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(21CLEO) Research Project

2021

21st Century Learning Ecosystem Opportunities Member Spotlight

21CLEO Research Team

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21st Century Learning Ecosystem Opportunities

Member Spotlight





Background & Our Study

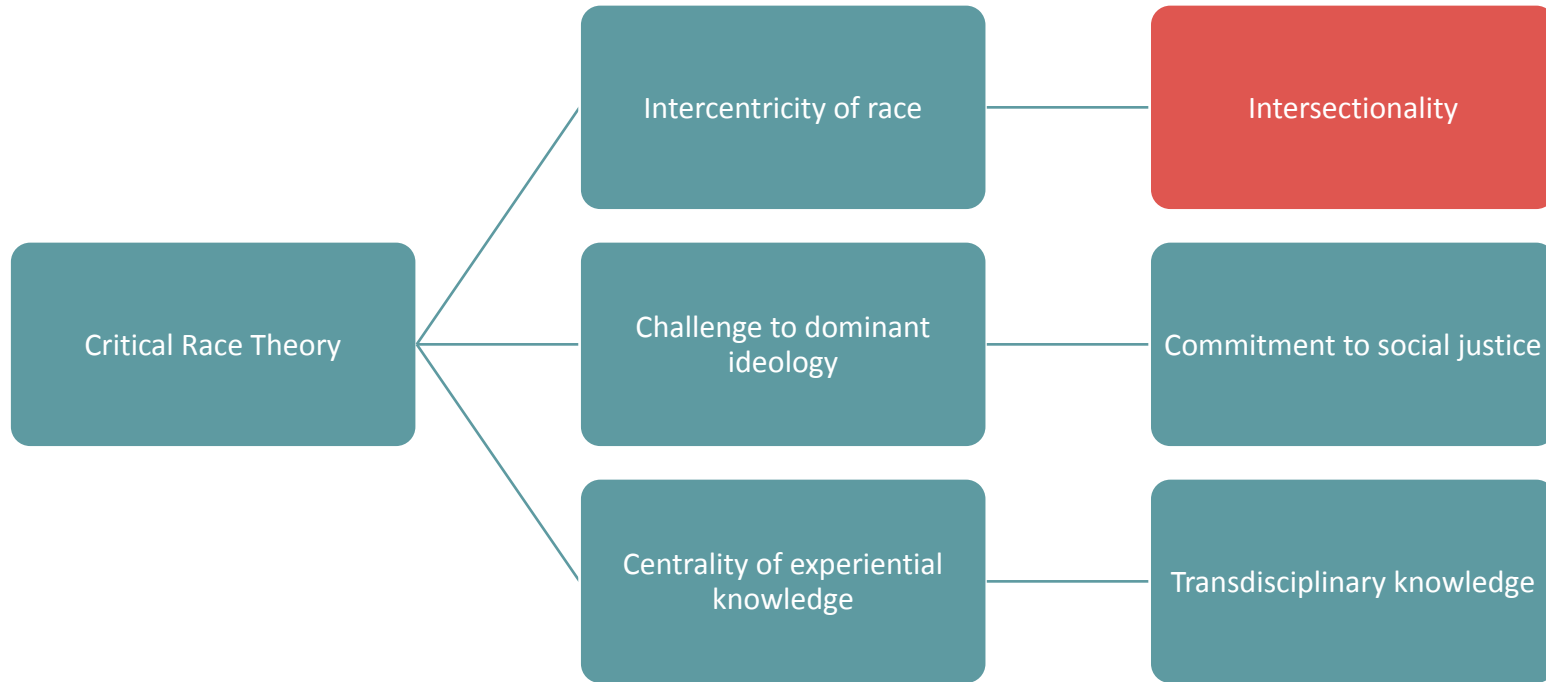
Understanding a changing and dynamic learning ecosystem

- 45 interviews with worker learners and individuals who provide support to them
- Focus on the voices and experiences of Black, Indigenous, and People of Color (BIPOC)
- Multiple Advisory Group Convenings of diverse group of stakeholders: working learners, educators, researchers, employers, workforce development practitioners
- Ongoing dissemination of our work in over 20 blog posts reporting on our research as its unfolded



<https://www.pxfuel.com/en/free-photo-jrxay>

Perspectives on CRT and Intersectional Equity



(Bell, 1980; Closson, 2010; **Crenshaw, 1991**; Gotanda, 1991; Solorzano, 1997; Yosso, 2005)



What is Intersectionality? ~ inspired by the work of Kimberlé Crenshaw

Interconnected nature of race, class, and gender, that creates overlapping and interdependent systems of discrimination or disadvantage

Everyone has their own experiences of discrimination and oppression and everything and any condition can marginalize people – gender, race, class, sexual orientation, physical ability

A lens through which to examine where power comes from and collides, and where it interlocks and intersects

Aspirational Statements & Reflections: Where are We?

