



Summer  
2019

# CIES perspectives

|  |    |   |    |
|--|----|---|----|
| From the Editor<br>Rhiannon Williams   | 2  | Jackie Kirk Award:<br>Shenila Khoja-Moolji      | 22 |
| From the President<br>David Post   | 3  | Reflections on the CIES 2019<br>Radhika Iyengar | 23 |
| From the OED<br>Hilary Landorf   | 4  | Reflections from CIES 2019 Student Attendees    | 24 |
| CIES 2019 San Francisco<br>CIES 2019 Presidential Address                    | 5  | Standing Committee Reports                      |    |
| CIES 2019 Award Winners  | 5  | Gender and Education Committee                  | 26 |
| Honorary Fellows Awards:   | 5  | New Scholars                                    | 28 |
| David Chapman  | 6  | SIGNatures                                      | 30 |
| Ratna Ghosh  | 8  | WCCES Report                                    | 34 |
| Steve Klees  | 11 | N'Dri Assié-Lumumba                             |    |
| Carlos Alberto Torres  | 14 | CIES Teaching Corner<br>Alexandra McCormick     | 36 |
| Gail P. Kelly Award for Outstanding<br>Doctoral Dissertation:                |    | New Books by CIES Members                       | 38 |
| Emily Morris   | 19 | News and Views from the Field                   |    |
| Miriam Thangaraj   | 20 | "We Need to Talk about Consultants"             | 39 |
| George Bereday Award:<br>Nicholas Limerick                                   | 20 | Blogs and New Media                             | 41 |
| Joyce Cain Award for Distinguished<br>Research on People of African Descent: |    | CIES 2020 Miami: Education Beyond the Human     | 42 |
| Elisabeth King   | 21 |   |    |
| Derron Wallace   | 21 |   |    |

# Letter from the Editor

RHIANNON D. WILLIAMS, EDITOR



Rhiannon D. Williams

Welcome to the post-conference edition of the CIES Newsletter. This year in San Francisco over 3000 scholars in the field of Comparative Education came to discuss important issues around sustainability and education. Participants grappled with the complex question: What is the longer-term cost of an education that promises productivity, industrialization, modernity, and consumption? In this newsletter we have included several of these participant voices, they include CIES Honorary Fellows, New Scholars and CIES awardees.

As I begin the journey of raising and educating my own son, I am even more keenly aware of the kind of sustainable world in which we are hopefully creating and leaving for generations to come. Amongst the barrage of grim forecasts for our planet are more hopeful stories of determination and perseverance. And thankfully where I see many of these stories emerging are from youth. Just yesterday I was reading an article about how the UN is hosting a Youth Climate Summit where they will invite and support the travel of over a 100 youth climate leaders from around the world, including those from the Global South. These youth are individuals who have had educational opportunities that support their drive to work together to create more sustainable communities. What if all youth had such opportunities?

At the core of a sustainable world, argued Dr. Ratna Ghosh and Dr. Carlos Torres, is an equitable education system. A system that works to combat multiple inequities (e.g. racial, gender, socio-economic) through shifting power relations at different levels of society. For example, as Dr. Ratna Ghosh noted in her fellow award speech that "education should aim to develop global citizens who are resilient and would look for peaceful means to change." And as Dr. Steven Klees noted in his award speech, thinking about alternative systems where communities have different modes of reward besides just a financial one. What if communities were rewarded not for efficiency but equity of access to education? Though as Dr. David Chapman noted in his award speech one of the main barriers to sustainability is our own NGOs funding mechanisms. What if our NGOs worked together and had indicators of success that focused more heavily on equity and participation?



Amanda Earl  
Editorial Assistant

As the CIES continues discussions and work around sustainability and education it is ever more urgent to be bold and "tell it how it is" for the sake of our children and future generations. In the words of youth climate activist Greta Thunburg "You [adults] are not mature enough to tell it like is. Even that burden you leave to us children. But I don't care about being popular. I care about climate justice and the living planet. Our civilization is being sacrificed for the opportunity of a very small number of people to continue making enormous amounts of money." As a society how can our work foster the education of more youth and citizens like Greta, who can say it how it is and work fearlessly to leave a more sustainable and equitable planet for future generations?

# Letter from the President

DAVID POST, PRESIDENT, CIES (2019-20)



David Post



How must we re-imagine Comparative and International Education if we now imagine progress differently than our organization's 1950s US

founders? If the accumulation and distribution of productive capacity and material wealth is no longer the main goal of education, but we instead aim for sustainable development, then what are the implications for our research and action worldwide? I hope that – if nothing else – CIES 2019 gave us space to consider these questions.

Only time will tell whether the conference succeeded in that reconsideration, though it is a positive sign that the theme of next year's conference in Miami will continue to interrogate progress. What is clear is that our San Francisco conference really did attempt to change the embedded practices and implicit assumptions of past annual conferences. For example, as the program chair, I argued (against many skeptical colleagues) that simply because CIES is primarily a US organization and holds most conferences here, there should be no assumption that English is the exclusive language for engagement and community-building.

For the first time CIES received, and reviewers assessed, submissions for paper and round table presentations in Spanish and Chinese, recognizing as we did these heritage languages of San Francisco. Also, despite surprising resistance, I argued that our field was too broad to use a single template for contributions, and that we needed to recognize three diverse types of research contributions in our submissions and evaluation criteria. In an effort to improve the rigor of submissions, I also increased the maximum word-length in order to signal that we would assess not just a good idea but a near-completed paper. Apart from the usual papers and roundtables, we also introduced rapid slide Pecha Kucha presentations. Other innovations included an immersive experience in San Francisco, with many outings co-sponsored by SIGs to the natural and human environment of the forests, markets, museums, and historic sights of a truly great city.

We were able to move a large number of our participants out of the conference hotel and across town to the Herbst Theater, where the United Nations was founded in 1945 and where – standing without a podium and using just a hand-

held microphone – Jeffrey Sachs gave a tour-de-force about the place of education – and the ethical stance for CIES – in the struggle to retool education for sustainability. Hopefully those who were unable to purchase tickets (there was a long waiting list, sorry) could watch this address as it was live-streamed back at the Hyatt. Special

thanks go to the Open Society Foundations for making this event possible, and also for partnering in other ways, such as our wonderful film festival.

At the risk of pride, I should mention that our post-conference survey had a higher response rate than in many past years. Respondents were overwhelmingly positive about all of our innovations, including not only the new language options and our recognition of diverse research types but also the appreciation for a longer word limit. And our members voted in favor of these changes with their feet by coming to the conference: submissions and attendance were both up about 25% over 2018, and about 50% over 2016 and 2017. This success led to the greatest challenge for me as program chair and for our SIG unit planners: there simply was not enough space for every good submission to be accepted as a paper presentation. Thus, we were forced to allocate many submissions to roundtables, which we know (also from the post-conference survey) felt too crowded and noisy. The choices for future conference organizers are clear: become more selective and risk disappointing people; rigorously enforce our "one presentation rule," or move from conference hotels to larger convention centers. Otherwise we will continue to be victims of our own success.

Of course, running successful conferences should never become the measure of success for CIES or for its leaders. Difficult as conferences are to coordinate, they can too easily create a false sense of progress as measured by money or numbers. CIES must remain committed to more ambitious goals than serving its own members. An organization's conferences should focus their members and the general public on the larger challenges of research and engagement outside of their own comfortable community and should not "preach to the converted." How many *non-members* do we reach in our writing and projects? What will be the impact of our new book series on education globally? How will our Social and Policy Engagement Committee effect real change in US policies? Can we at least push the American education policy establishment to engage with international partners through the United Nations and UNESCO? These harder-to-measure outcomes are the ones we should demand after our annual conferences, regardless of how well-attended or engaging a particular conference may seem.

# From the OED

HILARY LANDORF, CIES EXECUTIVE DIRECTOR



Hilary Landorf

The overwhelming success of the CIES 2020 conference in San Francisco represents to us a culmination of three years of work advancing the Society in all respects. It is no secret that in large part the financial foundation for the Society depends on revenue from the annual conference. This income sustains the administration, funds member initiatives, and contributes funds to

the investment portfolio. However, the conference must not only be financially viable and generate revenue; at the same time it has to be accessible and affordable to members and attendees of vastly different financial means and diversity in culture and scholarship areas.

Over the past three years, we have introduced measures to increase accessibility to the annual conference through Low Income Country rates, keeping member rates low and keeping student rates very low. The Board has increased the amount of annual travel grant funding to the UREAG and New Scholars committees as well as sanctioned the introduction of travel grants that the OED distributes through SIG funds. We negotiated long-term contracts with our partners the Hyatt Hotels, Indiana University Conferences, and All Academic, all of which have enabled us to manage venue costs and operational costs with increased services. The successful model we created for San Francisco is well placed to set the stage for successful conferences in the future.

While the conference is still the most important event of the year, the OED works on many activities all year round. We oversee, administer and maintain all aspects of the membership management system; develop and publish weekly and special announcements; coordinate the activities of and communication with Committees and SIGs; maintain minutes of all CIES meetings; keep all Society records and documents; run all elections; maintain and update the CIES website and CIES social media pages. In addition, we are responsible for all CIES financial services, including Accounts Receivable and Accounts Payable, cash disbursements, preparation of quarterly financial statement and annual reports, as well as supervision of the annual audit and preparation of annual tax filings and government filings as needed. In short, the Office of the Executive Director is involved at some level on all matters concerning CIES.

Members themselves have expressed a keen desire to continue the momentum from the annual conference with an ongoing series of activities and opportunities for connections with other members.

This year we introduced CIES Connect, an integrated social and virtual platform exclusively for members. CIES Connect helps to expand relationships among members, and easily connect within and across group(s). It also provides a centralized space to share content such as files, a calendar of events, pictures, and a group feed within each group and/or the CIES community at large. With CIES Connect, each group can easily see and access its members' list, contact information and send mass communications to members.

CIES has benefited greatly from the continuing professionalization of administration and services for members. For example the introduction of a membership system has resulted in the largest ever membership for CIES – over 3200 members - and the highest renewal rate of members from year to year. With an established and solid infrastructure for administration complete with communications systems and financial stability, members are better served and the Society continues to thrive and expand.

There is always more to do to provide better services to members, establish policies and implement more efficient and comprehensive processes and procedures.

We strongly recommend the establishment of a permanent OED for CIES in the near future to maintain the continuity of business operations, member management, and conference activities, and to support and complement the annual changes of Board leadership. We see a permanent OED as the only way to maintain the impetus of an active and stable association the size of CIES and to best serve its members.

Our other recommendations for future implementation include:

1. More equitable membership rates such as tiered membership rates depending on professional status or income.
2. Increased use of accumulated funds - for member research through innovation grants, and the establishment of other publishing opportunities including an online journal and an increase in the number of annual issues of the *CER*
3. Further development of the website to include more information and interaction with members.
4. Continuation of IT projects such as online forms for award applications and approvals for SIG expenditures.

We have had a productive three-year run administering the business of the Society from Florida International University, and we are grateful to the Board members who have supported us and to the membership at large for your continuing contributions to our field.

# CIES 2019 San Francisco

## CIES 2019 Presidential Address



Regina Cortina, CIES President (2018-2019), delivered the 2019 Presidential Address to the 63rd annual conference of the Comparative and International Education Society in San Francisco on April 16, 2019. Entitled *'The Passion for What Is Possible'* in Comparative and International Education, the speech questions the North-South dominance of knowledge production in the field of comparative and international education. Building on theoretical frameworks

developed in the South, it describes changes taking place in Latin American countries to affirm the cultural, ethnic and racial diversity that has long characterized the Americas. The presentation invites researchers to halt the destruction of Indigenous knowledge and instead encourage decolonial thinking and research paradigms that contest North-South hierarchies in order to promote equality and justice in local and global communities.

## CIES 2019 Award Winners

### Honorary Fellows Awards: Reflections on Education for Sustainability

The Honorary Fellows Award was established by CIES in 1982 to honor senior members of the Society who—through a period of life-long service and contribution to the field of comparative and international education as evidenced by scholarship, teaching, research and technical service—have advanced the field qualitatively and significantly.

The following remarks were made by the 2019 Honorary Fellows Awardees, David W. Chapman, Ratna Ghosh, Steve Klees, and Carlos Alberto Torres, during the Awards ceremony to the panel of Honorary Fellows at the Annual CIES Conference, San Francisco, April 17, 2019.

