave.com/us/book/9783030449469>



## David Robinson-Morris

### *Ubuntu and Buddhism in Higher Education*

Routledge Publishing

This book “theorizes the equal privileging of ontology and epistemology towards a balanced focus on being-becoming and knowledge acquisition within the field of higher education. In response to the shift in higher education’s aims and purposes beginning in the latter half of the 20th century, this book reconsiders higher education and Western subjectivity through southern African (Ubuntu) and Eastern (Buddhist) onto-epistemologies. By mapping these other-than-West ontological viewpoints onto the discourse surrounding higher education, this volume presents a vision of colleges and universities as transformational institutions promoting our shared connection to the human and non-human world, and deepens our understanding of what it means to be a human being.”

To learn more, go to <https://www.routledge.com/Ubuntu-and-Buddhism-in-Higher-Education-An-Ontological-Rethinking/Robinson-Morris/p/book/9781138478657>

# WCCES Update for *CIES Perspectives Summer 2020*



N'Dri T. Assié-Lumumba

WORLD COUNCIL OF COMPARATIVE EDUCATION SOCIETIES  
CONSEIL MONDIAL DES ASSOCIATIONS D'ÉDUCATION COMPARÉE  
CONSEJO MUNDIAL DE SOCIEDADES DE EDUCACIÓN COMPARADA  
Всемирного Совета Обществ Сравнительного Образования  
世界比较教育学会联合会  
المجلس العالمي لجمعيات التربية المقارنة

N'DRI T. ASSIÉ-LUMUMBA, WCCES President



Since earlier this year, the Coronavirus/COVID-19 pandemic has continued to spread to various parts of the world with subsequent havoc everywhere and an unanticipated death toll. The global nature of this pandemic has defied borders. By now, the microscopic virus should have stirred some humility in the realization of our common humanity regardless of the power and might of the countries, societies, and families we belong to, despite whatever differences that our objective conditions still hold in our differential abilities for defense and protection.

This pandemic and the ensuing lockdown in several parts of the world have abruptly, at least in the short-term, brought about change in the traditional conception of the divide between the brick-and-mortar/face-to-face and virtual delivery of education. We are witnessing this educational change in an unprecedented way, with enduring implications for comparative studies from various perspectives.

I would like to encourage you to share with the comparative education community your experiences and critical/insightful perspectives by way of submitting articles to be considered for our peer-reviewed with open access publications especially *Global Comparative Education: Journal of the WCCES*, *World Voices Nexus: The WCCES Chronicle*, and also the *WCCES-Brill/Sense Book Series*. Shorter reflections may also be posted on our website by submitting them to: [publications@wcces-online.org](mailto:publications@wcces-online.org)

This is clearly a trying and humbling time for all of us, and it is my hope that we will come out safely and stronger than before, with forward-looking lessons. We stand together as a global community in solidarity and empathy, wishing for the wellbeing of each other.

The 3rd WCCES Symposium that was scheduled to be held in Lisbon, Portugal, on July 6-8, 2020 with the theme "Teachers, Teaching Profession, and Comparative Education: Fostering Values Education and Engaging Academic Freedom" has been postponed due to the pandemic until further notice. The call for submissions for this symposium has also been extended on our main website: [www.wcces-online.org](http://www.wcces-online.org). Please submit your papers for this important event, co-convened by several constituent societies of the WCCES.

Our first book in the new WCCES Series with Brill|Sense, edited by Seu'ula Johansson-Fua, Rebecca Jesson, Rebecca Spratt and Eve Coxon, and entitled *Contextualising Education for Development: Relationality and Learning in Oceania* has been released. The second book in this series, edited by Zehavit Gross and entitled *Migrants and Comparative Education: Call to Re/Engagement* has also been released. The next book in this series, *Ubuntu and Comparative and International Education*, edited by N'Dri T. Assié-Lumumba, Kanishka Bedi, Michael Cross and T.M.S.S.K. Yatigammana Ekanayake is also ready for publication.

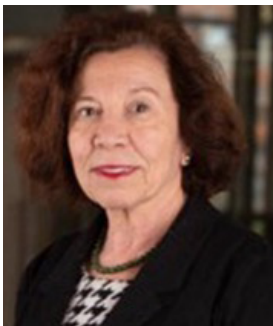
I am also pleased to inform you that WCCES is now on Twitter and you can follow it [@world\\_societies](https://twitter.com/world_societies).

Stay safe and healthy!

# Historian's Corner



ESTHER E. GOTTLIEB, CIES Historian



Esther E. Gottlieb

## TAKING A PUBLIC STAND

As our members are certainly aware, on June 3, 2020 the Society's Board of Directors published a "Statement on Racist Violence and Injustice Against Black People." This is not the first time that the CIES Board has voted for the Society to take a public position. Still, it is worth

inquiring when, why, and how it does so, because CIES has not yet posted the policy that guides in reviewing and considering opportunities and requests to take a stance on education or on other public matters. I will devote my corner to a review of the Society's taking a public stand policy with examples from other professional associations' policy.

