

Editorial

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We are delighted to release this new issue of the Journal of Comparative Studies and International Education (JCSIE) in an unprecedented time characterized by the tyranny of COVID-19. Such a global pandemic has put on their knees almost every political, economic and cultural systems, some more significantly than others. With the experience of COVID-19, the debates about the value and meaningfulness of comparative studies and international education have been definitely put to rest. Next topic?

Whether we want to admit it or not, COVID-19 has shown that the world is a global village of local contexts, which is shaped by the diverse realities of glocal dynamics that can no longer be ignored. Such glocal dynamics show that change is not a fictitious thing, but it can be real, it can happen, and it can happen fast. Intentional glocal understanding and perspectives can help channel the changes that have been imposed upon us as a force for positive transformation of societies and communities with a conscience and that are more inclusive, fair, equitable, tolerant, peaceful, loving, sustainable, and vacuum for increasing quality of life. While the articles in this issue do not focus on COVID-19, they carry findings, reflections, discussion, and analytical tools that can be helpful to scholars and practitioners in this challenging time.

The first article involves a collaboration between scholars from China and Ghana and is a “***Comparative Review of Educational Reforms, Policies, and Systems: A Case of China and Ghana***”. The authors assert that for four consecutive years Ghana has ranked first among the African countries who send international students to China. In other words, there are some significant connections between Ghana and China. Therefore, it is understandable why the authors are from Ghana and China and collaborated to provide comprehensive information on education in the two countries. This article analyzes the driving forces which have wrought the outcomes and inputs of the educational systems of Ghana and China, but also offers a clear direction on impending needs and obstacles that both nations faced in their educational journey. The article concludes with highlights on “the essence for Chinese and Ghanaian administrative governments to take charge of strengthening and refining their present educational policies and not altering and introducing new policies that may be irrelevant in the development of education”.

The next article is “***Comparing Diversity and Inclusion in the Education of North American Countries: A Critical Perspective on the U.S. and Canada***”. As the title implies, this article compares and contrasts policies and practices related to diversity and inclusion in the education systems of the U.S. and Canada. The article that follows is “***Correlation Between Diversity and Type of Skills for Innovation Management: A Theoretical Model***” introduces a conceptual framework that may be useful to scholars interested in issues of diversity both at the societal and organizational levels. Such article approaches diversity across six demographic verticals: gender, age, race & ethnicity, sexual orientation of employees, religion & beliefs, and disability. The main purpose of the study involving this

article was to uncover the underlying relation between diversity and type of skill set required for management of innovation. The article found that some diversity skill sets in selected sectors are correlated to age and gender. The author did not find any correlation to other diversity attributes like race & ethnicity, sexual orientation, religion & beliefs, and disability.

Further, the issue includes another comparative article ***“Comparative Language and Education for Development Policies Between the Gambia and Ghana: Advocacy for Change”***. This article compares the similarities and differences between The Gambia’s and Ghana’s educational systems with respect to language and education as a roadmap to socio-economic development. The study used the Globe dimensions of national cultures as a conceptual framework to analyze these countries language and education for development policies. The author found that “Ghana is more assertive than the Gambia in its policies on language in early childhood education and education for national development”.

This issue also features ***“The State of Instructional Technology in Pre-colonial, Colonial and Post-colonial Africa: A Survey of Literature”***, which examines the evolution of instructional technology in pre-colonial, colonial and post-colonial Africa’s educational system through a survey of existing literature. The article explains how the emergence of the computer and the accompanying internet connectivity have influenced instructional technology in many educational settings across the African continent. The last article in this issue is titled ***“The Opportunities and Challenges of Online Instruction in Transnational Education and Learning”***. This study reports on the opportunities and challenges of online instruction in transnational education and learning. The author argues that “the quest to make more strategic gains from online education programs comes with challenges to both learners and instructors as teaching/learning are likely to suffer in the online instruction mode”.

The issue concludes with a book review of ***“The Dreamkeepers: Successful Teachers of African American Children by Gloria Ladson-Billings”***. The author of the book review emphasizes on issues and topics related to diversity, inclusion, and culturally competent teaching environment.

I would like to seize the opportunity offered by the release of this new issue to welcome our Associate Editor, Dr. Charles Lowery. Dr. Lowery is a Dewey scholar with a rich credential on issues related to critical pedagogy and leadership, as well as international education. I am very happy that he accepted to join us. I also welcome Dr. Chetanath Gautam, Delaware State University (Dover, US), and Dr. Yenni M. Djajalaksana, Maranatha Christian University, (Bandung, Indonesia) as two new additions to our Editorial Advisory Board. I would like to renew my gratitude to all of you, members of the Editorial Advisory Board, for your valuable support. This issue would not have been possible without the submissions of our scholars, especially the one whose articles are featured in this issue. So, thank you very much for your contribution! Finally, my thanks go to our unconditional readers who continue to share their feedback. I hope you find the articles in this issue useful! Be safe and be well!

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Editor-in-Chief