

CIES 

Perspectives

Winter 2023



CIES CONFERENCE 2023

ENVISIONING A MORE EQUITABLE WORLD

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Front cover: Narad Ghat in Varanasi, India, home of Naradeshwar Temple, spiritual site honoring, among others, Swami Dattatreya, or "First Teacher." Education quality in India is highly unequal between the public and private schools.

Opposite page: Hasane El HNOT (Centre Régional des Métiers de l'Education et de la Formation [CRMEF] Tangier) and Faycal GOUMRHAR (Ecole Supérieure de l'Education et de la Formation [ESEF] El Jadida) discuss how to create digital primary teacher preparation content that engages all learners, during the First National Convening on Technology Integration in Teacher Training, hosted in Marrakesh, Morocco. The USAID-funded Higher Education Partnership-Morocco provides opportunities for collaborative discourse, which is vital for transforming primary teacher preparation. The five-year program aims to improve pre-service teacher training in Morocco.

Back Cover: Night falls on Varanasi, India, as religious pilgrims set out for the Aarti ceremony on the banks of the Ganges River.

Front and back cover photos taken and submitted by Rich Arnold.

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CIES

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Letter from the Editors

tavis d. jules AND MATTHEW A. WITENSTEIN, EDITORS



tavis d. jules
Editor



Richard Rowlands
Editorial Assistant



Matthew A. Witenstein
Editor

Welcome to the winter pre-conference issue of *Perspectives*. More and more, we have received and published opinion, analysis, and personal perspective articles from you, our members, and so over the past three years we have transitioned from a newsletter to an academic forum for scholars to introduce and expand upon their thoughts and ideas. Given how *Perspectives* has developed over time, there will be a continuing review of both formats and governance arrangements over the course of the next year. This has begun with an ad hoc oversight committee, developed by the CIES board of directors. Future developments will be shared by the incoming editorial team. *Perspectives* serves a different purpose from Comparative Education Review, which publishes academic peer-reviewed research from our members; we look forward to functioning as a more personal, discourse-based companion to the CER.

Our structure has transitioned over the last three years and will continue to do so in the near future. As you may have noticed, we've begun a series of recurring columns from some of our frequent contributors and are including thematic sections on current issues, both globally and within the world of comparative and international education. In this issue, you will find submissions discussing the recent upset election in Brazil, the devastating flooding in Pakistan, and addressing anti-Asian rhetoric. Additionally, we are introducing sections for member blogs, news and views, and photos from the field. We have a dedicated section exclusively for our graduate students to share their insights as well. This issue of *Perspectives* also includes information about CIES 2023, taking place this month in Washington, DC. You will find updates from several SIGs and Standing Committees and a special joint publication from the Gender Justice SIG and Gender and Education Standing Committee.

As we prepare for our conference, themed "Improving Education for a More Equitable World," consider what this means to you. How can education be a force for equality? How can we ensure that future students value social justice, or even have conceptions of what that means? With the global population recently reaching eight billion and the IMF announcing that global wealth inequality is at its highest since the early 1900s, and combined with the continued scramble for resources in the face of ongoing climate change, these questions could not be more pressing. It may be our educators, rather than our politicians, who ultimately lead us to that more equitable world.

See you in DC!

Letter from the President

SUPRIYA BAILY, PRESIDENT, CIES (2022-2023)

As 2022 comes to a close, it is hard not to reflect on what a year it has been. Our world continues to weather so much that it often feels too hard to hold out hope that we will make it through yet one more storm, but somehow, communities and people continue to persevere. This past year has been tumultuous, yet the CIES community continues to push for idealistic and oftentimes ideal visions of what education in our society should look like, leaving us inspired with hope and optimism for the future.

Part of the optimism emerged from CIES members' opportunity to meet in person again in 2022 in Minneapolis. While the pandemic is still with us in a variety of ways, CIES 2022 was our first in-person conference with online components – a new frontier that we were able to experiment with between April 18-22, 2022. Our first foray into affordable and accessible conferencing models to share research, disseminate ideas, and gather as a community in both an onsite conference and our online Hub was successful. Nearly 2,900 people registered for CIES 2022, and it was a pleasure to welcome about 1,100 people to Minneapolis. We will balance our program's online and onsite aspects, but we continue to see overwhelming support for onsite conferences at the end of conference surveys. The ability to meet, share research, network, and access mentoring and professional opportunities continues to be vital aspects of meeting face-to-face. The affordability, reach and sustainability are some of the reasons cited for online conferences. Addressing both will require some flexibility and patience as we try to see what works for our community.

While the conference is one dimension of our work, some other programs and components occur during the year. The CIES Board of Directors has been working hard this year on several key issues. One of the most critical issues is seeking a new home for our flagship journal, the Comparative Education Review. After ten years of serving as the editorial home for our journal, CER will be moving from the University of Massachusetts, Amherst. The Society has benefited from the exemplary leadership of editor Bjorn H. Nordtveit and the



Supriya Baily

whole team who raised the bar for high-quality and critical research. CER continues to bring new voices and cutting-edge topics to the fore, and we are all more informed as a result. As the board works to look for a new team to take over the journal, I would like to extend my deep appreciation to Dr. Nordtveit and the whole team for their decade of leadership and service to the Society. I also want to publicly acknowledge the tireless work of the Publications Committee which are spearheading our publications efforts. The committee chaired by Dr. Erin Murphy Graham has been wise and thoughtful in addressing the issues that have come up this year.

The Board is also working on analyzing our financial practices. Since our move to house the Office of the Executive Director at the University of Pittsburgh under the direction of Najeeb Shafiq, in 2019, and the subsequent global pandemic, it is an important time to evaluate our long-term financial health and sustainability. We are fortunate to have CIES treasurer, Radhika Iyengar chairing our Finance and Investment Team, who are studying many aspects of our fiscal status.

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The Board has also begun to evaluate our options for our annual meetings after 2024. There is a lot to consider, and we are trying better to understand our needs as well as member expectations, and we continue to try to ensure that we are being fiscally prudent as well as ambitious in our hopes for what we can offer and provide our members.

While much of this sounds prosaic and rather dull, I believe that by serving the Society in these ways, we can make the important work being done in every corner of the world by our members, just a bit easier. Working with the OED, we are making a modest investment to revamp our online platforms. Ensuring our communication,

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our systems and structures, and priorities meet the needs of as many members as possible remains our focus.

I end this note by thanking our members for their deep commitment to justice, advocacy, and equity. Over the past month, the leadership of our Social and Policy Engagement Committee, Yeukai Mlambo, Florin D. Salajan, and Jeffrey Lee have been working with our members on statements related to the events in Sri Lanka and Iran. These statements have been carefully crafted and show the passion and idealism of our members to the places, people, and work to which they are committed. As a volunteer organization, these efforts might take a little longer than we might like, but CIES members are in it for the long haul. These statements are not the end of the work, but often the beginning, or the middle. By sharing these

statements, we educate our community and build coalitions to fight multiple forms of marginalization and oppression. It is my hope we continue to illuminate the power of ideas and idealism through our work, and for that, I am grateful and humbled to have the opportunity to engage with all the people who make CIES such a special organization.

My best wishes for a happy end to the year, and I look forward to seeing many of you at the 2023 Annual Meeting in Washington, DC.

Best wishes

Supriya Baily



News and Views

By Monica Lakhwani



Monica Lakhwani

Seminar Abroad: Experiencing the Philippines

As a Fulbright-Hays scholar, I spent five weeks in the Philippines, visiting numerous K-postsecondary educational institutions. Less than six months after the incredible trip, I had a chance to reflect and put a lot into perspective. As an educator, I am a life-long learner, and as an administrator, I encourage educators to observe and learn from other classrooms and environments. Moreover, I encourage opportunities to immerse oneself and learn from our international partners.

I first discovered the Fulbright-Hays program through the University of Hawaii Center for Southeast Asian Studies. I learned that the program grants competitive awards to U.S. teachers and administrators, providing the opportunity to learn about and exchange ideas with educational institutions abroad. I applied to the Fulbright-Hays Seminar in the Philippines and was invited to go! Fulbright programs have existed for over 75 years and have been carrying out educational exchanges in the Philippines through the Philippine-American Educational Foundation (PAEF).

Our pre-departure orientation took place on the West Coast, where we met our group, learned a bit about the upcoming itinerary, and learned useful Tagalog phrases and some local customs.

We landed at Manila Ninoy Aquino International Airport and were greeted by the PAEF Program Officer. Manila's urban landscape of modern skyscrapers and pockets of settlements. Our primary accommodations were in a Metro Manila hotel. While not necessarily a tourist spot, the destination was easily accessible to shopping, businesses, historical sites, and the PAEF office. We were not far from the financial and commercial economic hubs providing a distinct mix of old and new structures.

Looking back, our itinerary was packed. We spent our days during the week visiting educational and cultural institutions. During this time, I got a taste of Filipino hospitality. It was evident in the way we were greeted with courtesy and respect. We were honored with garlands, food, and music. Filipino



Photo Credit: Angel Peterson



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snacks or dessert was often shared with us as we were invited to gather and eat together. What we may call a snack in America was, at times, a four-course meal and feast in the Philippines.

With each school visit, it was clear Filipinos were proud of their heritage, their culture, and their identity.

On the weekends, we visited surrounding areas in the Philippines, from petroglyphs in Angono, arts in Taguig, and discussions with Amerasians in Subic, to visiting Chocolate Hills in Bohol and dolphin watching in Dumaguete.

Along the way, we learned about Jose Rizal, saw traditional dances, discovered the beauty of Batangas, and met with indigenous communities as well as schools in Magalang and Apo Island.

The Philippines is a nation once colonized by many, which significantly influences its culture and identity. Despite their challenges (i.e., natural disasters, lack of educational staffing, lack of resources), it is inspiring to see their resiliency and positivity. Those I engaged with focused on the future and staying positive, believing in community and family. The sense of belonging and respect was felt and honored with each interaction, be it the Philippine-American Educational Foundation team, the school staff, the students who greeted and welcomed us, or the individuals we met on cultural excursions.

The way people look at or prescribe meaning to places is not always historical. In fact, places and sites connect to experiences. I gained a sense of the Philippine's identity and culture, discovered meaning through traditions and values, engaged in dialogue, and walked away with educational and cultural resources.

Stipends allowed me to purchase books, which I brought back. I made meaningful connections, remain in touch with educators there, and exchanged resources. One of the PAEF interns wrote an article for our district newsletter, and members contributed recipes to our global cookbook edition.

Visiting the Philippines was an amazing opportunity that will remain in my heart forever. I have always loved traveling, and this grant allowed me to experience a nation and culture that came alive for me. I hope what I have shared inspires others to find opportunities and experience the world.

Monica Lakhwani (monica.lakhwani@jefferson.kyschools.us) is a multicultural specialist with Jefferson County Public Schools, KY, who facilitates professional development training and works with diverse student populations.



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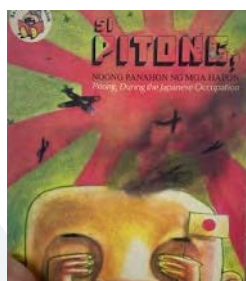


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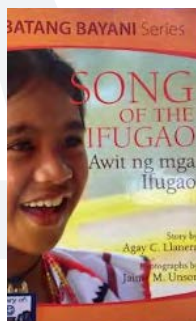


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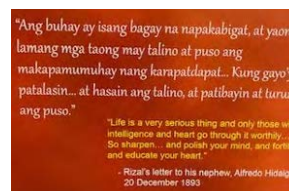


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News and Views

By Samantha Ross, International Programme Director, Link Education International



Samantha Ross

Becoming locally-led - did we shift the power? What Link Education learned when we developed our Strategic Goals

Back in February 2020, when the world was different, Link Education International invited our country directors from Ethiopia, Malawi, and Uganda to Edinburgh. Our first mistake – why plan an international team meeting in Scotland in February? Yes, it snowed, and it was freezing.

But despite our logistical faux pas, we still managed to join voices and thoughts to develop what we found to be a solid set of Strategic Goals for us to work toward. Now, looking back from a place where 'becoming locally-led' and 'shifting the power' are terms used liberally across our sector, does the way we developed our goals reflect these new paradigms? After an inspiring interview with Srabani Sen, the CEO of Full Colour for Scotland's International Development Alliance, and guided by Bond's 'Becoming locally-led as an anti-racist practice - a guide to support NGOs', I reflected on our process.

Number 1: Participation and Decision-Making

From the start, we were clear that Link's Strategic Goals needed to go beyond addressing the Sustainable Development Goals (SDG) and even beyond focusing only on SDG 4. We dissected national Education Plans, Road Maps and Visions, and the African Charter 2063. We mapped priorities and overlaid the expertise and capacity of the Link Education family. We were then able to define five programmatic areas facing gaps that matched Link's experience, and from that, our five strategic goals were born.

From an organizational perspective, decision-making was collaborative and collective. Knowledge and understanding of the specific country's needs were invaluable and core to

validating our chosen goals. On reflection, I would say our goals were definitely 'locally-led.'

Number 2: Ground Truthing and Ownership

Alongside our teamwork and deep exploration of national policies and programs, we still wanted to ground our ideas in truth. We listed stakeholders, including teachers, school leaders, community members, parents, learners, and government education staff at every level. We developed questions for face-to-face interviews and wider focus group discussions, various materials to appropriately present our goals, and methods to analyze and provide feedback on the results.

The global pandemic halted the consultation progress, and to be honest, the appetite to take this up again has waned in the face of more pressing concerns. Where possible, we did consult. We developed slides for senior leaders to present to their Boards and shared our draft goals with crucial figures within the Ministries of Education.

Ownership across the Link family is sound, but the next steps of ground-truthing our goals at the grassroots level have been less successful. From this perspective, we can't say our goals are 'community-led.' However, Link does employ effective Adaptive Management practices, which include community-level participation, so we tick this box programmatically.

Looking back, I feel that the process of developing our goals reflects Link's key working principles of collective leadership and decision-making, partnership and collaboration, and equality of opportunity. I also hope the goals demonstrate our

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areas of expertise and how we champion diversity, inclusion, accountability, and environmental responsibility. Using Bond terminology to reflect on our strategic goal development process, I'd say Link Education is 'moving along' the becoming

locally-led scale. But we are not complacent; there is more to do, and we will continue to challenge ourselves on this journey.

Samantha Ross (samantha@linkeducation.org.uk) is the international Programme Director for Link Education International."



The Scholars at Risk Network: Protecting Endangered Scholars and Promoting Academic Freedom Advocacy¹

By Irving Epstein



Irving Epstein

For over two decades, the **Scholars at Risk Network** (SAR) has worked to protect scholars and engage in academic freedom advocacy. Consequently, it is considered by many to be the preeminent organization of its type worldwide. The idea of establishing a consortium of North American higher education institutions that would offer physical and material assistance to endangered scholars, including short-term university appointments, originated in 1999. In June 2000, an international conference was held at the University of Chicago, where SAR was officially launched. The fact that its origins can be traced to the University of Chicago campus is not accidental, given its historical legacy of having offered employment to German refugee scholars before and during World War II. By the late twentieth century, attacks upon scholars were no longer restricted to a few countries but, in fact, growing throughout the world. The call for North American institutions to assist in their protection thus became a moral imperative.

In the years since its inception, SAR has transcended its North American origins and become a truly global entity, with offices in New York (affiliated with New York University) and Ireland (affiliated with Maynooth University). Both its scope and purpose make SAR unique. There are currently 627 affiliated higher education institutions and associations, with members operating on every continent. Additionally, there are a number

of partner networks with whom SAR works to strengthen protection and academic freedom values.

Apart from its size, it occupies space within both the human rights and higher education spheres, and it is this positioning that makes it especially distinctive. There are, of course, numerous human rights-oriented NGOs that focus upon refugee assistance or are involved with free expression advocacy, the Committee to Protect Journalists and PEN International being among the more famous. And there are important organizations working within the higher education sphere that address academic freedom violations, the American Association of University Professors in the United States being a noteworthy example. But Scholars at Risk is dedicated to enhancing scholar protection while also advocating for and teaching about academic freedom issues. The decision to commit to scholarly protection while also engaging in academic freedom advocacy was made out of necessity, for as SAR evolved, it became clear that there was no way to satisfactorily address the enormity of the need to offer scholar protection.

Even though the SAR office and its member institutions offer a range of protection services to over 300 scholars a year, there are many more individuals who, due to resource constraints, cannot be helped. But even if more assistance could be secured,

¹Unless otherwise noted, information cited in this article comes from the Scholars at Risk Network website and with personal communication with SAR staff. However, the views and opinions expressed within this piece are those of the author alone.

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the exponential growth of the number of scholar threats on a global basis makes it necessary to pursue academic freedom advocacy in order to directly confront the systemic nature of the violations. As a result, while SAR today spends much of its effort to offer safety and short-term employment to scholars and their families who are endangered, it also serves as a voice that documents global academic freedom abuses and concurrently engages the wider academic community on promoting core values involving academic freedom and institutional autonomy.

Protecting Scholars

In 2020-2021, there were approximately 500 requests from scholars, practitioners, and human rights defenders around the world seeking assistance from the Scholars at Risk Network. In the last six months of 2021 alone, SAR received over 1500 requests for help. As one would surmise, the dismissal and harassment of thousands of Turkish academics in the aftermath of the failed coup attempt in 2016, the dangers confronting academics resulting from the U.S. withdrawal and Taliban government takeover in Afghanistan, and the brutal effects of the Russian war with Ukraine, have all resulted in large numbers of academicians seeking assistance. In addition to these conflicts, scholars from Syria, Yemen, Ethiopia, Myanmar, China, and Hong Kong have in recent years, been forced to regularly ask for help, given the professional and personal dangers they confront.

The challenges that are involved in securing scholar protection are numerous. An endangered scholar must independently make initial contact with a SAR office through independent efforts or a colleague's nomination. SAR protection staff confirm details about one's case and assess the level of risk one confronts. They then verify one's academic credentials and expertise, linguistic proficiencies, research and/or teaching experience, desired placement location, etc. Once vetted, scholar profiles are distributed to member institutional representatives, and when mutual interest is confirmed, the office offers further assistance in facilitating the placement process.

As more and more scholars, practitioners, and human rights defenders are experiencing extreme hardship, SAR has occasionally been able to offer short-term, emergency funding on an individual basis, and it works closely with institutions to secure the resources necessary to cover the costs of employing scholars. To that end, the Network has partnered with fellowship programs such as the Institute for International Education's

Scholar Rescue Fund in the United States, and the Alexander Von Humboldt's Philipp Schwartz Initiative in Germany, in offering assistance to scholars and their hosting institutions. It should be noted that not all scholars seek formal academic positions, for in some cases, they look forward to retraining in other fields or seeking a higher-level degree in their own field. SAR assists these scholars in pursuit of these goals as well.

Once a placement is made, the SAR staff continue to offer support for the scholar. Resources involving curricular construction and pedagogical practices for the purposes of enhancing one's teaching effectiveness are made available; general assistance is offered regarding the transition to life after one's placement ends. SAR staff also work with government authorities to expedite family reunification when appropriate.

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Perhaps the biggest challenge in the placement process is getting scholars out of their home countries, where they confront immediate danger. Although the SAR staff tries to offer some support on behalf of scholars seeking visas so that they can travel in safety to host countries, scholars from certain countries find it difficult to leave and/or secure safe transit along with the necessary government documentation that is necessary for entrance into the host country.

