

Youth-related Sessions at CIES 2017

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Attachment

Empowering El Salvador’s marginalized youth: findings from a labor market assessment and participatory youth assessment

Wed, March 8, 8:00 to 9:30am, Sheraton Atlanta, 2, Valdosta (South Tower)

Session Submission Type: Group Panel

Description of Session

Youth in El Salvador living in municipalities with high levels of violence are twice as likely to be unemployed as the rest of the population. The country is in a critical state, faced with major security issues, poor quality education and a lack of sufficient technical training, and a private sector that often makes hiring decisions based on where youth live rather than their qualifications. Salvadoran youth make up approximately 30 percent of the population and have the potential to help boost economic growth. However, instead of hiring and training youth to be the next generation of the workforce, they are largely excluded from the formal sector out of fear of potential ties to gangs or that they are more susceptible to security issues.

This session will present findings from two studies carried out under USAID’s Bridges to Employment project. Aligned with El Salvador’s Plan Seguro, The Project is designed to assist at-risk youth ages 16-29 in high-crime municipalities by connecting them with spaces and institutions to help them find new or better employment opportunities. Current labor market demand is difficult to assess as up-to-date labor market data is incomplete, comes from multiple sources, and is based on varying sets of criteria. The first study: a labor market assessment, employed a mixed methods approach which included a landscape review, surveying over 200 private sector companies, interviewing associations and federations, and focus groups with microenterprise owners to get a picture of the current labor market from multiple perspectives, growth predictions and potential opportunities for youth. The assessment, and private sector survey in particular, examined which skills – including technical, basic, and soft skills – are needed to help youth attain employment. The objective of the labor market assessment was to identify industry hiring needs, skills expectations, and education and training skills gaps, especially for youth, in targeted business sectors within selected municipalities of El Salvador.

The second assessment: the participatory youth assessment was designed to help understand the vulnerabilities and living conditions of young people from their perspective. The study examined how the vulnerabilities impacted access, barriers and opportunities related to education, vocational training, life skills, work, entrepreneurship, gender equality and citizen participation. Over 1,500 youth were surveyed across 15 municipalities, in addition to workshops with local stakeholders, interviews with key informants and 35 youth focus groups. The ability to hear directly from youth and empower them to be part of shaping the solution was invaluable.

The studies show that given the context of violence in the country, companies have increased the rigor of their recruitment processes, which becomes an obstacle to young people living in high risk areas. In addition, young people believe that many companies require previous experience and work skills (soft and technical skills) which they often do not possess.

The Bridges to Employment team will discuss findings from both studies which helped inform the design of interventions for youth, capacity building, and development of alliances with the private sector to help promote and improve education and training opportunities for youth to better prepare them to be productive members of the workforce.

Sub Unit

SIG: Youth Development and Education

Chair

Leesa Kaplan-Nunes, Development Alternatives, Inc.

Individual Submissions

Mind the Gaps: A Labor Market Assessment Examining Opportunities for Youth in El Salvador, USAID Bridges to Employment - <i>Rebekah Levi, JBS International</i>	>
Participatory Youth Assessment: Access, Obstacles, and Opportunities of Education, Employment, and Entrepreneurship for Youth in El Salvador - <i>Ana Romilda Escamilla, Development Alternatives Inc.</i>	>
Quality of training centers to respond to market demand in El Salvador - <i>Caity Campos, DAI</i>	>
Situation and perceptions of employment policies with prospects for the inclusion of at-risk youth in El Salvador - <i>Leesa Kaplan- Nunes, Development Alternatives, Inc.</i>	>

Navigating Social Transitions: Learning, Earning, and Community in Emerging Adulthood
Tue, March 7, 11:45am to 1:15pm, Sheraton Atlanta, 1, Georgia 9 (South Tower)

Session Submission Type: Group Panel

Description of Session

For all youth, but particularly those living in what are often termed 'low income' countries, limited educational and economic opportunity, as well as a colonial history and a current global upending of many traditional rites of passages, have increasingly left "large sections of young people... 'marginalized' and 'excluded' from education, healthcare, salaried jobs, and even access to the status of 'adulthood'" (Chigunta, Schnurr, James-Wilson, & Torres, 2005, p. 1). For instance, while primary school enrollment rates have risen tremendously over the past decade, secondary school enrollment rates have not increased commensurately (UN, 2015). Likewise, youth under- and unemployment represents a significant barrier; across sub-Saharan Africa, youth represent 47% of the unemployed, although they account for only 32% of the working-aged population (Namatovu, Dawa, Mulira, Katongole, Nyongesa, 2012). When one considers the tremendous growth of youth populations in Africa in particular (UN, 2015), addressing and understanding youth transitions to adulthood and the challenges that lie therewithin becomes an integral part of problematizing (in)equality and examining educational initiatives as a whole. Accordingly, this panel aims to explore the liminality of school to work and 'youthhood' to adulthood transitions, through an exploration of youth experiences across a diverse set of contexts.

The papers included in this panel draw on a mix of methodologies, applied across the African continent, to better understand youth livelihoods. The first paper extends existing research on the functional returns of youth entrepreneurship programming (i.e. employment or self-employment, increases in earnings) for out-of-school youth in East Africa to consider its symbolic returns. Drawing on youth interviews, this paper highlights the ways in which program participation and subsequent earning can facilitate youth transitions to adulthood. The second paper draws on data from youth who were previously out-of-school, but subsequently re-enrolled in formal and VETA schools that were implementing a youth livelihood program in Tanzania. This paper discusses how youth oftentimes earned while attending school, and thus examines how female and male youth drew on social capital to earn in different ways, particularly when faced with discrimination. The final paper examines how young, urban, educated women who participated in entrepreneurship training (ET) programs in Dakar made sense of their economic livelihoods from within the social context of their households and relational networks. Despite minimal economic gains, these women were able to establish themselves socially as "not doing nothing" - a designation rooted in socio-economic logic that is missing from current accounts of urban youth lives.

As youth livelihood programming continues to expand in an effort to better youths' lives, it is essential that we more fully understand the multiplicity of ways in which youth in sub-Saharan Africa fulfill their roles within their families and communities, build and make use of social capital, and participate in the economy to further their livelihoods. Together, these papers give greater insight into youths' experiences navigating social spaces both in school and out of it, with particular attention to the entanglement of their socio-economic contexts and their status as either/both youth and adults.

Sub Unit

SIG: Youth Development and Education

Chair

Elisabeth E Lefebvre, University of Minnesota

Individual Submissions

"Becoming people of the society": (Re)considering non-formal entrepreneurship education's impacts on the lives and livelihoods of out-of-school youth in East Africa - Elisabeth E Lefebvre, University of Minnesota

Linkages between gender, disadvantage, social capital, and earning for female and male youth in Tanzania - Nancy Pellowski Wiger, University of Minnesota

Women and "Not Doing Nothing": Contextualizing the Lives of Young Women in Dakar - Amy Porter, University of Wisconsin

Discussant

Michelle J Bellino, University of Michigan

Countering violent extremism or countering violent exclusion? Youth and the Role of Education in Promoting Conflict or Peace

Tue, March 7, 8:00 to 9:30am, Sheraton Atlanta, 1, Georgia 10 (South Tower)

Session Submission Type: Group Panel

Description of Session

Objectives: Media, lawmakers, and international aid organizations express significant concern about youth idleness and radicalization. In keeping with the theme of this year's conference, "Problematising (In)Equality: The Promise of Comparative and International Education," we note that although international norms and institutions have gained strength in the past several decades and are better equipped to promote education for all, extremist ideology, social divisions, and an unprecedented level of inequitable distribution of resources pose serious challenges to the continued expansion of equitable and universal access to good quality education. Progress toward these goals requires a better understanding of the mechanisms that underpin the relationship between education and conflict, and between extremism and exclusion. This panel explores how young men and women's views, identities, and experiences with formal and nonformal education may promote conflict or positive social change in Nairobi and Karachi, and rural or semi-urban environments in countries as diverse as Afghanistan, Somalia, and Lebanon. We present data about the relationship between youth education and conflict from two primary angles, examining: (1) mechanisms that may contribute to the underlying conditions for conflict or peace as they relate to youth identity, aspirations, and education; (2) strategies that some organizations use to cultivate positive social change among young men and women.

Perspectives or theoretical/conceptual framework: The relationship between education and conflict is under specified. First, some argue that opportunity costs prevent enrolled young people from joining violent groups. If so, does targeted education for civic engagement prevent youth from joining armed groups? Or does cultivating youth voice, identity, and community engagement through art and theater counter violent extremism? Second, it is an article of faith that extremism drives conflict. If so, what is the role of educational aspirations, social divisions, or exclusions? How do refugee youth fit in? And how do young men's and women's trajectories differ? These papers highlight several ways in which education, identity, aspirations, gender, and engagement play a role in reducing or increasing the likelihood of conflict or peace.

Research methods/modes of inquiry: The methods employed in these articles use mixed-methods designs, including extensive in-depth interviews, focus groups, and surveys.

Arguments/Questions/Results: The first paper seeks to understand if efforts to promote secondary education and civic engagement among Somali youth are able to reduce young people's propensity towards violence, illegal migration, and other negative behaviors, by increasing their sense of optimism about the future, strengthening their connection to their communities and improving their perceptions of government. The second paper presents findings from a mixed methods study that investigates how a youth theater program in Afghanistan interacts with the identity characteristics and identity narratives of its youth participants. The third paper explores how aspects of education systems in Karachi and Nairobi (exclusions, inequities) may interact with youth educational aspirations and contribute to underlying conditions for conflict in these cities. The final paper examines the alignment between Syrian refugees' educational aspirations and the educational policies of international organizations, finding that youth maintain pathways to pursue their original ambitions while satisfying donor interests.

