BRITISH ASSOCIATION OF INTERNATIONAL AND COMPARATIVE EDUCATION

2014 CONFERENCE

POWER
POLITICS & PRIORITIES

FOR

COMPARATIVE AND INTERNATIONAL EDUCATION

8-10 SEPTEMBER

UNIVERSITY OF BATH

HOSTED BY

IN ASSOCIATION WITH
CONTENTS

Convenors’ Welcome ........................................................................................................... 3
Venue ................................................................................................................................. 4
Programme Summary ................................................................................................. 7

Sessions
  Opening Plenary ........................................................................................................... 9
  Parallel Session 1 ....................................................................................................... 11
  Parallel Session 2 ....................................................................................................... 15
  Parallel Session 3 ....................................................................................................... 20
  Parallel Session 4 ....................................................................................................... 24
  BAICE Presidential Address ...................................................................................... 28
  Parallel Session 5 ....................................................................................................... 29
  Parallel Session 6 ....................................................................................................... 34
  Closing Plenary .......................................................................................................... 38

Individual Paper Abstracts .......................................................................................... 39
CONVENSORS’ WELCOME

POWER, POLITICS AND PRIORITIES FOR COMPARATIVE AND INTERNATIONAL EDUCATION

Welcome to the 2014 Conference of the British Association for International and Comparative Education, on the theme of “Power, Politics and Priorities for Comparative and International Education.” Our conference theme is in many ways a reflection of the success of the field of Comparative and International Education: since Michael Sadler asked “what can we learn from the study of foreign systems?” in 1900, the idea of borrowing policy and practice has become so prevalent and popular that it is now naturalized in policy discourses and the popular media. However, the complicit role of comparisons in maintaining and reproducing relationships of power is often not acknowledged. From the competitive pressures of global rankings to the establishment of “best practices” in policy and practice, the process of comparison is now central to many modalities of power. However, much contemporary use of comparison only superficially recognises education as contextually situated activity. Changing contexts, such as the expiration of the 2015 Millennium Development Goals, challenges such as global climate change, and the changing nature of conflict raise new questions about priorities for the field and for education more generally.

These issues are explored throughout our conference, including in our BAICE presidential address and plenary sessions and through papers presented in the following sub-themes:

- Politics, methodologies and international comparisons
- Internationalising curricula and contexts
- Language, identity and ideology
- Conflict and ideas of justice
- Human development and education for all
- Skills in the global political economy
- The transformation of global governance

We hope that the conference is an opportunity to reflect upon these topics, to reconnect with friends and colleagues, to make new connections, and to discuss key issues in current research. Thank you for your participation, and we hope you enjoy the conference!

The BAICE 2014 Convening Committee,

Robin Shields (Chair), University of Bath
Angeline Barrett, University of Bristol
Rita Chawla-Duggan, University of Bath
Michael Crossley, University of Bristol
Trevor Grimshaw, University of Bath
Lindsey K. Horner, University of Bristol
Mary Hayden, University of Bath
Hugh Lauder, University of Bath
Lizzi Milligan, University of Bath
Elizabeth McNess, University of Bristol
Julia Paulson, Bath Spa University
Manuel Souto-Otero, University of Bath
Sheila Trahar, University of Bristol
Jeff Thompson, University of Bath
VENUE INFORMATION

All conference activities are located at the Chancellors’ Building at the University Bath. Completed in late 2013, the building offers excellent facilities for conference presentations as well as space for socializing and discussions. The location of the Building is indicated on the map on the following page. The University also offer dining, refreshment and retail services, details are on the map on the next page. Accommodation is provided in Westwood, Eastwood and the Quad buildings, with check-in for all accommodation in the East Accommodation Centre (see map next page).

Travel and Parking
Those arriving by car should park in the East Car Park, satnav users should enter the postcode BA2 7PA. Delegates can purchase parking permits from the registration desk for £5.50 for the duration of the conference.