Over the years CIES has received an array of requests from both within and external to the association that we take a specific position on something. For example, one statement that none of us can find, because it was so long ago, was our stand against Apartheid. I can recall the reason we endorsed such a statement from a 1994 encounter when I first met a colleague from South Africa at the CIES annual meeting. I asked why no-one from South Africa had come to our conference before, to which the colleague replied that they did not attend our conferences in order to honor our statement against Apartheid. On the other hand, a very recent request to join other associations endorsing Congressional resolutions against anti-Asian discrimination related

to COVID19, did not, when submitted on April 20, 2020, come up for discussion, when the new board had not yet met.

The first place to look to see whether we have any guidance about formulating a policy about taking a stand is the core organizational documents that frame the work and processes of the Society. If you look at our constitution, Article I, section 3, under "Purpose," it reads "Specifically, the Society shall:

- c. *"Facilitate publication and dissemination of comparative, cross-cultural, interdisciplinary, and international studies contributing to interpretation of developments in the field of education in their broad and interrelated political, economic, and social context; and...*
- e. *Promote and foster understanding of how educational policies and programs can improve social and economic development."*

These statements make clear that CIES, as a scholarly association, has an obligation to engage in discussions and advance knowledge of cross-cultural interpretation of developments "in their broad and interrelated political, economic and social context." Position-taking is one way in which the Society may carry out this broad mission. However, there are several legal and organizational matters that should be considered whenever a potential position-taking situation arises. It states in Article V, section 2:

"The Society shall avoid activities prohibited (a) for an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or (b)

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for an organization, which deducts contributions under section 170(c)(2) of the Internal Revenue Code.”

The IRS prohibits a nonprofit organization from lobbying as a “substantial part” of its activities. As organizational stewards, Board Members and Officers maintain several legal obligations requiring them to act in the best interest of the Society. Board Members and Officers also have a legal obligation to advance the interests of the Society and avoid conflicts of interest.

All of this has not escaped the attention of previous CIES leadership, and for the past three years we have had an Ad-Hoc Committee on Social and Policy Engagement (<https://www.cies.us/page/Committees>). The CIES President “establish[es] ad hoc committees and appoint[s] chairs of these committees” (By-laws Section III.1.e.).

In response to the announced intention of US withdrawal from UNESCO in 2019, the CIES Board of Directors has approved a formal statement to be issued publicly. Further, the BoD recognizes the importance of CIES becoming more active in social and political issues and events that concern its members. It has, to that end, convened an Ad-hoc Committee on Social and Policy Engagement to structure and begin these activities.

So far, this committee has been reappointed twice; to make this or any other committee a standing one requires approval of the Board of Directors, and a charter to govern the committee’s work.

I have obtained a copy (from Mark Ginsburg, co-chair of the committee) of the various stands the committee has worked on and forwarded for endorsement to the Board (these documents will be filed at the CIES office of the executive director in case you’d like a copy):

#### **CIES Statement on US Withdrawal from UNESCO**

The Comparative and International Education Society (CIES) Board of Directors calls for a reversal of the recent decision on the part of the United States to withdraw from the United Nations Educational, Scientific and Cultural Organization (UNESCO) at the end of 2018 (endorsed by the Board).

#### **SDG4 Advocacy Note from the Center for Sustainable Development/Earth Institute**

The Committee recommends that CIES do three things: a) help circulate the call for support of the Africa Trust fund, b) recommend that CIES make a financial contribution to the Africa Trust Fund, and c) share our feedback with the

writers of the draft (I’m unsure whether the Board took any action).

#### **CIES Resolution on U.S.’s Cuba Policies**

“...the mission of CIES has been seriously compromised in the past by the U.S. State Department’s broad and purposeful denial of visas for Cuban scholars to participate in annual conferences of the CIES, negating the rights of these scholars to present their research and affecting the conference program” (this resolution was endorsed).

#### **U.S. government immigration policies regarding DACA and forcible separation of children from parents**

“The CIES issues this statement in solidarity with all children, families, and colleagues who are denied their legal right to enter the United States to request asylum, to rejoin family members, to receive an education; to sleep, bathe, and otherwise maintain their wellbeing; or to participate in academic exchanges and programs. The CIES also strongly encourages the U.S. government to recognize and account for the complex and often complicit histories of U.S. involvement with nefarious forces in most of the countries from which people, who are currently requesting asylum, originate” (I’m unsure if the Board took any action on this proposal).