In the Afghanistan case, for example, many of those scholars who were able to leave, initially traveled temporarily to safe havens such as Pakistan or Tajikistan, where they awaited more permanent settlement. Although numerous higher education institutions in Europe and the United States have agreed to take Afghan refugee scholars, delays in granting visas have created difficulties for the institutions as well as the scholars, given the challenges of holding funded positions open for lengthy and somewhat indeterminate periods of time. Other complications involving Afghan scholar resettlement have included credential issues. Few Afghan scholars hold the Ph.D. degree because the expansion of higher education opportunities has occurred only over the past two decades. Some institutional members have expressed a preference for hosting female Afghan academicians, an understandable request but one that loses sight of the still smaller number of women scholars the country has produced and the constraints that exist upon women's ability to travel freely. What is true for the Afghan case is true for most of the cases involving scholar protection: a fit between

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scholar interests and abilities and institutional needs always has to be negotiated, even when the conditions confronting the scholar are dire.

In the Ukrainian case, SAR has received requests for placements from both Ukrainian and Russian academics. SAR-Europe is coordinating the InSPIREurope Initiative which, through funding from the European Commission's Marie Skłodowska-Curie Actions program, and in partnership with the European University Association, is offering assistance to researchers at risk. This funding source promises to be a key source of support for those negatively affected by the Russian war with Ukraine. Many Ukrainian academicians, in particular, have contacts with European colleagues and so the vetting process can be somewhat easier than is the norm. However, even when informal connections have been made, member institutions have requested SAR staff to review applications. The SAR imprimatur holds particular value when institutions seek external funding to facilitate the placement terms. Interestingly, many of the Ukrainian scholars seeking an academic position prefer entering into a short-term arrangement rather than an extended placement, hoping to return to their country as soon as the war ends. It should finally be noted that SAR extends its definition of "scholar" to include academic practitioners at risk and human rights defenders, those whose precise job description may deviate from the formal definition of "scholar" but nonetheless, because of the work they do, are deserving of academic freedom protection.

**SAR EXTENDS
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PRACTITIONERS
AT RISK AND
HUMAN RIGHTS
DEFENDERS**

Engaging in Advocacy

Since 2015, SAR has published an annual *Free to Think* report summarizing attacks on scholars, students, and staff around the world during the previous year. *Free to Think* is a product of SAR's Academic Freedom Monitoring Project, where staff members regularly keep track of incidents where attacks occur so as to rally support for a greater protection of academic freedom values and principles. The **2022 report** notes that from September 1, 2021 – August 31, 2022, there were 181 instances of killing, violence, and disappearance, 75 cases of wrongful imprisonment, 23 cases of wrongful prosecution, 41 instances of loss of position, four reports of improper travel restrictions, and 67 other kinds of academic freedom attacks for a total of 391 incidents occurring throughout the world. The

report includes detailed accounts of violations in Afghanistan, Bangladesh, China, Ethiopia, Ghana, Kenya, Hong Kong, India, Israel, and the Occupied Palestinian Territory, Indonesia, Iran, Mexico, Morocco, Myanmar, Nicaragua, Nigeria, Pakistan, the Philippines, Russia, Sri Lanka, Turkey, Ukraine, the United States, Venezuela, and Zimbabwe. The Academic Freedom Monitoring Project also posts academic freedom violations as they occur on the SAR website (<https://www.scholarsatrisk.org/academic-freedom-monitoring-project-index/>).

However, while assaults upon academic freedom values are indeed tragic events, they only partially inform us about the global state of academic freedom. Scholars at Risk has thus also worked with experts from the Global Public Policy Institute, the Friedrich-Alexander-Universität Erlangen-Nürnberg, and the V-Dem Institute, to create an **Academic Freedom Index**, a data set that measures levels of academic freedom around the world according to five indicators: freedom to research and teach, freedom of academic exchange and dissemination, institutional autonomy, campus integrity, and freedom of academic and cultural expression. Buttressed by the contribution of over 2,000 academic experts, usually residing within their own countries, yearly country scores in each of the five indicators are constructed and made publicly available.

Documenting academic freedom violations and compiling data with regard to the state of academic freedom globally are important because they offer support for conducting direct advocacy initiatives. In this vein, the Scholars in Prison project, legal clinics, and advocacy seminars represent some of the more important initiatives with which SAR members are engaged. The scholars in prison project highlight the cases of scholars, students, researchers, and academic staff who have been unjustly imprisoned. The cases are profiled on the SAR website and letter-writing campaigns are regularly initiated in support of colleagues. By way of example, Ahmadreza Djalali, a Ph.D. with expertise in disaster medicine, awaits imminent execution in Iran. Djalali, a resident of Sweden who was born in Iran, was arrested in 2017 while attending an academic conference in Tehran. He has been found guilty of "corruption on earth," presumably because of his ties to the international academic community, but many believe he was targeted in order to put political pressure upon the West. He has been denied access to medical care, family member visitation, and the ability to meet with his legal representatives. Because of the work of SAR, along with a number of other human rights organizations, his case has become internationally known, but it represents only one of many to which SAR has drawn attention.

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The Network additionally coordinates legal clinics, where law school students investigate specific cases involving severe academic freedom violations, and advocacy seminars, where students research cases of imprisoned scholars and students and conduct advocacy strategies pressuring for their release. In the latter case, advocacy seminars have proliferated throughout the Network and are now being taught in the United States, Canada, and Europe. With the support of faculty, university students research a specific case, and gather information regarding the reasons for an arrest and/or conviction, the conditions under which one is being held, violations in national and international law that may have occurred, and the country's general record for observing human rights norms. Students then pursue their own advocacy strategies that have included organized campus events, letter writing, and YouTube video postings. As students from different advocacy seminars may be researching the same case, some have contacted one another to exchange information as well as advocacy strategies, even on a cross-continental basis. In addition, advocacy students have been able to speak with relatives of those who have been imprisoned or with other human rights experts working on the same case. For a number of years, students from North America have attended "Advocacy Day," where they meet together in Washington, D.C., meet NGO and U.S. government officials, and explicitly meet with Senate and House of Representative staff members, fine-tuning their advocacy skills as they advocate for the release of the scholar whose case they have adopted. More recently, separate "Advocacy Days" are now being held in Canada and Europe. Within the CIES community, board member Rebecca Clothey, at Drexel University, has offered an advocacy seminar for her students on multiple occasions and has personally participated in Advocacy Day as well.

Promoting Academic Freedom

Part of SAR's mission is to promote general discussions of academic freedom values, which include investigating the nature of academic freedom, how it is related to but differs from the exercise of free expression, why it deserves to be preserved and enhanced, and exploring ways of crafting standards of conduct that can be widely adopted to facilitate its protection. Through its publications, bi-annual world conferences, podcasts, its online course, "Dangerous Questions: Why Academic Freedom Matters," and most recently, its Mellon/SAR Academic Freedom Workshop and Fellowship program, it

encourages robust discussions of academic freedom issues. Of course, in order to promote academic freedom, it is essential to recognize its presence in numerous human rights standards. As David Kaye, former Special Rapporteur on the Promotion and Protection of the Right to Freedom of Opinion and Expression, stated in his July 28, 2020, report to the UN General Assembly:

Restrictions on academic freedom are both ancient tools to limit the sharing of information and knowledge and the questioning of received wisdom, and contemporary tools to repress information and ideas that Governments often find threatening. Yet, without academic freedom, all societies lose one of the essential elements of democratic self-governance: the capacity for self-reflection, for knowledge generation and for a constant search for improvements of people's lives and social conditions. As the Special Rapporteur has sought to show, academic freedom depends upon a range of civil, political, economic, social and cultural rights. The Special Rapporteur focused especially on the freedom of expression aspects of academic freedom, a freedom that is best understood as one that crosses boundaries of rights and borders. In particular, threats to academic freedom – threats to questioning – must be confronted, whether the threat derives from State behavior or social pressure. The current global pandemic highlights for all the importance of the development and sharing of all sorts of ideas and information, regardless of frontiers (Kaye 2021: 21)

Not only was SAR instrumental in contributing to Special Rapporteur Kaye's report, but it has also been active in promoting thoughtful dialogue with regard to the creation of academic freedom standards, to be adopted by nation states as well as higher education institutions. Working with the University of Ottawa Human Rights Research and Education Centre and the Universidad de Monterrey, SAR has helped establish the **Coalition for Academic Freedom in the Americas**, a project dedicated to creating standards to protect those working in the higher education communities in the region. It has also created, with the Open Societies Foundation, the OSF-Scholars at Risk Working Group on Academic Freedom, tasked with the charge of crafting global standards in support of principles enunciated in the Special Rapporteur's report. Fran Vavrus, of the University of Minnesota and a prominent CIES colleague, is a member of the Working Group.

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Conclusion

I have been involved with the Scholars at Risk Network since its inception and I feel deeply privileged to have met many courageous scholars who have put their lives in danger or have experienced unspeakable acts of cruelty as they attempt to preserve the values that all of us associated with academic life share. I am honored to have met and interacted with a dedicated staff who work tirelessly to save lives and teach others about the importance of being able to test ideas with colleagues, students, other members of the university, and the public at large, in settings that are safe and conducive to intellectual growth. As one can clearly see from this description of SAR's activities, protecting scholars in danger, expressing academic freedom advocacy, and discussing academic freedom values are complex, time-consuming, and often difficult activities to pursue successfully. Yet I cannot think of any initiative with which I have engaged in my own professional life that has been more important, rewarding, or fulfilling. Along with many other professional associations, SAR has had a continuing

presence within CIES; indeed, its staff participated in two-panel presentations at the 2022 Annual Meeting. It is my hope that as interest in its activities continues to grow, others will take the opportunity to support its work and find a similar level of fulfillment that I have had the opportunity to experience.

Irving Epstein (iepstein@iwu.edu) is a Rhodes Professor of Peace and Social Justice Emeritus at Illinois Wesleyan University and a member of the Scholars at Risk Board who currently serves as chair of its membership committee.

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Member BLOGS

Highlighting academic
blogs from our members

EDUCATE!

In 2015, the United Nations set an ambitious new global goal, Sustainable Development Goal 4 (SDG 4), to ensure relevant, inclusive, and quality education for all youth by 2030. But with just seven years left on the agenda, SDG 4 feels further from reach.

Read the full blog post at

<https://www.experienceeducate.org/all-blog/2022/11/14/as-the-skills-gap-widens-and-learning-crisis-looms-how-close-are-we-to-achieving-sdg-4>

LINK EDUCATION INTERNATIONAL

This blog features the perspectives of Link Education staff on the education programs they deliver in Ethiopia, Malawi, and Uganda, as well as reflections on global issues impacting education in sub-Saharan Africa, such as climate change, conflict, and language of instruction.

See the full blog at

<https://linkeducation.org.uk/news-views/>

The Imperative for Supporting Asian International Students in (Post)COVID Times

By Christina W. Yao and Chrystal A. George Mwangi



Christina W. Yao



Chrystal A. George Mwangi

Despite China's status as the top contributor of international students to the United States, perceptions of the U.S. as a welcoming place have been increasingly questioned by current and prospective Chinese students over the last two years. Chinese students made up nearly a third of all U.S. international students in the 2020-2021 school year, according to the Institute of International Education's [recent Open Doors report](#). Although the number of international students [declined by 15% in 2020-2021](#), China still remains strong as the top sending country of international students to other parts of the world.

Throughout the COVID-19 pandemic, research suggests that Chinese international students have been simultaneously scapegoated by the U.S. public as [carriers of the Coronavirus disease and positioned as cash cows](#) by higher education institutions experiencing declining tuition revenue. As such, Chinese college students have had to maneuver through multiple events in the United States, including racial conflicts, political and economic strife and health challenges.

Asian students, especially those of Chinese descent, have faced the rise of anti-Asian rhetoric in a [contemporary Yellow Peril](#). Sentiments like "Kung flu" and "[China virus](#)" were carelessly thrown around by national leaders as a way to scapegoat Chinese Americans for the COVID-19 virus. Additionally, American colleges and universities have positioned international students as "[cash cows](#)" for decades due to [state divestment in higher education and the higher tuition international students typically pay](#) out of pocket. Given that international student tuition revenue has been disrupted by the [decreased mobility](#)

[of these students to the U.S.](#), it comes as no surprise that universities and international education associations strongly advocated to the federal government for [greater flexibility in student visa policies](#) and [more expediency in addressing visa processing backlogs](#) throughout the pandemic.

Conversely, political leaders such as Shelley Luther, a Texas Republican candidate for the House of Representatives, [called to ban Chinese students](#) from studying in the United States altogether. Those calling for the ban typically espouse concerns reminiscent of the recently rescinded [China Initiative](#) that was developed by the Department of Justice as a response to federal concerns of China as a national security threat, accusing Chinese scholars and students of espionage and intellectual theft.

Scapegoats for a global virus

International students are often excluded by colleges from conversations about [racism and campus climate](#) while simultaneously navigating the heightened [racial tensions in the U.S.](#) Early in the pandemic, Asian students were taunted by peers on campus with slurs and discriminatory remarks at multiple colleges, including [Binghamton University](#), [Angelo State University](#), and [Castleton University](#). As targets of racial discrimination, Asian students, in particular, were [spurned by peers and broader community members](#) for wearing masks and blamed as the source of COVID-19.

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Beyond anecdotes, empirical research demonstrates that much of these racial tensions led to students experiencing a lack of safety and increased isolation and fear on campus. Consequently, Asian international students navigated either director perceived racial discrimination, leading to perceptions of not being welcomed to the U.S. Although discrimination against international students is well documented in previous research, the pandemic highlighted the pervasiveness of how fear and distrust led to heightened racial discrimination towards Asian students during the pandemic.

Cash cows for economic gain

In July 2020, U.S. Immigration and Customs Enforcement released updated modifications to the Student and Exchange Program, stating that all non-immigrant college students who wish to receive or keep their visas to the U.S. may not take a course load consisting of fully online classes. A lawsuit from Harvard and the Massachusetts Institute of Technology calling for a prohibition of the SEVP update led ICE to update its policy to be more inclusive of international students' health, safety, and travel limitations due to the pandemic.

When examining the concerns of higher education institutions and associations, much of the argument for better supporting international students are often rooted in economic terms, such as the financial benefits for colleges and universities, as noted by the Institute of International Education's annual Open Door Report. For example, NAFSA: Association of International Educators found that international students in the U.S. drew more than \$28 billion into the economy for the 2020-2021 academic year, making them an "economic value."

When a threat to financial gain arises, institutions and associations move quickly to show support for international students, as evidenced by the #StudentBan conversations on Twitter in response to the SEVP update in July 2020. Beyond U.S. education leaders' economic interest in international students, these students also provide talent that contributes to global competition. The fight to keep international students in the United States serves the purposes and needs of U.S. higher education institutions and associations as contributors to institutions' student body diversity as well as diplomatic efforts in foreign policy.

Although a strategic move, institutions prioritizing international students for economic reasons implies that these students are objects that contribute to the good of the nation rather than

inherently valuable fellow human beings, as illustrated in several news reports. Early research studies indicated that many Chinese international students faced personal stressors after arriving in the United States, with very little institutional support. When combined with continuously changing visa restrictions, Chinese students are finding the United States less desirable as a study-abroad location.

Humanizing our work with Chinese international students

Our research has demonstrated that it is necessary for higher education institutions and associations to proactively create and implement policies and practices that create support mechanisms for international students who face racial discrimination and hostility. The current modern-day "Yellow Peril" illuminated race-based fears stemming from the pandemic and an increasingly pervasive China threat mentality from the broader U.S. society. Research shows that identifying and supporting Chinese and other Asian students who experience racial discrimination can foster a more positive campus climate.

IT IS BENEFICIAL FOR HIGHER EDUCATION STAKEHOLDERS TO AFFIRM CHINESE STUDENTS BEYOND PERFORMATIVE STATEMENTS

Given the racialized experiences of Chinese international students, we argue that it is beneficial for higher education stakeholders to affirm Chinese students beyond performative statements or unfocused strategic plans when issues and events occur by establishing clear policies and practices for supporting the physical, mental and emotional health of this student population. For example, universities like Drew University created culturally-specific staff positions to better engage with Chinese students, such as a Chinese language and culture advisor. To provide even further support, we even suggest universities consider modifying their practices to ensure Chinese international students do not face additional language or cultural barriers when seeking support by providing counseling support and bias reporting procedures in Mandarin. Given that most international students, including Chinese international students, are not part of the racial majority in the United States, we suggest greater collaboration between International Students and Scholars offices and Diversity, Equity, and Inclusion offices to ensure that campus climate improvement initiatives acknowledge the anti-immigrant and racist prejudices that international students may experience.

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There is no argument that international students bring incredible benefits to the U.S. through generating economic gains, garnering diversity and contributing to developing knowledge. Yet there is danger in focusing primarily on international students as assets and commodities to be collected for the benefit of the U.S.. International students, especially those from China, benefit from higher education institutions embracing an ethic of care towards students that are mindful, humanizing, and equity-oriented.

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Educating for Peace and Human Rights: A Global Imperative

By Maria Hantzopoulos and Monisha Bajaj



Maria Hantzopoulos



Monisha Bajaj

When the COVID-19 pandemic initially swept the globe in March 2020, our educational landscapes shifted dramatically overnight. Many in-person schools abruptly switched gears with almost no warning and transformed from in-person environments into remote learning modalities. Teachers and students were suddenly expected to dive into remote worlds, learn new software, operate unfamiliar computer systems, and discover unfamiliar processes to facilitate student learning and engagement virtually, even if they had no training to do so. Long-standing academic practices were quickly abandoned, mostly for logistical reasons, as teachers determined best how to support students and families (and each other) in this acute crisis. They had new challenges in managing classrooms and learning environments in this new virtual space. While these challenges included access to technology as the schism created by the digital divide cut more deeply, educators and their students were also simultaneously grappling with the trauma and grief of this global pandemic. Moreover, the impact of the pandemic hit marginalized communities more significantly, exposing unequal health and educational disparities that always existed, particularly based on markers like race, class, gender, ability, and more, as well as the general food, economic, and housing insecurity that increased significantly.

By June 2020, amidst ongoing climate change and the continued racialized violence across the globe, including the assault on Black lives and uprisings in response to it and anti-Asian violence, teachers and educators were regarded as heroes navigating these complexities in their own localized

communities. While many educators have always centered ideas that challenged dominant educational narratives, the upending of educational systems also forced policymakers, practitioners, and school leaders to reckon with and call into question many long-standing rigid taken-for-granted practices (i.e., high-stakes testing, rigid attendance policies) that may have always been controversial, but still remained prevalent in policies and practices. The jolt of the pandemic made space for folks on the ground in schools to repurpose education and place relationships, well-being, and mutual collective care at the core of their practice.

At the time of this writing, it is over two full years into a global pandemic that seems unending as schools still attempt to adjust. While the planet is even more vulnerable and fractured, our governments' policies vis-a-vis education still seem to be going back to business as usual. Moreover, in the United States, we have just witnessed two mass shootings that should give educational policymakers further pause. In May 2022, an armed 18-year-old white man walked into a grocery store in a predominantly Black neighborhood in Buffalo, NY, opening fire on shoppers, killing 10 and wounding several others. The self-proclaimed white supremacist noted in his manifesto that he feared people of color would replace white people, and nearly all of his victims were Black.