Taxis can be booked by calling Abbey Taxis on 01225 444 444 – please be sure to ask for University of Bath and not Bath Spa University – these are separate institutions and are not nearby to one another. Bus service 18 and U18 run directly to the University from the city centre and can be caught at the locations marked below.

Internet Access
All conference delegates can obtain free internet access by logging onto “The Cloud.” You will be asked to complete a short form with your name and email address, and will then have access throughout the conference. Volunteers at the registration desk will provide support where possible if you have trouble logging on. Charging points and standing work areas are located on floors two, four and five of the Chancellors’ Building.

Health and Safety
All levels of the Chancellors’ building are accessible by lift/elevator and contain restrooms and water fountains. First aid responders are available by dialling 666 from any phone on campus, or 01225 38 3999 from a mobile phone. Any delegates in need of emergency medical attention should call 999 from any phone. A short fire alarm is conducted on Wednesday mornings around 9:00 AM. This is a test and should be ignored.
Chancellors’ Building (Conference Venue)

2 East Accommodation Centre (accommodation arrival and check-in). Guests arriving after 10PM should check in at the security desk (marked 7)

3 Claverton Rooms (Upstairs) - Monday and Tuesday Dinners

Parade Bar (Downstairs) - Open 11:00 to 22:00 on Sunday and 11:00 to 23:00 on weekdays, serving drinks (alcoholic and non-alcoholic), snacks, and meals

4 Coaches to Roman Bath, 19:45 on Monday

5 4W Café - Open 10:00 to 16:00 on Sunday and 8:00 to 18:00 on weekdays

6 Fresh Convenience Store: 10:00 to 16:00 on Sunday, 7:30 to 21:00 on weekdays.

7 Library and security desk (24 hours). Food vending machines also available.
Coaches from the University to the Roman Baths will leave at 19:45 and return at 21:00, 21:15 and 21:45.

**Acknowledgments**

The convenors are grateful for the support of the BAICE Executive Committee, Stuart Shimmin-Vincent, Bev Howard and James Sava from the Sales and Events team at the University of Bath, and Sarah Hext from the Faculty of Humanities and Social Sciences at the University of Bath.
PROGRAMME SUMMARY

Sunday 7 September

16:00 – 20:00 Registration Open

Monday 8 September

09:00 – 11:00 Registration and arrival (Coffee from 10:30)
11:00 – 12:30 Opening Plenary (Room 1.11)
   The Power and Politics of International Comparisons
   Convenors: Michael Crossley and Angeline M. Barrett
   Panelists: Hugh Lauder, Sotiria Grek, Paul Morris, Jennifer Chung,
              Pauline Rose, Simone Bloem.
12:30 – 13:30 Lunch
13:30 – 15:00 Parallel Session 1
15:00 – 15:30 Coffee
15:30 – 17:15 Parallel Session 2
17:00 – 18:15 UKFIET Annual General Meeting (Room 1.11)
17:15 – 18:15 Open Discussion: Network for Research in Education, Conflict and
         Emergencies (Room 4.1)
18:15 – 19:30 Dinner (Claverton Rooms – University of Bath)
19:45 – 20:00 Coaches to Roman Baths
20:00 – 21:00 Dessert and Drinks (Roman Baths)

Tuesday 9 September

9:00 – 10:30 Parallel Session 3
10:30 – 11:00 Coffee
11:00 – 12:30 Parallel Session 4
   Meet the Editors Panel Discussion (Room 1.11)
12:30 – 13:45 Lunch
13:45 – 15:00 BAICE Presidential Address (Room 1.11)
   Conjunctions of Power and Comparative Education
   Roger Dale
15:00 – 15:30 Coffee
15:30 – 17:15 Parallel Session 5
17:15 – 18:15 BAICE AGM (Room 4.1)
18:15 – 19:15 Compare Editorial Board Meeting (Room 4.7)
   Student Drinks Reception (Room 4.1)
   Book Launch: Education and International Development: An
              Introduction - Tristan McCowan and Elaine Unterhalter (Room 4.8)
19:15 – 23:30 Gala Dinner (Claverton Rooms – University of Bath)
Wednesday 10 September

