



## Indigenous Knowledge and the Academy SIG *Call for Proposals*

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As the 2015 deadline approaches, scholars and national policy experts alike reflect and take stock of the progress made by the Education For All (EFA) movement. EFA challenged world leaders, and their governments to provide quality education that meets the learning needs of all children, youth and adults by 2015. National governments have been actively engaged in working towards the achievement of EFA goals that have been hampered (or aided) by unexpected obstacles ranging from global economic crises, political unrest, ethnic wars, etc.

Evaluation of EFA progress by national governments has been varied. There have been high accolades from those who argue that it brought global attention to the importance of education and an affirmation that everyone no matter where they are deserves “access” to “quality” education. However, there has also been deep skepticism from those who argued that EFA goals amount to a sinister approach by dominant voices to compound their hegemonic stance by exporting their educational values and what they deem important at the expense of minority groups and indigenous people.

This call seeks proposals that examine, explore and address the interaction and intersection of indigeneity and EFA. More specifically, this conference presents us with an opportunity to engage in both retrospective and predictive conversations on the impact and future of the EFA movement as it relates to the:

- role of indigenous languages and languages of instructions
- improvement in levels of literacy by indigenous groups given the varied understanding of what it means to be literate
- physical and environmental factors (e.g. distance some indigenous children have to travel to “schools”) influencing equitable access to appropriate learning and life-skills programmes
- cost of education (attendance, cost for books, school uniforms etc.) for indigenous populations that may be nomadic or have a different understanding of money and wealth and
- participation of indigenous parents in the education of their children
- Current comparative education research methodologies that make indigenous knowledge and indigenous learning systems legible or invisible to the wider world

Proposals MUST be electronically submitted through the CIES 2014 website (<http://www.cies.us/2014/>), and comply with the requirements detailed in the guidelines. The early submission deadline for the 2014 conference is 4<sup>th</sup> October 2013 (final submission deadline of 25<sup>th</sup> October 2013). We seek submissions for Paper, Posters, Group Panels, and Workshops.

To learn more about the IKA group please visit our website:  
[http://www.cies.us/SIGS/Indigenous\\_Knowledge\\_SIG/index.htm](http://www.cies.us/SIGS/Indigenous_Knowledge_SIG/index.htm)

## **A. SUBMISSION GUIDELINES FOR INDIVIDUAL PRESENTATIONS AND INDIVIDUAL POSTERS**

Proposals for an individual presentation or poster should be 500-750 words in length and should include the following information even if the results, findings and/or conclusions are still preliminary at the time of submission:

1. Objectives or purposes of the paper.
2. Main perspective or theoretical/conceptual framework used.
3. Analytical methods, research design, or modes of inquiry.
4. Data sources or evidence.
5. Results and/or conclusions.
6. Significance of the study to the field of comparative or international education.

When you submit your individual proposal you will be asked to indicate your preferred format (poster/presentation); the Conference Committee will make every effort to honor your first preference but due to the quantity of submitted proposals, you may be assigned your second choice.

While a paper session offers the opportunity to present your paper alongside that of 3-4 co-presenters, poster sessions can be a highly effective way of presenting a larger research project allowing you to interact with a larger number of researchers in an informal and dynamic fashion.

Individuals may only submit **ONE** proposal\*, including to any of the following sessions:

1. a session in the general conference program; or
2. a session organized by a CIES Standing Committee (Gender and Education, New Scholars, or Under-represented Racial, Ethnic and Ability Groups); or
3. a session organized by a CIES Special Interest Group (SIG).

\* Please note one exception: Individuals submitting a proposal to the New Scholars Dissertation Mentoring Workshop may also submit a proposal to the general pool, to another Standing Committee OR a SIG. See also "Participation Limits" on the Overview page.

To find out more about a Standing Committee or the 20 SIGs, please visit the CIES website at <http://www.cies.us/committees.shtml> (see sections on Standing Committees and Special Interest Groups).

**Proposals should be electronically submitted through the [CIES online submission system](#), and comply with the requirements detailed in the guidelines.**

## **B. SUBMISSION GUIDELINES FOR GROUP PANEL AND GROUP POSTER SESSION PROPOSALS**

Proposals for group panel OR poster presentations should include the following information for the review process:

1. A 500-750 word summary of the overall panel or poster session proposal, which should include the following information:
  - Title of the panel OR poster session.
  - Objectives and main questions to be addressed in the panel or poster session.
  - Main perspectives and/or theoretical/conceptual frameworks
  - Importance of the panel/poster session to comparative/international education or the conference theme
  - Description of how the session will be structured
  
2. A 200-250 word description of each individual presentation OR poster, which includes the following information:
  - Objectives or purposes of the paper/poster
  - Perspective or theoretical/conceptual framework
  - Analytical methods, research design, or modes of inquiry
  - Data sources or evidence
  - Main results and/or conclusions
  - Significance of the presentation to the overall panel topic
  
3. A list of the panel members including their institutional affiliations and contact information.

**Proposals should be electronically submitted through the [CIES online submission system](#), and comply with the requirements detailed in the guidelines.**

## **C. SUBMISSION GUIDELINES FOR A WORKSHOP PROPOSAL**

Each Workshop proposal should include the following information:

1. A 750-word summary describing the objectives of the workshop, the target audience, instructional goals, and planned workshop activities.
2. A list of the names and institutional affiliations of the instructional staff.
3. A list of equipment or room setup requirements.

**Proposals should be electronically submitted through the [CIES online submission system](#), and comply with the requirements detailed in the guidelines.**