

2<sup>nd</sup> Virtual Colloquium KIX Latin America and the Caribbean

# EDUCATION IN TIMES OF CRISIS AND EMERGENCY

Reflections from research on the strengths, challenges and educational opportunities in Central America and the Caribbean

JUNE 2022

In partnership with:  
Inter-agency Network for  
Education in Emergencies

## CALL FOR PAPERS

**SUMMA** - [Laboratory for Research and Innovation in Education for Latin America and the Caribbean](#) - the Organization of Eastern Caribbean States - **O E C S** - the International Development Research Centre - **IDRC** - and the [Knowledge Exchange and Innovation HUB for Latin America and the Caribbean](#) - **KIX LAC** - in collaboration with the [Inter-agency Network for Education in Emergencies](#) - **INEE** - invite interdisciplinary researchers to share their work and research on the theme "**Education in times of Crisis and Emergency**" in Central America and the Caribbean.

The objective of this conference is to reflect on the way in which countries have faced educational challenges in times of environmental, health, migratory, gender, social and/or political crises at different moments in history.

The term crisis, as defined by Souriau (1990), designates any dangerous and decisive disturbance which calls into question the ordinary course of things. On the other hand, the notion of emergence, formally defined, constitutes the idea of the appearance of a nascent phenomenon. This concept implies a pluralistic ontology, that is, a plural and evolving universe, in which new forms of existence appear, but may also disappear (Juignet 2016). Under these definitions, we propose to reflect on the "emergence and crises" of various kinds that have occurred and/or are occurring in the region and how they affect the country's education.

Considering that the territories of Central America and the Caribbean have been affected by natural disasters, social uprisings, citizen protests, gender issues, migration and, of course, the health crisis due to the Covid-19 pandemic, we invite you to discuss how education and teaching methods have had to evolve, mutate and adapt due to these phenomena. To this end, we propose three thematic lines: (i) Professional development of teachers, (ii) Covid-19 and educational challenges, and (iii) Strengthening public education.

Thus, we propose to launch the discussion by reflecting on the following questions: what are the challenges and problems that arise in the region in times of crisis and emergence? What are the new dynamics that are taking hold in this territory?; what are the strategies of the countries of the region to face environmental, health and/or social crises in the educational field? ; what are the most significant educational challenges in the region? ; how to build and provide an integral education in contexts of instability; what educational opportunities can arise from the crises?

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In order to answer these questions, two main axes of articulation are proposed:

## AXES OF ARTICULATION

### 1. PUBLIC POLICIES IN EDUCATION

This axis addresses the development, implementation, effectiveness and impact of education policies in countries of the region in face of Covid-19, natural disasters, socio-political crises, among others. How do countries construct their educational policies in these contexts? Which policies have been most effective?

### 2. METHODOLOGIES AND STRATEGIES IN THE CLASSROOM

This axis focuses on the various strategies implemented to deal with crisis and emergency situations at the micro and/or local level in the region. What has been done or is being done in the classrooms to cope with adverse contexts? What are the most significant issues to be addressed in the classrooms in the region? How and to what extent do natural, social, and political phenomena affect students' educational experience?

## CONDITIONS FOR THE SUBMISSION OF PAPERS AND TIMETABLE

Those wishing to propose a paper are invited to send an abstract of 400 to 500 words (bibliography not included). **Papers submitted should focus on one or more of the following Central American and Caribbean countries: Dominica, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Nicaragua, St. Lucia and St. Vincent and the Grenadines.** Papers presenting the results of completed or ongoing research are welcome.

Abstracts will be accepted in English and/or French and should include:


- Axis to which it responds.
- Title.
- Issue
- Relevance.
- Methodology.
- Results.
- Bibliography.

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Abstracts should be accompanied by the author's full name, institutional and/or work affiliation (if applicable), academic degree or profession and a contact email address. Selected **papers will be included in a digital publication edited by SUMMA**. The full paper (2,500 – 3,500 words) must be submitted by the conference date.

Paper proposals should be sent to the conference organizers by e-mail to [maciel.morales@summaedu.org](mailto:maciel.morales@summaedu.org) and [kix.lac@summaedu.org](mailto:kix.lac@summaedu.org) with the subject line: **Abstract application – Second KIX LAC | SUMMA Conference at the latest on Friday, May 13, 2022**

THE COLLOQUIUM WILL BE HELD ON **JUNE 22th, 2022 IN VIRTUAL FORMAT, IN ENGLISH AND FRENCH LANGUAGES.**

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## SCIENTIFIC AND ADJUDICATION COMMITTEE

### | JudyAnn Auld

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### | Itazienne Eugène

Dr. in Psychological and Educational Sciences. Historian Professor–researcher, State University of Haiti

### | Javier González

PhD and MPhil in Economic and Social Development from the University of Cambridge. Director of SUMMA and affiliated professor at the Centre of Development Studies, University of Cambridge.

### | Maciel Morales Aceitón

Dr. in Educational Sciences from the University of Paris V, Descartes–Sorbonne, France. Member of the Research Group on (trans)formative spaces (GRET), France and researcher at KIX LAC.

### | Lisa Sargus Singh–Terrance

Education Development Management Unit (EDMU), Organisation of Eastern Caribbean States (OECS) Commission

### | Quenita Walrond–Lewis


Master in Child Study and Education from the Ontario Institute for Studies in Education (OISE)/University of Toronto (UT), Director of the National Center for Educational Resource Development (NCERD)

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