Value

Equitable practices value the skills, practices, values, and brilliance of communities that are systemically and systematically marginalized.

Access

Working learners deserve access to high quality lifelong and lifewide learning opportunities that are flexible, interest-driven, and build independence.

Position

Equitable practices position working learners as knowledgeable and creative individuals who contribute to intellectually and culturally rich workplaces and communities in meaningful ways.

Learning from Learner Voice

Ijakoo



Muhazzim



Destiny



Ijakoo - No one noticed.

Identity Characteristics

Immigrant from Eritrea; Multilingual; home language not English

Higher education degree; Financial sector professional in Eritrea

Single mother of young children

Stretched by long commute, pre-dawn shift start, & two jobs

Technologically-curious problem solver

Advancement History

Referral to workplace ESOL class

No proactive guidance for advancement; no credentialing opportunities

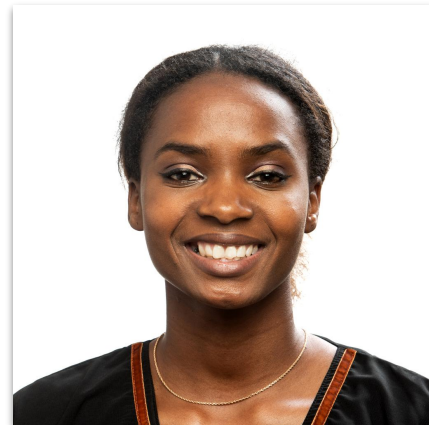
To What End?

Left employer; new employer offers better schedule

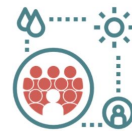
Sought out a workforce development CBO for career guidance

Studying for tech support certification, course paid for by CBO

Once certified, can work from home



*I like to find a problems and solve things.... If I follow my hobbies, it's better. For my family, **I have gifts**. Like I said because i'm single mom, so **I just want to do my own thing on my schedule.***



Muhazzim - Noticed.

Identity Characteristics

Immigrant from Pakistan

Higher education degree in home (MBA)

Taxation and Finance professional in home country.

Multilingual; home language not English, but learned English in elementary school

Divorced; left career & moved to US to stay close to children

Assists parents who do not speak English

Advancement History

Workplace ed opportunities (supervisory program)

Proactive guidance and supports from supportive supervisor

Career advancement steps made clear

To What End?

Promoted

Viewed as a key player and leader on team



My supervisor, he helped me a lot....he gave me a lot of internal material to understand the work what I am assigned to....actually I submitted my project on those information what he provided me.

My supervisor said "I will help you out...I will call your name on every meeting and let you talk about different issues like just normal routine issues, so your hesitation or maybe your communication is better."



Destiny - Noticed, then not.

Identity Characteristics

African American woman

Some college courses but no degree

Regularly participates in learning to improve her skills

No family caregiving responsibilities

Advancement History

Worked in hospitality for two years

Tapped for supervisor position by Manager James

James provided mentorship and training until his position was eliminated

General Manager Bob did not think she was ready and worked against her success

To What End?