Sub Unit

SIG: Education Conflict and Emergencies

Chair

Dana Burde, New York University

Individual Submissions

Examining the Impact of Education and Civic Engagement on Youth Engagement in Violence in Somaliland - Beza Tesfaye, Mercy Corps

Investigating an Arts-Based Approach to Youth Identity and Peacebuilding - Heddy K Lahmann, New York University

Countering violent extremism or countering violent exclusion? Youth Educational Aspirations and Conflict or Peace in Karachi and Nairobi - Dana Burde, New York University; Elisabeth King, New York University

Syrian refugee youths' aspirations and policy alignments in Lebanon - Mdur Chopra, Harvard University

Discussant

Suzanne Grant Lewis, UNESCO-IIEP

Highlighted Session: Marginal Citizenships and Subverted Policy Categories: Critical Approaches to Understanding Youth in CIE

Mon, March 6, 1:15 to 2:45pm, Sheraton Atlanta, 2, Augusta (South Tower)

Session Submission Type: Highlighted Paper Session

Description of Session

Youth account for nearly one third of the current population. That means almost 1.8 billion young people between 10 and 24 years-old inhabit the planet (UN, 2015). Recent events such as the Arab Spring, the Indignados Movement in Spain, the Occupy Movement in the United States, the Umbrella Movement in Hong Kong, and the UN Resolution on Youth, Peace and Security (UNSC, 2015) have helped garner international support for development initiatives that target youth. The development sector has recognized young people's engagement and participation as a key for innovation, wealth creation, and sustainable development (UN, 2015; UNESCO, 2016). While development actors are prioritizing youth over other age groups, the focus on this population, and the consequent allocation of resources, has endorsed the creation and utilization of categories, such as youth at risk, refugee youth, and young offenders. Grounded in debates relating to youth and marginalized citizenships in the global south, the purpose of this panel is to analyze the tensions, affordances, and exclusions created by such categories.

The papers presented in this panel consider the subjective positions of youth in regards to policy. Through interviews with institutionalized youth in a care center in Cape Town, the first presentation explores how youth negotiate the label 'youth at risk.' This research illustrates the limitations of public policy approaches that prioritize 'hard skills' while neglecting the harsh realities of violence-affected areas. This paper engages with how youth reconfigure their identities to make sense of the marginalized nature of citizenship. Drawing from ethnographic data collected with participatory methods, the second paper tackles how youth in Kakuma Refugee Camp interpret their own agency, and civic identification. This presentation illustrates how class content that includes topics such as colonization, neocolonialism, and neoliberal economic development take youth's understanding of their own sense of being beyond their refugee status. By examining and comparing the educational experiences of youth with diverse migratory statuses in Ecuador, the third presentation analyzes how and when the term "refugee" is made to matter. Using interviews and participant observations, this multi-sited study demonstrates the relative absence of the refugee label in formal educational settings, in contrast to its high visibility in nonformal workshops sponsored by NGOs. The final presentation draws from interviews with over 100 Maasai girls in Kajiado County to consider what it is like to become a gendered citizen. This presentation shows how the successful performance of schoolgirlhood requires daily negotiation of conventional Maasai gendered obligations to family and community. Schoolgirls learn to inhabit 'old' norms in 'new' ways. This panel is important to the field of CIE because it makes evident some of the conceptual flaws we face in the field when we approach policy and development labels as discrete, and bounded categories. In doing so, it introduces new theoretical and methodological approaches that help us denaturalize public policy categories as frames for critical research.

Sub Unit

SIG: Citizenship and Democratic Education (CANDE)

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Organizer

Diana Rodríguez-Gómez, Assistant Professor, Universidad de Los Andes

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Individual Submissions

Silently Violent: Education, informal youth interventions, and youth at risk on the Cape Flats - Azeem nur mohammed Badroodien, Centre for International Teacher Education, CPUT, Lorna Balie, Post-Doc Centre for International Teacher Education Cape Peninsula University of Technology, South Africa

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Refugee, student, youth: Reifying and subverting identity labels in Kakuma Refugee Camp - Michelle J Bellino, University of Michigan

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Maasai Schoolgirlhood: Reframing the Regulatory Logics of "Girl Effects" - Heather Switzer, Assistant Professor, Arizona State University

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The Disruption of Refugee Labels in Formal and Non-Formal Settings in Ecuador - Diana Rodríguez-Gómez, Assistant Professor, Universidad de Los Andes

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Discussant

Mieke Lopes Cardozo, University of Amsterdam

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Urban Youth
Wed, March 8, 9:45 to 11:15am, Sheraton Atlanta, 1, Atlanta 5 (North Tower)

Session Submission Type: Paper Session

Sub Unit

General Pool

Individual Submissions

Street Smarts: Leadership & Resilience Among Street-Connected Youth in Addis Ababa, Ethiopia - Maraki Shimelis Kebede, PhD Student at Penn State University

Teaching Mindfulness to Street Youth in Mexico - Francisco J Martinez-Oronoz, Florida State Univeristy

The Cultivation of Children's Positive Intergroup Attitudes: Under the Circumstance of Population Floating in the Chinese context - Lina Geng, Nanjing Normal University; Chen Chen, Nanjing Normal University; Xinwei Zhang, Lehigh University

Can (should) we teach youth to be entrepreneurs? A critical and comparative perspective on entrepreneurship education in low-resource contexts

Wed, March 8, 1:15 to 2:45pm, Sheraton Atlanta, 1, Georgia 13 (South Tower)

Session Submission Type: Group Panel

Description of Session

In the United States an estimated 400 universities offered entrepreneurship education and training (EET) courses in 1995; this number had increased to ~2000 in 2012 (Chambers, 2015). This increased interest in EET has been reflected in youth livelihood development programs in low-resource contexts as well (World Bank, 2013). The World Bank defines EET as “both academic education and formal training interventions that share the broad objective of providing individuals with the entrepreneurial mindsets and skills to support participation and performance in a range of entrepreneurial activities.”

However, the proliferation of EET as a component of youth programming has not been accompanied by increased evidence of the efficacy of entrepreneurship education programs. In 2005 Collete Henry and her colleagues wrote a pair of papers that reviewed the state of EET. They argued that “Despite the growth in entrepreneurship education and training programmes...little uniformity can be found”, and there was limited evidence on the efficacy of EET. Almost a decade later, a World Bank (2013) review of EET came to a similar conclusion, “Amidst the global interest in education and training for entrepreneurship, available and reliable information on program outcomes is relatively sparse.” These conclusions highlight the need to take a critical look at EET and how and when it should be part of our programming for youth in low-resource contexts.

In this panel we provide a critical perspective of EET in three different low-resource contexts, offering programmatic and measurement narratives that question whether and how we should be working on EET in youth programming. We start with an overview of the current state of EET in low-resource contexts and the growth of EET over the last few years. We will follow this with our first presentation from Save the Children's Youth in Action (YiA) program. Working in a variety of rural contexts where employment opportunities are limited, the project made a decision to focus on youth entrepreneurship. We will discuss how youth view these entrepreneurship skills and how we use the perspectives of youth to strengthen the YiA project in Ethiopia and Burkina Faso. Our second presentation will also focus on YiA. We will discuss the programmatic choices that were made in regards to EET, the development of a tool to measure entrepreneurship skills in youth, and the outcomes of a quasi-experimental study on youth self-employment. Our final presentation will be from BRAC's work in Uganda. We will talk about the role of EET in an empowerment and livelihood project for young women in Uganda, reflecting on the role of NGOs in challenging social and cultural norms around youth entrepreneurial pathways. This presentation will end by focusing on the findings from a randomized control trial that demonstrated marked improvements in entrepreneurship skills and outcomes for young women.

References

*Chambers, S. (2015, July 7). Does it pay to train people to set up their own business? Financial Times. Retrieved from www.ft.com.
*Henry, C., Hill, F., & Leitch, C. (2005). Entrepreneurship education and training: Can entrepreneurship be taught? Part I. Education & Training, 47(2), 98–111.
*Henry, C., Hill, F., & Leitch, C. (2005). Entrepreneurship education and training: Can entrepreneurship be taught? Part II. Education + Training, 47(3), 158–169.
*The World Bank. (2013). Framing the global landscape of entrepreneurship education and training programs. Washington D.C.

Sub Unit

SIG: Youth Development and Education

Organizer

Nikhil D'Sa, Save the Children

Individual Submissions

"Even if I won a lot of money, I would need advice on starting a business" - Nolzwe Mhlaba, UNIVERSITY OF MASSACHUSETTS AMHERST; Adane A Miheretu, University of Massachusetts Amherst

Measuring entrepreneurial mindsets & capabilities in Ethiopia: Challenges and strengths - Sarah Moorcroft, Save the Children; Nikhil D'Sa, Save the Children

Empowering women to be entrepreneurs: Evidence from a randomized control trial in Uganda - Aissatou Diallo, BRAC USA; Devon Ritzer, BRAC USA

Discussant

Eric Johnson, RTI

Highlighted Session: Soft Skills Matter! - Research and Application from Around the World
Wed, March 8, 8:00 to 9:30am, Sheraton Atlanta, Grand Ballroom B (South Tower)

Session Submission Type: Highlighted Paper Session

Description of Session

This panel will explore recent research on efforts to promote, define, measure, and offer training in soft skills development for youth. Soft skills are also sometimes referred to as transferable skills, life skills, or 21st century skills, and are a combination of cognitive and non-cognitive skills such as team work, communication, and problem solving, which have been found to be important for success in school, work, and life.

The development of these skills is highly dependent on conditions for learning, where equity is a key concern. School environments for lower-income youth and minorities are less likely to allow them opportunities to acquire and practice these skills (Heckman, 2011). Moreover, equal access to training and employment opportunities for lower-income youth and minorities should be a priority, and soft skills development can help to level the playing field when it comes to employment.

The panel will include the presentation of two global research efforts conducted by the Youth Employment Funders Group and USAID's Youth Power Action that consolidate evidence on soft skill development, terminology around definitions and frameworks, indicators, and assessments tools. These macro-level analyses will be complemented with current experiences in Africa and Latin America and the Caribbean (LAC). The MasterCard Foundation will present three case studies on the scale-up of training on transferable skills within formal education systems in Africa, and FHI 360 and R4D will present the results of research in LAC focusing on the skills gap at the secondary education level. The reports presented by the panel will share outcomes and results related to key soft skills, how they are measured, promising programs for teaching these skills, and early lessons learned from scaling such efforts. This panel seeks to advance efforts to ensure equal access for youth to acquire soft skills that will positively impact their lives.

Sub Unit

SIG: Youth Development and Education

Chair

Ana Florez, FHI 360

Individual Submissions

What Works in Soft Skills for Youth Employment: Galvanizing Action - Clare Ignatowski, University of Pennsylvania

Identifying, Measuring, and Developing Key Cross-sectoral Soft Skills for International Youth Development - Laura Lippman, FHI 360

Case Studies on Integration of Soft Skills in Secondary and TVET Education in Sub-Saharan Africa - Milena Novy-Marx, The Mastercard Foundation

Bridging the Skills Gap: Insights from Employers, Educators, and Youth in Latin America and the Caribbean - Ana Florez, FHI 360; Shubha Jayaram, RESULTS FOR DEVELOPMENT INSTITUTE

Discussant

Nancy Taggart, USAID

East African Youth Skills Development for Livelihoods - " The Data is In"
Mon, March 6, 9:45 to 11:15am, Sheraton Atlanta, 1, Capitol Center (North Tower)

Session Submission Type: Group Panel

Description of Session

With over 50% of East Africa's population being under 15 years of age today, obtaining formal employment is an unlikely reality for a large proportion of the upcoming youth population, where national incomes are driven by the informal economy and small and medium enterprises. Using schools, teachers and existing educational systems we can augment curriculum to prepare these youth for the future. This panel shares experience and empirical evidence collected through RCT's, third party evaluations, and field monitoring demonstrating best practices, sustainability and a significant transition from inequity toward equity for struggling youth striving toward skill development, employment and business enterprise. All three organizations re actively working for systemic change through the Government leadership and curriculum organizations.