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*David Chapman accepts an Honorary Fellows Award from Regina Cortina, CIES President (2018-19). Photo by Bahia Simons-Lane*

## David W. Chapman | University of Minnesota Reflections on Sustainability

### *The push for sustainability*

I have long been struck by the contradictions embedded in the discussion of sustainability. In its simplest terms, sustainability is the ability of an activity or system to persist. The heightened attention of international development assistance organizations to sustainability is, in part, an offshoot of the increased focus on outcome-based funding in development assistance work.

Development assistance agencies have been widely criticized for the lack of longer-term sustainable outcomes of the projects they sponsor. Too often, when international assistance ends, the activities initiated on the ground also die with little left to show for the effort. Indeed, the lack of sustainable impact is widely seen as a key threat to continued flow of international development assistance.

### *The paradox of sustainability*

During my early career, a lot of the conversation in international development circles centered on the importance of being 'change agents'. The responsibility of people like me, working on international development projects, was to encourage new ways of thinking and new practices. But, once new practices were adopted, the conversation turned to sustainability...keeping those practices and new thinking in place. That sometimes led to curious situations in which each new development initiative

sought to wipe out, or seriously alter, previous development initiatives. Sustainability of the last development project was threatened by the next development project. Moreover, international donors sometimes worked at cross-purposes, with one donor advocating for their particular approach, often not realizing or not caring that it contradicted recent efforts of other donors.

Seemingly each government and donor effort to introduce education reform seeks to modify the persisting characteristics of past initiatives while its proponents want the new structures to be sustained. Each wave of reform builds off of the last, many times by altering it. In short, there has often been a tension between advocating for change versus advocating for sustainability.

### *Tensions around what is supposed to be sustained?*

What people usually mean when they advocate for sustainability is that good things, once achieved, continue to yield the intended positive results. However, in practice, the discussion of sustainability has been more complicated and often contentious, largely because there are multiple competing ideas about what is supposed to be sustained. There are basically three dominant views of sustainability:

**1. Sustainability as local ownership.** From this perspective, sustainability is achieved when activities, processes, and structures implemented with project

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funding persist after the external funding ends. This approach is grounded in an understanding that sustainability depends on community acceptance of the values and mechanisms associated with the innovation. A project is sustained as those involved in it come to feel ownership of it and choose to sustain it. For example, an important component of a USAID-funded education decentralization project in Ghana was to foster community participation and oversight in local schools. To do this, the project established Parent and Teachers' Associations (PTAs) and School Management Committees (SMCs). An explicit goal of the project was that these structures would become part of the ongoing daily life of the school and community after the donor funding ceased. USAID's expectation was that these structures would persist and would serve as the means for the sustainability of school improvement efforts. It didn't quite turn out that way, but that is a different story. The point here is that success was measured in terms of structures being sustained. I have often seen this view of sustainability exhibited in USAID projects.

**2. Sustainability is concerned with overall cumulative benefits of development efforts.** This is essentially an economic model of sustainability. There is less attention to whether components of individual structures or activities were sustained. The focus is on whether the constellation of project activities, taken together, led to improved economic and social benefits for the country. Simply put, sustainability is enhanced when all ships float higher with a rising tide. This view of sustainability basically requires that beneficiaries of development efforts continue to experience the intended economic benefits of those interventions even after the external funding has ended. The economic model is often seen in World Bank projects.

**3. Sustainability as capacity development.** From this perspective, the most important aspect of sustainability is the increased training and experience gained by local participants that they can apply in their future activities. This perspective recognizes that the extent that specific project structures persist or overall economic benefits continue depend on many factors outside the control of project personnel. One of the most direct outcomes of a project is the learning and experience gained by local participants that can shape their future behavior. Sustainability, then, is promoted when participants bring greater capacity to future reform activities due to their

experiences in the present reform. The problem with this definition is that it is too often the "go-to" justification of projects that cannot document more immediately observable successes. When projects have not achieved intended, observable outcomes, there is a tendency to argue that participants gained knowledge they will use in the future.

*Several factors can work against sustainability*

One factor that can inhibit sustainability is the desire of some funding agencies to be able to take credit for the successful outcomes that can be linked to their specific funding. They need to disaggregate the benefits that flow from their specific contribution to know how their specific funding made a difference. The early iterations of the Sector Wide approach to project funding (SWAPs) illustrates this point. The idea of SWAPs is that multiple funders would contribute to a basket of funds that would then be distributed in a coordinated manner and involve local decision makers in a significant way. One benefit of SWAPs is that it reduces competition and redundancy among donors. The downside is that donors lose the ability to link outcomes to their specific financial contribution. In the early days of Sector Wide project funding (SWAPs), the U.S. government was caught in a dilemma. The U.S. Congress wanted evidence that funding allocated to international development assistance was being well spent and leading to intended outcomes. Participation in SWAPs made this difficult.

A second factor that can inhibit sustainability is that funders of development projects may have multiple goals that can work at cross-purposes. Some governments have both a diplomatic and humanitarian purpose in the financial assistance they offer to low-income countries. At times, these can conflict. Aid organizations may support development projects as a way of fostering diplomatic goodwill, even in the face of evidence that the design of activities is flawed. Such a discrepancy may undercut the longer-term sustainability of the initiative.

In summary, my central points are that: (a) Sustainability is an important and worthy goal. However, it would be helpful to move beyond embracing sustainability as such a general 'good'. More nuance in how we understand sustainability is needed; (b) People and organizations disagree about what should be sustained, how sustainability should be measured, and how much sustainability is sufficient to declare success.



Ratna Ghosh makes acceptance remarks after receiving her Honorary Fellows Award. Photo by Bahia Simons-Lane

### Ratna Ghosh | McGill University Equity, Education, and Sustainability

The CIES 2019 theme is Education for Sustainability. How does my work in education relate to sustainability?

While education alone cannot achieve sustainable development, the UN Decade of Education for Sustainable Development (2005-2014) was based on the belief that education is an indispensable element for achieving sustainable development. The 2011 Human Development Report asserted that the achievements in human development cannot be sustained without reducing inequality. So, sustainability, education and equity are interlinked. The principle of equity is central to sustainability and the Sustainable Development Goals (SDGs), especially to SDG 4, which is “to ensure inclusive and equitable education for all”, and SDG 5, Gender equality, which focuses on how gender parity in education is crucial for a sustainable future.

My work in education has concentrated on equity in two areas: first, through equity policies and their impact on education systems, and second, through the study of gender and development.

1. My journey with diversity in society, and issues of inclusion and equity began with a graduate course in multiculturalism which I was asked to co-teach with a senior professor in comparative education when I started my career at McGill University. Although my doctoral work had been on development and I have continued to work in that area, I found it a challenge to read up on the topic of Canadian Multiculturalism. Diversity, multiculturalism, racism and discrimination were not quotidian terms at that time, so when I called the bookstore to order the text which was *The Anatomy of Racism* (Goldberg 1990, University of Minnesota Press), I was transferred to the medical section of the bookstore. It was a while before it was clear that the book had nothing to do with human anatomy.

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Canada was the first country in the world to adopt a Policy on Multiculturalism. Prime Minister Pierre Elliott Trudeau encapsulated his vision of a socially progressive nation when he said “Canada must be a just society” – it was a policy that sought to combat discrimination in society. Several policies recognized “... that multiculturalism is a fundamental characteristic of the Canadian heritage and identity and... an invaluable resource in the shaping of Canada’s future”. However, the Policy was initially misinterpreted as being only for those who were ethnically different from the dominant groups (both French and English). Following liberal theories, multicultural education was based on a deficit model. Canadian education has historically been mono-cultural and assimilationist because it reflected the dominant cultures. My work is based on a concept of multi-culturalism involving all students which is a radical shift in worldview because it implies a change in power relations, and has tremendous implications for the identity and self-concept of students. For groups which are “different”, it is the right to be different which implies that one may be diversely different from another but equal in dignity and rights, and their physical/cultural/ socio-economic differences do not make them different in their abilities. The meanings given to difference are socially constructed but change over time and space. Difference is not deficiency, and “difference blindness” is demeaning. In this I was greatly influenced by political philosopher at McGill, Charles Taylor and his “Politics of Recognition” (1992).

As the meaning of the concept evolved, I focused on reinterpreting Multiculturalism in Education, both conceptually and in classroom practice, for all students, and to focus on equity rather than ethnicity because discrimination leading to inequality is based on differences not only in ethnicity but also on culture and the social concept of race as well as gender, class, religion, language, sexual orientation, physical/mental challenges and their intersections. Since a “just society” would imply social justice and lack of discrimination, I understand Multiculturalism to mean inclusiveness, and multicultural education to be inclusive education which has implications not only for the structure and content of the curriculum, the culture of the classroom and the school environment,

but most importantly for teacher education. In today’s world “super-diversity” poses a significant challenge to schools and teachers in providing equitable learning experiences to students.

To change the focus in multicultural education from ethnicity to difference and equity, in 1996 I wrote a book *Redefining Multicultural Education* (Canadian Scholars’ Press; in 2014 the 3rd edition was co-authored with Mariusz Galczynski with a subtitle Inclusion and the Right to be Different). Another book, *Education and the Politics of Difference: Canadian Perspectives* was published in 2004 and co-authored with Ali Abdi (Canadian Scholars’ Press, 2nd edition 2013).

My work includes comparative research on policies and practices in equity and education in different countries. More recently, I have started working in the areas of refugee education, secularism and religion in education (following the introduction of the Secularism Bill in Quebec), along with a focus on violent extremism in the emerging area of education and security.

In this area I have been involved with the question of how education (soft power), not surveillance (hard power), is most effective in countering violent extremism which is typically fought with expensive and reactive policing. The idea is not that the goal of schools should be security issues but that education should aim to develop global citizens who are resilient and would look for peaceful means to change. Co-authored with students, our 81-page report: *Education and Security: A Global Literature Review on the Role of Education in Countering Violent Religious Extremism*, commissioned by a think-tank in the UK (Tony Blair Faith Foundation), was among the first in the area of education and security to be put online in 2016. An article in the Canadian Foreign Policy Journal called ‘Can education counter violent religious extremism?’ (2016) critiquing the Canadian government’s counter-terrorism bill which does not mention education is highly cited. That even a few youths who have been educated and socialized in Canadian schools and society have turned to violent ideologies and become morally disengaged should be a matter of concern, especially to Canadian policy makers and

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educators. Whether they are in Canada, or have returned to Canada from ISIS territory, this is a matter of national and social security which are essential for sustainability. Our research lab showcasing this research is PEER (Preventing Extremism through Educational Research). While radical ideas in themselves are not necessarily a problem – it is said, for example that freedom is still the most radical idea of all – to have sustainable peaceful societies we need to avoid violence and insecurity. In looking for peaceful solutions to issues that may cause unrest, I find Gandhi's philosophy to be powerful if applied to education. Gandhi is known around the globe for leading the greatest non-violent, anti-colonial struggle in history, and his ideas of non-violence and satyagraha are emulated by many. But unlike Freire, Gandhi is not known in the West for the relevance of his ideas in education. Lately, I have been looking into applying his ideas for global citizenship.

2. In the area of education in countries of the geographical South, especially women's education, UN documents (Education For All, Millennium Development Goals), and currently the Sustainable Development Goals (SDGs) which address the intersections of the global challenges we face today (poverty, inequality and sustainability), have undoubtedly helped in raising women's levels of education and employment, and this has improved the lives of many women. However, for women who still bear the burden of tradition, custom and culture in many parts of the world, education has not necessarily changed their status or their lives. My efforts in empirical research in India have been to see if affirmative action and education raise women's opportunities and consciousness and give them agency and voice to challenge their oppression

(following Freire) and whether they increase women's capabilities (following Amartya Sen). At Independence, the Indian Constitution had several clauses to bring equity in a highly unequal society and redress discrimination towards certain groups such as women, and India was the first country in the world (1950) to have affirmative action, called Reservations. Being a highly stratified society, the positionality of women in India makes their lives and experiences very different. I wanted to work with women at the various social levels. I have worked in the villages of West Bengal to look at women's roles in village councils, on professional education of girls in very expensive private colleges, and most recently middle class women in India caught between globalization and a patriarchal social matrix.

My work on equity and education is informed by my personal experiences of being a woman and a "visible minority" (to use a Canadian term) which have made me passionate about the importance of social justice issues in education, and especially in teacher education, to ensure that teachers who play a crucial role in the lives of youth can empower them to be resilient and ethical citizens who will build inclusive, multicultural societies that must reduce inequalities globally if peace is to be sustainable.