While the 18-year-old should have been preparing for his high school graduation and future contributions to society, he instead was on a hate-filled racist, a violent mission that has instead caused massive harm, heartache, and trauma. Just ten

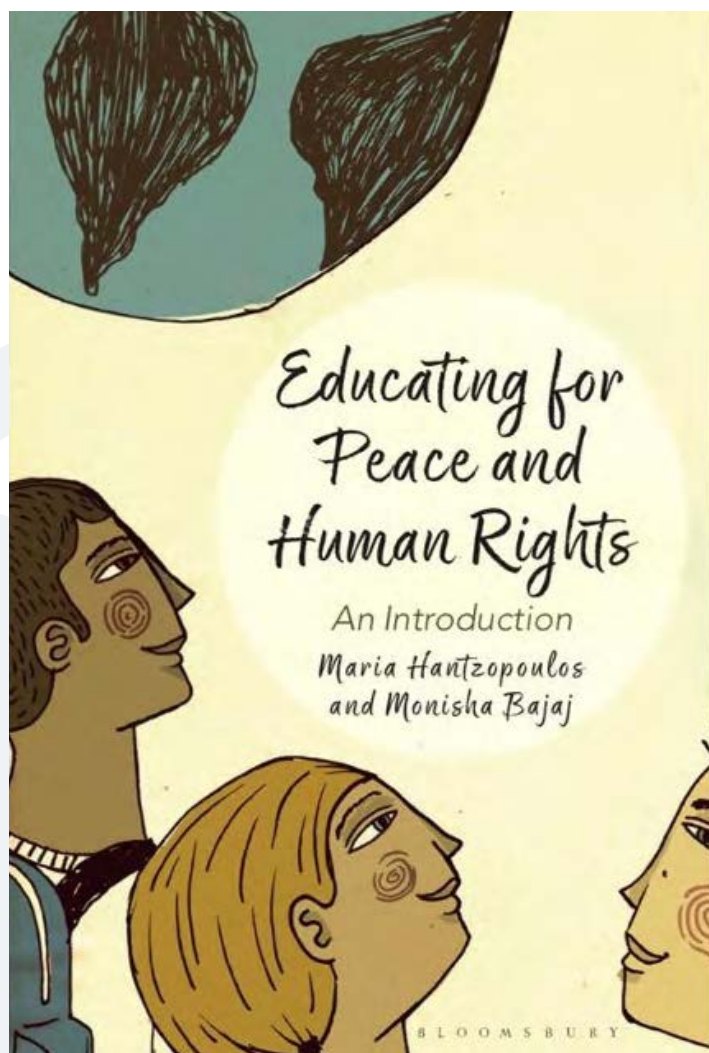
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days later, a young man walked into an elementary school in Texas, killing 19 children and two adults. While this shooting was not racially motivated, the young man had been disillusioned and disengaged from school with lack of access to the social, emotional, and mental health supports needed to help him thrive. Though schools ideally should be sanctuaries, many of them end up being unsafe places for young and small children alike. If schools are not fostering peace, justice, and human rights, both in terms of what is taught and what is enacted in terms of school culture and practice, they are potential sites that reproduce and even foment ideologies of exclusion, hate, violence, racism, toxic masculinity, and domination.

In our latest book, *Educating for Peace and Human Rights: An Introduction* (Bloomsbury 2021; see www.bit.ly/Hantz-Bajaj), we take up the larger questions of peace and human rights education, as related but separate fields, and consider how these

fields can work in tandem with each other to advance justice and transform our worlds. This is particularly salient because we also find ourselves at a particular crossroads in education at large; not only in terms of these particular flashpoints of enduring violence that we have just mentioned, but also a time when taken-for-granted thinking around schooling and education should be called into question more broadly. The push across the globe to “return to normal” both in schooling and society sidelines not only many of the humane and relational practices that emerged from the realities of the pandemic, but also presumes that what existed in education before was indeed acceptable, despite the ongoing and enduring direct and structural violence that persists. Additionally, the gaps in education caused by racism, poverty, gender inequality, and violence have only deepened. In many ways, the potential for bolstering education to be a universal public and common good often feels elusive at best, and abandoned at worst.



As we inch our way into the endemic vs. pandemic world, we must rethink and repurpose common educational practices, particularly as many continue to reproduce and deepen disparities and violence rather than ameliorate them. While peace and human rights education has somewhat moved out of the margins and are seen as legitimized as necessary global fields of scholarship and practice, now is the opportune time to ensure that these approaches remain central in all educational endeavors. Though each field has its distinct histories, epistemologies, and approaches, they intersect in that they both consider content, processes, and educational structures that seek to dismantle various forms of violence (direct, cultural, and structural), as well as move towards broader cultures of peace, justice, and human rights.

Our new book, and the related book series on Peace and Human Rights Education that this book launches with Bloomsbury, take up these concerns. It came about after multiple conversations between us and among our colleagues and students over the years. As both of us are scholars whose work and teaching engage these fields separately but also bridge them, we decided that this introductory primer would help untangle the core concepts that define both fields, unpacking their histories, conceptual foundations, models and practices, and scholarly production. Moreover, we consider the overlap between the fields of peace education and human rights education to produce fertile ground for new engagement across the fields.

While these fields are distinct, with their own unique bodies of literature, genealogies, epistemologies, and practices, their intersections provide a bridge for those whose work rests at the

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nexus and view it as a launching point for more robust critical engagement. In this book, we introduce readers to the fields of peace and human rights education, address key questions that come from those fields, and seek to deepen knowledge for those that are already familiar with the fields. We offer readers a chance to deeply understand the fields of peace education and human rights education as they have developed on their own (in their normative as well as critical and decolonial dimensions); we also set forth a comprehensive research agenda outlined at the end, and provide a robust annotated bibliography in the Appendix, for students, community-based scholars, and practitioners, to situate their work within larger ongoing conversations in the fields.

At the heart of much of the work of peace and human rights education across contexts is both reflective and ongoing engagement and praxis, and the possibilities of imagining and working toward more just and sustainable futures. While we explore more deeply the theoretical foundations throughout the book, we note here that the work and pedagogy of the late Brazilian scholar Paulo Freire in particular—rooted in critical consciousness, dialogical relationships and practice, transformative agency, and problem-posing—is often a vehicle for the enactment of peace and human rights education. While Freire (1970/2000) employed several types of dynamic pedagogical tools in popular education (participatory research and action, culture circles, generative word mapping, etc.), one of the methods used for problem-posing was the “problem tree.” The problem tree is a visual device that allows people to explore the root causes of a particular issue that affects their daily lives by mapping these causes in relation to their lived experiences and then on to larger systemic policies and practices. In many ways, the process of creating a problem tree is one that not only invites local engagement but also encourages local analyses and solutions to local problems, while simultaneously connecting them to larger structural issues others might also be facing. Overall, the problem tree activity is concerned with both **the process** and **the product**, and sees these two threads as intertwined.

Inspired by the visual aspect of the problem tree, we decided to flip this model to map a “possibility tree” (Hantzopoulos & Bajaj 2021)—one that both conceptualizes and delineates the ways in which peace and human rights education might be intertwined, providing a visual catalyst for imagining new worlds and possibilities. Throughout the book, we return to our conceptualization of the fields of peace and human rights education as one tree with intertwined roots, and we offer in Chapter 5 our own visual, in the form of a banyan tree, to illustrate

these shared underpinnings of the fields, and to hone in on the fertile terrain of the two fields’ shared conceptual intersections. We posit that dignity and agency form part of the same soil that nourishes the related fields of peace education and human rights education, and argue that these concepts mutually form part of the groundwork of justice-based, liberatory educational efforts. The large trunk of liberatory education has the fields of peace education, human rights education, and social justice education closely wrapped around it, with many overlaps and intersections among these fields. We have conceptualized the branches as the ways in which learning takes place in these interrelated fields and included approaches such as dialogue, praxis, critical consciousness, and culturally sustaining pedagogies, to name a few.

**WE ARGUE THAT THESE NEW
DROP-DOWN ROOTS ARE THE
RENEWALS OF THE FIELD,
SPURRED BY ITS GLOBAL
SPREAD AND ENGAGEMENT
BY NEW SCHOLARS, REVIVING
AND BUILDING UPON
FIRM FOUNDATIONS AND
TRADITIONS IN THE SPIRIT OF
REFLEXIVITY AND GROWTH.**

The leaves and fruits represent the broad outcomes that the fields espouse, such as positive and negative peace, community engagement, respect for human rights, planetary stewardship, and global citizenship.

One of the unique features of banyan trees is their capacity to drop down new roots (which, over time, conjoin and coalesce with the primary trunk). We argue that these new drop-down roots are the renewals of the field, spurred by its global spread and engagement by new scholars, reviving and building upon firm foundations and traditions in the spirit of reflexivity and growth. A few of these new directions include critical peace education, transformative human rights education, decolonial approaches to peace and human rights education, and transrational perspectives; however, there may be and are more, and we have intentionally left some of the roots (as well as branches and leaves) blank to have readers consider and expand upon other possibilities.

Nonetheless, we were also inspired by the *process* of making the possibility tree as a means to model some of the fundamentally fluid and generative pedagogies undergirding critical approaches to peace and human rights education. In order to embody both the spirit and the heart of this process rather than just impose only our own understandings, we decided to also include in our book a possibility tree made with some of Maria’s former undergraduate-level students after they took the course “Education for Peace, Justice, and Human Rights” at Vassar College. We decided to share their work in the introduction to both show how local meanings shape people’s

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perceptions of peace, justice, and human rights and model the dynamic process. While their tree is partial and not complete, and is contextually situated and bound, and while there are certainly more dimensions that could be added or defined (or even contested), it shows the pedagogy of peace and human rights education in action, both in process and as a “work-in-progress” product (as it is something that can be remade and shifted over time). As well, the tree visually presents ways to view how these two fields might interlock foundationally—despite their distinct characteristics—which is the crux of the arguments developed in this book.

While this is not a complete metaphor for all the linkages and themes raised between the two fields in the book, we hope that this possibility tree—as a heuristic and a work-in-progress product—sparks some conversations about how these visions are entangled. Thus, the problem tree activity, conceptualized by Freire as a means to understand the root causes of forms of violence and oppression, can be paired well with the possibility tree activity, where, once problems are identified and discussed, new practices and ways of being can be imagined and brought into focus to spur necessary action. We hope that this example also inspires students, groups, and communities to craft their own possibility trees, tailored to their own hopes, dreams, and visions, utilizing or modifying the initial prompt around cultures of peace, justice, and human rights.

Given the realities that face our planet—climate change and (un)natural disasters; perpetual war and militarism; state-sanctioned and authoritarian violence in all corners of the globe; precarious migrations and increasing xenophobia and hate crimes across locales; global pandemics that expose differential vulnerabilities and impacts; stark and growing

economic disparities; ongoing effects of colonialism and settler colonialism on Black, Indigenous, and displaced populations; and gender-based violence that continues to terrorize women and people who identify as LGBTQIA+ and gender-fluid—the varied directions and approaches to peace and human rights education can inspire us to reimagine what it takes to enact, as the UN Secretary General remarked, “a vision of education that ensures justice, human rights and opportunities.... and will allow us to better respond to emerging challenges and better address the interests of future generations.”¹ There is no question that we need peace and human rights education now more than ever as it can be a means to redefine our relationships with each other, transform our world through solidarity and cooperation, and provide our youth with a future of dignity and opportunity they deserve.

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¹For more information, please see: <https://www.un.org/sg/en/node/260591>

Featured Board Member

Samba Bah

Tell us about some of your recent research and teaching in comparative and international education.

My most recent research topic of interest is the application of AI in higher education. I am working with Laura Harrison, Professor of Counselling and Higher Education, and Joe Carver, Director of Students and Academic Services at Ohio University's Instructional Innovation center. We are looking at how AI is being adopted, the good, the bad, and the ugly but with special emphasis on how we can rehumanize higher education in the face of data and algorithmic colonialism.

For teaching, I am serving as an Adjunct Professor for the Center for International Studies here at Ohio University. I am teaching an international studies course, INST 1010: Understanding the World. The course helps students understand how the world came to be as it is. It helps them think about the major historical processes that shaped the distribution of global power and wealth and the consequences for ordinary citizens.

Tell us about your work as a CIES Board member

My role on the board has been exciting. It allowed me to serve a society with which I like and share the same values. It also allowed me to learn from senior members of the board. Everybody on the board is either a professor or a seasoned practitioner doing a great job in big organizations. I am privileged to be amid all this knowledge and experience, and I do not take it for granted. I listen and learn a lot. Yet, I do not lose sight of the fact that I am there for a reason. I am on the Board to represent students' views and ensure I do that. I am glad the other board members are very open and welcoming and value my contribution.



Samba Bah

Can you tell us one fun fact about yourself?

Fun fact about me, I am a poet.

I do write poems but never share them with people. I am trying to overcome that self-censorship. I like reading and writing poetry. It helps me reflect and keep my creative writing skills fresh. Who knows, someday I might share my collection.

What book(s) are you reading now?

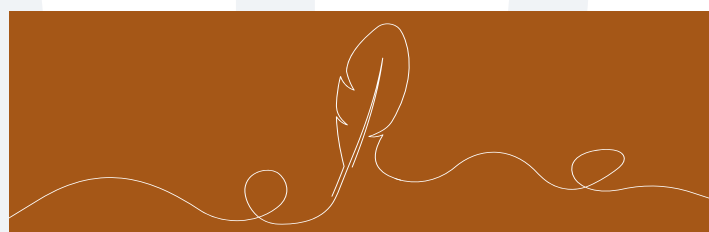
The Richest Man in Babylon, it's a short read about personal finance and wealth generation. It probably is not the kind of book you would expect a doctoral student in higher education to be reading. I always have a book I am reading or listening to outside my field at any time, and at the moment, it is this one.

I am also reading a lot about AI, data, and algorithmic colonialism. Sherry Turkle has a lot of writings on that, and I was just introduced to her this fall, so I am exploring her work too.

Do you have any words of advice for new scholars in the field?

To new scholars, CIES is a great place to be, build relationships, and grow. Do not hold back. Many amazing people out here are open to meeting people like you. Many people are doing great work that you can work with too. Do not be too buried in your research agenda that you ignore what people are doing. You never know what you will learn from people and how it will change your journey in a good way.

I only met Matt Witenstein in-person at CIES 2022. He co-opted me into working on a group research project that I have been working on since the summer. We are building a project that will significantly impact the Global Citizenship Education and Education for Sustainable Development nexus in higher education. I am learning a lot from that and can't wait to see how that project will grow.



Current Perspectives- Brazil

By Michelle Morais de Sá e Silva



Michelle Morais de Sá e Silva

Lula's election in Brazil: What it means for education policy and poverty reduction

Much of the education community in Brazil was anxious about the results of the presidential runoff. On the ballot were two drastically different visions for the country, especially in terms of conceiving federal policies for education and poverty reduction. Jair Bolsonaro, the incumbent president, dedicated his four years in office to dismantling numerous federal policies and programs in various fields, including education (Morais de Sá e Silva 2022). On the other hand, Lula da Silva—Brazil's president from 2003 to 2010—had a track record of initiating important programs to expand access to education at all levels and reduce poverty while ensuring children attend school. For educators like myself, it was a clear and easy choice.

Jair Bolsonaro made international headlines for his Covid-19 denialism and his attack on environmental policies and institutions, leading to an unprecedented increase in deforestation rates (Bowman 2021) and forest degradation (Qin et al. 2021). But much less attention was given by international media to Bolsonaro's contempt for education and science, which became manifest in consecutive budget cuts to federal public universities¹—the largest in the country—and to research funding agencies. Bolsonaro's education policy agenda was focused on two main issues: establishing a policy for homeschooling, following religious motives, and replicating public schools managed by the military, with a view towards bringing discipline to the student population, often comprised

of low-income students. The President's supporters pushed for a supposed 'depolarization' of instruction, rallying against curriculum on social inclusion, gender, and sexuality. Other than those ideological agendas, Bolsonaro's policymaking in education was down to the minimum implementation of existing programs. As a consequence, some national indicators began to show a reversed trend, such as an increased rate of out-of-school children in upper elementary, from 13% in 2012 to 16% in 2020².

Bolsonaro's contender, Luis Inácio Lula da Silva, had been president for two terms during Brazil's years as a glowing emerging economy. During his presidency, school meals cooked with local produce were made universal. Bolsa Familia, the largest conditional cash transfer in the world, helped to reduce poverty and increase school enrollment and attendance (Morais de Sá e Silva 2017). Lula prides himself on having designed education policies that allowed the children of working-class families, of domestic workers to obtain a university degree. In a country with great racial and socioeconomic inequality, promoting access to higher education is just the first step in leveling the playing field.

Political polarization

Lula's victory marked an incredible political comeback, for himself as well as for progressive movements in Brazil. In 2018,

¹Total federal budget to public universities was down by 45% in 2020 in comparison to 2013 (Sacramento et al 2021).

²Data from the UNESCO Institute for Statistics, www.education-estimates.org

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he was incarcerated, following a judicial process marked by collusion between the prosecutors and the sentencing judge. As evidence of collusion emerged, his sentence was overturned by the Supreme Court in 2021. At the federal level, progressive political parties had been out of office since 2016, following the impeachment of former President Dilma Rousseff. The changing political tides meant a blowback to Brazil's steady social and educational inclusion trajectory.

The removal of Lula's Workers Party from the government in 2016 opened doors for a return to neoliberal policies not too different from structural adjustment: budget cuts, privatization, labor reform, and pension reform. Although some of the Brazilian elite would have hoped that the impeachment would simply lead to a neoliberal government, it opened a much more concerning can of worms.

In the wake of the strengthening of right-wing movements that became organized to push for impeachment, the 2018 presidential elections brought to power Jair Bolsonaro, a reformed army captain who glorified Brazil's past dictatorship and paid homage to torturers.

Bolsonaro's election and government solidified the increasing polarization in Brazilian politics, emulating much of the political dynamics found in the United States since the election of Donald Trump. Despite Bolsonaro's failure to attain reelection in 2022, he will leave the country more polarized than ever, with a number of his supporters believing that the recent election has been stolen. Any similarities to the US are not a coincidence.

Back to the policymaking table

With Lula's inauguration on January 1st, 2023, there are mounting expectations over the return of strong federal policies. To begin with, the office of the President-Elect has initiated a broad and participatory transition process, with the creation of working groups dedicated to each major field of public policy, which are composed of civil society representatives, scholars, politicians, and experts who served in the previous Lula and Rousseff administrations. Working groups are expected to oversee the transition process by collecting data on current policies' state and future needs.

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The composition of the working groups for education and for social development highlights three trends of the transition process. First, since Lula was elected by a large center-left coalition that brought together rival parties and figures, working groups reflect such a diverse coalition. Second, there has been some concern for diversity, equity, and inclusion, with working groups being somewhat diverse along gender, racial, and regional lines. Third, political polarization has put a premium on trust. Consequently, individuals who served the previous Lula and Rousseff administrations were brought into every working group, signaling a return to past policy approaches. It is expected that working group activities will impact the composition and priorities of the future ministerial cabinet.

Top of the agenda

The federal budget will be at the very top of the decision-making agenda, with prospects for future policymaking heavily depending on that. After President Rousseff's impeachment in 2016, the new government in power passed a constitutional amendment that placed a very tight cap on government spending. Six years, a pandemic, and a right-wing government later, the public spending cap is a major barrier to the reconstruction of public policies that would reduce poverty and bring students back to the classroom. Beginning in January, for example, payments to beneficiaries of Brazil's conditional cash transfer (CCT)³ will no longer be sustainable.

Beyond this first and crucial legislative change, there will be a crowded policymaking agenda. First, Lula is known for his dedication to combating hunger, and he campaigned on the promise of making sure, once again, that every Brazilian would have access to three meals per day. This means that top priority will be given to poverty reduction programs, especially the country's conditional cash transfer, which may return to its original name of Bolsa Familia. If the federal budget is not an impediment, Brazil's existing administrative capacity will easily allow for an enhancement and expansion of this policy. An important part of reconstructing Brazil's CCT involves returning to previous practices of verifying enrollment and school attendance of beneficiary children, which in the past helped to boost educational access.