In this panel we provide a forum to discuss field and research evidence regarding the supply side and demand side challenges that East Africa youth face in readiness for employment. We will also describe methods, techniques, and resources offered to youth while still in educational settings. Specific panel objectives include; description of the theory of change, addressing unique barriers for girls and vulnerable rural youth face, and specific data indicating best practices, lessons learned to be leverage across all organizations working to address barriers to success for youth as entrepreneurs, in the workforce, and as leaders in their communities. The panel represent unique contextually adapted programs from East Africa including Uganda, Rwanda, Kenya and Tanzania. Evidence from all three panelists includes systemic interventions, low cost models, sustainability, and positioning youth for successful livelihoods.

Theoretical Framework Employed: While each organization approaches implementation differently, all three organizations have a common framework of preparing youth to thrive in the national economy and become leaders of their communities through skill development, leadership, and entrepreneurship development. Africa Education Trust (AET) supports students, teachers and potential employers to map and identify gaps in student's training and relevance to their future job prospects. By identifying gaps, AET is able to work with educators and professionals to develop innovative and creative approaches that smooth students transition to higher education and the work force including establishing mobile science-labs, explore e-learning and extra-curricular clubs to deliver integrated ICT and business workshops. Educate! addresses the educational inequity in Uganda and Rwanda by teaching youth to solve poverty for themselves and their communities through entrepreneurship, leadership, and workforce readiness training, business clubs, and mentorship. The models developed target specific opportunity gaps Thanks to these efforts, the programs have evidence and data substantiating outcomes and impact over the past 5 years. Asante Africa Foundation has a specific focus on lifting the rural youth skills to be comparable to urban youth knowledge use a week long intensive " incubator" focused on leadership, personal development, job readiness and entrepreneurial skills. This program is then scaled into school clubs and communities through "Pay it Forward" Projects teaching the youth contextualization skills while to applying and transferring learnings to the broader community while creating ripple impact.

Structure of the panel: This panel will consist of the Moderator acting as the stage setting agent for the follow on panelists. Each panelist will accentuate specific attributes, best practices and evidence of impact moving from inequity toward greater equity. We will facilitate active conversations amongst the audience and the panel members.

Sub Unit

General Pool

Individual Submissions

Replicating Entrepreneurship and Career Guidance Models in Conflict torn East Uganda - Lucy Maina, AFRICA EDUCATIONAL TRUST

Educate!— Imminent Opportunity for Africa-Wide Impact - Meghan Mahoney, Educate! Evaluation Director

Youth Led Sustainable Models for Entering the Economic Landscape - Zelote Loliang'akaki, Asante Africa Foundation; Anne Muli, Asante Africa Foundation - Kenya

Discussant

Ema Graaz, Las Positas College

Highlighted Session: Youth and Society: Structural Constraints and Expressions of Agency
Tue, March 7, 10:00 to 11:30am, Sheraton Atlanta, 2nd Fl, Athens (South Tower)

Session Submission Type: Highlighted Paper Session

Sub Unit

SIG: Youth Development and Education

Chair

Arushi Tenway, Independent Consultant

Individual Submissions

Education and Transition to Work: Evidence from Vietnam, Cambodia and Nepal - Shuang Chen, Princeton University

Youth resilience in context: Examining gendered opportunities and barriers in Managua - Maura Shramko, University of Arizona

Not so rosy: young people's perspectives on education today - Zi Hu, Teachers College, Columbia University; Jiyuan Yu, Harvard Kennedy School

Discussant

David Arthur Balwanz, University of Johannesburg

Academic Publishing and Education in Emergencies: a Mentoring Workshop
Tue, March 7, 11:45am to 1:15pm, Sheraton Atlanta, 1, Georgia 7 (South Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Education Conflict and Emergencies

Individual Submissions

Examining the Concept and Structure of Higher Education for Refugee Youth in Conflict and Crisis Zones - <i>Erin Hayba</i> , University of Geneva / InZone	
Globalization, Higher Education, and Crisis: A Comparative and Historical Account of Displaced Scholars in U.S. Institutions - <i>Chelsea Ann Blackburn Cohen</i> , University of Wisconsin-Madison	
Youth for youth capacity building: A Participatory Action Research (PAR) review of auto-photography for evaluation in Dadaab, Kenya - <i>Allyson Krupar</i> , Pennsylvania State University/ Results Educational Fund	
Struggles for Self-Determination for Migrants Learning to Live in Tijuana Mexico - <i>Abigail Thornton</i> , UCLA	
Unity and Diversity Practices in Diverse Schools in Conflict Settings - <i>Mariana Salmon-Letelier</i> , Teachers College, Columbia University	

Education and Youth Agency: Qualitative Case Studies from Across Africa
Thu, March 9, 1:15 to 2:45pm, Sheraton Atlanta, 2, Valdosta (South Tower)

Session Submission Type: Group Panel

Description of Session

As DeJaeghere, Josic, and McCleary (2016) argue, agency of young people has become a considerable focus of educational and youth research, policy and practice globally. Across Africa and elsewhere in the Global South policymakers and educators alike use the trope of agency as a necessary part of being and becoming an independent adult and a contributing member of society. McLeod (2012) argues that global institutions and goals and national policies increasingly frame agency, participation, and citizenship as imperatives that respond to and foster economic, social, and political changes. Some donor and non-governmental organizations even draw on discourses of agency to signify efforts toward youth participation in development projects, and, more broadly, in the future of their societies. As youth populations across Africa continue to grow and increasingly become the focus of government and non-governmental initiatives, the cases included in this proposed panel provide much needed analysis on the ways in which education, both formal and non-formal, can facilitate and, at times, constrain youth agency. Although the desire to foster agency through educational opportunities often focuses on agentic individuals and positions youth to use their agency to overcome social barriers, these papers argue that youth agency is grounded in communities and social spaces in which youth live, particularly concerning the African context.

This proposed panel examines current perspectives on youth agency from different social, cultural, economic, and political environments. The papers in this panel expand on work recently published in an edited volume on youth agency and education in the Global South (DeJaeghere, Josic, & McCleary, 2016). These in-depth qualitative cases from Egypt, Kenya, and Tanzania contribute theoretically to the debates about agency by demonstrating that as youth exhibit agency in their lives, agentic processes are socially embedded and culturally and economically mediated. The case studies also offer an analysis of youth agency as constructed and reshaped over time and in specific spatial sites. The papers employ qualitative approaches, including ethnography and narrative analysis. This panel suggests that formal and non-formal educational practices play an important role in changing unequal social conditions and producing alternative social imaginations. Not only do these case studies illustrate how agency is contextually contingent (Bajaj, 2009; Murphy-Graham, 2012; Shirazi, 2011), but they show the contradictory possibilities of youth agency with and through structures and norms across different African contexts. These accounts therefore are hopeful and, at times, uncertain, as these cases illustrate, agency is not always transformative or complete.

References:

Bajaj, M. (2009). "I have big things planned for my future": the limits and possibilities of transformative agency in Zambian schools. *Compare: A Journal of Comparative and International Education*, 39(4), 551–568.

DeJaeghere, J. Josic, J. & McCleary, K. (2016). *Education and youth agency: Qualitative case studies in global contexts*. Switzerland: Springer International Publishers.

McLeod, J. (2012). Vulnerability and the neo-liberal youth citizen: A view from Australia. *Comparative Education*, 48 (1), 11–26.

Murphy-Graham, E. (2012). *Opening Minds, Improving Lives: Education and Women's Empowerment in Honduras*. Nashville, TN: Vanderbilt University Press.

Shirazi, R. (2011). When projects of 'empowerment' don't liberate: Locating agency in a 'postcolonial' peace education. *Journal of Peace Education*, 8(3), 277-294.

Sub Unit

SIG: Youth Development and Education

➤

Individual Submissions

The Last Great Hope for Transforming the Lives of Girls: The Rhetorics of Girls' Education in Upper Egypt - Mohamed K Sallam, University of Minnesota

➤

Vocational Training and Agency among Kenyan Youth - Acacia Nikoi, University of Minnesota

➤

Peers, Sexual Relationships, and Agency in Tanzania - Laura L Wangsness Willemsen, University of Minnesota; Anna Ndesamburo Kwayu, Policy Forum, Dar es Salaam, Tanzania

➤

Discussant

Joan DeJaeghere, University of Minnesota

➤

Deconstructing Young People's Engagement in Education: Post-Foundational Approaches
Mon, March 6, 9:45 to 11:15am, Sheraton Atlanta, 1, Georgia 13 (South Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Post-Foundational Approach to Comparative and International Education

Individual Submissions

The Case of Extended TRIZ in Vietnam: An Inquiry into the Generative Power of International Education - <i>Thanh Ha Phung</i> , Vietnam National University Hanoi; <i>Huong Le Nguyen</i> , Michigan State University	
Flipping the Panoptic: Liberian youth break the fourth wall in the Ebola crisis - <i>Jasmine L. Blanks Jones</i> , University of Pennsylvania	
Knowledge as politics: Historicizing the youth, teacher and schooling in Taiwan - <i>Yichen Lee</i> , University of Wisconsin-Madison	
The Cruel Optimism of Higher Education: Incitements to “the Good Life” in Jordan - <i>Roozbeh Roozbeh Shirazi</i> , University of Minnesota	

Learner-Centered and Leadership Opportunities for African Youth
Tue, March 7, 11:45am to 1:15pm, Sheraton Atlanta, 1, Georgia 2 (South Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Africa

Chair

Mary Drinkwater, Ontario Institute for Studies in Education-University of Toronto

Individual Submissions

Associations between learner-centred pedagogy and learning outcomes: Implications from a case study in Tanzania - Nozomi Sakata, University College London, Institute of Education

Educational Caring: A Tanzanian Case Study - Kristeen B Chachage, University of Minnesota; Martin I Mwakalinga, Ukombozi Primary School; Jeff Walls, University of Minnesota, Twin Cities

Tracking Leaders: The Institutionalization of Youth Leadership (for) Development in Africa - Krystal Strong, University of Pennsylvania, Graduate School of Education; Christiana Kallon, University of Pennsylvania; Bintou Diallo, University of Pennsylvania's Graduate School of Education, International Educational Development Program

Impacts of international organizations on the development of human rights education towards the eradication of gender inequalities in Malawi - Pempho Daza Chinkonderji, Bowling Green State University

Voices and Agency: Migrant Youth and Migrant Communities in China
Mon, March 6, 3:15 to 4:45pm, Sheraton Atlanta, 1, Georgia 11 (South Tower)

Session Submission Type: Group Panel

Description of Session

With the continuous growth of internal migration in China over the three decades, the rights and challenges of migrant workers and their children have become a paramount social issue. The growing body of research on migrant children and youth primarily relies on an equity and justice framework, focusing on the institutional barriers that deny them equal access to education and health care, as well as the disparities in their educational and health outcomes compared to urban children.