9:00 – 10:30 Parallel Session 6

10:30 – 11:00 Coffee

11:00 – 12:30 Closing Keynote: Priorities for Equity and Inclusion? Quality in Early Childhood Care and Education (Room 1.11)

Renu Singh - Jamia Islamia University

Closing Comments

Caroline Dyer – Chair, BAICE Executive Committee
**OPENING PLENARY: 11:00 - 12:30, MONDAY 8 SEPTEMBER**

*The Power and Politics of International Comparisons*

*Room 1.11*

Convenors: Michael Crossley and Angeline M. Barrett  
*University of Bristol*

**Panelists**

Hugh Lauder - International comparisons and global economic competition  
*University of Bath*

Sotiria Grek - The power and politics of PISA in Europe  
*University of Edinburgh*

Paul Morris -  
International comparison and politics: Looking East - UK, Shanghai and Hong Kong  
*Institute of Education, University of London*

Jennifer Chung -  
International comparison and educational policy learning transfer/borrowing: Looking North to Finland  
*St. Mary’s University*

Pauline Rose - Targeting EFA through international comparisons of learning  
*University of Cambridge*

Simone Bloem - PISA for low and middle income countries  
*Université Paris V René Descartes*

**Abstract**

The power and influence of international comparisons of educational achievement, most especially the OECD’s Programme for International Students Assessment (PISA), sharply divides opinion amongst researchers, politicians and public commentators. It is arguably the most controversial and high profile of debates to which we, as researchers in international and comparative education, have a responsibility to contribute. This round table brings together six contributors, who are all actively involved in such work, to lead a plenary debate. The findings of international comparisons are gaining increasing prominence in the discourse of politicians and the popular media. This is particularly true for PISA, which tests 15 year olds across 66 economies, evaluates education systems and has been described as the ‘the world's most important exam’. In the UK, the PISA 2012 scores had politicians from the left and right looking to Shanghai and Hong Kong, the top scorers, for policy lessons. They also generated searching questions about the lower scores for Wales compared to the rest of UK. Other Western nations have also been looking East although the consistently high performance of Finland has attracted global attention.

Whilst some commentators recognise the over-simplicity of country rankings, nonetheless they have been repeatedly deployed within a discourse of global economic competitiveness and skills. On the other hand, analyses of data from international comparisons, for example within the Education for All Global Monitoring Reports, have highlighted educational achievement as a social justice issue. A strong relationship has been revealed between scores and indicators of economic wealth at the national level, as well as within-country inequalities.
between different groups and geographical regions. Such work has influenced debates about post-2015 goals for education, contributing to an emergent consensus that these should incorporate learning targets. With its ‘PISA for development’ project, the OECD appears to be positioning itself to play a key role in the global monitoring of learning achievement worldwide. These and related developments draw attention to the power and politics of international comparisons – and to the urgent need for the close engagement of comparative and international researchers in such work.

In the light of the above, this plenary debate will focus upon the question: The power and politics of international comparisons and global league tables – what should be the response of comparativists?
**Parallel Session 1: 13:30 - 15:00, Monday 8 September**

**Patterns of Conflict and Ideas of Justice in Education**

*13:30 - 15:00 - Monday 8 September*

*Room 4.1*

*Chair: Julia Paulson*

Advancing a theoretical understanding of the role of education in violent conflict: Exploration of three strands of theories on root causes of conflict in low-income and weak states

*Mitsuko Matsumoto*

*Autonomous University of Madrid*

Towards a conceptual framework for empirical research on participation of non-traditional students (NTS) in higher education in Sub-Saharan Africa

*Peace Buhwamatsiko Tumuheki*

*University of Groningen and Makerere University*

Non-formal education and new partnerships in a (post-)conflict situation

*Josje Van der Linden*

*University of Groningen*

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**Teaching and Pedagogy in Post-Conflict and Developing Contexts**