Among the four pillars the UN has seen as supporting sustainability, my work is focused on inclusive social development, as well as peace and security. The Conference description reminds us that concerted action and scholarship in education can thwart hatred and violence, promote human rights and dignity, and help ensure our planet's survival. There is no alternative: in UN Secretary General Ban Ki-Moon's words: "We don't have plan B because there is no planet B!"



Steven J. Klees accepts his Honorary Fellows Award. Photo by Bahia Simons-Lane

Steven J. Klees | University of Maryland

## Education for Sustainable Development

The world is very far from delivering an education for sustainable development. “Development” is such a problematic idea. Equating development with economic growth has been a disaster. Indigenous concepts like *Buen Vivir* in Latin America or *Ubuntu* in Africa perhaps offer different and more sensible directions (Sousa Santos 2014). To me, too much of what we are doing today in terms of research, policy, and practice in the areas of education and development makes little sense. In this short talk I want to briefly indicate why I think that is so, look at what directions have been a waste of time and effort, and indicate what directions might be more productive.

### *My Background and Work*

In the late 1960s and early 1970s, I was fortunate to study at Stanford University in what was at the time a relatively new field — the economics of education — with two young radical economists, Henry Levin and Martin Carnoy. From them and others, I came to question the dominant neoclassical economics framework I was

being taught in the Economics Department. I remember in my 3rd year, a course spent one class on what economists call “second best theory,” which says that if you have even a small deviation from just one of the assumptions of perfect competition, capitalist markets are not efficient. This led to my work over the past many decades arguing that the neoclassical idea of economic efficiency is a bankrupt, meaningless concept in both theory and practice (Klees 2008, 2016a).

If all that is meant by efficiency is that markets deliver goods and services without overall coordination — as was tried and failed in the former Soviet Union — they do. But this is not a reason for “laissez-faire,” i.e. to leave markets alone. Highly regulated and circumscribed markets will still deliver goods and services without overall coordination. And markets need to be regulated in many ways — in my view, market-based capitalism is one of the most inefficient systems I can imagine. How can you call a system efficient, despite how much wealth it produces for some, when it leaves billions

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of people at its margins, often barely surviving, without rewarding or sustainable livelihoods?

Also in graduate school, I started to become critical of quantitative research methods. Variants of regression analysis were supposed to enable us to find the impact of a variable (or program or policy) on some outcome of interest. But the assumptions required for that to be true seemed very much like the assumptions required for prices to be accurate guides to market efficiency – even a small deviation from one of the assumptions led to biased regression coefficients in an unknown direction and to an unknown extent. This critique led to my work over the past many decades of our very limited methodological ability to examine the impact of education (and other) policies and programs. This critique is evidenced by our inability to agree on almost any “findings” from this empirical work, even with the renewed fascination with RCTs (Klees 2016b).

Of course, in this short talk I can’t develop these arguments – if you are interested, I have lots of work that does so. Here I want to focus on some of the implications if I am correct.

#### *What Works?*

We have spent hundreds of millions of dollars on an unproductive search for “what works” in education (and in development and elsewhere although here I will focus on education). Some of the questions we ask are especially stupid – like, does money matter? Like all the “what works” research, such studies never come to an agreed-upon conclusion. And, of course, money matters. UNESCO says we are short \$40 billion/year to achieve even a part of SDG 4 (Klees 2017). So many children are still out of school or face large classes, inadequately trained teachers, a dearth of learning materials, facilities un conducive to learning. Sure it depends on what you spend money on, but this acontextual search for the most effective or cost-effective inputs have gotten us nowhere. There’s no agreement on what the so-called evidence says – and there never will be. Using regression analysis and RCTs to parse the impact of one input “holding all else constant” is reductionist nonsense – these studies are a modern version of Taylorism “time and motion” studies that try to break an irreducible whole into tiny elements and evaluate each separately.

The World Bank’s SABER purports to rank 16,000 indicators of education practices and policies from backward to advanced. How absurd in so many ways (Klees et al. 2019). All I want to say here is that good practices take place in a context and you can’t strip away that context to see whether and how each element -- textbooks, contract teachers, lower class sizes, performance pay, etc. -- “work.” As I said, we are spending hundreds of millions of dollars to do this, but are getting nothing useful or true for it.

What to do in its stead needs more thought. Research and evaluation can be useful as can some quantification and measurement, but not the billiard-ball-like causal reasoning of impact evaluation (Edwards 2018). We need to take more holistic approaches to program evaluation that emphasize participatory, human judgement processes to decide what is working for what ends in what circumstances, why that is so, and how to improve things. Education for sustainable development will not be furthered by results-based finance, outcomes-based education, or these reductionist, one-size-fits-all assessments of impact. We need to take fairer, more thoughtful, participatory approaches to evaluation and policy.

#### *Sustainable Development*

We live in a world where much too often racism, sexism, heterosexism, and ableism are an integral part of structures, cultures, religions, and legal frameworks and policies – a part of the very air we breathe. Some alternatives are easier to imagine than others. While patriarchy, racism, heterosexism, and ableism have long histories and are very difficult to overcome, many of us recognize that these are harmful, and many of us can conceive of a world where they no longer hold sway. The same cannot be said for capitalism.

Capitalism, for the most part, is seen as useful, benign, even necessary, perhaps a permanent feature of humanity’s future. Capitalism is the subject of Margaret Thatcher’s TINA – There is No Alternative. Capitalism has been seen as “the end of history,” “the end of ideology.” But there is no reason to believe that the history of the world’s social and economic and political systems is over. I believe that the likelihood of sustainable development under capitalism is very slim. For the past 20 years, I have been teaching a course I call “Alternative Education, Alternative

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Development” – and as one of the authors we read said we have TAPAS not TINA – There are Plenty of Alternatives, especially at a small scale – cooperative and democratic workplaces, participatory budgeting, participatory politics more broadly speaking, alternative currencies, solidarity economies (Bollier 2015; Klees forthcoming).

And there are a lot of people thinking about and working on larger scale alternatives. As examples, look at the work of Michael Albert and Robin Hahnel on participatory economics – google “Parecon.” Or the organization started by Gar Alperovitz and Gus Speth – google the amazing “Next System Project.” Or the new initiative started by Yanis Varoufakis and Jane and Bernie Sanders – google “Progressive International.” Or the work of Gustavo Esteva – one of our keynote speakers from CIES 2018 – on what he and others are calling Crianza Mutua – Mutual Upbringing – in which representatives of the Zapatista community have been meeting with other alternative communities around the world to flesh out principles and approaches to living very differently on this planet in what some call a radical pluralism – google the wonderful “Global Tapestry of Alternatives.”

The world we live in is a very beautiful and bountiful place. I have been very fortunate to travel extensively, to dozens of countries, as well as in the U.S. My work in education and development has taken me to places of both incredible wealth and devastating deprivation. Everywhere I have been – even in the midst of deprivation -- there is much beauty. Incredible natural beauty. And incredible human beings. People who are generous, caring, and welcoming.

People with an appreciation of the many joys of life, with a sense of humor, with a love of family and place.

Unfortunately, the world we live in is also an extremely difficult place. So many people – actually billions – live in dire straits. Severe material poverty, conflicts and wars, natural disasters threaten so many people’s very survival. These conditions have existed throughout human history. Today, we have added massive environmental destruction and nuclear holocaust to threaten the very survival of all of us.

Human sensibilities and capabilities have evolved and developed. There is sufficient global economic capacity that no one has to live in severe deprivation. There is sufficient knowledge to avoid environmental destruction and potentially sufficient goodwill and understanding to live together on this planet in peace. Yet we are very far from doing so.

It does not have to be that way. We need a radical transformation simply to survive and a more radical one if we are to thrive. We do not need to wait until 2030 for a better world, and that will be too late for billions, maybe even for all of humanity. Sustainable development means we need a radical, global transformation. We have to radically transform work so that everyone on the planet has rewarding work. We have to radically transform politics so that everyone on the planet has a voice. To transform work and politics we also have to work on transforming ourselves. To do so, as an integral part of achieving a sustainable development, means we also have to radically transform education. I firmly believe we can and fervently hope that we will.

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*Carlos Alberto Torres makes remarks after accepting his Honorary Fellows Award. Photo by Bahia Simons-Lane*

**Carlos Alberto Torres**  
**Distinguished Professor, UCLA**  
**UNESCO Chair on Global Learning and Global Citizenship Education**

## **Rethinking Global Citizenship and Sustainability: Theses of San Francisco**

### Preliminary

As UNESCO Chair on Global Learning and Global Citizenship Education at UCLA, and CIES Honorary Fellow, it is a pleasure to present some of my theses on global citizenship and sustainability that I am elaborating for a new book on the subject. My work in the last two decades has focused on the concepts of Global Citizenship Education and Sustainability which are intimately related to the narrative constructed by the Millennium Development Goals, the Global Education First Initiative of the UN Secretary General Ban-Ki-moon (2012) and the Sustainable Development Goals (2015-2030). SDGs represent a synthesis and improvement on the previous documents. In my analysis SDGs represent the first global utopia of the 21st century. What follows are some of the theses that I am exploring at the moment.

*First Thesis:* The Global Education First Initiative (GEFI) emerges in 2012 as the first ever Educational Initiative of a UN Secretary linking access (education for all), quality

of education, and global citizenship as the lynchpin that provides legitimacy to the overall enterprise. It emerges as a UN narrative confronting the perceived growing fragmentation of multilateralism, the changes that were produced by the different weaves of globalization, and the increasing risk (the risk society theory) which was amplified for the new war technologies with possible catastrophic implications for the planet. As a follow up the SDGs may have attempted, but perhaps failed to highlight, the crisis of the post-war societies confronting tensions between Growth and Sustainability. Particularly fossil-oriented economic growth and the limits of sustainability of the planet as well as the destabilization of ecosystems.

This thesis, following a political sociology of education, emphasizes that without a democratic state we cannot have a democratic education, keeping in mind the importance of democracy in the construction of citizenship. It is imperative to relate democratic education with multiculturalism and citizenship in the digital culture era with hybrid cultures coexisting in the contexts of

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multiple globalizations. In terms of the politics of culture and education, there is an urgency to unpack and criticize the principles of neoliberalism's new common sense in education. So what education is desirable and possible?

Second thesis: Education is not and cannot be only about human capital formation. Rather education is about emancipation. An education for emancipation should be based on post-colonial ethics of emancipation. Without this kind of education, it will be very difficult to construct a global citizenship education linked to a model of sustainability. Hence the work of Paulo Freire and many critical scholars in education are emblematic here. Freire's postcolonial positions were based on his consideration of education as an ethics of love. Enrique Dussel discussed the concept of emancipation as part of a non-Eurocentric liberation ethics, looking at the "other" as oppressed, where the "majority of the humanity finds itself sunk into 'poverty,' unhappiness, suffering, domination, and/or exclusion." It is in this context that Dussel turns to Freire's concept of conscientization as a description of the processes within which liberation ethics unfolds not only in the consciousness of the oppressed but also in those who have shared experiences with the dominated and/or excluded.<sup>1</sup> Freedom, democracy, and critical participation are key ideas that initially constituted the core of Freire's pedagogy of love and education as a post-colonial ethics, as a project of emancipation going well beyond the concepts of human capital. These dilemmas become more prominent in the context of globalization dynamics.

Third thesis: We cannot have a democratic education unless we recognize the need to account for the DNA of globalization and that the crucial issue of these unsettling times is diversity: We shall learn how to cross the lines of diversity. To account for diversity, many theories, methodologies, and practices have been developed, one of the most prominent, though not the only one, is multiculturalism; a process that is now confronting a most serious crisis of identity, praxis, and relevance. We shall then construct a model of global citizenship multicultural education based on a concept of social justice education if we want to protect the planet and protect the lives of people as well. But why do we need a robust citizenship for a strong democracy?

Fourth thesis: Reclaiming Citizenship is a requirement for emancipatory practices. This thesis focuses on the current situation of the U.S., thus let me provide a bit of context. There is a debate in the United States regarding the new National Census to take place in 2020, and whether it should include a question of citizenship of the respondents. The Trump administration is the driving force behind this question which is rejected by civic organizations, the democratic party, demographers, and many social forces claiming that such a question will undercut the population. The most commonly discussed consequences of an undercount are its effect on congressional districts and federal funding. This would affect federal programs, such as Medicaid, Section <sup>8</sup> Housing and school lunch programs.

California is a very liberal state in the Union, and there are many sanctuary cities protecting immigrants. There are many 'dreamers' and undocumented students in our schools and universities which are at risk considering the racist position of the Trump administration towards immigration. There is no question that if there were a citizenship question in the census, undocumented immigrants, and many documented immigrants will be concerned. More so when this question has not been piloted properly because it was introduced late in the planning of the census. In short, this question may definitely result in undercutting a population estimated over 24 million people.