While research from the equity and disparity framework is undoubtedly necessary, there are consequential limitations that ought to be addressed. Firstly, the current approach tends to focus on either access to educational resources or educational and developmental outcomes (such as academic achievement, graduation/enrollment rates, and rates of psychological disorders), treating the schooling process as a black box. There is little documentation or understanding of what happens within the various types of schools that migrant children attend, or how migrant youth and their families experience schooling. Secondly, existing research often portrays migrant children and migrant communities as victims of inequitable institutional arrangements, calling for institutional reform and social care. What is left out in this picture is the agency of migrant children and their communities: how they make sense of and negotiate with the institutional arrangements that deny them full rights as urban citizens while creating their futures.

This panel seeks to address these limitations. Drawing from fieldwork in four different regions of China involving youth, parents, as well as teachers, we attend to what happens in and around schools, and the lived experiences of migrant youth and their families. We see migrant youth and migrant communities as active agents who participate in creating their own futures and interact with the social structures that constrain their action. Paper 1 uses Photovoice in a people-run-government-assisted migrant school in East Coast China to explore how rapid urbanization in China affects the way migrant children understand their relationships to their hometown in the countryside and their current experience in the cities and suburbs, as well as how they imagine and aspire about their future work and life. Paper 2 draws from in-depth interviews of migrant youth in Southwest and South China to examine in more depth how migrant youth understand the meanings of their schooling and attend to different aspects of the schooling process. Paper 3 brought in the perspectives of teachers and parents to look at migrant schools in Beijing as communities providing space for migrant parents and teachers to form collective identity and mobilize for collective action. Discussant Seeberg draws connections between each paper through a primary focus on the development of agency of various stakeholders in the migrant workers' community in China.

This panel challenges as well as enriches the existing discourses around migrant children education and migrant communities. It highlights the heterogeneous nature of migrant communities and of migrant experiences, and reveals how the agency of migrant youth and migrant communities participate in shaping or transforming the existing institutions.

Sub Unit

SIG: Youth Development and Education

Chair

Xin Xiang, Harvard University

Individual Submissions

How Migrant Children in China Negotiate with Urbanization: A Photovoice Project - Jingjing Lou, Beloit College

Economic Mobility, Moral Cultivation, or Social Transformation? Meanings of Schooling for Migrant Chinese Youth - Xin Xiang, Harvard University

Guanxi and Collective Identity in Urban China's Migrant Communities - Min Yu, Wayne State University

Discussant

vilma seeberg, Kent State University

Highlighting solutions in soft skills development for youth in challenging environments
Mon, March 6, 1:15 to 2:45pm, Sheraton Atlanta, 1, Capitol South (North Tower)

Session Submission Type: Group Panel

Description of Session

Across the world, youth are often excluded from economic opportunities because they lack the appropriate skills to enter the workforce. Soft skills (sometimes referred to as “life skills”) such as critical thinking, communication, self-control, and positive self-concept are increasingly viewed as crucial for ensuring youth livelihood opportunities. However, developing these skills can be challenging, particularly in contexts where conflict and lack of economic opportunity can lead to the assumption that young people themselves are part of the problem. Seeking to highlight promising approaches to these challenges, YouthPower (a USAID initiative) is proposing a panel focused on soft skills development for youth in challenging environments. YouthPower takes a Positive Youth Development (PYD) approach to youth programing: focusing on building youth’s strengths, not dwelling on their deficits, even in the most challenging environments. The panel will bring to the table perspectives from implementers leading soft skills programs in El Salvador, Kenya, Rwanda, Honduras, and the Philippines. As each country faces unique challenges for youth, implementers also present unique perspectives and solutions to soft-skills training and development. Additionally, the panel will gather insights from the YouthPower Cross-Sectoral Skills Community of Practice, on promising approaches to soft-skills development in challenging contexts.

Panellists will represent the following organizations, and respective topics.

DAI Global LLC - Addressing youth soft-skills gaps in areas of crime and violence: Youth in areas of crime and violence often don't have access to the same education and training opportunities accessible in other communities. Bridges to Employment, a USAID-funded project in El Salvador, is using contextually relevant approaches with youth.

Education Development Center - Soft Skills in Action: A project implemented in Rwanda, Honduras, and the Philippines asks youth—alongside their potential employers and educators—to share what soft skills they believe are most valuable for employment and education. Results from the Anchored BFI (a quantitative tool measuring soft skills across cultures), focus group discussions, and youth’s photography of soft skills in action will be shared.

Results for Development (R4D) – Sharing lessons from the YouthPower Cross-Sectoral Skills Community of Practice: As leaders of the YouthPower Cross-Sectoral Skills Community of Practice, R4D facilitates exchange of knowledge, experiences, and ideas to build a better understanding of cross-sectoral skills, their current role and potential for impact on youth development programs. Leveraging the experience of its membership, R4D will present on promising approaches to soft-skills assessment and training in challenging contexts, including low-income, remote, and conflict settings.

Research Triangle Institute - Integrating soft skills in all training in Kenya. Adapting Work readiness skills delivery in rural counties and urban low income areas. Preparing youth in vocational training centres, youth entrepreneurs, integrating soft skills in business skills and financial access curricular, literacy and numeracy curricular.

Sub Unit

General Pool

Chair

Maria Brindlmayer, Pending

Presenters

Rebecca Poveo Pagel, Education Development Center

Leesa Kaplan-Nunes, Development Alternatives, Inc.

Joyce Wafula, RTI

Caitlin Moss, Results for Development Institute

Individual Submissions

Measuring youth's soft skills across cultures: Evidence from the Philippines and Rwanda - Rebecca Poveo Pagel, Education Development Center

Discussant

Michael McCabe, USAID

Promoting dialogue and support for girls and women, youth, and minorities in China and Tanzania
Thu, March 9, 3:00 to 4:30pm, Sheraton Atlanta, Grand Ballroom A (South Tower)

Session Submission Type: Group Panel

Description of Session

This panel speaks directly to the conference themes of problematizing educational (in)equality and teaching and learning. To critically engage in questions that delve deeper into the realms of teaching and learning. Pushing the boundaries of education both physically beyond the school walls as well as in the voices of those who are often silenced in the educational process. Research on educational inequality describes and highlights the inequality that students, girls and women, and minority groups experience and problematize the plight of these stakeholders in the educational process. However, without valuing and having the voices of these stakeholder groups serves to perpetuate inequalities within local contexts as well as globally. The five papers in this panel consider how the absence of these voices shape the opportunities available for these important groups as well as how they are excluded from shaping how their experiences are portrayed. Each paper in this panel not only moves beyond binary descriptions of inequality, but offers deep contextualization of western China and Tanzania from the perspective of rural women, ethnic minority, and youth. We also problematize the theme of teaching and learning through our discussion of learning in terms of moral education, online informal learning, the use of ICTs, and alternate pathways outside the mainstream education. With regard to teaching our papers examine ways that teaching occurs not only in schools from teachers and at home from parents, but also in informal spaces such as online discussion boards and through religious education. Our papers address how youth, girls and women, and minority groups learn and adapt to the challenges of having limited agency due to cultural, economic, and social factors. The first paper examines how religious education for rural girls supported and created a network of support during their daily lives in rural China employing qualitative methods and drawing on Sen's capability approach. The second paper is also a qualitative case study using Sen's capability approach to explore women's empowerment through the use of ICTs in Tanzania. Our third paper is also qualitative and uses an innovative method of exploring online social media in a Uyghur community to understand inequalities in society and schooling in China. Our fourth paper draws on push-pull theory and international social mobility studies and offers a qualitative case study of Western China that focuses on students and their decision-making for alternative international learning, outside the public school system. Our fifth paper utilizes quantitative survey data in rural northwest China and draws on Bronfenbrenner's ecology theory and Duckworth's work on personal perspective to focus on youth and their engagement in learning. The findings from our studies tell a consist narrative that the lives of girls and women, youth, and minority members can be positively supported by families, new technology, religion, and schools. This panel promotes voices that are often silenced in a way that fosters more dialogue and understanding. Girls, women, youth, and Ugyhurs can be supported formally and informally personally, professionally, and economically by their home, school, and community.

Sub Unit

General Pool

Chair

Peggy A. Kong, Lehigh University

Individual Submissions

How a religious education encourages and sustains Chinese village girls' learning, agency, and well-being. - vilma seeberg, Kent State University; Shujuan Luo, Kent State University; Ya Na, Kent State University	
The Intersection of Technology and Education: Empowerment of Tanzanian Women - Kara Kirby, Kent State University	
Informal Education for Ethnic Minorities through Digital Media in Native Language Resources - Rebecca A Clothey, Drexel University School of Education	
Understanding decision-making, motivation and enrollment in the International Education Division of Chinese High Schools: Western China Case Study - Caitlin Fritch, Drexel University	
Nurturing youth's educational engagement through their school and home experiences in Rural Gansu, China - Yuping Zhang, Lehigh University; Peggy A. Kong, Lehigh University	

Discussant

Jennifer H Adams, Drexel University

Youth-related sessions at CIES 2017

Youth workforce development, financing and wage returns
Thu, March 9, 3:00 to 4:30pm, Sheraton Atlanta, 2, Valdosta (South Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Youth Development and Education

Individual Submissions

Demand-Driven Youth Workforce Development Program: Can It Be Done at Scale and Be Self-Financing? - Suezan Lee, USAID; Nancy Taggart, USAID

Effects of Vocational Education on Wage: Case of the Philippines - Seonkyung Choi, Kobe University

Taking Collective Action Using Student Voice: Problematizing Adultcentric Models of Educational Leadership - Jonathan Damiani, Nagoya University of Commerce & Business

Life Skills Education: Measuring Social, Emotional and Cognitive Learning in Children and Youth
Tue, March 7, 11:45am to 1:15pm, Sheraton Atlanta, 2, Valdosta (South Tower)

Session Submission Type: Group Panel

Description of Session

Life skills are critical for healthy development of children and youth. Evidence from low, middle and high-income countries indicates the positive impact that social and emotional development can have on children's academic performance, future employment, resiliency and successful transition into adulthood. Despite global consensus on the importance of skill building to children's lives and future trajectories, the field has yet to coalesce around the understanding that social and emotional learning outcomes are critical to a young person's development.