*13:30 - 15:00 - Monday 8 September*

*Room 3.6*

*Chair: Lindsey K. Horner*

Teachers' understandings, facilitative practices and perceptions of factors influencing student (dis)-engagement in post-war Lebanon

*Lena Bahou*

*University of Cambridge*

Teachers' struggle for income in the Congo (DR): Between education and remuneration

*Cyril Owen Brandt*

*University of Amsterdam*

Action research and the development of primary school leadership capabilities: Evidence from Ghana

*Michael Fertig*

*University of Bath*
Transcultural Identities: Language and Power in Internationalised Education

13:30 - 15:00 - Monday 8 September
Room 3.7
Chairs: Sheila Trahar and Trevor Grimshaw

The figured world of CLIL in Japan
Sarah Louisa Birchley
Toyo Gakuen University

Competing paradigms of internationalisation practices and higher education reform: A case study of overseas-educated academics in Vietnamese universities
Lien Pham
Macquarie University

Lecturer perspectives on English Medium Instruction (EMI) at a University in Indonesia
Nurmala Elmin Simbolon
Katie Dunworth (Presenting)
Curtin University
University of Bath
Paul Mercieca
Kay O’Halloran
Curtin University

Skills and Knowledge in the Global Political Economy

13:30 - 15:00 - Monday 8 September
Room 4.7
Chairs: Manuel Souto-Otero and Hugh Lauder

German and English students’ decisions in higher education: Non-decisions, serendipity, instrumentality, and enjoyment
Richard Budd
University of Bristol

Credential changes and organizational legitimacy: perspectives from a UAE higher education setting
Rosalind Irving
University of Bath and Higher Colleges of Technology, Dubai

Diaspora, Virtual and multi-media communities, and the architecture of knowledge and knowledge management and their impact on Africa
Wangui wa Goro
Association for Africana Diaspora Research in Education in Europe

The shaping of higher vocational knowledge in the knowledge economy
Jim Hordern
Bath Spa University
Literacy and Development
13:30 - 15:00 - Monday 8 September
Room 4.8
Chair: Rita Chawla-Duggan

Which way to go in teaching literacy? A participatory approach?
Lucy Dora Akello M.Greetje Timmerman
University of Groningen University of Groningen

Jacques Zeleen Speranza Namusisi
University of Groningen Uganda Martyrs University

“It doesn’t put food on the table” and other good reasons why a literate world is a distant hope.
Ian Cheffy
SIL International

The adult literacy field in Guatemala
Marta Paluch
University of Sussex
Symposium: African Critical Perspectives on Graduate Employability
13:30 - 15:00 - Monday 8 September
Room 1.11

Convenor: Simon McGrath
University of Nottingham

Papers

Student perspectives on higher education and employability in Ghana and Nigeria
Eric Ananga, Segun Adeleji, Stephen Oyebade and Vincent Adzahle-Mensah
University of Education, Winneba, University of Ibadan

Universities’ contributions to employability and inclusive development: a capabilities perspective
Melanie Walker, Sam Fongwa and Tristan McCowan
University of the Free State, Institute of Education

Skilling a sectoral system of innovation: a case study of the Eastern Cape automotive sector, South Africa
Simon McGrath, Glenda Kruss, Il-Haam Petersen
University of Nottingham, Human Sciences Research Council of South Africa

Learning Employability: Zimbabwean graduates' deployment of formal and informal learning in the UK labour market
Roda Madziva, Simon McGrath, Juliet Thondhlana
University of Nottingham

