

Editorial:

## The IEJ: CP, it is a-changin'

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### CAUTIONARY NOTES: ENCOUNTERING CHANGE WITH HOPE & HEART

During this year of rattling and raging challenge and change, the new Editorial team and authors at the IEJ: CP committed to keep up our strokes within the growing waters surrounding us all, and that surround some more immediately and literally within Epeli Hau'ofa's (1993) Oceanic "sea of islands". Aiming to not hackney Dylan's cautionary, yet hopeful, anthem<sup>1</sup> too, too much, I also invoke its enduring relevance for how members of the OCIES and the IEJ: CP team have elected to engage with significant decisions about our future as an open-access education journal managed by academics, working on issues in Comparative and International Education (CIE) across, from and within Oceania. I'll then share a more recent vision of caution and hope, created closer to the journal's Oceanic home, for what could be our "better future" (*Uluru Statement from the Heart*, 2017), before introducing the far-reaching contents of our last issue for 2020.

Ahead of doing so, I acknowledge the Traditional Custodians of the Land from which I write today, the Gadigal of the Eora nation. I pay my respects to their Elders past, present and emerging. I also emphasise that these Lands were never ceded.

Consistently holding this in mind as we live and work, and during times that may have felt more often confronting than promising, we've reflected monthly as an Editorial team on the nature and survival of aspects of communication, higher education, knowledge production, publication and scholarship related to the journal, and of our work as educators and scholars. We've attempted to build on changes made by prior Editorial teams, and to offer our own, in light of our [2019 Review of the Journal](#) (and see related article, forthcoming in 2021). We have also done this in light of increasing academic demands on the members of our voluntary team, amidst much larger shifts in enmeshed intellectual, political, social environments and 'policyscapes' (Carney 2009).

The doorways, halls, windows and walls of these changes have taken material forms of: applying Creative Commons licensing to articles (here, we might consider Dylan's recent copyright-related choices as author and artist); application and acceptance as a member of the global [Free Journals Network](#), and; distribution and diversification of our content, and leadership structure. We have also initiated mentoring and internship programs aimed at sharing with our up-and-coming CIE community of artists, authors, colleagues, educators and thinkers. A guiding aim has been to consistently acknowledge and support content and

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<sup>1</sup> 'The times, they are a-changin'', Music and lyrics composed by Bob Dylan, Warner Bros. Records, 1963.

formats that are reflective of the broader range of existing modes of communication and knowledges in our world. In this, we continue to contribute to the long, shared and vast work of decolonising, in multiple contexts and levels of activity.

In this island-continent nation where the IEJ: CP was founded and is published, and that most now know as Australia, the recent *Uluru Statement from the Heart* may represent another cautionary, yet hopeful, vision. It is one that has yet to garner the much wider attention and action that it merits – requires - from all quarters of this somewhat differentiated-ly ‘lucky’ country that has necessitated such a Statement. I take this opportunity to raise awareness of it, and share with our international readers, in case you have not yet come across it:

<https://fromtheheart.com.au/explore-the-uluru-statement/>. The site shows the history, the peoples, the text and artwork of this important invitation, and is worth even a few minutes of your much vied-for time; the Statement itself is succinct. It is in such a spirit of collaboration, persistence and recognition that we aim to continue the work of the IEJ: CP, through the energies of our people, processes and publications.

### **‘COMMUNITY VOICES’ IN THE IEJ: CP**

To that end, Volume 19(2) opens with our inaugural ‘Community Voices’ piece. By way of general introduction, articles in this section might not necessarily come from academia – and we envision that most may not - but are double blind peer-reviewed. Guidelines for the section include that authors should be education professionals working in civil society or non-governmental organisations, educators of various types, educational leaders, policy-makers, etc. Authors should also clearly articulate their role and its significance in relation to CIE. We stipulate that topics be of relevance to the concerns of the OCIES society, and wider current debates and topics within comparative and international education. While the significance of the topic should be clear and contextualised, it is not necessary to locate the contribution within wider scholarly literature, but authors may. We welcome shorter pieces, or those up to the length of more ‘conventional’ academic articles.