Social and emotional learning competencies often serve as the core competencies outlined in most programs intended to build social cohesion before, during and after crisis and conflict. Although each program model might vary slightly, many of the most effective evidence-based programs such as conflict resolution, life skills, character education, violence prevention, civic education or peace education are designed to empower children and youth to have improved academic, social and emotional learning outcomes. (Varela et. al, 2013)

Life skills education (LSE) programs are designed across sector and are facilitated in formal and informal educational settings focused on improving overall wellbeing. When children and youth learn in inclusive and supportive learning environments they are able to grow and develop. LSE programs that focus on core social and emotional learning competencies help children and youth build healthy relationships with peers and others, improve academically and foster increased social and self-awareness (CASEL, 2013) Social and emotional competencies help to prevent aggressive behavior and conflict inducing behavior at later ages, and are critical to healthy and positive child development (Aber, Brown & Jones, 2003).

More attention should be given to the importance of social, emotional and cognitive learning and development of children and youth as a foundation for improving their school and life success. Life skills Education program interventions should be designed as comprehensive multi-layered interventions with specific learning outcomes that will help young people build the necessary knowledge and skills needed to succeed in life and school. When we measure social, emotional and cognitive learning outcomes for students we will learn more about how life skills education programs can serve as a critical and instrumental component in educational interventions both in formal and informal settings. Additionally, there will be research that will assist the educational sector in understanding how to create inclusive and supportive environments so that all children and youth can learn, develop and succeed.

This panel will discuss the importance of broadening the scope of life skills education programs to infuse social, emotional and cognitive learning outcomes within the design and measurement of the program intervention. Additionally, we will discuss the importance of measuring and evaluating social, emotional and cognitive learning outcomes and designing evidence based program interventions. Lastly, we will highlight context specific examples of SEL based LSE programs globally that have been piloted and measured.

Sub Unit

SIG: Youth Development and Education

Chair

Meridith Gould, Independent Consultant

Individual Submissions

1. Expanding the Design: A Focus on Social, Emotional, and Cognitive Learning in Life Skills Education - Meridith Gould, Independent Consultant

2. Do SEL infused LSE Programs Work? The Importance of Measuring Outcomes - Tia Kim, Committee for Children

A Meta Analysis of Global Life Skills Education Programs: Emerging Research & Best Practices - Simon Bailey, Aflatoun International

Life Skills Education In Bosnia: A Model for Building Social, Emotional and Cognitive Skills for Youth - Ann Hawley, World Vision International-Bosnia

Discussant

Emily Leys, Independent Consultant

Access to quality education for refugee, displaced and recently resettled youth – approaches, opportunities barriers

Thu, March 9, 11:30am to 1:00pm, Sheraton Atlanta, 1, Georgia 10 (South Tower)

Session Submission Type: Group Panel

Description of Session

For millions of displaced and refugee youth there are numerous barriers to access to education, particularly to education at the tertiary level. Only 50% of the refugee children are attending primary school and only 25% of refugee adolescents attend secondary school (UNESCO – Policy Paper 26, May 2016). Less than 1% of refugee youth have access to higher education (UNHCR, 2014, <http://bit.ly/1pgFNiK>). Even among those who are able to secure a durable solution to their displacement, the time spent without gainful employment and without access to education results in a very difficult transition as they resettle.

While the gap in access to education in refugee and displaced context is very high, there has been growing attention to finding potential solutions to this challenge. . The September 2016 United Nations' Summit for Refugees and Migrants had a number of important side events dedicated to the question of increasing access to quality education for refugee and displaced youth (INEE, 2016, <http://www.ineesite.org/en/unga-2016-education-side-event>)

The objective of this group panel is to take stock of current state of education offerings for refugee and forcibly displaced populations. It seeks to:

- Inform participants of the key issues, challenges and promising trends on access to quality higher education for displaced, refugee and recently resettled youth;
- Explore both the potential and the challenges related to digital and blended education methodologies as one solution to address the huge access gap.
- Suggest policy options at national and international levels that could potentially address some key challenges
- Propose ways in which higher education institutions can support increasing access to education to refugee, displaced and recently resettled youth

This panel will include a unique mix of researchers and practitioners presenting their work (academic research, concept papers, reports from consultations and enquiry) around this emerging and important field of enquiry and practice.

Paper presentations will include:

- 1) Review and analysis of emerging trends, methodologies barriers, and potential of providing access to education to millions of displaced youth via digital education;
- 2) A deeper look at a community-based blended certificate education program, offered in partnerships by two well established universities, which aims to provide youth with practical empowerment training for meaningful work and community-building initiatives;
- 3) An exploration of a pilot designed to address the significant barriers to accessing educational and employment faced by refugee youth as a result of lack of or insufficient documentation for refugee youth; and
- 4) An overview of higher education community responses to the growing refugee and displacement crisis through scholarships, resettlement and support for recently resettled

The session will include short 10-15 minute presentation from each panel member followed by questions from the floor and a moderated discussion around policy implications, institutional engagement and potential future directions for research and enquiry.

Sub Unit

SIG: Education Conflict and Emergencies

➤

Chair

Thomas Edward Tunney, World University Service of Canada

➤

Individual Submissions

Innovation and tertiary education for refugee youth - Martha K Ferede, UNESCO

➤

Blended methodologies in camp/host country context - Emily Wills, Assistant Professor, School of Political Studies, University of Ottawa; Nadia Abu-Zahra, Associate Professor, School of International Development and Global Studies, University of Ottawa

➤

Recognizing Refugee Qualifications: Practical Tips for Credential Assessment - Bryce Loo, Research Associate, World Education Services

➤

Youths, identity and contested values in conflict settings
Mon, March 6, 3:15 to 4:45pm, Sheraton Atlanta, 1st Fl, Atlanta 2 (North Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Education Conflict and Emergencies

>

Chair

Julia Novnița, Center for International Education, University of Massachusetts, Amherst

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Individual Submissions

A narrative analysis of ethno-national identity learning in areas of conflict: Comparing the cases of Greek-Cypriot and Turkish-Cypriot young adults - <i>Christos Anagiotos</i> , PENN STATE UNIVERSITY; <i>Marios Antoniou</i> , University of North Carolina at Chapel Hill	>
From Trouble Makers to Peacebuilders: Students' Role on Promoting Peace and Non-Violent Values in Post/Prone to Conflict Context - <i>Julia Novnița</i> , Center for International Education, University of Massachusetts, Amherst	>
Opening new spaces for dialogue: A study into a special curriculum developed by a bi-lingual school in Israel - <i>Halleli Pinson</i> , Ben-Gurion University; <i>Hanita Hadad Cohen</i> , Ben Gurion University	>
"The moral equivalent of war:" Mobilizing secondary-school youth in conflict-affected areas through community service learning - <i>Stewart Rudy</i> , University of Pennsylvania	>

Evoke Literacy:Engaging Youth in Social Innovation to Improve Literacy
Mon, March 6, 8:00 to 9:30am, Sheraton Atlanta, 1, Capitol South (North Tower)

Session Submission Type: Group Panel

Description of Session

Evoke is a crash course in changing the world, (www.urgentevoke.com) and is an award winning online educational game designed to empower young innovators to start solving urgent social problems, collaborate globally and develop real world ideas to address these challenges. The game was designed by the World Bank to develop 21st century skills of collaboration, critical thinking, information reasoning, and creativity and use game methodologies and entertainment to motivate players to learn. The game has been proven to be effective in engaging youth.

In 2010, Evoke engaged youth in South Africa to address global challenges of food security, power shortages, water security, economic development, women’s empowerment, urban resilience, indigenous knowledge, and crisis networking. The first 10-week EVOKE campaign attracted over 178,000 unique visitors to the site and over 2,345,000 page views. Nearly 20,000 individuals from over 150 countries registered to play. During these 10 weeks, players submitted over 23,500 blog posts (about 335 each day), 4,700 photos and over 1,500 videos. At the end of the game, 74 project ideas (known as 'Evocations') were submitted and the top 25 projects qualified for a one-month on-line challenge with Global Giving resulting in tens of thousands of dollars in additional funds raised. EVOKE was named the 2010 Social Impact game of the year by Games for Change.

This year EVOKE agents from UniMinuto in Soacha, Colombia are working to find solutions to the global challenge of human trafficking over the course of 16 weeks. The field test has 300 students working on missions to create social innovation around the issue of human trafficking with the vulnerable populations of displaced people. The Evoke agents (with guidance from professors at their university) did research and will develop solutions to specific challenges in their community, initial results from the campaign will be presented as part of the panel.

Currently, EVOKE agents are working to address the global challenge of literacy led by All Children Reading: A Grand Challenge for Development (ACR GCD), a partnership between USAID, World Vision and the Australian Government. An engaging illustrated short story developed by a leading science-fiction author, Kathleen Goonan (www.goonan.com) and set in the future guides agents as they embark their journey through 8 Missions and 48 activities. Activities, developed by Dr. John Comings, are designed to encourage agents to engage with their community, understand challenges to literacy, think of solutions to solve the problems and implement them. The Evoke Literacy Campaign builds the four broad clusters of skills that are designated through badges and rewards: Creative Visionary; Deep Collaborator; Systems Thinker; and Empathetic Activist.

The Literacy campaign will be field tested in South Africa and initial results will be presented as a part of this panel. Audience members will be asked to act as EVOKE agents and will play through one EVOKE Mission during the panel session, exploring both the human trafficking and literacy campaigns. This panel is an interactive journey through the EVOKE universe which will show how the game works and how skill development is evaluated.