Abstract

Higher education’s relationship with the labour market in Africa has undergone profound change in the 50 years since many of the African states gained independence. Once symbols of national pride and identity, the small historical group of national (and initially regional universities) were also intended to deliver on post-colonial manpower needs, predominantly in the public sector. Today, both the number of providers (public and private) and the number of graduates have grown rapidly. African graduates now enter national, regional and global labour markets in unprecedented numbers, whilst their likely labour market destinations have shifted away from state and parastatal organisations. The papers proposed for this symposium engage with these changes through a critical reading of the dominant Anglophone model of graduate employability. Theoretical lenses from the human development and capabilities approach, migration studies and innovation studies are deployed to argue for an approach that goes beyond employability as usually understood, at least in the Anglophone model of initiative employability. A variety of voices are privileged across the four papers, including those of present students from Ghana and Nigeria; Zimbabwean graduate migrants to Britain, as well as perspectives from South African higher education providers and employers.
**Parallel Session 2: 15:30 - 17:15, Monday 8 September**

**Politics and Priorities for Education and Development Policy**

15:30 - 17:00 - Monday 8 September  
Room 4.8  
Chair: Angeline Barrett

Post-2015 and the global governance of education and skills development  
Kenneth King  
*University of Edinburgh/NORRAG*  
Robert Palmer  
*NORRAG*

Successes and challenges in the implementation of policies related to Right to Education in Cambodia and Thailand  
Purna Kumar Shrestha  
*VSO International*

Post-2015 education goal setting: Repeating the mistakes of the past?  
Lee Wells  
*University of Bristol*  
Michael Crossley  
*University of Bristol*

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**Education, Development and Skills: South Asian Perspectives**

15:30 - 17:00 - Monday 8 September  
Room 3.6  
Chair: Rita Chawla-Duggan

Gender and language learning strategies of undergraduate students: The case of English as L2 in Andhra Pradesh in India  
R.V. Anuradha  
*English and Foreign Languages University*

English for development or English for inequality? A review of existing evidence about the power of English language skills in South Asia  
Elizabeth Erling  
*Open University*

The myth of public school success in Nepal  
Shrochis Karki  
*University of Oxford*
Transcultural Identities: Language and Power in Internationalised Education

15:30 - 17:00 - Monday 8 September
Room 3.7
Chairs: Sheila Trahar and Trevor Grimshaw

Politics and pedagogy: the formation of a new languages policy for lower secondary education in Uganda.

Judith Altshul
*Education Consultant*
*Kyambogo University*

Rebecca Kirunda

Language, literacy, power and democracy in Africa

Birgit Brock-Utne
*University of Oslo*

Learning the new Nepal: Re-constituting the educational space

Uma Pradhan
*University of Oxford*

Making space for local knowledge: Community-based literature and internationalized education

Barbara Trudell
*SIL International*

Johnstone Ndunde
*SIL International*

Internationalising Curricula and Contexts

15:30 - 17:00 - Monday 8 September
Room 4.6
Chairs: Mary Hayden and Jeff Thompson

Becoming other-wise: educating the virtuous cosmopolitan through international service-learning

Philip Bamber
*Liverpool Hope University*

International dimension in domestic schools: An analysis of four internationalized Israeli schools

Alexandra Fulop
*Miri Yemini*
*Tel Aviv University*
*Tel Aviv University*

Crossing the chasm with IB implementation in Israel – is it possible to fuse international dimension within conflict ridden country’s education system?

Miri Yemini
Dvir Yuval
*Tel Aviv University*
*Tel Aviv University*
Symposium
Politics of Disability and Education: Perspectives from the Global South
15:30 - 17:15 - Monday 8 September
Room 4.7

Convenors: Nidhi Singal and Nithi Muthukrishna
University of Cambridge and University of KwaZulu-Natal

Papers

Opportunities and challenges for education of children with disabilities in West Africa: a comparative analysis of socio-political contexts and experiences in Mali, Senegal and Sierra Leone from a global North-South perspective
Paul Lynch, Elena Schmidt, Emma Jolley
University of Birmingham and SightSavers

Access to higher education for students with disabilities in South African higher education: Contesting the uncontested
Colleen Howell, University of the Western Cape

Parents negotiating change: a middle class lens on disability, education and private schooling
Shruti Johanson, University of Gothenburg