On the education agenda, there will be two prominent issues, to begin with. First, higher education will require much support from the federal government in order to maintain operations,

³Known as *Bolsa Familia* and recently renamed by the Bolsonaro administration as *Auxilio Brazil* (Brazil Assistance).

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resume research activity, and expand access. Second, there will be a push by private foundations to bring the issue of secondary education reform back to the Ministry of Education. The reform, controversial amongst educators and approved after the impeachment process, was abandoned by Bolsonaro's government. Consequently, state and municipal governments had to tackle it on their own, without much federal support. What happens next will depend on the coalition that wins over the hearts and ears of the next Minister of Education.

Addressing both education and poverty reduction

I have argued for some time that there should be a greater symbiosis between Brazil's poverty reduction policies, especially Bolsa Familia, and education policies. Allowing low-income children to access three meals a day involves, among other measures, bringing them to school and providing them with healthy school meals. Reducing inequality requires, *inter alia*, reducing dropout rates in secondary education and guaranteeing access to higher education. But suppose young students cannot envision the possibility of attending university, either because they cannot pass admission tests (ENEM) or because they cannot pay private tuition. In that case, they will not postpone their entry to the labor market at a time when their families need extra income. Education policies and poverty reduction policies should be conceived in dialogue with one another, moving beyond just the school attendance requirement in Bolsa Familia.

Beyond Brazil

Lula's election and his upcoming administration may reverberate beyond Brazil. Politically, his victory means a defeat for the far-right, for fake news and disinformation, and for all kinds of denialism. It means that Brazil's fragile democracy may get back on track and that the country may return to being the emerging economy it once was. It means renewed hope for solidarity in the Global South, with Brazil leading once again efforts for South-South cooperation, including in the fields of education and poverty reduction.

Despite this scenario of mounting hope, what could go wrong? One should not forget that far-right movements are better organized and internationally connected. They are stronger, better funded, more vocal, and perniciously interested in education. Also, the world is far from being what it was when Lula was first elected President in 2002. The war in Ukraine, rising food prices, climate change, and great power disputes have weakened multilateralism and reduced the space for antagonism by the Global South. Amidst the challenges faced in 2023, Brazil's policy progress (and setbacks) should be watched with close attention.

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Current Perspectives- Brazil

By Bruna Dalmaso-Junqueira and Iana Gomes de Lima



Bruna Dalmaso-Junqueira



Iana Gomes de Lima

Education in Dispute: the conservative advance in Brazil and possibilities of resistance and hope

Ideological indoctrination. Civic-military schools. "Gender ideology". Homeschooling. Since the election of Jair Bolsonaro as president in 2018, these have been some of the most frequently disputed issues in the Brazilian education context. Even though they have not all become educational policies, we have felt and verified their perverse effects in different areas of school communities. Despite the recent breath of hope with Bolsonaro's defeat in the 2022 general elections, it is imperative to pay attention to the conservative narrative that continues to diffuse through various areas of Brazilian society, notably in education.

In the research "The Conservative Alliance, the State and Educational Policies in Brazil,"¹ based at Universidade Federal do Rio Grande do Sul, we have been studying actors who defend the conservative agenda in education and the arguments they use to propagate it. With the purpose of sharing our initial findings with the international education community, we bring here reflections on the strength that conservative discourse has shown in convincing individuals and social groups – a movement that we observe unfolding not only in Brazilian politics but also that responds to and echoes overseas policies, and that deserves the attention of the resistance.

In familiar terms, Brazilian conservative rhetoric justifies the conduct of its educational policies based on arguments such as the protection of children and young people, safety, discipline,

freedom of choice, the sovereignty of families, and religious freedom. As Michael Apple (2013) presented in his studies on the Conservative Alliance in US education, we identify a fusion of conservative and neoliberal discourses in the Brazilian educational context, which goes beyond ideological contradictions and operates largely through persuasion.

One of the most striking factors in conservative speeches creating a strong connection with part of the population is religious fundamentalism, which has been systematically distorting democratic and constitutional premises and putting them in terms that provoke moral panic. Despite homeschooling being considered a crime of intellectual abandonment in Brazil, the legal director of the National Association of Homeschooling, Alexandre Magno, has been provoking fear by expressing sentiments such as "By putting your children in school [you] take a serious risk of making a bargain with the devil [...]" (Magno 2018).

In fatalistic terms and literal biblical interpretations, conservative religious groups have spread the idea that schools and educators are determined to propagate "evil" through education, putting children and youth at risk. This "evil" largely concerns education that is committed to diversity, democracy, and secularism. These conservative actors conveniently leave out of their argument the contradiction and risks that homeschooling, without adequate training and isolation from the constitutional

¹ Project funded by CNPq - National Council for Scientific and Technological Development.

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pluralism of ideas, can entail for childhood and youth. Thus, our research has been following the proliferation of manifestations against the "leftist and gay indoctrination" that would be taking place in schools, with teachers as their main villains.

In 2022, reports of persecution of teachers in schools are no longer rare in Brazil - and this persecution comes from both the students' families and school administrations. Since the 2010s, conservative groups and individuals have defended and promoted the control of teachers' social media and the effective dismissal of teachers due to the expression of political and social opinion - both in private and public schools. In a report published in May of this year, the NGO Human Rights Watch (2022) denounced that self-censorship has become a frequent behavior among teachers who, until then, were willing to work on gender and sexuality diversity in their classes. The appearance of reprisals and the constant monitoring by conservative agents, in different educational fields, have silenced many teachers.

This is directly linked to the conservative narrative of "gender ideology," created in the 1990s by the Vatican and appropriated by the Brazilian conservative movement in recent decades. As a way of interrupting the advances of feminist and LGBTQIA+ movements and the debates promoted by them in the educational field, conservative groups have dedicated themselves to the distortion of knowledge constructed by feminist and gender studies. The political and educational mobilization for a more inclusive pedagogy has been lightly associated with pedophilia and indoctrination. It is no wonder that teachers are self-censoring, as the Human Rights Watch report pointed out. Although the ban on the alleged "gender ideology" was considered unconstitutional by the Federal Supreme Court in 2020, the daily life in Brazilian schools has been permeated by the threat to teachers who dare to exercise their constitutional right of the freedom to teach.

Another environment that has proliferated distrust and fear is the civic-military schools, which are part of the educational policy implemented in the first year of Jair Bolsonaro's administration. Civic-military schools are non-militarized institutions with retired military agents as educational managers

and/or monitors. The government has promoted them as a "successful" strategy to restore safety and good results in Brazilian public schools based on military discipline. According to Bolsonaro himself, "You've got to put the importance of civic-military values into these kids' heads the way it was during the military regime - moral and civic education, respect for the flag" (Gullino & Soares 2019).

Although not recognized as such by Bolsonaro and his supporters, the military regime he refers to concerns the period of dictatorship experienced in Brazil between 1964 and 1985. Among the endless brutal attacks on human rights carried out during the dictatorship, the strong censorship, including the presence of "censors" in classrooms are memories still alive in the collective Brazilian memory. It is now common knowledge that the discipline linked to moral and civic education was guaranteed at the expense of fear and punishment - often fatal ones - of those who thought differently and dared to express it. Today, unfortunately, fear still plays a role in educational policy.

Reports of harassment and racism against students, in addition to authoritarian conduct against students with disabilities, are examples that have reached our research group, causing deep concern. While the conservative discourse announces military discipline as a factor of improvement in schools, we have been noticing the palpable setbacks to democratic and diverse education. Furthermore, it should not be overlooked that the schools in which this policy has been implemented are public schools, with a largely poor and black student body. In this sense, the seams between neoliberal and conservative ideals become more explicit, showing what kind of subjects the policy proposes to discipline.

In this sense, it is also possible to understand why the practice of homeschooling has been so attractive to so many conservative - mostly religious - families in Brazil. Denouncing alleged religious persecution against their values and beliefs, in addition to the ideological indoctrination supposedly present in classrooms, the number of families mobilizing for the legalization of homeschooling is increasing. The absence of a workforce to monitor compliance with educational regulations for this modality and the alienation of the diversity present in schools do not seem to be an issue for these groups. On the contrary, they seem to motivate many of them.

The Brazilian political context has revealed a very divided nation as concerns societal projects. Although Bolsonaro was defeated in the last general elections, his political strength remains undeniable in the face of the tight difference between the percentage of votes cast for him and president-elect Luiz Inácio

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Lula da Silva. A large portion of the population still considers the ongoing conservative project a better choice than the social-democratic project represented by Lula. Propagated in common sense through fake news financed by big businesses, ideas such as annihilating the traditional heteronormative family and market freedom managed to maintain and win millions of votes for Bolsonaro. This public dialogues directly with the proliferation of policies such as civic-military schools, banning “gender ideology” and legalizing homeschooling. And the representation of these agendas in the legislative sphere does not stop with the end of Bolsonaro’s term. The Congress that takes office in 2023 will have a more conservative profile than the current one: right-wing parties will occupy 50% of the seats in the Chamber and 44% of the seats in the Federal Senate. There is still a long way to go.

As in every context of democratic disputes (though Brazilian democracy has been severely threatened in recent years), resistance movements are persistent and have been disputing and producing cracks in hegemony. Some relevant movements have been achieving conquests from mobilization, whether on the streets, within the scope of the legislation and in schools.

Recently, from the mobilization of teachers’ unions in the states of Rio Grande do Sul, and São Paulo, two decisions from the courts of justice brought hope. In similar decisions, the implementation of civic-military schools that were in progress was suspended. In the words of one of the judges, “the clearly ideological character of the structuring of civic-military schools, supported by hierarchy and rigid behavioral discipline, typical of the military organization, conflicts with the constitutional principles that govern education - the freedom to learn, teach, research and disseminate thought, art, and knowledge, with respect to the pluralism of pedagogical ideas and conceptions, in addition to the need to observe the democratic management of public education” (Andes 2022). Although the schools where the program is already in force are still in operation, important legal precedents are being established due to the mobilization of the category.

Another relevant finding is the growing feminist and anti-racist wave that has been observed in schools. As the broader social field, this progressive wave has added strength and manifested itself in open positions on the part of teachers in many spaces, mostly in public institutions, but not restricted to them - there are also spaces of private education also engaged in an inclusive, respectful and democratic perception of teaching. In the doctoral research of one of the authors, it has been possible to identify feminist and anti-racist education initiatives being

produced in a creative and transformative way by countless teachers throughout Brazil (Dalmaso-Junqueira 2022). At the same time that conservatism advances and terrorizes, social movements disobey and enter school spaces, echoing in pedagogical practices and demands voiced by the students themselves.

A large part of Brazilian youth has shown social commitment on many fronts. Of the 10 Brazilian cities with the highest proportion of young voters, Lula won elections in 8 of them. In Brazil, the right to vote is guaranteed from the age of 16, becoming mandatory from the age of 18. In a campaign that came to represent the rejection of Bolsonaro’s neoliberal conservatism,

Lula had broad support from this part of the youth, who demonstrated an affinity with feminist, anti-racist, LGBTQIA+, people with disabilities, and indigenous peoples’ agendas.

Recognizing education as a space for disputes in which hegemonic and resistance forces collide on a daily basis, we are interested in continuing our research in school

spaces, and listening to real people from these communities. More specifically, by knowing more deeply the arguments of conservative agents in the Brazilian context, our next steps are to learn how students, teachers, pedagogical teams, and families have connected with these ideas. Why are conservative proposals so compelling to so many people? What are we not yet hearing and seeing as critical researchers and educators who care about democracy and the promotion of social justice?

Our studies have sought to point out the contradictions and excluding character of conservative policies that have permeated Brazilian education. A fundamental task of critical educators at this historical moment is the demystification of the supposed neutrality promoted by conservatism. There is a very transparent societal and ideological project in these conservative initiatives, which seeks to maintain the androcentric, white, heteronormative, and elitist status quo. By making such contradictions visible and taking into account the expansion of these conservative movements in other countries, we also seek to identify possibilities of resistance to these discourses and policies. Therefore, we understand that the research at the university must play an important political role in education as the interruption of social injustices and integrate with the voices and actions of hope. It is with this goal that we continue our work.

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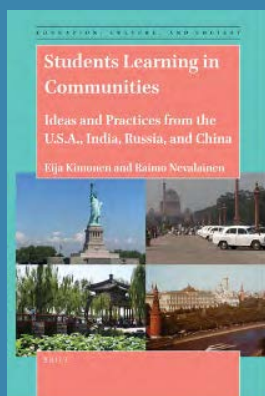
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NEW BOOKS

By CIES Members

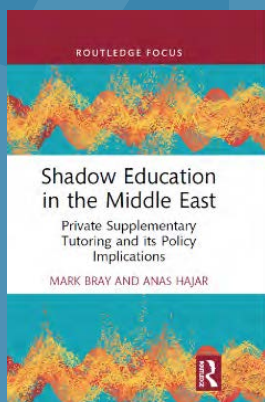


Eija Kimonen & Raimo Nevalainen

Students Learning in Communities: Ideas and Practices from the U.S.A., India, Russia, and China

Brill, 2022

This book examines the interplay between education and society in the 20th and early 21st centuries and addresses philosophical views and educational aims with their associated values for community-based learning in the U.S.A., India, Russia, and China. The philosophical background of community-based learning in these countries relies both on national philosophical traditions and on reformist ideas in international schools of thought—over time, opposition to certain international pedagogical ideas has surfaced in these countries. This book offers a comprehensive picture of community-based learning in education and demonstrates how teachers can make learning more functional and holistic so that students can work in new situations within their complex worlds.



Mark Bray & Anas Hajar

Education in the Middle East: Private Supplementary Tutoring and its Policy Implications

Routledge, 2023

Increasing numbers of children are receiving private tutoring, globally. Much of the literature refers to this as shadow education because the content of tutoring mimics that of schooling. While much research and policy attention has focused on private tutoring in other world regions, less attention has been given to the Middle East. It deserves much more focus because of its far-reaching implications for social structures and mainstream education systems. Drawing on both Arabic-language and English-language literature, this study compares patterns within and among 12 Arabic-speaking countries. In addition to its pertinence within the Middle East, the book will be of considerable interest to the international audience concerned with changing roles of the state and private sectors in education.

RECENT DISSERTATIONS



Maria Mercedes E. Arzadon

Policy Enactment in Mother Tongue-Based Multilingual Education: Big Book Making Among Teachers in Buguias, Benguet

University of the Philippines, 2021



Student Union: Highlighting the work of our grad student members

By Benjamin D. Scherrer



Benjamin D. Scherrer



Toward What Story?

By way of my work with the Comparative Education Review (CER) book and media reviews, I engage with various forms of literature and media in and beyond the field of Comparative and International Education (CIE). One could argue that, ultimately, it is these texts and related research publications—the ones that are read and used—that largely determine the course of the field and extension into everyday practice around the globe. Being in the pathway of emerging (and seminal) books and other forms of media, I have grown interested in recursive processes, how the field is shaped and brought into being. As with any field of study, based on inherited rules and traditions, there is a character to how this metamorphosis occurs, revisions to origin stories and construction of emerging truths, the verifiable facts, and standards by which bodes of work are produced. Of similar method, in the 2021 CER editorial *Black Lives Matter in Our Syllabi*, tavis jules and I offered a line of inquiry with respect to syllabi and how CIE scholarship can break from the colonial racializing roots of its received cannon. Our engagement with Black and Indigenous texts pointed towards the importance of revisiting the processes that are often done automatically but still have repercussions, with an intentionality that serves as an embodied praxis and works towards more just forms of knowledge production. In this editorial, as I finish up the final months of my position as managing editor, I attempt to consider the storied nature of CIE.

Thinking about the processes of inventing and reinventing stories, decolonial Caribbean scholar Sylvia Wynter considers

how the human species is shaped both biologically, through genetic and environmental predeterminants like other living organisms, and in a different way, through a form of hybridity—what she terms *homo narrans*—as a storied being (Wynter 2003; Wynter & McKittrick 2015). In Wynter's formulation, she gestures toward the idea that, unlike other species, the narratives we tell determine the nature of our being. If we are to follow Wynter, it is a logical proposition that the narratives that are selected/deselected over time produce stories that are defined as truths. What is more, the selected narratives produce and reinforce the neurological responses that create, for example, storied difference and othering within contextualized social structures. Returning to the production of CER, more specifically, as the new group takes shape and determines how the work is done, will the processes of selection/deselection, re/composition, and production of scholarship function currently, and how could they operate with intent, encouraging possibilities for shifts/breaks/ruptures/reorientations in how scholarship is done and what is produced—the stories we tell? Or conversely, if the foundational ways of being and doing continue in a current form of arc, where is it taking us? What forms of damage and difference are being perpetuated?

Selecting/deselecting books and media constructs diverging narratives. Processes of restorying can reshape both the historical origins of CIE and its futures—a renewing of relations and forms of difference. In particular, I continue to wonder how creative texts fit within the field, and have a place in research, in any practical sense. And, if they do not fit, then what are their

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purpose? But maybe this is an insufficient line of questioning and looking at a recent example might prove more effective. fahima ife's *Maroon Choreography* (2021) was a curious book to be reviewed in CER. Similar to Silova's presidential address (2021), in which she reorients the reader through poetic verse, Carter's review engaged with the temporal moment in her reading of the text, a collective upheaval at the tail end of a global pandemic and ongoing unrest, identifying poetics, fragments, and essays as interventions to "think outside the cage of Western Thought" (372). In Carter's review, she was "reminded (as if one could forget) that our compulsory education systems are colonially choreographed" (373). Carter's engagement with the creative text suggests engaging with other written forms might offer openings for reorientation. The text is moving, in emotive and more practical structural senses; it is entangled within the complexities of diasporic and ecological relationality within maroon or fugitive forms of existence that resist and reject the stories that rely on cartesian logics. *Maroon Choreography* causes the reader to ask: What stories am I telling and what ones *should* be told?

Within processes of scholarly production, what preconditioned (chemical, biological, neurological) connections shape CIE, and in attending, to emotive response, can openings emerge? When is it appropriate to feel in CIE, and if so, on whose and what terms? In engagement with texts that defy the agreed upon rule of the game, what are the boundary-defying im/possibilities for relational learning, together, that are brought into being, albeit for a moment in time and space? Relating to the visceral nature of education, CIES Film Festival co-curators McLean, Baxter, and Cepeda reconsider how aesthetics can serve as a form of connection and appreciation to educational concerns. They describe how films offer opportunities to question one's preexisting aesthetic senses, in how the nature of aesthetic is produced and suggest different relations and possibilities (2022). Mignolo and Walsh (2018) puts forward that it is in the process

of finding relations that the possibility of decolonial thought emerges, whereas space is produced for imaging otherwise, not the other way around. Such a decolonial orientation counters cartesian paradigms that assume thinking comes before being.

It is no secret that the terms of relation in CIE largely rely on ideals, targets, standards, and goals emanating from logics of endless growth within the invented place (or idea) that is often referred to as the west. The foundations of the field are predicated on the logics of infinite growth and the disproven assumption that western education develops citizens that will solve today's problems. Relatedly, as forms of climate justice are brought into the fold of CIE, the recent events in Sharm el-Sheikh, Egypt's hosting of COP27, should serve as a warning toward the danger of working towards universalized west-facing goals. At COP27, the spaces for community advocates, indigenous groups, and social organizations—the seeds of a better future—were replaced by corporate groups looking to promote their own interests within the same episteme but towards a more greenwashed future. When roles of those most impacted and engaged are erased, it is in that moment, the enclosure, that the work of CIE comes into focus: How can the seeds of other worlds, generated in place and community, be nourished and storied into being, even (and especially) when they do not "belong" in the world as it is? Wynter calls for the invention of the western episteme to be reexamined and for a remapping of genealogies; different stories to be told (Wynter & McKittrick 2015). It is in this possibility, towards a different set of stories, that other worlds emerge.