References
Comings, J.P. Prospects (2015) An evidence-based model for early grade reading programs. 45: 167.
doi:10.1007/s11125-014-9335-9

Sub Unit

General Pool	>
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Individual Submissions

Evoke: Social Innovator Framework - Barbara Freeman, University of California, Berkeley	>
EVOKE: Peace Campaign (Soacha, Colombia) - Robert Hawkins, The World Bank	>
Evoke: Literacy Campaign - Rebecca Leege, World Vision All Children Reading	>

Minding the Gap: Reaching across the education divide to bring alternative education pathways to Africa's most vulnerable children in Zimbabwe and Uganda
Tue, March 7, 4:30 to 6:00pm, Sheraton Atlanta, 1, Georgia 8 (South Tower)

Session Submission Type: Paper Session

Description of Session

While many countries in sub-Saharan Africa promise universal primary education, there remain enormous gaps in the numbers of children receiving basic education. Weak economies, endemic poverty and the HIV epidemic have increased that gap, pushing millions of children into vulnerable conditions and forced out of school for various social and economic reasons. With an estimated 89 million youth – nearly half of all youth in Sub-Saharan Africa – failing to attain a basic education, the future for millions of young people across Africa is in question, with long-term economic impacts for the continent in terms of growth and stability.

In response, the Bantwana Initiative of World Education (Bantwana) is working to change the education outcomes for children by providing alternative education opportunities for youth and developing country-specific program models that meet the needs of out-of-school adolescents. Bantwana has a long-standing commitment to vulnerable children, and understands that even the best pedagogy is lost on children who are hungry, HIV-impacted, abused or fighting health and stress issues within resource-poor regions.

Bantwana's program designs are aligned with national policies and evolved organically from communities and families committed to improving education opportunities for children. Bantwana's programs build on community and family strengths and by engaging stakeholders across education, health, vocational training, and child protection sectors, and comprehensively address the obstacles children face to completing their basic education.

Through this panel, Bantwana will explore how alternative education pathway models can be developed that are strategically aligned with government policy and priorities and respond uniquely to the barriers that prevent the most vulnerable children from accessing education. By exploring tested models that respond the unique needs of highly marginalized children, this panel provides a natural comparative platform through which to explore the CIES conference theme and examining inequalities in education.

The panel will focus on two country programs: Zimbabwe and Uganda, moderated by a representative from Open Society Initiative for Southern Africa (OSISA), which currently funds the Part Time and Continuing Education program in Zimbabwe.

Sub Unit

General Pool

Chair

Velaphi Mamba, World Education, Inc.

Individual Submissions

Minding the Gap: Zimbabwe's Part Time Continuing Education (PTCE) program - Jessica Smolow, World Education, Inc.

Minding the Gap: Uganda's African Youth Empowerment and Development Initiative (AYEDI) - Edon Babu, World Education, Inc.

Educating mothers of HIV-exposed children (0-5) for improved Early Childhood Development - Alexandra Kloos, World Education, Inc.

From Theory to Practice: Re-conceptualizing Education for Adolescents
Wed, March 8, 11:30am to 1:00pm, Sheraton Atlanta, 2, Valdosta (South Tower)

Session Submission Type: Group Panel

Description of Session

One of the great challenges of education is meeting the needs of students at different stages of development and implementing effective policies at the classroom, school, and system levels to meet their needs. This challenge is often most pronounced for adolescent students, whose development involves 5 key dimensions - physical, cognitive, social, emotional, and ethical. Many school systems, especially those in developing contexts, lack optimum conditions to effectively serve adolescents and do not consider how adolescence influences learning when designing activities, structures, and policies. This problem – the inability of secondary education systems to effectively meet the needs of adolescents – too often results in low student performance and inequitable opportunities for adolescent learners.

FHI 360 addresses this problem by drawing on evidence-based best practices in the US that meet the needs of adolescents and making recommendations to adapt them internationally. To begin this panel, we present FHI 360's working paper, *Looking Through the Lens of Adolescent Development to Strengthen Secondary Education*, which provides guidance to policymakers, school leaders, and educators to re-conceptualize secondary education, especially in developing countries, by better understanding how adolescents learn. The paper highlights universal adolescent development dimensions (physical, cognitive, social, emotional, and ethical) and shares examples of evidence-based US secondary school programs that address multiple development dimensions while demonstrating positive impact on student achievement. These programs have important implications at the classroom, school, and system levels for secondary education in developing contexts.

The next two panel presentations highlight case studies from the US and El Salvador that show how FHI 360 has incorporated ideas from this paper (like addressing the 5 adolescent development dimensions) within programming to better serve adolescent students. Work in both contexts involves adaptations of Schools 360, FHI 360's integrated school model that reframes the primary role of the school as ensuring the healthy development of students, focusing equally on academic, social, emotional, and physical development. Schools 360 implements research-based supports to improve student outcomes, including a positive youth development (PYD) approach dedicated to building students' strengths and assets, and the Indicators for Success model, FHI 360's dropout prevention framework that incorporates an early warning system that matches students with tiered supports and interventions to ensure their success.

In the US, FHI 360 has implemented Schools 360 in over 460 middle schools across 15 states, including in New York City as part of the current Community Schools Initiative. Schools 360 has improved school climates and educational equity for at-risk middle school students, helping them stay on-track to high school graduation. In El Salvador, FHI 360 introduced components of Schools 360 to 8 lower secondary schools in 2015 through the Developmental Assets and Student Success Pilot Program, an activity under the USAID Education for Children and Youth Program. The pilot introduced PYD and the Indicators of Success in order to transform educator mindsets and strengthen practices to keep adolescents in school. The lessons learned from this first international adaptation of Schools 360 reveal important considerations for future efforts to re-conceptualize secondary education in developing contexts.

Sub Unit

SIG: Youth Development and Education

Individual Submissions

Looking Through the Lens of Adolescent Development to Strengthen Secondary Education - Arushi Terway, Independent Consultant; Risa Sackman, FHI 360

Schools 360 and NYC Community School Case Study - Risa Sackman, FHI 360

El Salvador Developmental Assets and Student Success Pilot Program - James Hahn, FHI 360

Discussant

Ana Florez, FHI 360

Youth experiences in schooling: Migration, sense of community and segregated schooling
Wed, March 8, 9:45 to 11:15am, Sheraton Atlanta, 2, Valdosta (South Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Youth Development and Education

Individual Submissions

MARA Junior Science Colleges and the Malaysian Education Blueprint: A Critical Discourse Analysis - <i>Mutiara Mohamad</i> , Fairleigh Dickinson University	
Gender Disparity in the Effects of Proximal Contexts on the Development of Civic Commitment among Korean Adolescents - <i>Taehan Kim</i> , Korea National Open University; <i>Young-In Kim</i> , Korea National Open University	
The Crux of Lower Achievement: A Study of Students Who Came from Migrant Families in - <i>Yali Jiang</i> , SiChuan International Studies University, ChongQing, China; <i>Zeng Lin</i> , Department of Sociology Wuhan University,WuHan, China; <i>Yun Teng</i> , Department of Sociology Wuhan University Wuhan, Hubei, P.R. China	

Highlighted Session: Post-Conflict and Post-colonial Perspectives on Peace Education: Case Studies from Around the World

Mon, March 6, 9:45 to 11:15am, Sheraton Atlanta, 3, Piedmont (North Tower)

Session Submission Type: Highlighted Paper Session

Description of Session

Drawing from case studies across the global, this panel critically interrogates the role of peace education in post-conflict and post-colonial settings.

Sub Unit

SIG: Peace Education

Chair

Maria Hantzopoulos, Vassar College

Individual Submissions

Unified education for a unified future: Discussing integrated schools in the case of a post conflict Cyprus. - Marios Antoniou, University of North Carolina at Chapel Hill; Christos Anagnostos, PENN STATE UNIVERSITY

Youth Perspectives on what mediates learning in post-conflict settings - Grace Handy, University of Kansas

Civil Society Institutions' Contributions to Promoting Peace and Pluralism in the Rural, Mountainous Region of Pakistan - Mir Afzal, Nazarbayev University

Problematizing Decolonization and Decolonizing Problematization: Educational Inequality in Trinidad - Hakim Mohandas Amani Williams, Gettysburg College

Problematizing Methodological Approaches to Impact Evaluation in Education and Development

Thu, March 9, 8:00 to 9:30am, Sheraton Atlanta, 1, Georgia 6 (South Tower)

Session Submission Type: Group Panel

Description of Session

Randomized controlled trials (RCTs) and quantitative indicators and data continue to dominate current approaches to assessing policy and program impacts for education and development, despite a call by many international and local development organizations to adopt broader approaches. For example, the Center for Global Development, 3ie, and DfID have all called for broader approaches, mixed methods and the use of qualitative data not only as a supplement to quantitative data and RCT but as a necessary component of impact evaluations. Still, research funding, donor organizations, and NGOs often ascribe to a narrower impact evaluation approach, data and findings. There are a few reasons for this including: 1) that researchers from different disciplines do not often work together to share their approaches and how they can assess different kinds of impact; 2) even when interdisciplinary teams do work together on research or impact evaluations, they do not often bring their data and findings together to bear on new questions and analysis, and 3) that therefore, impact evaluation models often do not differ significantly from previous approaches to measuring the effects of education and development efforts. This panel aims to further the efforts to broaden approaches to impact evaluation by bringing together researchers and practitioners who are working across disciplines, methodologies, and epistemologies. We will discuss how these challenges might be addressed through different approaches to impact evaluation and creative approaches to engaging researchers across disciplines in making meaning and drawing interpretations from their findings.

The first paper, presented by Joan DeJaeghere and Emily Morris, uses a capability approach to frame long-term outcomes of wellbeing for youth livelihood programs in contrast to short-term program impacts. They discuss a 5-year longitudinal mixed-method study to show how quantitative data might reveal short-term positive results but the longitudinal and qualitative data suggest a more complex picture, calling into question epistemological framings of impact and sustainability. The second presenter, Nancy Kendall, challenges the epistemological framing of impact evaluations through three IDE interventions in Malawi and the evaluative frameworks they employed. The paper describes the results of each project's official evaluation and presents a new framework for sustainable development impact evaluation that is rooted in practice theory, ethnographic methodologies (Ball & Aggleton 2012), and participatory data collection approaches. The third paper, presented by Sophia Friedson-Ridenour, examines current efforts in the international development education community to develop indicators to assess progress toward gender equality. She asserts that the efforts have been largely a technical response of mixing quantitative and qualitative methods. Far less attention has been given to the underlying issue of how to mix epistemologies or paradigms. The paper explores the potential for creating an impact evaluation framework that addresses the epistemological silence characteristic of most efforts to develop indicators and evaluation methods for gender equity and empowerment in international development.

Together, these papers aim to challenge the short-sightedness and epistemological narrowness of indicators and impact evaluations while offering alternative frameworks that expand the possibilities of seeing different impacts that occur from educational interventions.