Let me take an example of the problem. We have at UCLA a very progressive social justice oriented Teacher Education Program. This program works to bring more people of color to higher education, creating better educational and economic opportunities. Yet, many in the program refuse to use the term *citizenship* because it is seen as exclusionary, creating even the risk that people who are not legally in the country may not find our UCLA programs or our teachers in classrooms welcoming to people of color. They use alternative terms like *civic engagement*, which is one of the outcomes of proper citizenship practices.

My perspective is very different. We need to reclaim the concept of citizenship, but unpacking this concept in different ways than simply status and role. I have written extensively that citizenship is about civic minimums and civic virtues, and requires an understanding of rights and responsibilities. One

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of the main responsibilities implemented in our programs is to look at citizenship as civic engagement. I could not agree more with this need for advocacy of civic engagement. But this thesis postulates that we need to reclaim the concept of citizenship in the context of global and local politics. We should not allow that the concept of citizenship be appropriated by conservative groups, the AltRight, populist authoritarian groups, or the politics of racial divide and hatred in this country. Without reclaiming the concept of citizenship at a local level, we cannot progress towards global citizenship at a global level, and we will miss an incredible opportunity to link citizenship with multiculturalism, social justice education, and sustainable development. Will the struggle for citizenship and multiculturalism help to produce social justice education and sustainable development in the context of late modern societies' crises?

*Fifth thesis:* The crises of late modern societies can be understood as crises of de-synchronization. Late modernity is based on a principle of acceleration. According to acceleration theory, the essential characteristic of modern societies is that they are only capable of stabilizing themselves dynamically, i.e. they are structurally dependent on growth, acceleration and increases in innovation in order to reproduce the status quo as far as their socio-economic structures and basic institutions are concerned. Arising from this reality is a progressive "logic of escalation" – a logic which causes the promise of cultural progress so closely associated with this complex of increase and escalation to become progressively irrelevant in light of the structural mechanisms of compulsion. Given that time as such cannot be stretched or extended, only compressed, the mechanisms of increase and escalation function as compulsions to accelerate to an ever-increasing degree.

This becomes problematic only (and particularly) where processes of de-synchronization between faster and slower elements of society are revealed. De-synchronization rests on the observation that not all social strata or spheres are equally fit for acceleration, that is: capable of being or willing to be accelerated, so that frictions and tensions emerge at certain intersections of accelerating and resistant or resistive areas. From this perspective, the crises of late modern societies can be understood as crises of de-synchronization:

(1) The ecological crisis appears as de-synchronization between natural cycles and the socially produced pace of commodity usage – natural resources reproduce slower than they are consumed by industry, while the emission of toxic substances occurs too quickly for natural decomposition to compensate.

(2) The crisis of democracy is manifested in the lower overall voter turnout, the growth of protest voters and new extra-parliamentary oppositional movements. These crises can be read as the result of de-synchronization between the time it takes for democratic will formation and decision-making on one side and the market-generated pressure to make political decisions quickly on the other.

(3) One explanatory factor for the global financial and economic crisis that has been unfolding since 2008 may be found in the fact that the different velocities of financial markets and commodity markets or, more precisely of financial market transactions, which can be conducted in computerized form within fractions of a second and the production and consumption of goods in the "real economy", have diverged dramatically.

(4) Finally, the psychological crisis of developed societies, which finds expression in widespread diagnoses of burnout and depression as well as a visible increase in symptoms of anxiety and stress, can be interpreted as a consequence of the de-synchronization of the mind's "own time" (Eigenzeit) and the speed of social processes. In all of these cases we thus seem to be dealing with a temporally specific overburdening of the slower systems.<sup>2</sup> Growth, competition and acceleration, are conceptually and empirically connected to a degree that the latter cannot be decoupled from either of the former.<sup>3</sup> In education, there is a strong current seeking to create an education for social justice.

*Sixth Thesis:* If Social Justice Education is the solution, what is the problem? The problem is the construction of subjectivities under capitalism. Wolfgang Streeck argues that there are two moral imaginaries, or models of subjectivity, or regimes of justification or in Foucault's terminology regimes of truth. One based on the Staatsvolk (national citizen) another on the Marktsvolk (market citizen). The work of Wolfgang Streeck is central to provide a rational argument about the construction of subjectivities under capitalism

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as a central problem for education, including national and global citizenship and sustainability. There is a widespread sense today that capitalism is in critical condition, more so than at any time since the end of the Second World War. Looking back, the crash of 2008 was only the latest in a long sequence of political and economic disorders that began with the end of postwar prosperity in the mid-1970s. Successive crises have proved to be ever more severe, spreading more widely and rapidly through an increasingly interconnected global economy. Global inflation in the 1970s was followed by rising public debt in the 1980s, and fiscal consolidation in the 1990s was accompanied by a steep increase in private-sector indebtedness.<sup>4</sup>

For Streeck, crisis symptoms are many, but prominent among them are three long-term trends. The first is a persistent decline in the rate of economic growth, recently aggravated by the events of 2008. The second, associated with the first, is an equally persistent rise in overall indebtedness in leading capitalist states, where governments, private households and non-financial as well as financial firms have, over forty years, continued to pile up financial obligations. Third, economic inequality, of both income and wealth, has been on the ascent for several decades now, alongside rising debt and declining growth.<sup>5</sup> Streeck tells us that the aftershocks in Europe are tearing the continent apart.<sup>6</sup> Capitalism has reshaped subjectivity, creating the concept of possessive individualism that dominates markets and politics. Global Citizenship Education may offer a substantive answer to the dilemmas of citizenship in capitalism.

*Seventh Thesis:* Global Citizenship Education is an intervention in search for a theory. But given the push from diverse forces at the local and global levels, a comprehensive holistic theory of GCE perhaps may not be possible or even desirable. The alternative is to create a meta-theory of citizenship education and sustainability. I have been working on a meta-theory that I have called the Global Commons, attempting to address the interrelation between systems dynamic self-stabilization and the legitimation principles of modern societies.

Global commons are defined by three basic propositions. The first one is that our planet is our only home, and we have to protect it through a global citizenship sustainable

development education, moving from diagnosis and denunciation into action and policy implementation.

Secondly, global commons are predicated on the idea that global peace is an intangible cultural good of humanity with immaterial value. Global peace is a treasure of humanity.

Thirdly, global commons are predicated on the need to find ways that people who are all equal manage to live together democratically in an ever-growing diverse world, seeking to fulfill their individual and cultural interests and achieving their inalienable rights to life, liberty and the pursuit of happiness.

To summarize all these theses, let's get inspiration in Karl Marx when he said in the *Grundrisse: Foundations of the Political Economy*:

*The concrete is concrete because it is the concentration of many determinations, hence unity of the diverse. It appears in the process of thinking, therefore, as a process of concentration, as a result, not as a point of departure, even though it is the point of departure in reality and hence also the point of departure for observation and conception.<sup>7</sup>*

Following a reading of the young Marx, the recent work of Hartmut Rosa on a theory of resonance give us indications of how to understand the complexities of our late modernity.<sup>8</sup> Let us assume that resonance and alienation are basic categories for a theory of the relationship with the world, which is exactly what these theses on global citizenship education and sustainability seek, to preserve the natural world and to change the world of social relationships of domination.

As I have said in the first anniversary of the attack on the Twin Towers in New York: "We need to realize that while what is happening is extremely urgent, and seems to take precedence over all other preoccupations, we cannot allow fear to reign over our lives. We cannot allow a handful of fundamentalist extremists to dictate what we think and what we need to do. We cannot let the different measures to counteract terrorism make us forget who we are (educators), why we are now in a university (to be better educators, researchers, policy makers, and to serve the public good), and what our most powerful weapons in this struggle are—reason

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and compassion. Martin Luther King's "Let Freedom Ring" resonates as a powerful voice.

Reason is essential because we have learned over so many years of study that there are only two major limits to reason. These are intolerance and chaos, in that order. Compassion is required because we cannot forget the principles that animate our work: the search for social justice, the search for higher learning, the search for a more loving, caring world,

the need to understand our individual responsibility, and the need to love and be loved."<sup>9</sup>

In the end, considering all these complexities, and thanking CIES for this honor to become a CIES Honorary Fellow, I can only say in the lyrics of Milton Nascimento, "Now my life just fits in the palm of my passion."<sup>10</sup>

Thank you very much.

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## Gail P. Kelly Award

This award honors an outstanding doctoral dissertation that addresses social justice and equity issues in an international context.

Emily Morris | University of Minnesota

### ***Performing Graduates, Dropouts, and Pushouts: The Gendered Scripts and Aspirations of Secondary School Students in Zanzibar***



Emily Morris accepts the Gail P. Kelly Award at CIES 2019. Photo by Bahia Simons-Lane.

The story of this dissertation began in 2006 with Ahmad Ali Mohamed and Abrahman Faki Othman, my dear friends and colleagues at the Ministry of Education and Vocational Training (MoEVT) in Zanzibar, Tanzania. We first began working with the 1,200 youth in this study as first graders, analyzing the impact of early childhood education on later learning. This research collaboration spanned the next 13 years across the whole course of the youth's schooling and up to the moment they became labeled in the education system as "graduates" or "dropouts." This dissertation examines how these labels influence youths' aspirations for their futures in gendered ways.

It is a deep honor to accept this award together with Ahmad on behalf of the Ministry, who made this dissertation possible along with our other colleagues at Global Empowerment Theatre and the students and educators at the three schools where this research took place. I would also like to thank Education Development Center for permission to use the initial student data. *Ahsanteni* to my University of Minnesota

community, especially to my amazing advisors Dr. Fran Vavrus and Dr. Joan DeJaeghere, and my committee and mentors Dr. David Chapman and Dr. Ron Aminzade. My gratitude to Dr. Richa Nagar, Dr. Chris Johnstone, and Dr. Roozbeh Shirazi. Thank you to the many colleagues that have edited, advised, and held my newborn daughter so I could finish this dissertation, especially Dr. Anna Farrell, Dr. Richard Bamattre, Sara Musaifer, Dr. Amina Jaafar, Dr. Millicent Adjei, and Dr. Anna Kaiper.

The term *dropout* suggests that youth are deficient in a fair system. However, this study argues that youth rarely drop out of their own volition, but instead leave school because they are pushed and pulled out by a myriad of school, community, and family forces. Through historical documents, intergenerational interviews, and longitudinal analyses, this research traces how becoming a *graduate* has shifted over time, while also highlighting the very real and deep inequities that persist. These inequities are explored further using the popular theatre methodology and through theatre scripts and narratives written and performed by a group of students in their second year of secondary school. A decade after we first started working together, these youth revealed not just who, why, and how boys and girls leave school, but the emotional toll this state of tension and limbo has on their confidence in themselves and their futures.

When we started out on this journey, Ahmad, Abrahman, and I used the term *dropout* indiscriminately. The young men and women's powerful and agentic performances of schooling exposed the danger of this label and fundamentally changed how we work as researchers, Ministry officials, educators, and activists. Thank you to CIES for supporting student research; we are humbled and grateful for this recognition of Dr. Gail P. Kelly's legacy.

## Gail P. Kelly Award

This award honors an outstanding doctoral dissertation that addresses social justice and equity issues in an international context.



Miriam Thangaraj | University of Wisconsin

### ***Silk, School, and Special Economic Zones (SEZs): The reconstruction of childhood, education and labor in Kanchipuram, India***

Miriam Thangaraj receives the Gail P. Kelly Award at CIES 2019.  
Photo by Bahia Simons-Lane.

## George Bereday Award

This award recognizes the most outstanding article published in the *Comparative Education Review* in the preceding calendar year; all published articles are reviewed for their importance in shaping the field, analytic merit, policy implications, concern for theoretical constructs, and implications for future research.



Nicholas Limerick  
Teachers College, Columbia University

### ***“Kichwa or Quichua? Competing Alphabets, Political Histories, and Complicated Reading in Indigenous Language”***

Nicholas Limerick accepts the George Bereday Award at CIES 2019.  
Photo by Bahia Simons-Lane.

I am so grateful to the George Bereday Award committee for the honor and for their vote of confidence in my article. I am also deeply appreciative of my friends and interlocutors in Ecuador who make my research possible, the anonymous reviewers and editors at *Comparative Education Review* for their feedback, and my colleagues at Teachers College for supporting anthropological and linguistic work.