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Student Union: Highlighting the work of our grad student members

By Neelakshi Tewari



Neelakshi Tewari



Internationalizing Higher Education in India: Conflicts and Chances

Indian higher education, serving the world's largest democracy, continues to hold immense promise. As the world's 5th largest economy, with 27.2% of the population between the ages of 15-29, India has a huge demographic dividend that needs both urgent and continuous harnessing. Indian higher education has long grappled with the twin challenges of quality and expansion and while it has seen tremendous growth since the liberalization of the economy in 1991 with 27.1% gross enrollment ratio (2021), over 1000 universities and Institutes of National Importance, over 38 million students enrolled and as the 2nd largest sender of international students to universities abroad. Qualitatively, several public research universities and Institutes of National Importance are considered to have solid research programs, strong undergraduate and graduate training, and significant research. However, none of them make it to the top 100 universities globally. The quality of higher education is very uneven due to the scale of the system and the lack of capacity building. Considering today's globalized world, India's participation in the world economy, and a hitherto closed system of higher education, there is now a third challenge - internationalizing the system to enable students and faculty to participate globally.

Governments since independence and especially after 1990 have been working on tackling these three challenges simultaneously. The Narendra Modi-led government inherited both the challenges and the blueprints for development when it came into power in 2014. However, a partial political shift toward "Hindutva" (i.e., Hindu nationalism as opposed to the secular pluralist democracy envisaged by independent India's founders), strong centralization of power, and increasing crony capitalism have become cause for great concern both within the country and internationally, affecting higher education and creating barriers towards the harnessing of India's vast demographic potential.

In this article, I divide my analysis of the current situation in Indian higher education into three parts - (1) policymaking, (2) implementation gap (neglect and lack of academic freedom), and (3) implications for internationalization and quality improvement.

Policymaking

An analysis of the National Education Policy (2020) and the federal government's "Institutes of Eminence" project¹ reveals

¹Institutes of Eminence Project was launched by the government in 2016 with an intent to provide funding and autonomy to 10 public and 10 private universities in India towards becoming 'world class universities'. See: *UGC:Institutions of Eminence*. [online], <https://www.ugc.ac.in/ioe/about.aspx>

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policy continuity from previous governments since the early 2000s. For example, the creation of multidisciplinary research universities was mentioned in the Yashpal Committee Report (commissioned by the Congress-led government of Dr. Manmohan Singh in 2009), the 4-year undergraduate program with multiple exit options was also mooted by the Congress government. A credit-based system was recommended in 2005 by the Central Advisory Board of Education Committee on Autonomy of Higher Education Institutions in 2005. On internationalization, the recommendations for allowing the Yashpal Committee Report and the National Knowledge Commission Report in the 2000s made foreign university campuses and global benchmarking both. As far as policymaking at the highest levels goes, the National Education Policy of the Narendra Modi government follows the recommendations and ideas that have been in discussion for about two decades. This reflects policy continuing, no doubt rooted in India's strong central bureaucracy.

National Education Policy has established a serious intent of the Government to accelerate the internationalization of Indian higher education – permission for foreign campuses, change in academic structure, credit-transfers, and more. Notably, it has allowed top Indian public institutes such as the Indian Institutes of Technology to set up campuses abroad in an attempt to “export” knowledge and training instead of just “importing” it.

However, successive governments’ track record on implementation is patchy.

Implementation

Currently, there is worrisome widespread institutional neglect across the board in India, given the tendencies of the Government to wield power in a centralized manner, leading to delays and interference. Public institutions such as the Election Commission and the Judiciary, which were considered objective pillars of Indian democracy, have come under scrutiny, and their independence is being questioned. Higher education is no different and suffers from the general deterioration prevalent elsewhere. In addition, higher education is also suffering from neglect as the Government does not seem to prioritize the effective administration and structural efficiency of higher education institutes. For example, faculty hiring at prestigious institutions such as the Indian Institutes of Technology is barely moving, and ad-hocism plagues the system with 4200 adjunct faculty

currently keeping the teaching going at the premiere the University of Delhi. There is flux in administration due to slow hirings of Vice Chancellors and political meddling in demanding changes in university administration. Faculty and leadership hirings are seem to be frequently marked by political motivations.

However, there is a silver lining to this neglect. This neglect also means that the Government has not been as successful at pushing an ideological agenda as feared, given the Government has had a full majority for almost nine years. It has focused on winning state elections, and in the area of business, trade, and commerce. The general political tensions and the diffusion of the Hindutva ideology have no doubt affected higher education in harmful and worrisome ways, but there remain important islands of autonomy and resistance.

THE TENSION CREATED BY THIS “MOOD” OF CONFORMISM SEEPS INTO INDIVIDUAL FACULTY AND STUDENTS WHO ARE CAREFUL ABOUT WHAT THEY SAY, DO NOT WANT TO BE SEEN CRITICIZING THE GOVERNMENT, AND FEAR FOR THEIR CAREERS.

The issue of academic freedom and censorship adds an additional layer of difficulty. Universities worldwide are usually considered open spaces that protect freedom, which is crucial for creating knowledge and upholding quality standards. Lack of academic freedom creates a barrier to both quality and internationalization as it harms the creation and sustenance of a productive knowledge ecosystem. Recent attacks on academic freedom in India, documented in several media articles both nationally and internationally, is also a consequence of the centralization of power and control by the current Government, which deflects any scrutiny. There are two types of issues with academic freedom – firstly, the direct problems of removal of important topics from the curriculum, scrutiny over webinars and conferences related to certain issues, cancellation of visas for foreign researchers, and arrests of some activist students and teachers. Secondly, there is an indirect pressure to conform and a tense environment that creates self-censorship. University of Oxford student Felix Minto studied research cultures in Delhi and found that many researchers fear the loss of jobs and threats to personal life, affecting their choice of research agendas, as per the article in University World News (Minto 2020). Prominent academics such as Pratap Bhanu Mehta and Ramchandra Guha have left their institutional positions due in part to political pressure.

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Media reports suggest faculty is asked to be careful of what they say and how their opinions are perceived. The tension created by this “mood” of conformism seeps into individual faculty and students who are careful about what they say, do not want to be seen criticizing the government, and fear for their careers. It should be noted that there are very few direct policies or orders from the Government discouraging academic freedom.

However, the idea of “freedom where the law is silent,” noted by Thomas Hobbes in the *Leviathan*, does provide opportunities for faculty and students who are critical of government policies. There are now private spaces where some democratic action is possible. Universities such as Azim Premji University and Ashoka University (part of the ‘high prestige private university sector’² described by Philip Altbach recently to distinguish from legacy private institutions of very uneven quality which mostly focus on technical and vocational education) operate in some tension with the Government and allow for fairly robust academic freedom, autonomy to faculty and students, and space for democratic discussion. These spaces are becoming increasingly important and are recognized as such. However, as smaller private spaces, these universities have issues of scale, access, and equity. They also do not currently have the comprehensiveness of a multidisciplinary research university with a commensurate number of departments and programs. Additionally, high fees and a lack of affirmative action create issues of equity and diversity in these spaces.

Implications

In policy analysis, Elinor Ostrom’s Institutional Analysis and Development framework offers a very important concept called ‘rules-in-use’ (Ostrom 2011), which means rules that get developed during the implementation as institutions interact internally and with each other. In this case, it would mean the priorities held by the Government as it seeks to implement its policies. India’s demographic dividend demands high-quality and widespread higher education to create a globalized workforce that can both develop India and succeed internationally. The Modi Government shows policy intent towards improving quality (through the Institutions of Eminence Project, which provides funding to public universities to become ‘world-class universities’) and towards internationalization and more robust integration with

the global higher education system (through the National Education Policy). However, both these issues require a strong eco-system, and the ‘rules-in-use’ do not indicate seriousness towards the same.

Administrative neglect and lack of academic freedom should present worrisome trends continue will not allow Indian universities to develop and become ‘world-class institutions’ capable of competing internationally. This is a serious issue for India as it risks becoming a mere market for universities in the Global North due to its immense size and urgent need for higher education expansion, if India’s own institutions are not able to provide commensurate quality and at an appropriate scale. India sends thousands of students annually to universities across the globe, largely due to a perceived lack of quality and not purely for a foreign experience. A lack of competitive ability and resultant fears of decline had previously generated critique against internationalization. However, considering the global economy today, the protectionist approach of the past will no longer serve India’s needs towards progress and the creation of a developed society with an internationalized workforce.

The lack of a higher education ecosystem will also impede meaningful internationalization. There will, no doubt, be universities willing to set up campuses, partner with Indian universities, and offer technical or professional courses, especially since India is too large and important a market to ignore. This would, however, defeat the purpose of India standing independently as a quality higher education system that can provide capabilities and market “outwards,” cementing India’s position as a leading player on the international stage. The Modi government often invokes the notion of “Vishwaguru” (an ancient idea meaning roughly “teacher of the world”). It encourages Indian universities to set up campuses abroad, but weakened institutions would not go very far in that endeavor.

To develop as a mature higher education system and prevent becoming an ‘import’ market, India needs a robustly administered higher education system with the freedom to innovate and operate per the global benchmarks of its own field. Academic freedom is a crucial element for the same. The aim must be to create the same opportunities as Indian businesses received in the 1990s with the liberalization of the economy – including a reliable regulatory environment, favorable policy climate, etc. enabling them - to not just get

² The term was used in an article in University World News by Philip Altbach: India’s Higher Education is opening up. But is it ready? <https://www.universityworldnews.com/post.php?story=20221102093858736>

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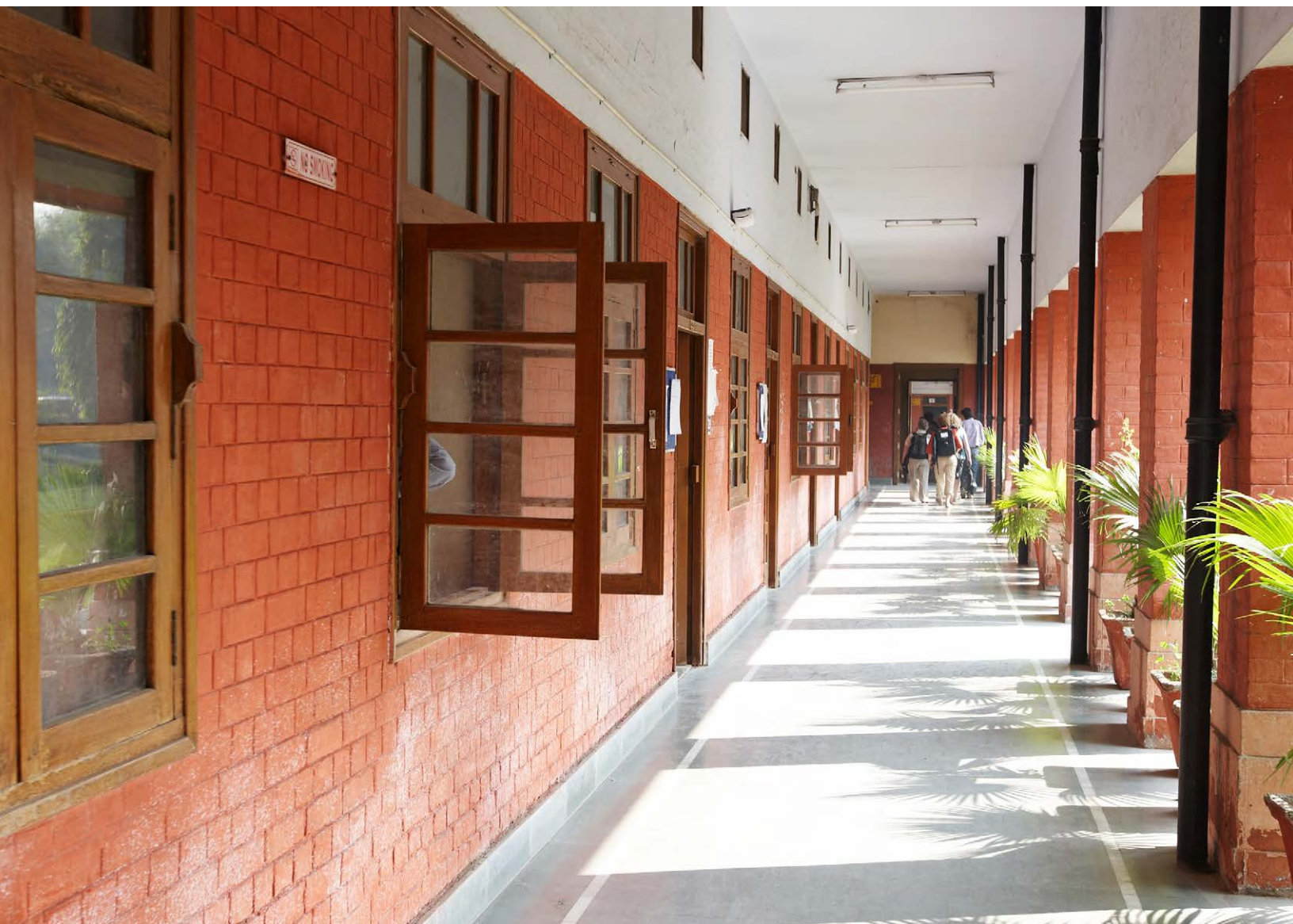
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capacities but also be able to provide capacities. That will require creating an ecosystem that allows for internationalization as an ethos in higher education. Indian businesses, trade and commerce flourished in the global market post the 1990s. Business leaders with undergraduate training in India are CEOs of global companies. With farsighted leadership, Indian academia and knowledge systems are also poised to flourish.

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Teaching Corner

By Cathryn Magno and Anna Becker



Cathryn Magno



Anna Becker

Engaging in a virtual teaching and learning lab

We are excited to share a virtual learning space accessible to all, and perhaps especially relevant to the teaching and learning communities of CIES.¹ Inspired by both the explosion of new educational leadership policies and regulations worldwide and the concomitant need to prepare new school leaders, we sought to create a learning tool that would move beyond textbooks and traditional classrooms and be accessible to school leaders anywhere (see www.compedleadershiplab.com). With partners from Argentina, Australia, Azerbaijan, Kakuma/Kalobeyei, Mongolia, South Africa, and Switzerland², and start-up funding from Movetia and the Swiss National Science Foundation SPARK scheme, we designed online “teaching case studies” that merge the two subfields of international educational development and educational leadership. On the CELL website (see Image 1), you will find innovative, locally-grounded case studies focusing on responsibilities and challenges facing school leaders in each context. The CELL contributes to the CIE field by: 1) providing a pedagogical mechanism for engaging leaders in timely issues from reality-based, practice-oriented (and therefore instrumental) perspectives; 2) offering a dissemination platform that enables even the most remote and under-resourced leaders to study educational leadership; and 3) promoting literature and

research on educational leadership generated from outside the Global North/West. We briefly describe the CELL in this article.

The CELL consists of a multiplicity of perspectives, and experiences captured virtually in case studies. Pedagogically, it is innovative in its open-endedness. There are no fixed solutions and no easy answers to particular cases. The learning objectives intend to curate non-prescriptive space for critical consideration of various possibilities and allow for the exploration of contradictions, complications, and controversies on the topics presented.³ As each individual learner is unique and comes with their own worldview(s), the resulting knowledge is not predictable. In this sense, the CELL offers education in stark contrast to traditional material that presents “facts,” supposed “truths” and predetermined conclusions or “correct answers.” Especially in the field of educational leadership, where much literature is prescriptive and directive, such contemplative space is essential given the complex and nuance-filled nature of school leadership practice.

The CELL case studies purposefully do not follow a particular structure, given the platform’s non-linear and ever-expanding nature, and the topics/content of the case studies differs from

¹ We were honored to receive an Innovative Curriculum Development Award from the Teaching Comparative and International Education SIG at the 2022 CIES conference for our virtual teaching platform: the Comparative Educational Leadership Lab, or CELL (www.compedleadershiplab.com). The Award is therefore not for a CIE syllabus per se, but rather for the open access CELL learning platform.

² We gratefully acknowledge the contributions of our partners in this adventure, most of whom are CIES members: Felicitas Acosta, Batjargal Batkhuyag, Brian Denman, Elmina Kazimzade, Mary Mendenhall, Ulviyya Mikayilova, Carol Anne Spreen, along with several colleagues who participated in the creation of case study material across the many contexts.

³ This discussion is taken up in more depth in our chapter “Educational leaders becoming: A virtual community of practice as assemblage(s),” in *Comparative and International Education (Re)Assembled: Post-Foundational Reconceptualizations of an Interdisciplinary Field*, edited by Florin Salajan and tavis jules (Bloomsbury 2022).

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Image 1: Landing page of the CELL. Photo Credit: Author

one to another. However, they all contain an introduction to the topic, country context, and main actor(s); raw/empirical data, scholarly literature, policy documents, videos and images; and at least one set of critical thinking questions to guide the learning process. The case studies can be used in a myriad of ways, ranging from the formal classroom context to self-directed learning available anywhere, anytime.



An instructor can determine relevant learning objectives in a classroom setting and use suggested classroom activities. It would be helpful to develop a 'roadmap' for students containing instructions and opportunities for reflections, and we recommend focusing on discussions and critical thinking instead of content-based lecturing or seeking particular or correct answers. In the case of self-guided learning, we advise that before reflecting on their own experiences vis-à-vis the case study content and engaging in the suggested activities, learners determine objectives and create a study plan for themselves.

Here we illustrate some components of a CELL case study through the example, "School leaders' roles, responsibilities and relationships in refugee settings," developed in the Kakuma refugee camp and Kalobeyei settlement. A suggested learning approach follows introductory videos and background on the case study landing page (see Image 2).

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CELL

ARGENTINA

AUSTRALIA

AZERBAIJAN

KENYA – REFUGEES

MONGOLIA

SOUTH AFRICA

SWITZERLAND

Kakuma Refugee Camp & Kalobeyei Settlement



HOW TO USE THIS CASE STUDY

To begin this case study, we recommend that you read the **background information about the Kakuma refugee camp and Kalobeyei settlement** context. Then, you might read through the interview summaries. Next, you can watch the short videos of a head teacher and a deputy head teacher explaining the range of issues and decisions they might need to make on any given day at work, accompanied by critical reflection questions for you to answer.

To further complement this information, there are a number of empirical resources including one video that follows a deputy head teacher from home to school, two additional video interviews (along with transcripts) with school leaders during which they reflect on the roles of the Parent-Teacher Association and the Board of Management at their schools, and interview summaries of three additional conversations with school leaders in this setting. Finally, there are a few additional print and multimedia resources developed external to this case study, but that provide rich information about this context.

Image 2: Suggested learning approach for this case study. Photo Credit: Author. Written permission is given to the author by those in the image to have their likeness used.

Guiding questions are also provided, to be considered before, during, or after reviewing any of the case study materials:

- How do the roles and responsibilities of school leaders in this context compare/contrast with your context? What is similar? What is different?
- Who are the actors that school leaders in this context engage with on a daily basis? Reflect on actors that you engage with within your school environment. How do they differ?
- What additional kinds of support (e.g., financial, human, physical, psychosocial, and/or teaching and learning resources) do school leaders working in refugee contexts need to fulfill their roles successfully?
- What can you learn from this particular setting that is relevant to school leadership and educational practices in your own context?