Sub Unit

General Pool

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Chair

Joan Joan DeJaeghere, University of Minnesota

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Individual Submissions

Reframing impacts of education and youth programs through a longitudinal approach to wellbeing - Joan Joan DeJaeghere, University of Minnesota; Richard Bamattre, University of Minnesota; Emily Morris, University of Minnesota

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Impact Evaluation in Practice: Rethinking How and What We Know about the Consequences of International Development Education - Nancy Kendall, UW-Madison

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Gendered Impact Methods, Methodologies, and Epistemologies - Sophia Friedson-Ridenour, University of Wisconsin-Madison; Nancy Kendall, UW-Madison

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Incentives and narratives – why the donor quest for multiple methods continues - Rachel Hinton, DfID

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Discussant

Leon P Tikly, University of Bristol

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Experiences of/with Syrian refugee students in diverse settings (Turkey, Lebanon and Jordan)
Wed, March 8, 5:00 to 6:30pm, Sheraton Atlanta, 1, Georgia 11 (South Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Education Conflict and Emergencies

Individual Submissions

(In)equality in Education: A Consequence of Syrian Refugees in Turkey - Sema ALPAYTAC, Florida International University

Adapting pedagogy to meet the needs of Syrian refugee students in Lebanon - Elizabeth Adelman, Harvard Graduate School of Education

Exploring the relationship between blended-learning models of higher education and the community in the context of Syrian Refugee Youth in Jordan - Emma Bonar, University of Geneva

Syrian refugee students' experiences in Turkish public schools in terms of Turkish teachers' culturally congruent teaching styles - Saadeddin Bozkurt, University of California Santa Cruz

Problematizing policies and curriculum in the field of CIE: a Latin American perspective
Tue, March 7, 2:45 to 4:15pm, Sheraton Atlanta, 3, Grand Ballroom C (South Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Latin America

Chair

Gus Gregorutti, Andrews University

Individual Submissions

Cognitive Impacts of Early Childhood Education (ECE) on Primary School Students in Mexico - <i>Idalia Rodriguez, Stanford University; Cesangari Lopez Martinez, Stanford; Alyssa Belcher, Stanford University</i>	
Decolonizing our minds: Why Argentina, and South America should not participate in the futile race for appearing in HE Rankings - <i>Mercedes Vctoria Andres, Zhejiang Normal University</i>	
North-South Productivity of Comparative Studies on Latin America Education - <i>Gus Gregorutti, Andrews University</i>	
Teacher Education And Youth And Adult Education In Brazil: Challenging “Zumbi Ideas” - <i>Sandra R Sales, Universidade Federal Rural do Rio de Janeiro</i>	

Deconstructing Young People's Engagement in Education: Post-Foundational Approaches
Mon, March 6, 9:45 to 11:15am, Sheraton Atlanta, 1, Georgia 13 (South Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Post-Foundational Approach to Comparative and International Education

Chair

Susanne Röss, Humboldt University Berlin

Individual Submissions

The Case of Extended TRIZ in Vietnam: An Inquiry into the Generative Power of International Education - Thanh Ha Phung, Vietnam National University Hanoi; Huong Le Nguyen, Michigan State University

Flipping the Panoptic: Liberian youth break the fourth wall in the Ebola crisis - Jasmine L. Blanks Jones, University of Pennsylvania

The Cruel Optimism of Higher Education: Incitements to “the Good Life” in Jordan - Roozbeh Roozbeh Shirazi, University of Minnesota

Addressing Gender Inequity in Adolescent and Youth Education and Livelihoods Programmin
Mon, March 6, 9:45 to 11:15am, Sheraton Atlanta, 1, Georgia 3 (South Tower)

Session Submission Type: Group Panel

Description of Session

Education programming for adolescents and youth frequently focuses on improving and sustaining access to decent livelihoods opportunities through the incorporation of skill-building and practical opportunity; however gender disparities in participation are common.

Adolescent boys and girls increasingly participate in lower secondary school, with adolescent boys outpacing girls in school enrolment (82.8% of adolescent boys ages 11-15 and 74.1% of adolescent girls are enrolled in any level of schooling, globally). These figures point to upwards of 20% of the early adolescent population outside of the formal education system, more in some contexts, and confirm the need for alternative education programming. Despite the fact that girls' enrolment drops more significantly than that of boys around the onset of puberty (UNESCO, 2011), boys' participation in livelihoods-focused education programming continues to exceed that of girls. This is not unexpected given that contexts that resist girls' continued schooling are also likely to adhere to gender norms that require girls to work inside the home and see relatively low value in girls' participation in income-generating activities. As such, the gender inequities perpetuated in the formal education system are often replicated, and perhaps even strengthened, through the alternative education programming on offer in areas with low participation in school.

The papers presented in this panel outline key challenges in ensuring gender balance in livelihoods-focused education programming, identifying root causes of the non-participation of boys and girls in Uganda, Bangladesh, Egypt, Ethiopia, Sierra Leone, and Malawi. The panel will speak to the strategies developed to address root causes as well as superficial causes of non-participation, and those strategies that worked as well as those that ultimately did not. Finally, the panelists will discuss recommendations for programming based on their formative research and experience.

Key questions will include:

- What are the root causes of gender inequality in alternative education/livelihoods models?
- What key strategies were developed to address gender equality?
 - o What are the "easy wins" in improving gender equality?
 - o Which strategies require high levels of resource investment?
- What are the key recommendations for practitioners to achieve gender equality in alternative education/livelihoods models?

Sub Unit

Committee: Gender & Education

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Individual Submissions

Presentation 1: The Role of Contextual Adaptation in Ensuring Girls' Participation - *Emily Coppel*, BRAC USA

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Presentation 2: Household-level Interventions for Program-wide Success in Egypt - *Maha Akrouk*, Save the Children

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Presentation 3: Out of Sight, Out of Program - *Sarah Blake*, Population Council

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Discussant

Nikhil D'Sa, Save the Children

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Non-cognitive skills development of youth: Character-skills, attitudinal changes and independence

Mon, March 6, 1:15 to 2:45pm, Sheraton Atlanta, 1, Georgia 9 (South Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Youth Development and Education



Individual Submissions

Unlocking transformation: exploring the power of character-skills based approach to learning in a developing context - *Tooba Tooba Akhtar*, Harvard University



Getting the Whole Picture: Data Triangulation and Evidence Comparison in International Education Learning Assessment - *Kayla M Johnson*, Pennsylvania State University; *Joseph Levitan*, Penn State University



Equalizing educational and developmental opportunities through a library program in India - *Rekha Pappu*, Tata Institute of Social Sciences; *Sonia Sawhney*, Tata Institute of Social Sciences



Education and Youth in Post-Soviet Countries
Wed, March 8, 5:00 to 6:30pm, Sheraton Atlanta, 1, Georgia 12 (South Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Eurasia

Chair

Alla Korzh, World Learning, SIT Graduate Institute

Individual Submissions

The Role of Governmental On-Job-Training Program in Increasing Youth Employability Rate: Evidence from Kazakhstan - Aizhan Temerbayeva, Nazarbayev University Graduate School of Education

School psychology in context: perception, challenges and students' wellbeing in mainstream Kazakhstan's secondary schools - Carole Faucher, Nazarbayev University Graduate School of Education; Daniel Torano, Nazarbayev University Graduate School of Education; Madina Tynybayeva, Nazarbayev University Graduate School of Education; Anna CohenMiller, Nazarbayev University Graduate School of Education; Kairat Kurakbayev, Nazarbayev University Graduate School of Education

Transitioning from school to university: attitudes and experiences of first year undergraduate students at Nazarbayev University - Zhuldyz Amankulova, University of Minnesota Twin Cities

Student mobility from Russia, Eastern Europe, Caucasus, and Central Asia to the UK: trends, institutional rationales and recruitment strategies - Maia Chankseiani, University of Oxford

Globalization, education, youth, and change
Wed, March 8, 5:00 to 6:30pm, Sheraton Atlanta, 1, Georgia 5 (South Tower)

Session Submission Type: Paper Session

Sub Unit

SIG: Globalization and Education

Individual Submissions

Commanders of Change: International Exposure Cultivating Global Leadership amongst African-Americans in Higher Education - <i>Aisha Teal Bowen</i> , University of Pennsylvania, Graduate School of Education student	
Promoting Native Student Outbound Mobility: the New Trend of American Higher Education Student International Mobility in the 21st Century - <i>JING TIAN</i> , Beijing Normal University	
Rethinking the Town-Gown Relationship in the Era of International Student Mobility - <i>Shanshan Shanshan Jiang</i> , University of Wisconsin-Madison	

Educating the African Girl: Exploring sexual reproductive health education and schoolgirl pregnancy

Tue, March 7, 8:00 to 9:30am, Sheraton Atlanta, 1, Georgia 2 (South Tower)

Session Submission Type: Group Roundtable Paper Session

Description of Session

In 2011, the United Nations declared December 19 as International Day of the Girl Child. Before this declaration became official however, adolescent girls had been the focus of international development efforts for decades. Organizations from the World Bank to UNICEF assert that empowerment and education of girls are key to sustainable development in Africa. Consequently, the education of girls is a new policy priority for countries and development organizations alike on the continent. Yet as girls stay in school longer beyond primary education, their likelihood of becoming sexually active, pregnant, and pushed out of school increase. This panel explores these twin issues of schoolgirl pregnancy and reproductive health education for girls in sub-Saharan Africa. The first paper examines teacher practices around reproductive health in the Democratic Republic of Congo using qualitative data. The second paper explores the implementation of a pregnant schoolgirl readmission policy in Malawi through multi-sited ethnographic research. The third paper examines the literature on the impact of Ebola on girls' reproductive health and access to education in Sierra Leone. The final paper reviews the field of comprehensive sexuality education in Africa using a feminist lens and proposes new areas of research. This session offers a forum to analyze and rethink education policies designed for the African girl.