The article looks at how alphabets in Indigenous languages have long been used as political projects by missionaries, state planners, development workers, and activists throughout the Americas, and it considers how the use of different alphabets affects reading today in Kichwa in Ecuador. For example, early US missionaries in Central America believed that introducing

the Spanish alphabet for writing in Indigenous languages would mean that similarities in alphabetic writing would also reflect onto the readers and ease the linguistic assimilation and conversion of Indigenous peoples. Today, as Indigenous activists attempt to reclaim their languages from Spanish using standardized alphabets, they find that many readers learned to read with the Spanish letters and prefer them for that reason. In Ecuador, challenges for language planning are vast, such as in how adult readers note that newer alphabets slow down reading for them and even quell love for reading in Kichwa all. The article serves as a cautionary tale for our (academics and development workers’) involvement in the matters of others, especially in those of traditionally marginalized peoples.

## Joyce Cain Award

This award recognizes an outstanding scholarly publication that explores themes related to people of African descent, in honor of the memory of Joyce Lynn Cain.



Derron Wallace | Brandeis University

### “Safe Routes to School? Black Caribbean Youth Negotiating Police Surveillance in London and New York City”

Published Fall 2018, *Harvard Education Review*

*Derron Wallace accepts the Joyce Cain Award at CIES 2019. Photo by Bahia Simons-Lane*



Elisabeth King | New York University

### “What Kenyan Youth Want and Why it Matters for Peace”

Published April 2018, *African Studies Review*

*This photo was taken in Nairobi, as CIES was just about to start, at a team dinner with members of Women’s Educational Researchers of Kenya (WERK) and others who are important contributors to the project. (My 7-year old daughter, Ella Josephine, is on my lap. She has been a proud supporter of me and my work and tells me she now aspires to work and live in Kenya!)*

Thank you for the honor of the CIES 2019 Joyce Cain Award. My article argues that education and employment programs targeted at building peace are commonly built on an economically-focused “dominant discourse” that makes presumptions about youth and their interests. Through a wealth of qualitative interviews with Nairobi-based teens, I shine a light on the voices of youth themselves to complement, contrast, and challenge what is said about them. In this article, I highlight youth hopes and aspirations. I show that the dominant discourse overlooks self-identity and social connectedness factors that are important to youth, as well as significant limitations imposed by governance and structural conditions. This research is crucial because youth comprise a huge segment of the sub-Saharan African population, their thoughts are typically overlooked, and because those of us gathered at CIES (and of course so many committed to education who are not able to join us) need to critically understand the power and promise of education for, and from the perspective of, this population.

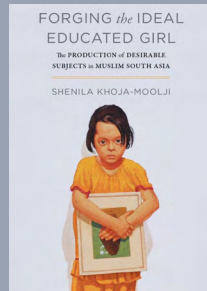
I was so sorry to miss this year’s conference. But, I did so for good reason. I was in Nairobi continuing the broader project of which this article is a piece. My terrific friend and NYU colleague, Dana Burde, along with our superb statistician colleagues Daphna Harel and Jennifer Hill, have elaborated on our earlier

qualitative research into a quantitative study that we call Project THINK: Tracking Hope in Nairobi and Karachi. We follow a group of youth who aspire to higher education in each context, from high school through university entrance exams, and track the trajectories of the youth that go to university as compared to those who do not. We seek to understand the effects of these different pathways on hope, peace and conflict in a way that informs not only research but also policy. We are grateful for the support of the Lyle Spencer Foundation and earlier support of the United States Institute of Peace.

My special thanks to the youth in Nairobi who so generously teach me about the world; the wonderful women of WERK and especially Fred Omondi Otieno and Hedwig Ombunda who conducted many of the interviews for this project; my fabulous NYU collaborators Dana, Daphna and Jennifer; Sarah Dryden-Peterson, a former Joyce Cain Award winner, who thoughtfully nominated me; and this year’s committee for their careful reading and kind words about my contribution. I am honored that my work has been recognized in the spirit of Joyce Cain’s legacy and by this terrific CIES organization. Thank you again.

## Jackie Kirk Award

This award honors a published book that reflects the varied areas of expertise represented in Jackie Kirk's areas of commitment—primarily gender and education and/or education in conflict (fragile states, post conflict, and peace education).



Shenila Khoja-Moolji | Bowdoin College

***Forging the ideal educated girl:  
the production of desirable subjects in  
Muslim South Asia.***

University of California Press (2018).

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# Reflections on CIES 2019 Keynote

## What roles should CIES play when millions are still out of school?

**RADHIKA IYENGAR, PH.D.**, DIRECTOR OF EDUCATION, CENTER FOR SUSTAINABLE DEVELOPMENT,  
THE EARTH INSTITUTE, COLUMBIA UNIVERSITY



Radhika Iyengar

As I write this note, there are at present 263 million children worldwide who are not in school (UNESCO 2016). These children include 61 million primary school age, 60 million adolescents of lower secondary school age, 142 million youth of upper secondary school age. Yes, the numbers still run in millions. The Millennium Development Goals transitioned to Sustainable Development Goals, but many millions remain out-of-school. Not surprisingly, the poorest countries and the most deprived children are the hardest hit. The sub-Saharan region has the greatest number of children out-of-school - 31 million, 52% of the total. Children and youth out-of-school come from the most disadvantaged sub-populations, categorized by wealth, gender, ethnicity and migration status. Not surprisingly, economic deprivation of countries is a significant determinant of educational deprivation and inequality in access and quality. The worst affected are the children who live in conflict-affected areas. It is shocking that not only did these out-of-school numbers not decrease, in fact, they rose from 29% in 2000 to 35% in 2014, an increase of 21 million children (UNESCO 2016). The majority resides in Northern Africa. In short, there is still a long way to ensure that every child completes 12 years of primary and secondary education by 2030. Out of the 125 countries for which data is available, only 64 have at least half of young people complete upper secondary school. In 15 countries, fewer than half of the children have completed primary school (UNESCO 2016).

Education indicators on enrollment and learning are way behind expectation. Globally, the progress has been pathetically slow. The Millennium Development Goals changed to Sustainable Development Goals, but many millions have been deprived of their fundamental human right: to be able to get enrolled in an age-appropriate grade and learn at grade level. What is our responsibility as international education researchers?

Here are some suggested steps. We should be using the CIES platform to conduct as much advocacy as we focus on the research. We should hold governments accountable for these

lagging education indicators. In my opinion, we are all doing a disservice to our community if we don't keep children and their basic human rights as our priority at the conference. Slowly but surely, we are losing the big fight which is to get every child in school and learning well. We should be uniting our forces and demanding these most basic rights. Everything else is secondary when it comes to children who live in conflict-affected areas and have been denied the right to go to school and live in a safe environment. We are losing our focus if we don't voice our concerns about children of pre-school age accompanying their mothers to work. What is the use of talking about nuances at CIES, when these basic human rights are being denied? There is an urgent need to raise funds to address critical issues in education.

Professor Jeffrey Sachs raised many of these issues in his [Key Note Speech](#) in San Francisco this year. He plans to institute an Education Fund for Africa. The funds will ensure that countries have the funds that will be adequate to ensure that all children receive education at least till secondary level. This is a minimal ask from governments. The Education Fund for Africa will provide the finance required to meet the SDGs. Organizations like CIES should become the education forum that takes this plan forward. As education experts, we should be the ones facilitating this process and working with National Ministers. Each year, at the conference, we should take stock of the funds and the progress that countries make to meet Sustainable Development Goals-4 possible.

The panels organized at CIES are a great platform to discuss methodologies and research findings. CIES should invite ministers of education and UN delegates, country ambassadors, World Bank and IMF top officials to ask them the hard questions: why are children not in school? Why aren't they learning? It should be the responsibility of each of us who attends CIES to make ourselves accountable first to the State of Affairs of Education. It should be our moral obligation to ensure that every child has a school that s/he attends. CIES could become a useful platform to hold people and countries accountable for the lack of action. It will be a pity if we do not take-up Professor Jeffrey Sach's call for action and make it our own.

# Reflections on CIES 2019 by Student Attendees

AHMED ATEF, PHD CANDIDATE, GEORGE MASON UNIVERSITY



As a PhD candidate and full-time teacher in the Fairfax County Public Schools system in the Commonwealth of Virginia with a research focus on leading work-based learning programs for immigrant students, I found the CIES 2019 conference an informative and interesting forum for world educators who share common purposes and beliefs. The selection of the theme of sustainability and education was a timely choice, because implementing educational programs necessitates sustainability for their effectiveness and success.

Two sessions in particular attracted my interest: the discussions about CIES identity and the Global Partnership for Education's programs in Yemen. Since 2015, Yemen has been suffering from a war with no peace being attainable soon. This was a matter of interest to me not only because I was born in Yemen, but also because I co-authored a book chapter about how a teacher and his students were transformed by the war in that country. My co-author was a Yemeni teacher who participated in GMU's TEA Fellowship program sponsored by the US State Department in 2014.

WOOMEK KIM, PHD STUDENT, GEORGE MASON UNIVERSITY



*Capturing the moment at CIES 2019 – Woomee Kim, a PhD student from George Mason University and a first-time attendee to CIES 2019*

I have been eyeing for three years to attend my very first CIES conference. The requirement I gave myself was to go when my proposal to present would be accepted and to volunteer if the opportunity was given. Despite its long history, CIES and its annual conference only became my reality when I began my new "career" as a full time PhD student in International Education at GMU. My mental and academic preparations did not disappoint.

Though I have yet to join a SIG, I first gained perspectives from several by volunteering to review conference proposals submitted to five different SIGs. With my research interests in sustainable professional development of teachers in developing countries through online learning, I presented in a refereed-roundtable session with my colleagues from all over the world whose interests that morning were focused on Technology Supported Learning. In between attending sessions of interest, I also volunteered to chair a panel in the CANDE SIG. What struck me as most exciting were the rebuttals to presenters from the audience and the defenses that were made in response. I felt that I was in an arena of intellectuals with differing experiences and opinions and yet with one focus – to move education forward to sustainability, quality, and equity. For sure, I am certain to contribute and to gain from future CIES conferences as I develop as a researcher-advocate.

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**JAY BRADLEY, PHD STUDENT, GEORGE MASON UNIVERSITY**

*Jay Bradley and Woomee Kim, student colleagues from the International Education program at George Mason University and first time attendees to CIES 2019*

As a part-time graduate student and full-time middle school mathematics teacher, it can be challenging to find time to fully attend an academic conference and partake in all of the opportunities that they provide. This year's CIES conference happened to occur during spring break for my school division and I am glad that I made the trip to San Francisco to attend. The presentations, plenary lectures, and round table sessions were all beneficial, but it was the work within the smaller SIG meetings that resonated with me most and provided opportunities to make connections with researchers from around the world.

The Global Mathematics SIG meetings helped me to identify a group of fellow educators who are passionate about mathematics instruction and willing to provide support and advice as I transition into a new career path. I was also inspired by Dr. Clayborne Carson who delivered a powerful talk for the African Diaspora SIG. Dr. Carson used grassroots examples from the civil rights movement to challenge us to reflect on how curriculum can be used to develop compassionate and benevolent students willing to work for justice.

**MARY JOHNSON, PHD STUDENT, GEORGE MASON UNIVERSITY**

As a PhD student at George Mason University in the field of international education, I focus on gender in conflict. I have been an educator for over 20 years and have deployed on landmine humanitarian assistance missions to Chad. I was very excited to attend my first CIES conference and am happy to share a few words about my experience.

The CIES annual conference was a great opportunity to connect with persons with similar interests that are focused on education, and the variety of personnel and types of offerings let each attendee build her or his own unique experience. On the second day of the conference I made the decision to attend a special session held by the Gender and Education Standing Committee. This symposium was made special by the attendance of nearly all the past chairs of the committee. The respect for each

other and the honesty that these women modeled are the characteristics of the work environment I aspire to help create. Seeing collaboration and reflection in action was one of the highlights of this conference.

I also attended a panel of four researchers, two employing ethnography and two employing critical discourse analysis. The small number of attendees allowed us to place our chairs in a circle and have an intimate and frank discussion about blending results from two different research methods. Branching out and sampling the many types of information sharing enhanced my conference experience. CIES 2019 refreshed and inspired me to go forward with my research pursuits.

# Standing Committee Reports

## Gender & Education Committee

EMILY ANDERSON & CATHERINE VANNER, CO-CHAIRS

We are grateful to all those who contributed who made our CIES 2019 Conference events such a success! We are pleased to provide this synopsis of our conference activities and ongoing initiatives.