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After reviewing empirical evidence (e.g., videos/transcripts [see Images 3 and 4]), the learner can then answer critical thinking questions posed, such as:

- If you were the Head Teacher in this scenario, how would you approach the challenges presented? Which challenge(s) would you address first and why? What additional challenge(s) could emerge as you address these challenges? Think through your decisions and imagine both positive and negative outcomes.
- What can school leaders working in this setting do to support one another if other types of support and resources are not readily available, given funding deficits for refugee education in the camp/settlement?
- What type of training and preparation would benefit school leaders to prepare for these different professional responsibilities and challenges on any given day?

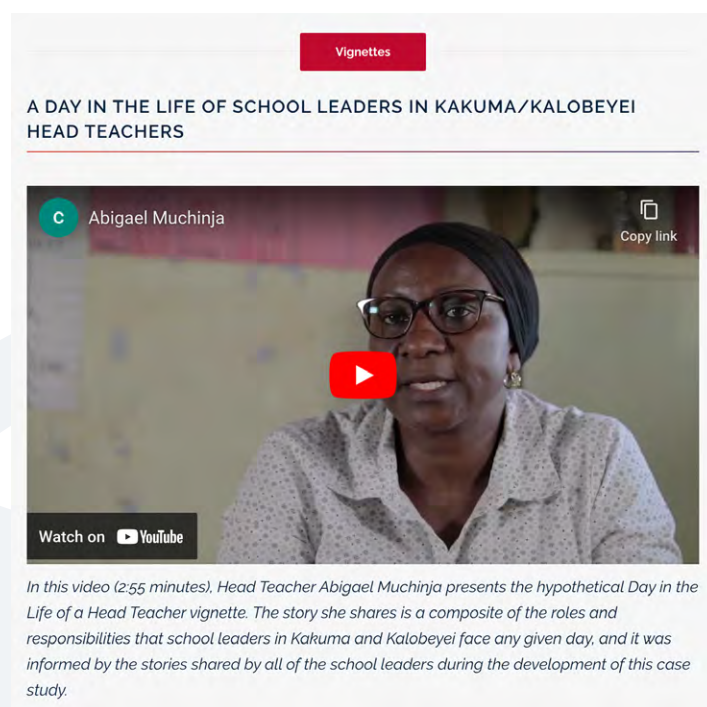


Image 3: Head Teacher vignette. Photo Credit: Author

After our website launch in 2020, the CELL case studies were tested with school leaders in each context to generate feedback and data regarding their usefulness and to collect suggestions for improvement. The results of the testing revealed an overwhelming appreciation for the style, format, and accessibility of the teaching case studies. Leaders mentioned that “virtual teaching and learning is enriching” and that the materials can be used for leader and teacher induction, motivation, career progression/advancement, and continual learning, for

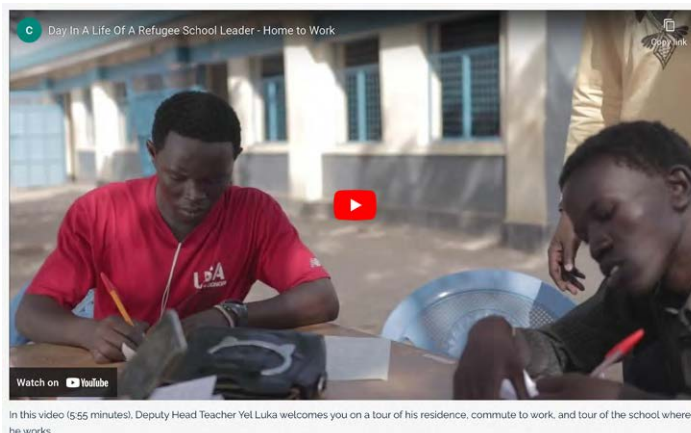


Image 4: Day-in-the-life video of Deputy Head Teacher. Photo Credit: Author. Written permission is given to the author by those in the image to have their likeness used.

improving schooling, and for informing donors. They found it “helpful to see that school leaders share challenges worldwide” and that the teaching case study concept “enables involvement [of the learner].” Lastly, several made comments such as “it allows for in-depth learning” and “it allows us to analyze and reflect on our own work.” In terms of the presentation, they noted that “accessible language,” “clarity of structure,” “beautiful design,” and “creative multimedia” made for a smooth learning process. A few improvements were suggested, such as adding more questions, cross-case comparisons, background such as maps, and various iterations of: “please add more countries and case studies!”

This type of unconventional virtual teaching and learning platform for (pre-/in-service) school leaders may be the first of its kind and has proven effective, especially in the time of the Covid-19 pandemic and school closures. As a freely available website, it has the potential to reach thousands of school leaders around the world and inform their preparation for an increasingly challenging profession. We encourage CIES members to utilize the CELL on their own, in classrooms, and in practitioner settings/trainings. Please feel free to reach out with further suggestions, and let us know if you would like to contribute your own case study to the CELL!

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SIGnatures

Study Abroad and International Students SIG

SAVE THE DATE: CIES Study Abroad and International Students (SAIS) SIG to Host 5th Anniversary VIP Celebration and Reception on Sunday, February 19th at 9:00PM-11:00PM during CIES 2023 Annual Conference

On **Sunday, February 19, 2023 at 9:00PM EST**, the CIES Study Abroad and International Students (SAIS) Special Interest Group (SIG) will host our **"5th Anniversary SAIS SIG Celebration and Reception"** during the CIES 2023 Annual Conference at the Grand Hyatt Washington DC.

During the event, **Mirka Matel** from the **Institute of International Education (IIE)** will share the latest *Fall 2022 Snapshot on International Student Enrollment* publication as part of the annual *2022/2023 Open Doors* report. The findings from the Fall 2022 Snapshot will reflect the resilience of the U.S. higher education system and provide an understanding of the current state of U.S. higher education institutions' commitment to international student mobility. Afterward, **Chris R. Glass** from **Boston College's Center for International Higher Education (CIHE)** will deliver key remarks on the opportunities and challenges of study abroad and international students during the COVID-19 pandemic from a global perspective. The reception will be moderated by **Roy Y. Chan**, Chair of the SAIS SIG, and **Krishna Bista**, Founding Chair of the SAIS SIG.

The reception will be open to all CIES conference attendees. We encourage all teacher-scholars, policymakers, and administrators to attend this featured event on Sunday, **February 19, 2023, at 9:00PM-11:00PM EST** in the Grand Hyatt Washington DC, as we celebrate the 5th anniversary of our SIG during the CIES 2023 Annual Conference. **FREE** desserts and drinks will be provided. RSVP is **not** required.

The mission of CIES SAIS SIG is to create a network of researchers, policymakers, and practitioners interested

in understanding the critical issues and challenges with international mobility (student, faculty, staff, and alums). The CIES SAIS SIG has been at the forefront in addressing several topics and patterns related to study abroad and exchange programs globally, including issues concerning justice, equity, diversity, and inclusion; the value of global education; online and hybrid global experiential learning; as well as health, safety, and well-being of international students.

To learn more about our work, please visit <https://sais.home.blog>. To get more involved with our SAIS SIG, please contact **Thatcher Spero**, Senior Chair-Elect of the SAIS SIG, at spero@aoni.waseda.jp





STUDY ABROAD & INTERNATIONAL STUDENTS
Comparative & International Education Society



IMPROVING EDUCATION FOR A
MORE EQUITABLE WORLD
CIES 2023 · February 14-22

"5TH ANNIVERSARY SAIS SIG VIP RECEPTION AND CELEBRATION"

**SUNDAY, FEBRUARY 19, 2023, 9:00PM
AT GRAND HYATT WASHINGTON, D.C.**



Mirka Martel, Ph.D.
Institute of International Education (IIE)



Chris R. Glass, Ph.D.
*Boston College Center for
International Higher Education (CIHE)*

Moderator: Roy Y. Chan, Ph.D., Chair of the CIES SAIS SIG

Chair: Krishna Bista, Ed.D., Founding Chair of the CIES SAIS SIG

SIgnatures

Language Issues SIG

Upward International Academic Mobility, Domestic Violence, and Social Justice in Multilingual Education

As chairs of the Language Issues SIG (LISIG), we are committed to creating spaces for the development and use of mother tongues in all levels of education, as well as access to spaces like CIES through the advanced study and use of both English and additional languages. We are rejoicing because our CIES SIG leadership partnership led to an additional academic space for fostering these values—a special issue on translinguaging (the use of multiple languages in students' and teachers' repertoire for learning and identity formation) in instructed spaces in the new *Journal of Multilingual Theories and Practices* (<https://journal.equinoxpub.com/JMTP/index>) (Four of the eight contributors are LISIG members). However, the victory was marked by tragedy when we learned one of our contributing authors, Apsara Wimalasiri, a Ph.D. student at the University of Victoria Wellington in New Zealand, **was (allegedly) killed by her ex-husband during a return visit to her native Sri Lanka**. Apsara had returned home to continue the fight she began in Wellington for social justice for Sri Lankans protesting in her country.

While her family, friends around the globe, and supervisor pause to honor her memory and try to recover from the unspeakable loss of this bright light, we cannot help but

wonder how many other women like Apsara long to fight for the better side of their country's humanity, only to be cut short by the brutality of violence against them by men who should be honoring them. Statistics show that one in three women have experienced physical or sexual violence at least once in her lifetime globally; mostly, this violence is perpetrated by intimate partners (<https://arabstates.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>). We as scholars need to support women in academia like Apsara to reach back and improve the hearts and minds of people in their home country—without putting themselves in harm's way.

We hope in the coming year CIES and LISIG members will have conversations on these questions and share strengths and resources to get closer to achieving social, gender, and academic justice goals worldwide.

Bridget Goodman, Associate Professor, Nazarbayev University, Kazakhstan

Sandro Barros, Associate Professor, Michigan State University, USA



SIgnatures

Eurasia SIG

ARARAT OSIPIAN

What's in a name: a perspective on Eurasia SIG



Ararat Osipian

The Eurasia SIG was founded in 2009 to bring together scholars, researchers, and practitioners primarily concerned with education in Eurasia, meaning “countries from Eastern/Central/Southern Europe and Central Asia, sharing Soviet/socialist legacies.” The present name of the SIG may be too inclusive

and possibly even confusing, as Eurasia includes many geographic regions and sub-regions. Currently, the SIG is in the process of deciding to change its name from Eurasia to Eastern Europe, Central Asia, and Russia (EECAR SIG). The current SIG name may prevent it from attracting broad membership interest from Eastern Europe, specifically post-Communist countries other than former Soviet republics. At the same time, this name confusion leads to the SIG frequently receiving conference proposals from individuals outside post-Soviet Eurasia. So, how meaningful is this proposed idea of a name change and EECAR designation?

It seems that the task of renaming the SIG narrowed down to us naming the post-Soviet region without actually using the term itself. Many university centers and institutes focus specifically on the region, though they are not typically involved in comparative and international education. They are usually in political science and international studies programs, such as the Institute for European, Russian, and

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EDUCATION.**

Eurasian Studies (IERES) at the George Washington University, the Center for Russia, East Europe, and Central Asia (CREECA) at the University of Wisconsin-Madison, the Russian, East European and Central Asian Studies (REECAS) at the University of Washington, and the Center for Russian, East European and Eurasian Studies (CREEES) at Stanford University. There are many more such centers and institutes in universities in the US and Europe, using all combinations of these keywords to form the abbreviations. Some programs use no abbreviations. For instance, Davis Center for Russian and Eurasian Studies at Harvard University has no official, formally or informally used abbreviation. All of these are usually referred to as centers for Russian Studies for simplicity. These include IERES, CREECA, REECAS, CREEES, and others. Should we now have EECAR?

EECAR as a SIG name may come with its own challenges since it includes only Eastern Europe, Central Asia, and Russia. For instance, the abbreviation excludes Caucasus and Transcaucasia. Furthermore, choosing or changing the SIG's name while singling out just one country—no matter how large this country may be—seems odd and unfair in regard to other countries that the region comprises. Geographically, all territories up to the Urals are traditionally considered as Europe, and all territories beyond the Urals are considered Asia. Thus, Eastern Europe, Caucasus, Central Asia, and Siberia result in EECCAS.

Both language-based and ethnicity-based names are largely exclusive. Russian was once a major dominant language of the region, but not anymore. Slavic Eurasian region would not suffice either. A scholarly SIG would naturally seek to be more inclusive rather than exclusive. Furthermore, no other geographic-focused SIG has its name as an abbreviation. Abbreviations are not really clear for outsiders and even many insiders as well. Thus, “Eastern Europe and Eurasia” may be a solid choice.

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A regional SIG should have a Passport (a set of major characteristics of the region that the SIG represents) and profile. In our case, all these countries are united by one aspect—a Communist past—a highly unpopular topic in the West. Given the Communist past as the uniting factor, I suggest also adding Mongolia to this list. These countries used to be Communist/socialist regimes, and are now distinct, often with high levels of corruption, including in education. Simply put, their past is socialism, and their present is often linked with corruption. Clearly, neither term would qualify for the core of the SIG's name.

SIGs often provide a forum for the involvement of individuals drawn together by a common interest in a geographic region. But how to define this region? We need to determine its borders and reflect its particular, aggregated characteristics, including demographics and economics. The proposed EECCAS region comprises 30 countries: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Lithuania, Moldova, Mongolia, Montenegro, North Macedonia, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. These countries are often referred to as emerging democracies or transition economies. Then, the SIG would need to create a Passport for this area, including such key characteristics as total population, GDP, etc. Here are some basic calculations that I have compiled based on IMF, World Bank, and other UN agency data.

The total population of this EECCAS region is about 414 million people. On the one hand, this is only slightly more than 5 percent of the world's current population of eight billion, yet it is almost equal to the population of South America (434 million people). This comparison appears to be a good justification for the region in terms of population size. The 30 EECCAS countries have a total nominal GDP of US \$4,688 billion, which is five percent of the world's nominal GDP of US \$93,864 billion. This is less than the nominal GDP of the US, China, or Japan. The real GDP of EECCAS countries is US \$11,100 billion, which is 8.5 percent of the world's GDP of US \$132,000 billion. This is less than the real GDP of China, the US, or India. EECCAS comprises approximately 25,000 square kilometers (9,663 thousand square miles), which is one-sixth of the world's land area of 149,000 square kilometers (57,500 thousand square miles).

To sum up, EECCAS is five percent of the world's population, with five percent of world US dollars, producing 8.5 percent

of the world's products and occupying 16 percent of the world's land area. Education-wise, the region is distinct, with traditionally high literacy rates. At the same time—and surprisingly—while having colleges and universities aplenty, EECCAS is characterized by the virtual absence of world-class universities. This justifies the much needed focus on higher education, research, and education policy.

The issue of improving and strengthening the Eurasia SIG stretches far beyond simply reviewing or changing its name and outlining the region's key characteristics. The goal of the SIG is to promote scholarship focused on all levels of education in the region, to foster a sense of community among its members, share current research in the field, and **provide a valuable space for networking and dialoguing on education.** The question is how to transform the SIG without

**THE ISSUE OF
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a major overhaul or restructuring. One suggestion may be developing a scholarly journal. Informally, *European Education: Issues and Studies* is often considered one of the main venues for SIG members to publish their works. The journal also produces special issues focusing on educational problems and reforms in the post-Soviet space. However, the journal may be in need of a major uplift, if not transformation. This appears to be

an opportune symbiotic moment! The SIG may gain more meaning and visibility through this connection, while the journal can enhance its scholarly capabilities.

To conclude, I do not think that the SIG faces existential challenges. The topics on which SIG members work are highly relevant to the region and beyond, while the region is exceptionally rich in diversity and dynamism. Regarding the name, my final suggestion for the SIG would be "Eastern Europe and Eurasia," or "Eastern Europe & Eurasia," as it appears to be more inclusive.

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CARLY MANION, | CIES Historian, 2021



Carly Manion

Getting to Know Your Society

In this edition of CIES Historian's Corner, I want to spark interest in and share guidance about exploring the historical records of our Society. These records are maintained in two places: First, the Office of the Executive Director (OED) has been coordinating the collection and

submission of significant files for the preservation of the historical record of the organization, keeping digital records indexed and searchable in Box, by date, file type, and author. Second, a collection of historical records (mainly in hard copy) is maintained at Kent State University and will be the focus in this piece.

The Archive at Kent State

In 1980, almost 25 years after the founding of the Comparative and International Education Society (CIES) in 1956, an action was taken by the CIES Board of Directors that resulted in the Kent State University Archives becoming the official depository of the records of the Society. The CIES collection at Kent State includes documents and audio-visual materials shared by the CIES Secretariat, past Presidents, and CER, that speak to our history, activities, and priorities. For example, the collection contains records pertaining to CIES annual conferences and the study tours organized in the Society's early years.

The CIES collection at Kent State is organized into six series, with the below descriptions of each drawn from the Finding Aid for CIES records tool available at the following link: [https://](https://www.library.kent.edu/special-collections-and-archives/comparative-and-international-education-society-records-cies)

www.library.kent.edu/special-collections-and-archives/comparative-and-international-education-society-records-cies. The Finding Aid system was originally prepared in 1986 by Youngchu Kim and Kim P. Sebaly, and later revised in 1995 by Kim P. Sebaly and Nancy Birk; extensively revised in 2013-2015 by Philip C. Shackelford, Cara Gilgenbach, and Elizabeth Campion. Cara Gilgenbach is currently the CIES Archivist at Kent State, working on the CIES Archive Update project, and has recently completed work in the first phase (appraisal) of the project; the CIES Board of Directors are expecting to review a proposal and budget for the second phase (processing) later this year.

Series 1 - Comparative Education Review records: The CER records series is a large one comprised of materials from CER editors, including correspondence and files on both accepted (published) and rejected manuscripts.

Series 2 - Secretariat records (includes, for example, annual conference files, newsletters, membership directories, and committee files, among others): Since its founding, CIES has had a Secretariat (now the Office of the Executive Director – OED) responsible for the general operation of the organization as prescribed by the Board of Directors and Executive Committee. These duties include but are not limited to the collection and approval of meeting minutes from conventions of various CIES committees, the publishing of a CIES newsletter, serving as a permanent repository for CIES records not otherwise entrusted to the Treasurer or Archive, and the publication of a CIES membership directory. The Secretariat records are organized into six subseries, with files pertaining to the annual conference (subseries 1); newsletters (subseries 2); committee records

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(subseries 3); financial records (subseries 4); membership directories (subseries 5); and Secretariat correspondence (subseries 6).

Series 3 - Presidential files: The CIES Presidential Files are composed of correspondence, papers, video-recorded interviews, and other materials created by or about CIES presidents. The files are organized in the order in which each president served. A heads-up is in order here, as there are many gaps in this collection due to inconsistent depositing of presidential papers into the archive over the years.

Series 4 - Founding Members: This series consists of records shared by William W. Brickman and Gerald H. Read. Both were influential leaders and advocates in the field of CIE as well as founding members of the Comparative Education Society (CES), which later changed its name to the Comparative and International Education Society (CIES) in 1967/68.

The Brickman papers in the Founding Members series document small portions of his career through clippings, lecture notes, reading lists, research projects, reports, and photographs. Photographs that cover Brickman's military career during WWII and then his transition back to academic life are also included, while numerous course outlines, papers, and research materials clearly outline his career in comparative education. The papers in the Read series include reports, notes (sometimes handwritten), and background research

pertaining to the various study tours of education systems abroad that he organized in the 1950s and 1960s. The Read materials are organized into five subseries: 1) Study Tours; 2) Background Materials; 3) Subject Files; 4) Photographs; and 5) Correspondence and Audio Recording.

Series 5 - Subject files: This series includes files on various topics that are general in nature or that apply to the CIES organization as a whole, rather than any one office or section within it.