Sub Unit

SIG: Africa

Chair

Regina Fuller, University of Wisconsin-Madison

Individual Submissions

Informal Teacher Practices Supporting Reproductive Health for Over-Age Schoolgirls in Goma, DR Congo - Emily S Bishop, Teachers College	
Mother, Daughter, Schoolgirl: Student Pregnancy and Readmission Policy in Malawi - Rachel Silver, University of Wisconsin-Madison	
Exploring the impact of Ebola on schoolgirls in Sierra Leone: What we know - Regina Fuller, University of Wisconsin-Madison	
What is 'Comprehensive' about Comprehensive Sexuality Education? A review of the literature - Marielle Le Mat, University of Amsterdam; Esther Miedema, Amsterdam Institute for Social Science Research	

Discussant

Jacquelyn Haver, Save the Children US

Highlighted Session: Problematizing Education for Vulnerable Children and Young Citizens: Cases from Egypt, Jordan, Lebanon and Turkey
Tue, March 7, 11:45am to 1:15pm, Sheraton Atlanta, 2, Macon (South Tower)

Session Submission Type: Highlighted Paper Session

Sub Unit

SIG: Middle East

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Chair

Nagwa M Megahed, THE AMERICAN UNIVERSITY IN CAIRO

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Individual Submissions

Re/production of the loyal Muslim Egyptian citizen: schools' physical spaces, everyday rituals, and discourses - Mamdouh Fadil, Creative Associates International and University of Sussex - UK

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Problematizing University Citizenship Education in Post-Revolutionary Egypt: Reimagining Universities for 'Bread, Freedom and Social Justice' - Jason Nunzio Dono, University of California, Los Angeles

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Early Childhood Education and Kindergarten for Syrian refugee children and vulnerable host community children in Jordan and Lebanon - Bassel Akar, Notre Dame University - Louaize; Muna Amr, University of Jordan; Alexandra Chen, Harvard University

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Meeting the needs of non-camp refugees through education: The role of Syrian refugee-run schools in Turkey - Kaoru Ghalawinji-Yamamoto, Doctor student, Osaka University

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Problematizing inequality in adolescent girls’ school learning experience due to poor Menstrual Hygiene Management (MHM) in Bolivia, DRC and Benin
Wed, March 8, 11:30am to 1:00pm, Sheraton Atlanta, 2, Augusta (South Tower)

Session Submission Type: Group Panel

Description of Session

While it is essential to provide quality education for adolescent girls, what is equally important is to consider the various challenges that adolescent girls face physically and emotionally in school especially in resources poor contexts which is resulting in inequality in girls’ learning experience. One of the critical factors that affect girls schooling is menstrual management. Studies across low and middle income countries have reported that more than 50% of girls have inadequate MHM especially in rural areas. Various studies note that poor MHM results in distraction and disengagement in girls’ school learning experience and affects their psychosocial condition due to feelings of shame, fear, stigma, and anxiety. Neglect of attention to MHM can impact negatively in achieving gender equality in education, dignity, inclusion and empowerment. The standard solution to MHM does not work because MHM is tightly bound by local context such as traditional perception and practices, social attitudes, condition of infrastructure, availability of resources, and gender norms.

The objective of this session is to introduce qualitative studies carried out on MHM in three countries to grasp the state of MHM in the local context, and how the study findings have informed development of context-specific strategies and activities. All these studies point out the lack of materials and opportunities for learning about puberty and appropriate MHM practices. Therefore, the session will show concrete processes taken to develop locally contextualized education/training materials on puberty and MHM, how to work with schools and teachers, and how to reach out-of-school girls. Also the studies have found a critical role that parents play in providing their daughters information and support on MHM. Hence, a particular focus will be placed on how to involve mothers and fathers to provide right information about MHM to girls (both pre- and post-menarche girls) and boys, connect them with schools/teachers, and also engage all the key actors in a community to support adolescent girls’ MHM and education to break silence and socio-cultural barriers that are influencing girls’ MHM negatively.

Presentations:

- UNICEF Bolivia: Two qualitative studies in the Andean and Amazon regions on the challenges menstruation presents to girls. Major findings: the lack of opportune and truthful information and poor WASH services. Interventions: Education/communication strategy addressing a variety of actors identified in a socio-ecological framework, not only girls and peers but also families, teachers and authorities; development of a basic MHM package with radio program, a girl’s journal, a family and teacher’s guide, and classroom audio-visual for girls and boys, the boys and girls puberty books, and for the government, a digital compendium of all the materials.
- Catholic Relief Services (CRS) Democratic Republic of Congo: Operational research on MHM to develop social and behavior change strategies that impact girls’ attendance at school in Mbandaka, Equateur province as part of the DFID-funded girls education project. Methodologies used: Bayesian network combined with focus groups with teachers and local leaders. Major findings: poor MHM affects girls’

Sub Unit

Committee: Gender & Education

Organizer

Naoko Kamioka, Catholic Relief Services

Presenters

Dina Lisianivelo Rakotomalala, CRS

Aurelia Saint-Just, Catholic Relief Services

Teresa Calderon, UNICEF Bolivia

Highlighted Session: Gender & Education Committee: Educating Girls and Young Women: Complicating and Engaging Policy, Discourse, and Lived Experience
Tue, March 7, 2:45 to 4:15pm, Sheraton Atlanta, 2, Valdosta (South Tower)

Session Submission Type: Highlighted Paper Session

Description of Session

The education of girls and young women is examined in these four papers, using various methodological approaches (ethnography, focus groups and interviews, and document analysis), while engaging, each in its own way, critical feminist postcolonial theoretical lenses. These papers collectively engage policy, educational practice, and the experience of students, teachers, and others, while each one focuses on one or more of these perspectives. All seek to complicate the conventional thinking that constrains possibilities. Paper 1 begins with problematizing girls' education as a panacea and shows, for religious minority girls in Pakistan, schooling falls short in providing necessary skills for their futures, and school knowledge threatens their sense of self. Paper 2, putting two ethnographic studies in India and Pakistan in conversation with each other, shows how a linear telling of global and universal modernity (evident in much discourse about education) is problematic, in part because it rejects local culture. The authors challenge hierarchies of knowledge and problematize the self-other dichotomy. Paper 3 shifts our attention to the power of discourse and policy through an analysis of how policy actors working in girls' education and in international development engage in the transition from MDGs to SDGs, revealing how they use a shared vocabulary of empowerment to question policy logic. This paper focuses on the framing of problems, solutions and subject positions as evidenced in policy documents. The last paper continues the focus on discourse, by examining how discursive spaces and mechanisms shape possibilities and inform change. Time, dialogical spaces, and flexible conceptual frameworks were key to grounding a program that situates the education of girls in a complex context that enabled meaningful engagement with communities, thereby avoiding a narrow instrumental orientation. Overall, these papers help us to problematize simplistic policy approaches, by revealing the multiple and often contested ways in which education is understood and experienced.

Sub Unit

Committee: Gender & Education

Chair

Karen Monkman, DePaul University

Individual Submissions

Problematizing the Truths about Girls' Education in the Global South: A Case Study from Pakistan - <i>Shenila Khoja-Moolji, University of Pennsylvania</i>	
Writing against Culture: Unveiling Education & Modernity for Hindu Indian and Muslim Pakistani Women through a Collaborative Ethnographic Project - <i>Ayesha Khurshid, Florida State University; Payal P Shah, University of South Carolina</i>	
Complex Negotiation: Policy Actors' Coexistence and Critique of Dominant Girls' Education Policy Discourses - <i>Emily W Anderson, Centenary University</i>	
Unpacking the Discourses of Girls' Education: The Importance of Time, Authentic Dialogue and Deep Understandings - <i>Karen Monkman, DePaul University</i>	

Discussant

Nancy Kendall, UW-Madison

Highlighted Session: Marginal Citizenships and Subverted Policy Categories: Critical Approaches to Understanding Youth in CIE

Mon, March 6, 1:15 to 2:45pm, Sheraton Atlanta, 2, Augusta (South Tower)

Session Submission Type: Highlighted Paper Session

Description of Session

Youth account for nearly one third of the current population. That means almost 1.8 billion young people between 10 and 24 years-old inhabit the planet (UN, 2015). Recent events such as the Arab Spring, the Indignados Movement in Spain, the Occupy Movement in the United States, the Umbrella Movement in Hong Kong, and the UN Resolution on Youth, Peace and Security (UNSC, 2015) have helped garner international support for development initiatives that target youth. The development sector has recognized young people's engagement and participation as a key for innovation, wealth creation, and sustainable development (UN, 2015; UNESCO, 2016). While development actors are prioritizing youth over other age groups, the focus on this population, and the consequent allocation of resources, has endorsed the creation and utilization of categories, such as youth at risk, refugee youth, and young offenders. Grounded in debates relating to youth and marginalized citizenships in the global south, the purpose of this panel is to analyze the tensions, affordances, and exclusions created by such categories. The papers presented in this panel consider the subjective positions of youth in regards to policy. Through interviews with institutionalized youth in a care center in Cape Town, the first presentation explores how youth negotiate the label 'youth at risk.' This research illustrates the limitations of public policy approaches that prioritize 'hard skills' while neglecting the harsh realities of violence-affected areas. This paper engages with how youth reconfigure their identities to make sense of the marginalized nature of citizenship. Drawing from ethnographic data collected with participatory methods, the second paper tackles how youth in Kakuma Refugee Camp interpret their own agency, and civic identification. This presentation illustrates how class content that includes topics such as colonization, neocolonialism, and neoliberal economic development take youth's understanding of their own sense of being beyond their refugee status. By examining and comparing the educational experiences of youth with diverse migratory statuses in Ecuador, the third presentation analyzes how and when the term "refugee" is made to matter.

Discussant

Mieke Lopes Cardozo, University of Amsterdam



Using interviews and participant observations, this multi-sited study demonstrates the relative absence of the refugee label in formal educational settings, in contrast to its high visibility in nonformal workshops sponsored by NGOs. The final presentation draws from interviews with over 100 Maasai girls in Kajiado County to consider what it is like to become a gendered citizen. This presentation shows how the successful performance of schoolgirlhood requires daily negotiation of conventional Maasai gendered obligations to family and community. Schoolgirls learn to inhabit 'old' norms in 'new' ways. This panel is important to the field of CIE because it makes evident some of the conceptual flaws we face in the field when we approach policy and development labels as discrete, and bounded categories. In doing so, it introduces new theoretical and methodological approaches that help us denaturalize public policy categories as frames for critical research.

Sub Unit

SIG: Citizenship and Democratic Education (CANDE)



Organizer

Diana Rodríguez-Gómez, Assistant Professor, Universidad de Los Andes



Individual Submissions

Silently Violent: Education, informal youth interventions, and youth at risk on the Cape Flats - Azeem nur mohammed Badroodien, Centre for International Teacher Education, CPUT; Loma Balie, Post-Doc Centre for International Teacher Education Cape Peninsula University of Technology, South Africa



Refugee, student, youth: Reifying and subverting identity labels in Kakuma Refugee Camp - Michelle J Bellino, University of Michigan



Maasai Schoolgirlhood: Reframing the Regulatory Logics of "Girl Effects" - Heather Switzer, Assistant Professor, Arizona State University



The Disruption of Refugee Labels in Formal and Non-Formal Settings in Ecuador - Diana Rodríguez-Gómez, Assistant Professor, Universidad de Los Andes



Discussant

Mieke Lopes Cardozo, University of Amsterdam