### Pre-Conference Workshop

The GEC-sponsored pre-conference workshop organized by Kristy Kelly, Carly Manion, and Karine Lepillez with the support of the Society of Gender Professionals was designed to develop collective and personal strategies to address the inherent politics of inequality in gender and education research and practice. The workshop had 30 participants in attendance and led to a fruitful discussion focused on the challenges and ethics of co-publishing for academics and practitioners and on providing hands-on resources and tools for entering the field, finding a job, negotiating daily rates, etc. for those interested in gender consulting.

### Business Meeting and Open Positions

The 2019 GEC Annual Business Meeting was attended by 36 CIES members and covered topics including the budget, advisory council, research project, and peer mentorship program. It also saw the creation of two new GEC leadership positions: Communications Officer and Administrative Officer, and the dissolution of the former Secretary position. Lisa Yiu took on the Administrative Officer position for the forthcoming year and a call for self-nominations for the Communications Officer position was launched.

**Ongoing:** We also opened a call for nominations for the new GEC Incoming Co-Chair, for which we are still inviting self-nominations via the form available at this [link](#). Anybody interested in more information about the position or who would like to review the full business meeting minutes is invited to contact [gender@cies.us](mailto:gender@cies.us).

### Innovating Gender Monitoring in CIES Research Activities

The Gender and Education Standing Committee of the CIES is mandated by the Board of Directors to monitor gender issues in the Society and to promote the

development of women in its activities and leadership. In recognition that the concept of gender has evolved since the GEC's establishment in 1990, 4 PIs (Christine Min Wotipka, Catherine Vanner, Emily Mann, and Kristy Kelly) from the GEC leadership team and Advisory Council are spearheading a research project entitled Innovating Gender Monitoring in CIES that is funded by a CIES Innovation Research Grant. The study asks: How should the Gender and Education Standing Committee hold the CIES accountable for the promotion of gender inclusivity in their policies, practices, and publications?

Data collection during the CIES annual meeting in San Francisco involved participant observation, focus groups, and participatory roundtable discussions with the support of Research Assistants Katelyn Alderfer, Taylor Spratt, Hannah D'Apice, Jordan Steiner, and Norin Taj. Findings will inform innovations for more inclusive policies, practices and opportunities to benefit all CIES members. They will be shared at the CIES 2020 Conference in Miami, but we welcome any questions or contributions throughout the year.

**Ongoing:** Following the in-person focus groups at CIES 2019, virtual focus groups will take place during Summer 2019. To participate in a virtual focus group, please contact [innovategender@gmail.com](mailto:innovategender@gmail.com).

### GEC Symposium

Organized by former GEC Chairs and 2019 Symposium Planning Committee Co-Chairs, Karen Monkman (DePaul University) and Nancy Kendall (University of Wisconsin-Madison), in consultation with leaders in the GEC community, the Symposium brought scholars and practitioners together for an interactive, participatory double-session on the role of the GEC in monitoring gender equality within CIES.

The symposium began with a panel discussion with former GEC Co-Chairs to provide historical memory on the GEC's activities from its inception in 1990 to the present day.

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Following the panel and discussion, participants engaged in participatory roundtable activities to reflect upon past initiatives and identify opportunities to (re)conceptualize gender within the Society's policies and practices. This information was collected as part of the GEC's Innovating Gender Monitoring in CIES research project.

This pictures shows some of the current and former GEC Chairs and Co-Chairs who participated in the panel. From top left: Kristy Kelly, Vilma Seeburg, Shirley Miske, Karen Biraimah, Supriya Baily, Karen Monkman, Nancy Kendall. From bottom left: Catherine Vanner, Carly Manion, Payal Shah.



*This pictures shows some of the current and former GEC Chairs and Co-Chairs who participated in the panel. From top left: Kristy Kelly, Vilma Seeburg, Shirley Miske, Karen Biraimah, Supriya Baily, Karen Monkman, Nancy Kendall. From bottom left: Catherine Vanner, Carly Manion, Payal Shah.*

Consultation on Gender-Transformative Education  
Plan International, UNICEF, UNGEI and the CIES Gender and Education Standing Committee co-sponsored a consultation on gender-transformative education that invited gender and education scholars and practitioners to provide input into the development of an operational framework to guide gender-transformative education programming. The consultation identified the concepts and theories underpinning the term

gender-transformative education and what it would or does look like in practice. The large turnout fostered a rich conversation that will feed into the development of an open-access white paper, and participants were presented the opportunity to join a reference group if they want to continue to feed into its development. For more information about the results of this consultation or to participate in the reference group please contact [gender@cies.us](mailto:gender@cies.us).

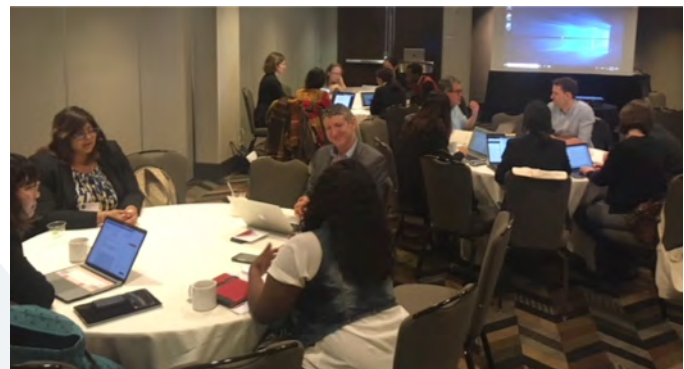
## New Scholars Committee

CIES 2019 was an exciting time for the New Scholars Committee (NSC)! A big “thank you!” to all who participated, contributed, or joined any of our events in San Francisco.

We kicked off the conference with our annual Orientation Breakfast, which was attended by 160 members and various SIG leaders. This is always a fan-favorite for first-time conference attendees to connect with new and returning CIES members. Thank you to all the SIGs who took the time to share information with our membership.



After the Breakfast, we quickly moved into our conference offerings. The Dissertation and Publication Mentoring Workshops held a record number of participants this year with 115 mentees and 30 expert mentors from the CIE field. They joined in closed roundtable sessions over the course of 3 days to engage in stimulating conversation covering a wide-range of topics.



We were also excited to connect with many emerging scholars, academics, and practitioners at our Essentials Series. These panels are open to all, but especially geared toward new and emerging scholars. Topics included wellness and balance in academia, collaboration, publishing, and grant applications. This year, we collaborated with the Gender and Education Committee on a special panel discussing academia and womanhood, which brought to light boundaries, inequities, and relationships in the field.

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As part of our Knowledge Mobilization component, the Essentials Series was recorded, keeping in mind anyone wanting to re-watch the sessions or those unable to join in person. The videos will be posted shortly on our website ([here!](#)).

In addition to the Workshops and Essentials Panels, the NSC Speed Mentoring initiative offered a fun and informal opportunity for new scholars to chat with and ask questions to many practitioners and academics across the CIE field.

One of the main things we endeavor to do as the NSC is to support students financially as we recognize the strain of travelling to conferences, but also the importance of engaging with the vibrant community that is CIES. We were able to distribute 25 travel awards this year based on newcomer status, merit, and majority world contexts.

Thinking ahead: If you are interested in being a mentor next year for our Dissertation or Publication Mentoring Workshops, joining as a leader for speed mentoring, or sharing an idea for an Essentials Session, we would be happy to hear from you. Our email address is [newscholars@cies.us](mailto:newscholars@cies.us). Our socials are: [Website](#), [Facebook](#) and [Twitter](#) (@CIESNewScholars). See you in Miami 2020!

# SIGnatures

## African Diaspora SIG



2019 marked the 4th year for the African Diaspora SIG! We celebrated our 3rd cohort of emerging scholars, 4th annual lecture, expanded our leadership team to 7 members, collaborated with UREAG & 3 other SIGs for the Inaugural Ubuntu Reception, and enjoyed our 1st Pre-conference Meet & Greet at the Museum of the African Diaspora. We welcome everyone to engage in discussions via our Facebook group page (CIES African Diaspora SIG), recruit others to become members and look for updates on new interactive features (COMING SOON) via the official CIES website.

Email: [CIESADSIG@gmail.com](mailto:CIESADSIG@gmail.com)

Search: #CIESADSIG

Join our listserv: [http://eepurl.com/b-Pk\\_5](http://eepurl.com/b-Pk_5)



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## Contemplative Inquiry and Holistic Education (CIHE) SIG

Our mission is to address holistic development and integration of learners' minds, bodies, and spirit through holistic education and contemplative means. We explore philosophical, spiritual, pedagogical, and practice-oriented approaches for cultivating and studying inner growth, combining knowledge and understanding of external realities with awareness of individuals' internal selves. We welcome proposals for CIES 2020 that focus on exploring theories of and approaches to cognitive, emotional, intuitive, creative, relational, ecological, ethical and spiritual learning through a range of contemplative practices and pedagogies. Themes include but are not limited to:

- **Contemplative inquiry** as a practical tool and a deep philosophical, spiritual, and educational approach to lead students, teachers, and researchers to a greater understanding of humanity's oneness;
- **Innovative pedagogies for inner growth and development** through right-brained approaches, such as meditation, qigong, tai chi, yoga, movement, music, dance, storytelling, the visual arts, and reflective writing, combined with left-brained approaches;
- **Creative forms of holistic education** that encourage learners to become engaged in society and a transformative force (poetry, movement, drama, and arts in classrooms);
- **Cultivate contemplative and holistic research methods/methodologies;**
- **Indigenous spirituality and healing through education:** Study and compare educational systems in different parts of the world in terms of how well and how often they engage learners in holistic learning.

Co-Chair: Hyeyoung Bang ([hbang@bgsu.edu](mailto:hbang@bgsu.edu))

Co-Chair: Amanda Fiore ([afiore.umd@gmail.com](mailto:afiore.umd@gmail.com))

## Education, Conflict, and Emergencies SIG



This year at the CIES annual meeting the ECE SIG hosted 37 sessions, which included two highlighted sessions, 23 formal panels, 12 roundtables, and 2 poster presentations. These numbers, which are significantly greater than our numbers from last year, show the increasing visibility of education in contexts of emergency within CIES. Additionally, for the first time, we celebrated two awardees: Seun Adebajo received our annual Travel Award, and Jihae "Jay" Cha received our annual Paper Award.

As Diana Rodríguez-Gómez steps down, the current co-chair, Elisheva (Elly) Cohen will be joined by Samah Al-Sabbagh; together with Anne Marie Shimko Corwith and Chris Henderson (our amazing Unit Planners), the SIG is preparing for a new year. To finalize the team, the SIG will hold

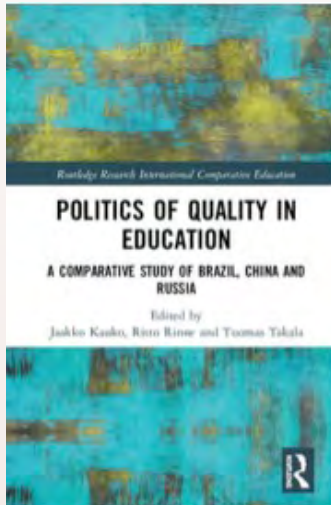
elections for a new Secretariat. Additionally, we are seeking volunteers for the positions of Webmaster, Social Media Manager, and Newsletter Editor. We encourage our members to apply for the ECE SIG awards next year and consider joining the team!

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## Globalization & Education SIG

As part of CIES 2019 we celebrated the winner of the our **SIG's 2019 book award, which was given to *Politics of Quality in Education: A Comparative Study of Brazil, China, and Russia*, edited by Jaakko Kauko, Risto Rinne and Tuomas Takala.** The runner-up to the award was *The State, Business and Education: Public-Private Partnerships Revisited*, edited by Gita Steiner-Khamsi and Alexandra Draxler. Find the abstracts of both contributions below and, to all of the editors and authors, congratulations!



The question of quality has become one of the most important framing factors in education and has been of growing interest to international organisations and national policymakers for decades. This book builds a comparative understanding of political relations in education, with a particular focus on the policies and practices of quality assurance and evaluation (QAE). Tracking QAE processes from international organisations to individual schools, it analyses how QAE changes the dynamics in the roles of state, expertise, and governance.

The book is also an attempt of systematically using a new analytical tool in comparative education, Comparative Analytics of Dynamics in Education (CADEP). It reports of a vast research project, which deals with a burning topic in the field of comparative education.