Series 6 - Regional Organizations files: This series includes files related to the regional organizations within CIES. At present, this series is primarily comprised of programs and flyers related to CIES regional conferences.

Accessing Historical Records

OED-Managed Records: For inquiries regarding these files, please get in touch with the OED at oad@cies.us.

CIES Archives at Kent State: Anyone interested in accessing the archive is urged to contact Kent State University Special Collections & Archives (specialcollections@kent.edu; 330-672-1677). The archive is currently open by appointment. If you cannot make an in-person trip to the archive, the librarians there will gladly help with research requests by sending photocopies or scans of selected materials.



Civic Life

By Richard Rowlands



Richard Rowlands

A pedagogy for the future

Next to Loyola University in Chicago, a block away from the famed Magnificent Mile, is a McDonald's, which also includes a large outdoor courtyard. The courtyard's topiary is well-preserved and attractive, yet you will not see people using this courtyard; it has been closed to the public for several years. The reason? When asking the staff, one is told McDonald's did not want homeless congregating in the courtyard. Crews maintain the courtyard regularly, yet they do it for no one, as the gates to it remain locked with 'no trespassing' signs.

Clearly, situations such as this are indicative of a larger failure of society to take responsibility for its problems; yet the question of which problems often stop constructive conversation. Is it a problem of social justice, where a major corporation would rather deny access to facilities to the needy than incur additional costs? Or is it a problem of security policy, where we hold said corporations responsible for our safety to the point that it's more economical to maintain an empty courtyard than risk altercations on their property? Ask anyone, and the answer might be different, but there will likely be a consistent answer: it's someone's fault.

We tend to be more interested in the problems than the solutions. A lack of inquiry-based and media literacy skills in our civics classes have people looking for who to blame rather than what to do. At one point, many US schools prioritized inquiry skills and community engagement in their social studies courses, but now, between assessment culture and traditionalist 'back to basics' models dominating the curricula, citizenship skills are hardly more than rote memorization. While many districts do

include Student Service Learning (SSL) requirements to cover community engagement, these are usually little more than extra chores, with no reflection or inquiry into deeper issues. Teachers are struggling to find civic pedagogies that both impart understanding and engage students with society in meaningful ways.

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What exactly do we mean when we say, 'citizenship skills'? Is it higher levels of civic participation? That would obviously be a basic goal, given the notoriously low average voter turnout rate in the US. But as Moxon & Escamilla (2022) point out, there is a difference between formal and non-formal political participation (26). Pedagogies that engage children with the voting process do show a correlation to participation in formal political processes, such as voting and analyzing government decisions, but less so with non-formal processes, such as co-creation of social initiatives or modifying political behavior (26-27). Those who vote without critically engaging their own political behaviors or personal social initiatives are more likely to be swept up in the same movements that give way to nationalism or authoritarianism.

Do we mean 'citizenship skills' to have a deeper understanding of political knowledge? This would be ideal for increasing

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The forbidden McDonald's courtyard in question. Photos by author.

student intent to participate in social justice issues and getting involved in political causes. But simply better understanding politics is not the same as imparting a “moral, civic, or patriotic duty to take part in democracy” in which case “the primary goal would be to change young people’s behavior rather than develop their competence” (Moxon & Escamilla 2022: 32-33). In fact, pedagogical efforts to increase civic understanding can often actually come at the detriment of encouraging political involvement (Gainous & Martens 2011: 253). Active instruction, such as role-playing, cooperative learning, and critical media analysis, is effective pedagogically for deeper understanding, especially in the area of media literacy (Gainous & Martens: 237). It is harder, though, to connect student understanding with intent to participate.

I am a former classroom civics teacher, and one of the aspects often forgotten by those above us is how important the right pedagogy is for us. To be clear, factors such as SES and parental involvement affect perceptions of democracy and intent to participate more than pedagogy (Ekman & Zetterberg 2011), leaving it low on the rung for researchers in our field. Yet, it is also one of the few things classroom teachers actually have any control over, and thus the most relevant part of our work

for those on the front lines of education. But the reality of the situation is that teachers suffer from a lack of time, resources, and support when trying to teach citizenship literacy.

There is less and less time in a social studies curriculum/unit plan to devote to citizenship and media literacy. Frederickson (2004) calls it “the tyranny of coverage” (477), or the conceit that there is too much to cover in a short time. This takes nuance away from ideas such as racism, neglecting intersectionality and critical inquiry. Even in social studies courses with a focus on citizenship, there is less time for developing citizenship skills, due in large part to assessment culture. How can we even assess citizenship skills? What would that look like? The answer always seems to lead back to demonstrating basic understanding of government entities and powers, leaving little room for more subjective measurements of how a student utilizes that understanding.

Teachers also suffer from a lack of support in terms of resources and training. To be licensed as a social studies teacher, most US states require a degree in history, while many others require a degree in education with a passing score on a history or social studies test such as the Praxis. While many colleges have courses

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on how to teach citizenship skills, teachers are often left to fend for themselves in terms of teaching materials once actually in the classroom. Much has been written about textbooks in civics classes over the years, yet more and more, schools are eschewing those textbooks in favor of shared resources within departments. Many critics will say that resources are unnecessary if the teacher is creative and point to examples such as Jane Elliot's famous 'Brown Eyes, Blue Eyes' social experiment with her class. After the death of MLK Jr, Elliot famously divided her all-white class up by their eye color and encouraged discrimination and ostracization of the different groups to illustrate prejudice. While this has become a watershed moment in teaching of civics in the US, Elliot discouraged other teachers from attempting this lesson in their own classes, given the extensive knowledge and familiarity with students needed to deftly manage it. Moreover, Elliot herself was criticized for failing to address systemic privilege and only focusing on overt racist behaviors (Bloom 2022), making her experiment little more than a lesson in bullying.

THE FEAR IS THAT TOO MUCH FOCUS ON RACE AND CULTURE WILL ONLY HIGHLIGHT DIFFERENCES AND DIVIDE CITIZENRY; YET IGNORING DIFFERENCE AND LEANING ON "NATURE" AS AN EXPLANATION FOR ETHNIC AND SOCIOECONOMIC DIFFERENCES CAN LEAD TO RACISM AND SOCIAL DARWINISM.

There are also conflicting ideas within any community, large or small, about what role civics should play in children's education. Jane Elliot may have been lauded for her efforts to teach children the damaging effects of racism, yet it's likely that her lesson would be more poorly received today than in the Civil Rights era. In the US, as well as many other parts of the world, the concept of Critical Race Theory (CRT) has become a rallying cry for opposition to any critical inquiry of race and SES in the classroom, even though CRT is a primarily academic discipline with little bearing on classroom teaching. The fear is that too much focus on race and culture will only highlight differences and divide citizenry; yet ignoring difference and leaning on "nature" as an explanation for ethnic and socioeconomic differences can lead to racism and Social Darwinism (Borries 2009: 286), placing teachers in the dilemma of teaching about race without actually mentioning race. But the controversy extends beyond CRT to any form of civics pedagogy. While both traditionalists and progressives may favor common methods such as primary source analysis and debates, the goals of imparting Eurocentric values, institutions, and ideas and

critically evaluating those values, institutions, and ideas might appear inherently at odds with one another. If the Western world is the bastion of democracy, then critically inquiring into where it has failed must surely lead to support for authoritarianism, or so the traditionalists warn, and so curricula tend to focus on the Constitution, checks and balances, federalism, etc. and not any actual critical analysis of these things.

So which pedagogical practices would actually help develop citizenship skills that are both knowledgeable and engaged? There are very few general suggestions; by their nature, citizenship skills are region and community-specific, and removing that context is detrimental. Yet, in very broad terms, certain trends may be suggested for teachers to consider. The International Association for the Evaluation of Educational Achievement (IEA)'s International Civic and Citizenship Study (ICCS) uses a survey metric to gauge how well-informed students in different participating countries are about topics such as gender inequality, voting rights, and community participation within their country. Because of its region-specific contexts, the ICCS was not meant as a tool for universal recommendations, as effectiveness for schools does not generally extend beyond regional, or even local, contexts (Schulz et al. 2018). Despite this, several scholars outside the IEA have used this data and noted trends in specific pedagogical classroom techniques that appear to have been a positive factor in ICCS results, and more specifically, a positive factor for engaged citizenship.

Many scholars favor teachers having an open classroom environment for discussion. According to Maria Isac (2021) who participated in the ICCS 2016 development, the "open classroom" pedagogical approach is the willingness a teacher has "to introduce controversial topics" and "debate their merits in the classroom." In general, an open classroom correlated to increased civic competence (Isac et al 2014: 1), support for human rights (Knowles & McCafferty-Wright 2015: 256), and political interest (Hahn 2016: 128) on the ICCS. While open discussion of topical issues might improve civic attitudes and efficacy, there are generally limits imposed upon teachers in this arena. Many teachers avoid it due to a lack of experience in facilitating difficult discussions and debates. Additionally, parents or administration can often impede this approach, posing the argument that schools have a responsibility to guide moral development rather than introduce controversial content.

Another common approach suggested by the secondary research is a class that is predominantly inquiry-oriented, or relying heavily on guided inquiry. In this approach, teachers

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can use structured digital inquiry to research, define, and propose resolutions for civic issues that may be affecting students. Guided inquiry that places the students in a role of researcher and debate formulator can take a variety of effective approaches, so long as it is student-centered; one study using ICCS data supported students “asking and answering questions, evaluating peer comments and views, debating issues” to help build civic knowledge (Kuang et al 2018: 35). One important aspect of guided inquiry is guiding students to engage with media rather than be passive recipients. Reynolds et al (2019) advise that teachers approach “media studies from an equity and critical perspective” in class (114) while Hahn (2016) noted the importance of teachers using digital media to engage with students and develop their media literacy skills (132). Isac et al (2014) noted that “students who frequently use media to inform themselves about civic issues also tend to have more knowledge” about participatory democracy (45).

Modelling participative citizenship via teaching practices within the school itself has been a consistently effective approach to expanding citizenship knowledge and increasing overall understanding and comprehension of citizenship responsibility. Schools create a self-replicating culture within them; for example, a school that is tolerant of bullying within its physical space will likely have issues with bullying outside its physical space. Civics is a comprehension of the community around us, and the school is as integral a part of that community as any government entity. The ICCS results indicate a correlation at the school level between the role of the school instilling trust within the system and higher rankings in the domains of civic participation and identity (Schulz et al 2018: 205). Several studies have also noted the impact of modeling within the school to increase civic comprehension; Hahn (2016) stated that results in both the ICCS and the US AP test evidenced that with simulations (role-playing) of problem-solving civil issues in class, students were more confident and developed in their understanding of civics (131) while Cheah & Huang (2019) noted that schools that incorporated environmental citizenship into their identity and culture within the school directly correlated with increased student value on environmental activism (16). At the same time, however, some scholars dismiss this approach as “pedagogical optimism” (Guerin et al 2013: 437) given the experience teachers need to make this effective.

Given what secondary literature has told us, we can offer some resources for teachers to create informed civic pedagogy. At the most recent conference of the National Association for Media Literacy Education (NAMLE) a number of these resources were on display; I want to share a few that most align with

the suggestions here. Of course, every teacher has resources dictated to them from the school and district level; the latest trend the curriculum specialist had an in-service on, or fulfilling the latest contract with a third party, no doubt. But within those constraints, teachers still have options.

One of the better-known sites promoting civic education for schools, iCivics, has created inquiry-based curricula for all grade levels. Famously founded by former Supreme Court Justice Sandra Day O’Conner, the non-profit hosts inquiry-oriented lessons tailored to each of the 50 states’ standards (see more at [iCivics.org/teachers](https://www.icivics.org/teachers)). While it mostly utilizes standalone interactive games, iCivics does have a scope and sequence for middle and secondary school to accompany its 16 unit plans. The lessons make heavy use of investigative skills and developing online resources for students. iCivics

is ideal for developing inquiry-oriented lessons in class and promoting classroom discussion while still focusing on promoting civic values.

But iCivics often only promotes civic education without necessarily focusing on social justice, which is where Learning for Justice comes in. A project by the Southern Poverty Law Center, Learning for Justice uses both teacher workshops and classroom strategies to encourage students to both critically engage with and openly discuss equity issues. It allows teachers to collect strategies and texts and create their own unit plans; most lessons have a heavy focus on reading responses, facilitating structured discussions, and inquiry-based approaches to social justice. The lessons do not replace knowledge-based lessons on civics and can be used to complement them; the topics range from race, religion, and class to understanding bias, bullying, and activism (<https://www.learningforjustice.org/topics>). In conjunction with inquiry-based lessons, Learning for Justice is an optimal resource to encourage an open classroom environment for discussion.

Finally, as it was the primary focus of the NAMLE conference, various media literacy resources were in the spotlight. Schools have numerous opportunities to model democratic processes with students, but the most pressing, given the rise of digital media and misinformation, is likely to be the modeling of media literacy practices for students. Teachers have plenty of options to consider. The MediaWise teen fact-checking network from

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Poynter (<https://www.poynter.org/mediawise/programs/tfcn/>) utilizes a national network of middle and high school student volunteers who study and debunk viral misinformation; students can publish articles and videos of their research for teachers to share and model. Though currently published with a focus on Brazil, the Instituto Palavra Aberta's #FaketoFora project includes lesson plans that can be tailored for an American context, including valuable information such as how to spot bias in survey results, understanding defamation, and the politicization of electoral polls (<https://faketofera.org.br/>). Finally, CommonSense education's News and Media Literacy Resource Center has lesson plans on discerning clickbait, spotting digitally altered photos, and identifying hoaxes/misleading content, all using a modeling approach (<https://www.commonsense.org/education/articles/news-media-literacy-101>). All resources shared here are free to use, generally with registration.

As Confucius once posited, "He who learns but does not think, is lost. He who thinks but does not learn is in great danger." Learning about civics without thinking critically creates complacency, skewed understandings of political and social matters, and mistrust and animosity towards countrymen. Maintaining the status quo solves nothing. Offering students a deep understanding of civic and social structures without also training them to be inquiry oriented and thinking critically about their own perceptions is like paying for empty courtyards we can't enjoy at a McDonald's. Hopefully, the right pedagogical practices can help get us back on track.

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Standing Committees

New Scholars Committee

The New Scholars Committee (NSC) aspires to provide a variety of opportunities for networking, academic interactions, and professional development for new and emerging scholars. This year in Washington, DC, we will offer several workshops and panel sessions of both in-person and online modes, as below.

Online sessions (Tuesday, February 14th)

- *New Scholars Orientation* (11:15 am - 12:45 pm)

The session welcomes new conference attendees, along with other senior members, to provide them with an overview of the Society, its various standing committees, and Special Interest Groups (SIGs).

In-person sessions (Sunday, February 19th)

- *New Scholars Orientation* (8:00 am - 9:30 am)

The session welcomes new conference attendees, along with other senior members, to provide them with an overview of the Society, its various standing committees, and Special Interest Groups (SIGs). Attendees can meet and connect with CIES leaders and scholars over light meals.

- *Speed Mentoring Workshop – “Diverse Career Pathways in the Comparative and International Education Field”* (2:45 pm - 4:15 pm)

Speed Mentoring for Careers in CIE is a unique opportunity for conference attendees to learn firsthand from practitioners, academics, and other professionals working across these areas about the diversity of career paths, with an emphasis on career paths outside of academia (e.g., with I/NGOs, research institutes, bi/multilateral organizations, foundations, independent consultancies, and others).

In-person sessions (Monday, February 20th)

- *New Scholars Essential Series – “Publishing in Academia”* (9:30 am – 11:00 am)

Drawing on experiences gained through establishing a publication track record, this group of early-/mid-career and senior scholars considers some of the strengths and challenges that occur when researching, writing, and publishing time and suggests some strategies and avenues for building a strong publication profile.

- *New Scholars Dissertation/Publication Mentoring Workshops – Part 1* (2:45 pm - 4:15 pm)
- *New Scholars Dissertation/Publication Mentoring Workshops – Part 2* (4:45 pm - 6:15 pm)

These mentoring workshops aim to support advanced doctoral students and early-career researchers in their writing of academic research. The Workshops are closed sessions; only those who have already accepted will participate in this year's workshops. We encourage those not participating this year to apply for next year's conference.



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In-person sessions (Tuesday, February 21st)

- *New Scholars Essential Series – “Jobs for Graduates”*
(9:30 am - 11:00 am)

International development and education experts, faculty, and researchers with extensive experience working in the field will discuss their pathways and opportunities for graduates in career seeking.

- *New Scholars Dissertation/Publication Mentoring Workshops – Part 1* (2:45 pm - 4:15 pm)
- *New Scholars Dissertation/Publication Mentoring Workshops – Part 2* (4:45 pm - 6:15 pm)
- *Speed Mentoring Workshop – “Diverse Career Pathways in the Comparative and International Education Field”*
(6:30 pm – 8:00 pm)

In-person sessions (Wednesday, February 22nd)

- *New Scholars Committee Business Meeting*
(8:00 am – 9:30 am)

The business meeting is open to people interested in learning more about the work of the NSC, its strategic direction, its role at CIES, and ways to get involved with the Committee. We look forward to meeting you there!

- *New Scholars Committee Essential Series: “How to Stay Motivated During a PhD”* (9:45 am - 11:15 am)

Choosing the right topic and research questions are an important part of the dissertation process. This session discusses tips for generating, adapting and refining ideas to guide doctoral research.

- *New Scholars Dissertation/Publication Mentoring Workshops – Part 1* (1:30 pm – 3:00 pm)
- *New Scholars Dissertation/Publication Mentoring Workshops – Part 2* (3:15 pm - 4:45 pm)

For more information, visit our [website](#) or connect with us on [Facebook](#) and [Twitter](#).



Gende/r/evolutions in the Comparative and International Education Society

By Cathryn Magno and Christine Min Wotipka (Gender and Education Standing Committee) and Karishma Desai and Rachel Silver (Gender Justice SIG)



Cathryn Magno



Christine Min Wotipka



Karishma Desai



Rachel Silver

The Co-Chairs of the Gender and Education Standing Committee and the Gender Justice SIG offer this joint piece, in which we share developments in the field around conceptions of gender and explain the separate missions of the two entities within CIES.

Introduction

Women, and young women in particular, have led and become symbols of feminist protest movements around the world. For the last two months in Iran, women averaging the age of 15, have been on the frontlines of one of the most historic protests against the Islamic Republic. Muslim women in New Delhi galvanized protests in the winter of 2019-2020 against the Citizenship Amendment Act, an anti-Muslim legislation that demarcated belonging along religious lines, capturing support nationally and internationally. The global Black Lives Matter movement has also seen women and genderqueer leadership pushing thinking and activism around intersectionality in contemporary times. Finally, Trans activism around the world has led scholars to continue to reckon with the limits of theorizing around gender.

Global feminist activism encourages a disruptive, transnational, intersectional, and multifaceted approach toward gender justice coalition building. It makes room for new theorizing of gendered citizenship and belonging and new imaginings of what it means to be human at a time of climate crisis. On the

one hand, feminist movements such as the ones highlighted above and #MeToo around the world stand on a long history of feminist and anti-racist scholarship and advocacy. At the same time, contemporary movements demonstrate how there is a need to forge new pathways and alliances toward social and political transformation within liberal academic institutions and professional organizations (see the essay by Ritty Lukose in Wotipka et al. 2021).

While Comparative and International Education (CIE) as a field has been attentive to this through recent scholarship on feminist political organizing, climate justice, and the intersections of race, gender, coloniality, and development, among others, there is further opportunity to align scholarship and practice with global feminist movements and gender theory. CIES structures organized around gender are shifting to make new space for this generative engagement. In what follows, we outline the institutional history of two gender-focused spaces in CIES, map visions for forward movement along these lines, and invite new participation in their formation.