#### **CIES joins other organizations to endorse Congressional resolutions against anti-Asian discrimination related to COVID -19**

“As professional scientific organizations, we know the power of collective action to solve problems -- it is how research has advanced for centuries. Today, we stand united in a spirit of diversity and inclusion and offer our support for people of Asian ancestry, rejecting efforts to ascribe fault for the pandemic, and instead urge a focus on leveraging global human diversity to solve today’s public health crisis. [We] applaud and support your Congressional resolutions to denounce anti-Asian discrimination as related to COVID -19 (April, 2020, did not come up for discussion)

#### **Other Requests**

One other example of a recent request is the Request that CIES join the Scholars at Risk Network. The CIES Board voted not join the Scholars at Risk Network, but to instead make a one-time modest donation to the Network.

This sample of recent position statements should give us a good idea of what kind of social and engagement



actions the Society has been asked to take from time to time. Carol Spreen (New York University), the co-chair of the Committee on Social and Policy Engagement, shared the following statement:

“The world has been turned upside down recently and, as it has been important for many of us to reflect on what the implications of the COVID pandemic, climate disaster and the #blacklivesmatter movement mean for our work in education, it is also important for CIES (as a society of scholars, NGOs, CSO and educators) to take a stand against many of these injustices. The Social Engagement committee was established to review critical issues like state violence against scholar-activists, racism and police brutality, the US divestment from UNESCO, academic freedom, etc. and create a statement on behalf of the society to share with the board for its approval, or determine which existing academic statements we should be a signatory to.”

I am sure we can all agree with the members of the ad-hoc committee about the importance of not only taking a stand, but also having a process, an agreed-upon policy for social engagement, and a when and how. Since the executive committee members and directors are both elected for a term, not only is the decision-making uneven, but our membership and the greater public do not know when, why and how we are taking a stand.

For example, the American Educational Research Association (AERA) “Position Taking and Policymaking Processes Guidelines” (Adopted by Council, January 29, 2005) are posted at <https://www.aera.net/Research-Policy-Advocacy> where we can see all their public actions. As an example of who does what when, on May 31, 2020 AERA president Shaun R. Harper issued a Presidential Statement on Police Killings of Black People addressed to the association membership and posted on the home page for the public.

The Association for the Study of Higher Education (ASHE) homepage has a statement on when the Association “under the leadership of its President and Board of Directors must consider whether to use its role and credibility as a scholarly organization to support a particular position concerning an issue relevant to higher education or to the public.” Following this statement there is a list of the Positions and Statements the association has endorsed at <https://www.ashe.ws/positiontaking>.

The Nov. 16, 2017 CIES draft statement on Guiding Principles on Taking a Public Stance was made available

to the CIES members to vote on and comment in in June/ July 2018.

### **CIES guiding principles on taking a public stance**

A first critical step has been to develop a statement of guiding principles for these efforts, and the Committee is now seeking input from CIES members on a draft statement. The Committee will then review all comments and revise the draft as needed before sending it to the BoD for final approval. Once approved, all future public statements or activities will be subject to its principles.

The members that voted (577) approved the policy, with: 88.6 percent yes, 4.9 percent no, 13.3 percent abstained. The Ad-Hoc Committee considered the many comments received and the statement was revised and submitted to the Board. The committee advised the Board to consider three key issues: scope, participants, and process.

As a US-based organization, CIES recognizes a special responsibility to consider US policy and legislation as it affects the advancement of the CIES mission. At the same time, the Society recognizes that a significant percentage of its membership comes from overseas. On occasion, when the Board deems that conditions warrant such a stance, CIES may make statements regarding issues beyond the U.S. Positions taken by the Society should not be taken as representing the positions of individual members.

Official CIES positions on social and policy issues will be voted upon by a quorum of the Board of Directors... public statements or actions on particularly controversial issues will be referred to the CIES membership for vote. Proposals will carry only if they receive a 2/3 affirmative majority of those who vote.

### **What are the criteria for determining whether an issue or statement should be referred to the entire CIES membership for a vote?**

The Ad-Hoc Committee suggests that the Board submit controversial issues to a vote of the membership in cases where there is strong disagreement among Board members. The Ad-Hoc Committee also emphasizes the importance of addressing issues rather than political parties.

As a subset of policy and social engagement, following an affirmative majority vote of a quorum of the BoD, the CIES President and Executive Director may decide to jointly issue statements of concern and information

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bulletins when events threaten to imperil members or their work.

On the CIES homepage, you can read the latest public statement at <https://www.cies.us/page/cies-statement-racist-violence-injustice>. With the assistance of the Executive Director Office we can post others such

statements that have been endorsed, and publicize our guiding principles on taking a public stance.

Please make your voice heard and drop us a line on this matter at [oed@cies.us](mailto:oed@cies.us).

# COMPARATIVE EDUCATION REVIEW

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