This first piece, from Oceanic regional education leaders Kabini Sanga, Seu’ula Johansson Fua, Unaisi Nabobo-Baba and Martyn Reynolds, offers us a “Pacific departure” from which to consider their experiences of a fresh take on an existing presentation format, but which is also derived from longer-standing histories, relationalities and work in education. It is a format that many who attend conferences may have taken for granted, before the Samoan measles outbreak in 2019 demonstrated that even opportunities to come together afforded by the conference format itself cannot now be taken as such: the keynote.

The example and exploration of the “keynote-as-storied-departure” that is shared in this piece affirms and suggests interpretations, openings and possibilities; it invites us to embrace those, and warmly. It is grounded in these leaders’ multiple perspectives from Pacific island contexts, and beyond, with the presence of a designated listener amongst a wider ensemble of attendees, each engaging with one-another as learners at different stages of education and experience.

### ARTICLES IN THE *IEJ: CP*

The order of voices in Volume 19 (2) moves, geographically, from Oceania, to the wider Asia Pacific region, and then beyond, to North America, followed by the Indian Ocean. The current pandemic is addressed only in passing, in few of the articles; each offers an insight into situations just preceding this year's at once globally shared, yet drastically varied, experiences. Of course, we will see related adaptations and effects in future volumes.

Remaining within Pacific contexts, Robin Averill, Ali Glasgow and Fuapepe Rimoni share insights from their innovatively crafted case study that explored New Zealand-based educators' perceptions of Pacific cultural values from early childhood through to tertiary level. Through application of the *fonofale* model, they share challenges and possibilities of diverse teachers' interpretations of policy for equally diverse sets of Pacific learners at different stages of formal education.

With Wai-Chung Ho's article, we move to to the context of Hong Kong, and explore recent changes and challenges in education and society through a lens of nationalism 23 years on from its handover from the United Kingdom to China, Ho considers the sometimes fraught, and very recently urgent, questions of student identity formation through analysis of change in educational, political and social dynamics.

Next, Richard Porter and Noriko Porter offer novel perspectives from study abroad administrators in the context of Japanese higher education and globalising contexts. Their phenomenological work provides multi-layered evidence of factors in students' decision-making in relation to whether to undertake such experiences, and into the nature of those selected. Based on the resulting understandings, "culturally calibrated strategies", with increased peer and parent involvement, are offered as potential ways to encourage participation.

Still within the area of higher education and drawing on administrators' perspectives, combined with those of students, we shift with Sosanya M. Jones, to a Canadian context. Through a lens of institutional diversity theory, Jones considers the limits of rhetoric in the production of inclusive environments. The focus of this qualitative case study is on lived experiences of institutional efforts to promote substantively inclusive interationalisation, and cross-cultural learning.

With our final article, from Aishath Shafina, we remain in higher education, and circle back to the Indian Ocean contexts of the Maldives, to reflect on the complex and layered ways in which gender and sex can influence students' subject selection. Here, again, we see communities, geographies and socio-political dimensions intersecting within particular contexts for change and resistance.

## FUTURE *IEJ: CP* ISSUES

In our next issue, the first of 2021, we are excited to launch regular ‘Creative Works’ content. Please do submit your Creative Works through our website, and spread the word about this and the Community Voices sections to colleagues and friends.

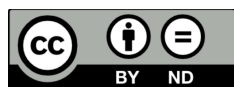
We aim to share a selection from our 2020 Festival of OCIES virtual conference, so please also submit your works if you were a presenter at the Fest’. We hope, too, that we will be able to publish a multi-lingual issue next year, and incorporate regular multi-lingual content into the journal; please get in touch if you are interested on working on this, or have any queries about materials that you would like to submit. As final note for this year of the *IEJ: CP*, we do hope that you will continue, people, to come gather ‘round, with eyes wide, as we continue to cultivate and share one another’s CIE research, stories and voices.

## REFERENCES

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