The GEC

The Gender and Education Standing Committee (GEC) was established in 1989 by the CIES Board of Directors with a two-fold aim: 1) to monitor gender in the Society, specifically the inclusion of women, by counting CIES annual memberships,

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presentations at annual conferences, and authorship of Comparative Education Review (CER) articles, and 2) to provide professional development opportunities for women, namely through the events at the annual meeting (Gender Symposium, Business Meeting, and pre-conference workshops). By the 2010s, GEC members felt the original mandate was limited and were keen to revisit the role of gender across the Society. In 2018, supported by a CIES Innovation Research Grant, a group of GEC members investigated and contextualized the gendered experiences of CIES members. Based on data collected at the 2019 annual meeting and in subsequent focus groups and interviews along with a review of CIES documents, the authors published results in an article (Anderson et al. 2021) and moderated discussion (Wotipka et al. 2021) in the August 2021 issue of CER, and also - importantly - provided recommendations for next steps within the Society. The first step was to refocus the GEC mandate.

In 2021 and 2022, the GEC and its Advisory Council responded to the call to shift and update the focus of the GEC within CIES by drafting and submitting a new mandate to the Board of Directors. The mandate was approved in April 2022, as follows:

To advocate for and advance attention to intersecting gender issues in the Society and promote the professional development of CIES members related to gender research, theory, and practice in support of gender diversity, equity, and inclusion in CIES.

Thus, the GEC is to continue to provide a monitoring and oversight role in the Society, doing so with an intersectional approach and in a way that captures the nuances of gendered experiences of CIES members. This will include a collection of gender metrics beyond the previous limitations of binary categories toward self-identified gender(s), sexuality/ies, ethnicity/ies, nationality/ies, etc., in Society membership, leadership and administrative roles, conference and year-round activities, publications, and issues related to access/barriers to CIES participation.

The GEC, as a Standing Committee representing the whole of the Society, intends to solidify the roll-out of its new mandate through closer alignment with the Board of Directors, active recruitment and engagement with members in GEC activities with careful attention to graduate students, emerging scholars, BIPOC and male members and members outside of North America, and improved communication and coordination with other CIES committees and SIGs. The central tasks of the Committee are directly related to the equitable functioning of

the Society, and we invite all members to contribute to and participate in its efforts.

Simultaneously with the revision of the GEC mandate, the GEC and its Advisory Council decided that conference programming took time and attention away from the important work of monitoring and providing professional development. The vetting of conference proposals and organizing panels, work taken on by the GEC prior to the creation of Special Interest Groups (SIGs) within CIES, would be better done by a SIG, while efforts to re-theorize gender and its implications for/in CIE could be done collaboratively among GEC and SIG members, e.g., through events such as the Inspirations talk "What is racial and gender justice in Comparative Education?" at the upcoming 2023 annual meeting.

**THE NEW SIG
WOULD PROVIDE
A SUPPORTIVE
INTELLECTUAL SPACE
FOR RESEARCHERS
AND PRACTITIONERS
TO SHARE THEIR
WORK, NETWORK AND
ADVANCE THE FIELD**

At the 2021 Gender Symposium and Business Meeting, support for a SIG was warmly received, and efforts were initiated quickly to meet the May proposal deadline. An energetic cooperation among members resulted in a SIG proposal, in which SIG activities were outlined, such as managing conference events (panels, papers, workshops, networking), organizing year-round events such as feminist mentoring, and coordinating a repository of gender-related syllabi and other resources. Perhaps most importantly, both the differentiation of each entity (GEC and SIG) and synergy among them were agreed upon and championed by leaders of both groups. The new SIG was approved by the CIES Board of Directors in December 2021.

The Gender Justice SIG

In January 2022, the new Gender Justice SIG was announced. While gender, feminist and intersectional work had been undertaken by hundreds of CIES members working in academia, international development, comparative education, and policymaking, there had not yet been a CIES "home" to connect these individuals and their organizations or to offer them a space for mentoring the next generation of scholar-practitioners. According to the announcement, the new SIG would provide a supportive intellectual space for researchers and practitioners to share their work, network and advance the field. It would also be a mechanism for promoting issues,

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challenges, and successes in the area of Gender Justice within the CIES and beyond.

In the summer of 2022, a preliminary election was held, and the GEC members who led the SIG's creation passed leadership over to an initial team of five. While the team's focus has been on 2023 conference planning, we turn our attention now to two broader goals.

First, the Gender Justice SIG seeks to build a broad membership of gender justice comparative education scholars and practitioners that reflects the gender, sexual, and racial diversity in the field and that actively works to engage and collaborate with scholars and practitioners from the global South and minoritized communities in the global North as leaders and members. We see the 2023 Conference as an ideal opportunity to make space for new perspectives, and we invite new members to join and actively shape the creation of the SIG's mission and priorities.

Second, the Gender Justice SIG seeks to forward gender theorizing within CIE alongside and in response to feminist scholarly and activist movements across the world. In particular, we aim to: (1) foster connections between the SIG and the wide networks of feminist movements and gender justice activists

in education in the global South; (2) prioritize the development of a robust feminist mentoring network that offers meaningful, long term opportunities for graduate students and other CIES newcomers; and (3) cultivate community and rigorous discussion about gender justice and theory through the development of thematic study groups comprised of scholars and practitioners.

A Gender Justice SIG reflective of its ideals will only become real through meaningful participation of a broad coalition of members, including those new to the CIES. Please consider joining us at the 2023 conference and beyond.

Conclusion

We hope this brief overview clarifies the distinct but mutually enhancing missions of the GEC and the Gender Justice SIG. We would like to close with a warm invitation to join the exciting "main events" events we have planned for CIES 2023 (please note dates and times may change). Please look for us in Washington DC or reach out to us individually at any time to become more involved!

Sunday February 19, 2023

- Gender and Education Committee Business Meeting
8:00am-9:30am
- Gender Justice SIG Highlighted Session: Gender-based Violence within Educational Spaces: Policy, Practice, and Lived Experiences of Students
9:45am-11:15am

Monday, February 20, 2023

- Gender Justice SIG Business Meeting
9:30am-11:00am
- Inspiration Panel III: What is Racial and Gender Justice in Comparative Education?
1:30pm-2:30pm
- Gender and Education Symposium and Social Networking (back-to-back sessions)
2:45pm-6:15pm



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Remember! There are three ways to join a SIG:

1. Online, any time of the year, when renewing your CIES membership including the SIG dues. Please go to, <https://www.cies.us/page/meminfo>.
2. Online, when registering as a presenter for the CIES Conference, which requires CIES membership. A specific link will be available for each conference.
3. By mail or phone. Please contact the Office of the Executive Director (OED) Membership Coordinator by email at, membership@cies.us, or by phone during business hours at (412) 383-3945.

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Christine Min Wotipka (cwotipka@stanford.edu) is Associate Professor (Teaching) of Education and (by courtesy) Sociology at Stanford University and Co-Chair of the Gender and Education Standing Committee.

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WCCES Update for *CIES Perspectives*



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

President, World Council of Comparative Education Societies (WCCES)

N'Dri T. Assié-Lumumba

The 5th WCCES symposium was held virtually through Zoom on November 16-18, 2022, on the theme – “The Future is here: Transforming with Urgency Education Systems for Equitable Rights to Quality Learning.” The intense debates on several sub-themes of this topic were very intellectually enriching.

As it was recalled in the Call for Submissions, institutions were still struggling to decide on the way forward, due to the COVID-19 pandemic, which has been unrelenting for more than two years now, causing severe hardships to people and losses across the globe. The education systems have been disrupted continually, with several schools scrambling to adapt to the unanticipated online mode of learning in the absence of digital textbooks for teachers and students and the relevant pedagogy. In many instances, the results of this unplanned approach to learning have been less than satisfactory, even outright disastrous. Neither the teachers nor the school administrators had prior experience with mainstream online teaching and learning. Therefore, with limited or even no professional support, most of them did what appeared to be the most appropriate choice – continue with the same curriculum, assessments, and teaching methods by using Zoom-type synchronous delivery tools. Yet, this is not a domain that lends

**FURTHERMORE, THE
SUBSEQUENT REOPENING
OF THE SCHOOLS FOR
PHYSICAL ATTENDANCE, WITH
CONSTANTLY CHANGING
GUIDANCE ON VACCINATION
REQUIREMENTS, MASK
MANDATES, AND QUARANTINE
RULES FOR INFECTED
TEACHERS AND STUDENTS,
FURTHER EXACERBATED THE
SITUATION.**

itself to improvisation that can anyway produce a positive outcome. Thus, while prima-facie it may appear to be an easy adaptation for teachers as well as learners, who can comfortably log into their systems, assuming they exist and function, from their home and continue the teaching-learning process that has existed for centuries. The general perception was to ‘manage’ the period of the pandemic, which was expected to last for a few weeks, or a few months at worst. However, the academic community and other stakeholders of education systems realized that this pandemic would last unabated for more than two years with little signs of global elimination swiftly and effectively. Despite major breakthroughs, vaccines are not providing consistent coverage against the new variants of the virus, which is getting ample time for mutation due to the uncoordinated and incomprehensive approach to vaccination worldwide.

The problems in the newly devised online teaching and learning mode started manifesting in many forms. One of them is about the accessibility of hardware and software required to conduct such teaching-learning sessions. Live streaming of lectures requires sturdy hardware, high-bandwidth Internet, and generally expensive software. This is beyond the reach of a large majority of the world’s population.

Teachers, who hitherto enjoyed the privacy of physical classrooms, without any interference from parents of students, were left ‘exposed’ to the scrutiny of their teaching in the online mode. The vehement claims about ‘personalized’ attention to each student in the class by the teachers fell flat in most instances. Many parents with literacy capacity, working from home, realized that several teachers were not at par with their

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expectations. Some of them went as far as even complaining to the school management about such issues, which in turn put more pressure on the already stressed-out teachers.

Furthermore, the subsequent reopening of the schools for physical attendance, with constantly changing guidance on vaccination requirements, mask mandates, and quarantine rules for infected teachers and students, further exacerbated the situation. Earlier anecdotal accounts are being more and more confirmed by empirical studies which, while still few in relation to the need to uncover the new dynamics, reveal many trends. For instance, in several parts of the world, teachers, mainly at the lower levels of the systems, have started to switch to other professions and are leaving the teaching profession in large numbers. The pandemic has exacerbated the already stressful teaching conditions with minimal pay packages for teachers, especially in developing countries.

Relatively few academics had, until this pandemic and its new educational exigencies, paid attention to a whole body of research in online curriculum, assessments, teaching, and learning already developed during the last few decades after the advent of the Internet. The education sector at all levels is challenged to reinvent curricula, teaching methods, and assessments for quality education for all. According to scientists, there is a high probability of more pandemics down the line after COVID-19. In institutions of higher learning, comparative educationists are expected to share their insights on various layers of comparison, including periods before and since the pandemic.

There is a need to devise new educational systems today to get ready for the uncertain future dotted with pandemics and contribute to exploring possibilities for effective teaching and optimal learning. It is hard to acknowledge that we are already in the pandemic age, and we must act now rather than wait for the future. Clearly, the future is here in terms of disruptions in the mode of learning and producing knowledge. Hence, the theme of this symposium – “The Future is here: Transforming with Urgency Education Systems for Equitable Rights to Quality Learning” was very relevant and timely.



The 5th WCCES Symposium had two keynote speeches, six highlighted panels, and 21 parallel sessions. The first keynote speaker was Miki Sugimura, Sophia University in Tokyo (Japan) and President of Japan Comparative Education Society (JCES), who spoke on the topic “Comparative Education for the Future of Peace and Human Security.” Martin Carnoy, Stanford University (USA) delivered his keynote address on “Why the State Should Not be Left Off the Hook for Providing Good Public Education for All.”

The symposium was co-convened by a record 18 member societies of WCCES, including the CIES and Ali Mazrui Center for Higher Education Studies (AMCHES), University of Johannesburg, South Africa. The symposium was co-hosted by Cornell University, USA, and UNESCO International Bureau of Education (IBE), Geneva, Switzerland, which also hosts the permanent secretariat of WCCES. We express our gratitude to all the institutions, the two eminent keynote speakers, constituent societies, and participants for their respective contributions that made the Symposium a convivial and successful gathering.

The online mode of conducting the symposia since the beginning of the pandemic has allowed us the flexibility to reach out to audiences across the globe, irrespective of the geographical location of the participants. It is indeed remarkable that WCCES continued with its quest for knowledge creation even during these tough times of Covid-19. As mentioned in the call for submissions for this symposium, presenters are invited to revise and submit their papers to one of the three WCCES publication outlets (each with its rigorous peer-reviewed process), namely *Global Comparative Education: Journal of the WCCES*, *World Voices Nexus: The WCCES Chronicle* and the *WCCES-Brill book series*. The revised papers must be sent to “WCCES Publications” <publications@wcces-online.org> by March 31, 2023.

The 6th WCCES Symposium is being planned to be held in mid-2023, allowing us time to keep building the momentum toward the big event in 2024 – the XVIII World Congress of the WCCES. The co-hosts of the XVIII World Congress, the Indian Ocean Comparative Education Society (IOCES) and the Oceania Comparative & International Education Society (OCIES), are working hard to ensure a safe and healthy environment under these challenging times. Please continue to check our main website www.wcces-online.org for continual updates.

I wish you all health, happiness, and prosperity as we go into the festive season.

Thank you!



CIES 2023 is almost here!



Jun Li

The CIES 2023 Annual Meeting (CIES 2023) is featured with two Online Days on February 14-15, 2023 and five On-site Days on February 18-22, 2023 in Washington, D.C. The CIES 2023 Organizing Team warmly welcomes each of you to join our Annual Meeting online and/or on-site, the first and the longest of its kind in the 67 years of CIES history!

Carrying on the legacy left by CIES 2022, the 7-day-long annual gathering in 2023, with a two-day break on February 16-17 for the transition of our participants and organizing team from online to on-site, is specially designed to meet the complex challenges of the ongoing global pandemic of Covid-19, the unusually early meeting dates contracted in 2017 with the Grand Hyatt Washington, and the overwhelming submissions received. With this necessary trial, we hope to learn invaluable lessons for our Annual Meetings in the years to come!

On the one hand, we were truly excited about the surprisingly large volume of proposals by over 4,000 global submitters in the summer of 2022. On the other, our pre-contracted meeting venue did not offer expandable facilities to accommodate CIES 2023 with such overwhelming submissions, which created additional challenges to us as planners. We had to either accommodate more concurrent sessions by sacrificing some plenary ones, so that we could still have a more equitable, diverse and inclusive CIES 2023 in terms of participation, or reject many qualified

submissions our members prepared with hard efforts. We hope the decisions on minimizing plenary sessions and extending on-site schedule up to the early evening on the last day (February 22) are understandable to you.

CIES 2023 is themed on *Improving Education for a More Equitable World*, a theme that calls to mind many important issues to Mark Ginsberg, cannot be more thought provoking and timely to Jae Park, and is a great lofty vision and a dream for humanity to Jing Lin, Shue-Kei Joanna Mok and Virginia Gomes ([Written Responses to CIES 2023](#)). These responses are not alone, and are widely echoed indeed by many of our members globally, including those from [UNESCO](#) and other international agencies such as UNICEF. Over thousands of proposals submitted to CIES 2023 touch on almost all the aspects of educational advancement in equity through learning, teaching, and/or schooling across the globe. We are confident that CIES 2023 will be an equitable, inspiring, and innovative annual gathering for the global CIES community!

We are proud that CIES 2023 will present you with numerous opportunities to engage in high-level intellectual conversations over dozens of Plenary Sessions and Presidential Invited or Highlighted Sessions, together with nearly a thousand Concurrent Sessions, including Book Launches, Pre-conference Workshops, and Art Exhibits. Among them are the traditional

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Kneller Lecture on February 19 by David Reynolds, and three Keynote Speeches on February 15, 21 and 22, respectively, by Linda Darling-Hammond, Shirley Pan, and Jing Lin. Our Presidential Address will be delivered by CIES President Supriya Baily on February 20. You will also be able to enjoy a special Inspirations Series featured with inspiring and provocative questions like "Why Politicize Education in a Climate Crisis?", "Improving Education through Inclusion?", "What is Racial and Gender Justice in Comparative Education?" and "How do Africa's Education Systems Build and Sustain Resilience?"

CIES 2023 will especially be inspired by Opening Ceremony Series II-IV on February 18, with a diverse and dynamic group selected and invited from emerging scholars who will be moderated by senior CIES members. It will be a special opportunity to promote the voices of emerging scholars that have not been highlighted much over the symbolic event at our Annual Meetings in the past. Following that, you will enjoy a customary CIES Reception over two hours in the first on-site evening of CIES 2023.

We believe a healthy balance between our work and life is key to the joy of CIES 2023, and have therefore planned a wide range of explorative events that the global CIES community has never had before. Firstly, you will be able to enjoy a 30-minute Music Break almost every day at the on-site venue, contributed voluntarily by CIES Musicians without any budgetary implications. Second, our Opening Ceremony Series invites a Brazilian group to warm up CIES 2023, right before the kick-off event by emerging scholars. Thirdly, our Community Celebration on February 20 in the late afternoon is to offer a unique opportunity for you to experience a learning and entertaining session of "Body, Mind and Comparative Learning: Implications from Kung Fu".

Of course, we have not forgot about planning valuable excursions for you as a CIES tradition, especially for those who come afar to join CIES 2023 in Washington, D.C. There are a total of eight excursions scheduled from the meeting hotel to nearby places around the Greater Washington, D.C. Region, including the visit to George Washington's Homeplace at Mount Vernon in Virginia, the Martha's Table and the Anacostia Museum in Washington, D.C., in addition to two school visits. We also want to highlight an exciting CIES D.C. Night at the Grand Hyatt Washington, a CIES gala organized for everybody with food and drinks over three hours in the evening of February 20.

If you are an online participant only, you will be able to join our Online Opening Ceremony and Welcome Orientation for New Members in the morning of February 14, 2023, which are open to both online and on-site participants. The first keynote speech and the first session of the Inspirations Series are scheduled on February 15, 2023. Additionally, a 60-minute Social Hour will

be facilitated in the evenings on the two Online Days by [CIES 2023 Advisors](#) – they are eager to meet you then in our [Online Meeting Hub \(the Hub\)](#).

We will also honor CIES awardees and provide SIG business meetings during the five On-site Days and help host Institutional Receptions in the evenings on February 19 and 21. You should not miss the State of Society Annual Business Meeting which is scheduled in the morning on February 21 to encourage wide participation.

All plenary sessions, including the Presidential Address, the Kneller Lecture, Keynote Speeches, the Inspirations Series, and the State of Society Annual Business Meeting, will be livestreamed so that you can access them even you are an online participant only. Unfortunately, CIES cannot afford livestreaming all on-site sessions to online participants, while all on-site participants can access our [Online Meeting Hub](#) to participate in any of online sessions on February 14-15.

Although the global pandemic of Covid-19 is still ongoing at this moment and unlikely to disappear by spring, we can assure you that we are fully committed to CIES 2023 with necessary flexibility in such turbulent times. Please stay tuned with our *Weekly Announcements* through emails and check out the [CIES 2023 Official Website](#) for the latest updates about our planning work.

We are looking forward to welcoming you at CIES 2023!

Jun Li

2023 Annual Meeting Chair and CIES President-Elect

On behalf of the Organizing Team





Photo Credit: Author

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