The book is Open Access and available here:

<https://www.taylorfrancis.com/books/e/9781351362528>



Businesses, philanthropies and non-profit entities are increasingly successful in capturing public funds to support private provision of schooling in developed and developing countries. Coupled with market-based reforms that include weak regulation, control over workforces, standardization of processes and economies of scale, private provision of schooling is often seen to be convenient for both public authorities and businesses. This book examines how the public subsidization of these forms of private education affects quality, equality and the realization of human rights. Find out more [here!](#)

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## Higher Education SIG



During the CIES 2019 annual meeting, the Higher Education SIG held its award ceremony and congratulates: Meseret F. Hailu (Best Dissertation); Sharon Stein (Best dissertation, Honorable Mention); Antigoni Papadimitriou, Daniel C. Levy, Bjørn Stensaker, and Sanja Kanazir (Best Research Article); Jun Li (Best Research Article, Honorable Mention); Jisun Jung, Hugo Horta, and Akiyoshi Yonezawa, Editors (Best Book in Higher Education), Rosalind Latiner Raby and Edward J. Valeau, Editors (Best Book in Higher Education, Honorable Mention); and Leonie Schoelen and Angel Oi Yee Chang (Graduate Student Travel Grant Awardees).

Additionally, the Spring 2019 edition of the Journal of Comparative and International Higher Education has officially been published through the OJED platform. Please use this link (<http://ojed.org/index.php/jcihe/issue/view/62>) to view the current edition.

## Teaching Comparative Education SIG



The Teaching Comparative Education SIG debuted several events at CIES 2019. It organized a well-attended, interactive pre-conference workshop titled *Advancing the Teaching of Comparative & International Education (CIE): Towards Communities of Practice*. The SIG co-sponsored the plenary session titled *Two Approaches to Comparative Education in the Curriculum*, showcasing Professors Martin Carnoy and Jack Schwille discussing their recent publications. At its business meeting, the SIG presented its newly established *Innovative Curriculum Development Awards*. Dr. Alexandra McCormick, from the University of Sydney, was the winner, and Dr. Rosemary Papa, from SOKA University of America, was the runner-up. Priorities for the SIG in the coming months include further developing our community of practice via the CIES Members Network area and the *CIES Perspectives Teaching Corner*, as well as welcoming new leadership.

# WCCES Report

**N'DRI T. ASSIÉ-LUMUMBA**, WCCES President  
Cornell University



I am pleased to inform the CIES members and other *Perspectives* readers that the permanent secretariat of WCCES has returned to its original home of the 1970s, at the UNESCO International Bureau of Education (IBE) in Geneva, Switzerland.

It is also a great pleasure to introduce the inaugural volume of the World Council of Comparative Education Societies Book Series signed in 2018 between WCCES and Brill/Sense. The aim of the series, which is edited by the WCCES President, is to produce scholarly books on topics of global significance addressed from the perspective of comparative education and written in any of the six languages of the United Nations, namely Arabic, Chinese, English, French, Russian, and Spanish. Volumes in English are being accepted by Brill/Sense for publication while arrangements are still in progress for the publications in the other five languages. I wish to express our appreciation to WCCES Counsel Dr. Michael W. Klein, Interim Executive Director of the William J. Hughes Center for Public Policy at Stockton University, for his assistance in the negotiation of the contract.

The first volume in the series scheduled to be published by Brill/Sense in September 2019 is edited by Professor Zehavit Gross. The contributions are mainly drawn from the 2nd WCCES Symposium that was held during January 14-15, 2019 at the headquarters of the UNESCO International Bureau of Education (IBE) on the theme of "Immigrants and Comparative Education: Call to Re/Engagement" which was slightly modified to serve as the title of the book: ***Migrants and Comparative Education: Call to Re/Engagement***.

The Symposium began with a powerful keynote by Honorable Dr. António Manuel Seixas Sampaio da

Nóvoa, Ambassador, Permanent Delegation of Portugal to UNESCO & Professor, University of Lisbon. The title of his keynote address was "Migration, Displacement, and Education - Looking beyond the 2019 GEM report." Eight full panels, most of which were organized as plenary sessions to allow maximum benefits for all participants, followed on related sub-themes: Experiential paradigm in the push-pull dynamics; Inhibiting and enabling factors in settling down process; Tragedy in migration; Primary and Secondary Education; Migrants in the education space; Dimensions of higher education in migration; Proximity, distance and regional dimensions; Success stories in migration. The Symposium concluded with a valedictory speech entitled "L'exclusion des migrants" by Professor Aicha Maherzi, Chair of the WCCES Research Standing Committee, then President of Mediterranean Society of Comparative Education (MESCE) and now President of Mondial Association for Peace by Comparative Education (MAPE). Professor Maherzi also read of her poem "A Gift of Peace." A screening of the film *Human Flow* directed by Ai Weiwei, a performance by the International School of Geneva's Ubuntu Choir, and a tour of Palais des Nations, the United Nations' Office in Geneva, also made significant contributions to the Symposium.

For the aforementioned inaugural volume on migrations, it is worth mentioning that it was not possible to include all the papers that were presented at the symposium. Indeed, the versions presented had to be revised before submitting them to the volume editor who sent out a call for contributions following the Symposium. The papers submitted were sent to reviewers (in some cases several revisions were required) under a very tight deadline. A few additional papers in the volume were not presented at the symposium but were accepted after the same rigorous review process. As the current series editor and on behalf of WCCES, I would like to express our deepest appreciation to Professor Zehavit Gross for

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her impeccable professionalism, intellectual rigor, and reputation as an accomplished and dependable scholar. She has made a significant contribution in helping actualize our commitment to set and maintain subsequently a high standard for the intellectual leadership in producing more relevant and high-quality books in the series.

Two other volumes in the book series 1) based upon the papers presented at the 1st WCCES symposium titled "Comparative Education for Global Citizenship, Peace and Harmony through Ubuntu" that was held at the University of Johannesburg in June 2018, and 2) *Contextualising Education for Development: Relationality and Learning in Oceania* are also in progress.

**Vol. 3 No. 1** of *World Voices Nexus: The WCCES Chronicle* was released recently. This issue includes articles and a poem from/featuring Brazil, China, France, Myanmar, Tanzania and Zambia to showcase comparative perspectives at primary, secondary,

and higher education levels. **Vol. 2 No. 2** of *Global Comparative Education: Journal of the WCCES* has been released and Vol. 3 No. 1 is being finalized. Both the *Chronicle* and the *Journal* publish in any of the six languages of the United Nations and the abstracts are translated in the other five languages. The global community of Comparative Education is encouraged to support the *Journal* and the *Chronicle* by proposing articles, serving as reviewers of the submitted papers and contributing to the book series by submitting monographs, co-authored, edited and co-edited book proposals.

On May 20-24, 2019, the XVII WCCES Congress with the theme "The Future of Education" and hosted by la Sociedad Mexicana de Educación Comparada (SOMECE), was held in Cancún (Mexico).

# CIES Teaching Corner

## Overview

The CIES Teaching Corner aims to provide practical insight from teachers in the academic fields related to CIES. Brought to you by the Teaching Comparative Education SIG, the Teaching Corner highlights diverse pedagogical strategies, innovative lesson plans, dynamic syllabi, reflections on teaching, and related content. The general aim is to strengthen instructional practices and to expand the teaching of Comparative and International Education topics within a range of potential courses. For contributions or ideas,

please contact SIG leaders, Anne Campbell ([accampbell@middlebury.edu](mailto:accampbell@middlebury.edu)) or Donny Baum ([dbaum@byu.edu](mailto:dbaum@byu.edu)).

In this issue, we profile the winner of the 2019 Innovative Curriculum Development Award in Comparative and International Education offered by the Teaching Comparative Education SIG. This award recognizes novel and innovative instructional designs of courses in comparative and international education. The winner of the 2019 Award is Dr. Alexandra McCormick, who has shared insights on her winning course below.



## 2019 Innovative Curriculum Development Award: Global Perspectives, Poverty and Education

**Dr. Alexandra McCormick, Senior Lecturer Sydney School of Education and Social Work, The University of Sydney, Australia**

[alexandra.mccormick@sydney.edu.au](mailto:alexandra.mccormick@sydney.edu.au)

*Alexandra McCormick accepts the Innovative Curriculum Development Award at CIES 2019 with Dr. Florin Salajan, Chair of the Teaching Comparative Education SIG*

In our times of rapidly changing technologies, teaching materials, requirements, and topic areas, as well as students and systems, it can feel as though no sooner has an innovation been implemented, then the next is past due. In this brief overview, I introduce an innovation that was the culmination and extension of a series of incremental 'tweaks'. Its design and implementation involved fruitful and genuinely fun collaboration with colleagues that also mitigated some of the time and workload pressures that are on the rise for teaching academic researchers.

I have coordinated and designed a University of Sydney School of Education and Social Work comparative and international education undergraduate unit of study (course) entitled *Global Perspectives, Poverty and Education*, for the past six years, having taught it for the past decade. The past three years have been jointly with my colleague

Matthew Thomas, who I acknowledge in having contributed substantially to the final design and execution of this innovation.

Amongst recent pedagogical innovations, this is the one that I consider to have had the most significant influence on our students' engagement, learning and perceptions of the topics that we explore over our nine weeks together. Structurally, the change was to replace one of four weekly contact hours with a blended, interactive online tutorial activity that counted both toward attendance and assessment. One prior tweak had been to set an online discussion assessment component, but the decision to fully replace the hour of face-to-face time has facilitated individual responses that are explicitly tied to, and extend on, the content of weekly set texts. In addition, students post two shorter, but substantive, responses to peers' postings,

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and sometimes extend discussion. Students' posts are now referred to in other assessments, including group presentations and written assignments.

Pedagogical aims of the innovation were three-fold. The first was to promote deeper engagement with the literature, or simply commitment to undertaking core readings for many students. In Sydney, and no doubt elsewhere, students – and pre-service teachers in particular – are sensitive to their 'overcrowded curriculum', according to perennial survey feedback. We also intended to support the many who are increasingly engaged in paid work or have caregiver responsibilities. The second aim was to promote another form of collaborative engagement and interactive learning with peers, through developing skills in different genres of written professional communication. The third was to continue course-wide decolonization and diversification of approaches, content, curriculum and genres that I had begun in prior years' revisions.

Weekly prompts take different forms, and this is where the collaborative fun began (and continued later, in reviewing submissions): text rendering (word, phrase, sentence); composing responses from different education stakeholders' perspectives; poems; tweets; and sharing and justifying selection of audio-visual materials. Students' responses are used as stimuli in subsequent face-to-face weekly workshop activities. Workshop discussions and feedback responses about the weekly posts have been overwhelmingly positive, with occasional constructive critiques, mostly related to length or time spent.

As an educator, peer collaboration significantly augmented the benefits of regular independent reflective practice, and our work on the unit was subsequently the focus of a collaborative trio-ethnographic research project with a colleague at the University of Auckland, Dr. Ritesh Shah. A related research article (Shah et al. 2017) provides further insights into the unit overall. The research was comprised of layered auto-ethnographic reflections on our professional biographies, intentions and pedagogical approaches, combined with analysis of student feedback and peer observation. The article locates the unit and process in regional Oceanic contexts.

Shah, R., McCormick, A., Thomas, M. (2017). Shifting tides: Reflecting on regional aspects of our roles as comparative and international educators. *International Education Journal: Comparative Perspectives*, 16(3), 49-68

The following are two examples of student work samples from in-class activities that were tied to the postings, and prompted critical in-class discussions. The first are selected tweets, from Week

3; sets of 3 were distributed amongst students for think-pair-share discussion:

"What is more urgent? Primary, or tertiary.  
#agelongdilemma #chickenandeggquestion  
#youcannothaveitallwithouttheformer #pre2000  
#EDUF3026

PISA the globally famous cousin of NAPLAN #standardised testing #doesnotreflectrealstudents #EDUF3026

How do we keep the EFA relevant in a world that runs on 140 characters? #highrhetoric #lowaction #EDUF3026".

A poem, from week 5:

### Dear educational systems

Education is an inherent human right, yet so many children miss out and that's not alright.

Public and private should all deliver the same education, yet there is a difference in quality which is evident in this generation.