Was not given title to match responsibilities

Was not given a raise when the rest of the department was

Left the job and employer



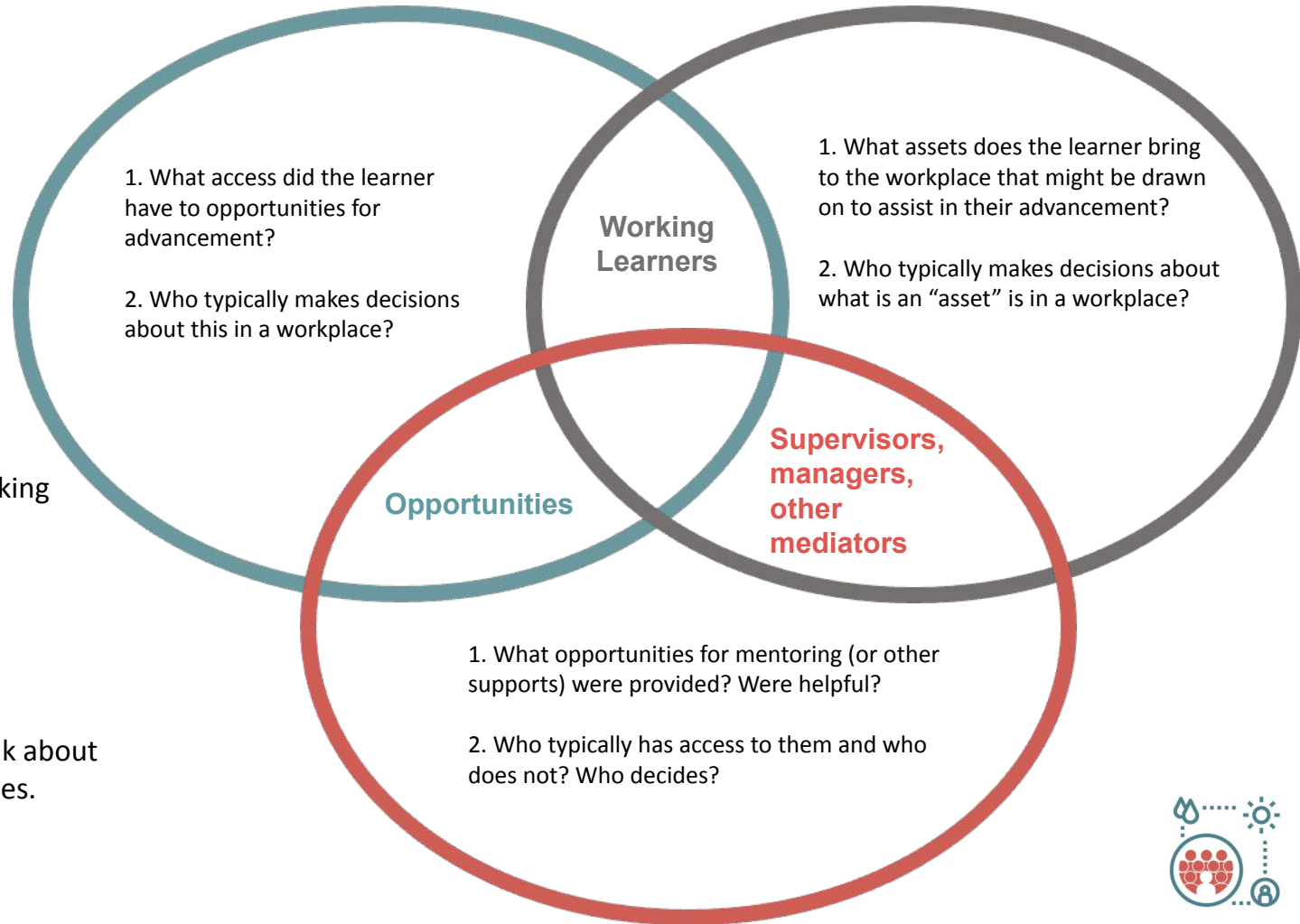
*I feel very proud of myself ... I was able to get the position and **they saw something in me** ... and [Manager James] put enough trust in into me to know that I would be able to handle the position because it was really tough as a lot of responsibility.*

And with [General Manager Bob], I felt discouraged and like a burden, you know, not an asset.

*... **a lot of strikes per se that were against me. I'm black. I'm female and I was overweight.** So, I think all those things had something to do, with how [General Manager Bob] felt about me.*



Think in intersectional ways.



Consider your assigned working learner.

Groups 1 - 2: Ijakoo

Groups 3 - 4: Muhazzim

Groups 5 - 6: Destiny

Discuss these prompts. Think about the intersections of the circles.



Considering Who has Opportunities for Training and Advancement

by 21CLEO Research Team | Nov 1, 2021 | 21 CLEO, Announcements



<https://edtech.worlded.org/considering-who-has-opportunities-for-training-and-advancement>





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21st Century Learning Ecosystem Opportunities

Thank you!

<https://edtech.worlded.org/our-work/projects/21learning>