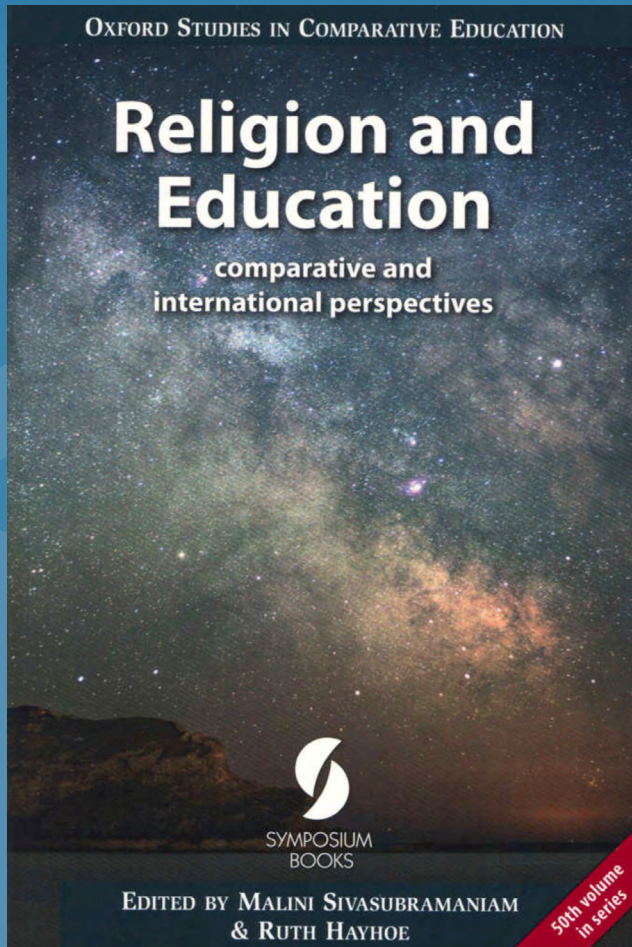
Grades determine intelligence and a future career, dismissing the creative and leaving behind our natives.

Schools have all become a show which reinforce the dominant white status quo.

In the end these students are left to fend for themselves against an unequal system which tells them to change yourself. Waiting for the day they can graduate and never come back to the school gates.

# NEW BOOKS

Published by CIES Members



**Malini Sivasubramaniam & Ruth Hayhoe (Eds.) (2018)**

*Religion and Education: Comparative and International Perspectives*

While religious organisations and faith communities have had a long history of involvement in both schooling and social service delivery in many countries, their role in reaching development goals has not always been explicitly recognised, as is evident even in the United Nations' most recently conceptualised 2030 Agenda for Sustainable Development. The integration of religious dialogue into mainstream development issues is crucial because deep cleavages resulting from the issue of minority religious rights continue to give cause for concern and conflict in many countries. This edited book explores some of these tensions and issues and draws parallels across differing geographical contexts to help enhance our collective and comparative understanding of the role of religious education and institutions in advancing the post-2015 development agenda.

# News and Views from the Field

## We Need to Talk about the Consultancy Industry in Educational Development

**ROSALIE METRO, PhD**, Assistant Teaching Professor, TESOL  
University of Missouri, College of Education

Search the 2019 CIES program for “consultant,” and you will come up with thirty-six hits. “Consultancy”? Zero. In other words, dozens of people identifying as consultants made presentations at CIES, but none of us examined what that means. Many of us work as consultants—as our primary jobs, to supplement our incomes, or because we want to put our expertise into practice. Many of the organizations in the exhibitor’s hall that may give out chocolates and pens are also recruiting consultants and or selling consultancies. At CIES, we talk about global speak (Steiner-Khamsi, 2014), discursive institutionalism (Schmidt, 2008), and globalization/localization (Zajda, 2018). Yet, as an organization, we are not talking enough about the consulting industry as a force in these dynamics.

In the 1990s, at the start of the consultancy boom, it did receive some scholarly attention (Crossley & Broadfoot, 1992; Crossley, 1999). Yet, my search for “consultancy” in *Comparative Education Review* yielded few results. At CIES 2019, I found that while consultancy was sometimes mentioned, it was under-thematized. One exception was Daniel Couch’s (Auckland University of Technology) panel presentation on education-state-society relations. In his presentation, he pointed out that international consultants basically had written higher education policies for Afghanistan, with mixed outcomes (see Couch, 2018). He discussed how the Afghan people, and to some extent Ministry of Education staff, were excluded from important decisions.

This situation is replicated around the world. In Myanmar, the country I study, the National Education Strategic Plan (Myanmar Ministry of Education, 2016) was developed and is being executed according to the same formula. First, inter-governmental organizations such as the Asian Development Bank, JICA, or UNICEF creates a project. Then, consulting firms bid on these projects, assembling teams of consultants to do the work. The process is far

from scientific; determining who ends up doing crucial jobs such as writing curriculum and developing educational policies depends not only on qualifications and experience, but also on professional connections and availability—in other words, on a network of social capital that is virtually impenetrable to the people most affected by the outcomes. This work is also mostly untraceable; consultants don’t usually put their names on what they produce, and so the public can’t hold them accountable. Despite this, consultants are paid with what was, at one point, public money.

Full disclosure: I recently completed a consultancy for the World Bank evaluating new Myanmar primary school textbooks (created by local and international consultants for JICA) for their potential to contribute to social inclusion, human rights, and peace. It was the first time I had taken such a role. I had wanted to do a similar academic project, but the prospect of being able to influence the creation of future textbooks was appealing. I was paid well to learn things I wanted to study anyway—an academic’s dream.

However, I was left with a deep discomfort about my positionality. What does it mean for me to move between my role critiquing textbooks as a scholar and being paid to help create them as a consultant? I reported my consultancy to my university’s compliance department, but their ethics review was designed to make sure I was fulfilling my obligations to the institution, not to determine whether there was a conflict of interest between my roles as scholar and consultant.

I wonder if the reason we at CIES don’t study the consultancy industry is because it’s uncomfortable to talk about who is paying us, how much, and for what role. We see ourselves as people with good intentions who want to help, and no doubt consultants have done great work in education around the world. Critically minded scholars may be able to use consultancies to start or advance

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policy discussions that would not otherwise take place. I wonder, however, about the unintended consequences of this system—the way consultancy pay structures affect local CBOs and NGOs; the flow of money back to the home countries of consultants; the local capacities that are left undeveloped when consultants do the work; and most of all, the simultaneous invisibility and ubiquity of consultants.

In the coming years, let's take up consultancies in educational development as a subject of study. International

consultants, local consultants, and everyone in between, let's pledge to share our positive and negative experiences. Let's integrate the consultancy industry into our theories about how power circulates. This endeavor may involve personal risk and self-critique but will certainly result in collective insight.

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# Blogs and New Media



The Canadian and International Higher Education Blog is based in the Centre for the Study of Canadian and International Higher Education at the Ontario Institute for Studies in Education (OISE) of the University of Toronto. CIHE Director Creso Sá edits the blog.

## THE IMPACT INITIATIVE

### For International Development Research

[Check out the following post by Ruth Hayhoe](#) on "Hong Kong's Educational Dilemma" and what can be done when young people in Hong Kong say, "We are not Chinese, we are Hong Kongers"?

**Check out the Impact Initiative's blog [here](#)**, where ESRC-DFID Raising Learning Outcomes grant holder Dr. Melanie Ehren outlines her key learnings from the Impact Initiative hosted panel which took place at the 2019 CIES conference in April 2019.

Melanie Ehren is a Professor in the Governance of Schools and Education systems, Director of Research institute LEARN! and honorary Professor at University College, Institute of Education. Her academic work focuses on the effectiveness of accountability and evaluation systems and aims to contribute to a greater understanding of the interplay between accountability and the broader education system in tackling inequality and improving student outcomes.





## EDUCATION BEYOND THE HUMAN: TOWARD SYMPOIESIS

*"Sympoiesis is a simple word; it means "making-with." Nothing makes itself; nothing is really autopoietic or self-organizing... earthlings are never alone. That is the radical implication of sympoiesis. Sympoiesis is a word proper to complex, dynamic, responsive, situated, historical systems. It is a word for worlding-with..."*

*–Donna J. Haraway, "Staying with the Trouble" (2016)*

We live in a moment of epochal precarity. Altering life on the entire planet, humans have become the dominant force behind irreversible ecological catastrophe: natural resource depletion, water and air pollution, human overpopulation, species extinction, and a fundamental breakdown of the ecosystems that have sustained life on Earth for millions of years. Various called Anthropocene, Capitalocene, or Chthulucene, this new era signals the end of human exceptionalism and (neo) liberal individualism – the core concepts of Western philosophy and the foundations of modern political economy – as a single vision for surviving on a damaged Earth. **What is required is an urgent redefinition of what it is to be human and a radical reconfiguration of the relationship between human and Earth. The central concern of CIES 2020 is what these planetary changes – and their political, economic, social, and environmental consequences – entail for education.**

How should education respond to a world of shifting planetary boundaries, collapsing ecosystems, and emerging visions? How might we learn from this

uncertain time to construct new comparative genres that extend beyond mere reruns of Western metaphysics (and Western Man)? What education policies, practices, and pedagogies can help re-situate the human within the relational flow of life where everyone and everything – both human and non-human – are deeply interconnected? How can comparative education bridge multiple worldviews – and hence worlds – to turn divides into living contrasts that illuminate our everyday entanglements? CIES 2020 invites the comparative education community and our colleagues in related fields – scholars, artists, policymakers, development aid professionals, and education practitioners alike – to step up to the planetary challenges we face and explore a broad range of questions pertaining to the adequacy of our vocabularies, theories, methods, practices, movements, and ways of being in these precarious times.

**We see Miami as a fitting place to contemplate where we now stand.** When the effects of a 3°C rise in global temperature become real, which is conservatively estimated to happen by 2100, Miami will be completely

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underwater. Even at 2°C global warming, which may happen as soon as the 2030s, forecasts show almost the entire bottom third of Florida – currently home to more than 7 million people – submerged in ocean water. Forecasts are equally devastating for other major cities across the world - from the Hague to Rio de Janeiro, Osaka, and Shanghai - which are declared 'the most vulnerable major cities in the world' to flooding. While radically redrawing the map of the world, these irreversible changes will contribute to resource shortages, cause famines, and trigger mass migrations of climate refugees on a global scale, threatening the lives of the world's poorest and most vulnerable populations and ultimately disrupting life for everyone, everywhere.

From this perspective, the location of the 64th Annual Conference of CIES serves as a stark and timely reminder that our current preoccupation with global education trends – student achievement tests, competitive education league tables, global ranking exercises, and "best practices" – needs to be carefully reexamined and put into a broader, planetary and more than human perspective. Our own survival on the damaged Earth will depend on our capacity to engage with and learn from a wide range of interdisciplinary research and education practices, drawing on diverse voices, sources, methods, theories, evidence, and perspectives. While some may seek immediate solutions within current education paradigms, others will explore comparative education as a space of attuning to and engaging with multiple, more-than-human worlds - the worlds of Nature's seasons and spirits, of ecosystems and environments, of cyborgs and goddesses, or artificial intelligence and ancestors - the worlds that at present remain beyond the horizon of mainstream comparative education.

Conference participants are invited, but not required, to address any of the following themes:

### Education and Planetary Challenges

- Empirical elaborations of the relationships among education, environment, and planetary changes
- Critiques of the 'business-as-usual' approaches to post-2015 educational governance, including attention (or lack thereof) to environment issues in the Sustainable Development Goals (SDGs) and the aid to education initiatives that support them

- Potentials and limitations of Education for Sustainable Development (ESD), including programming that goes beyond the focus on cognitive skills and knowledge and rejects methodological individualism, nationalism, and populism
- Earth-friendly research initiatives, including technological and social alternatives to the current high-carbon research practices that would lead to a cultural change

### Education and (Post)Human Futures

- Reevaluation of human rights and humanism - their traditional roles, objectives, and constructions – in the context of climate change and the human/environment interface
- Approaches in comparative education that engage with ontological alterity, including education policy framings, pedagogies, practices, and spaces that decenter the human
- The role of Artificial Intelligence and emerging technologies in reimagining - and remaking - processes of governance, research, and learning, including creative alternatives opened by posthuman futures

### Education as Sympoiesis

- Multiple knowledges and worlds, political dynamics, and power relations in the educational production of epistemologies and ontologies, including non-Western, indigenous, feminist, and marginalized 'Others'
- Educational engagements with more-than-human-worlds, both in terms of the kinds of imagination necessary to conceive them (science-fiction, speculative fabulation, string figures, speculative feminism, science fact) as well as formal and nonformal educational practices of crossing (to interact with artificial intelligence, multispecies, spirit worlds).

Extreme times call for extreme measures – and opening of spaces for new ideas and practices. Comparative educators are encouraged to use the conference space to traverse epistemological and ontological boundaries that have kept the field largely insulated from discussion of the catastrophe that is unwinding us, and begin to reimagine life - and education - on a damaged Earth.