Beyond the mantra of ‘inclusive education:’ Reflexive re-storying of inclusive policy enactments in South Africa and India
Nithi Muthukrishna and Nidhi Singal
University of KwaZulu-Natal and University of Cambridge

Tutors as learners: working in partnership for a greater understanding of inclusion in South India
Richard Rose and Mary Doveston, University of Northampton

International development, disability, and education: towards a capability-focused discourse and praxis
Guy Le Fanu, SightSavers

Abstract
The aim of this symposium is to focus on counter narratives to inform research and scholarly debates on children with disabilities and their education in countries of the South. The collection of papers in this symposium offer insights into emerging research agendas and methodologies to illuminate the complex social, political and structural influences that shape the lives of people with disabilities and their access to education and care. We aim to engage scholars and researchers in a reflexive critique of North/South dynamics that influence the construction and understanding of disability and education in the global South. A central assumption which holds across the papers is that there is a need for an emergence of the ‘South’ in debates of education for the disabled, as the issues faced are centrally different, but also connected, primarily through unequal power relations both in the research and policy arenas. While the post-2015 agenda is beginning to acknowledge the centrality of disability in poverty debates, there is also a need for establishing new North-South partnerships, which allow for voices of people with disabilities to be at the forefront in efforts to transform the educational and life opportunities for this group.
Symposium
Understanding the Role and Place of Education in the Post-Conflict/Post-Disaster ‘Moment’: The Case of Aceh, Indonesia

15:30 - 17:15 - Monday 8 September
Room 4.1
Convenor: Ritesh Shah
University of Auckland
Discussant: Alan Smith
University of Ulster

Papers
‘The fruit caught between two stones:’ The conflicted position of teachers during and after the conflict
Ritesh Shah and Micke Lopes Cardozo
University of Auckland and University of Amsterdam

Participation and Its Discontents: Participatory Education Reforms in post-conflict Aceh
Clayton Naylor
University of Amsterdam

Teaching the recent conflict: A case study of history education in post-conflict Banda Aceh
Genevieve Wenger
University of Amsterdam

Perceptions on gender justice in secondary education in post-conflict Banda Aceh, Indonesia
Lisa Stumpel
University of Amsterdam

Abstract
Drawing on an epistemological and ontological anchor of critical realism, and a methodology informed by the application of cultural political economy analysis and the strategic relational approach to understanding educational discourses, processes and outcomes, we illustrate how the ‘many faces’ of education in one post conflict/post disaster setting—Aceh Indonesia—can be both theoretically and empirically represented with these analytical tools. In doing so, our aim is to link the goal of peacebuilding more fundamentally to notions of social justice, and reinvigorate the notion that education should play a transformative rather than merely restorative role in conflict-affected states. Presentations within the panel will explore the ways in which various actors (teachers, school committee members, educational officials) within the educational space in Aceh mediate and understand undercurrents of redistribution, representation and recognition that were the foundation of the peace settlement reached. At the same time, the panellists will uncover the dilemmas, paradoxes and challenges that these actors face in realising their strategic ambitions, and the ways in which they navigate a complex terrain of social, political and economic change and work towards agendas that either advance or challenge the province’s longer-term peacetime recovery.
OPEN MEETING: NETWORK FOR RESEARCH IN EDUCATION, CONFLICT AND EMERGENCIES

17:15 - 18:15 - Monday 8 September
Room 4.1

Chairs:

Tejendra Pherali
Institute of Education, University of London

Mario Novelli
University of Sussex

Mieke Lopes Cardozo
University of Amsterdam

Ritesh Shah
University of Auckland

Ervjola Selenica
University of Trento

There has been a growing interest in the field of critical studies in education and conflict. Academics, practitioners and policy makers globally are increasingly looking for a space where policies and practices in this new field can be critically debated. In the CIES 2014 Conference, over 65 participants attended a pre-conference workshop on Critical Studies in Education, Conflict and Peacebuilding where the need for this critical space was highlighted and the Network for Research in Education, Conflict and Emergencies was launched as a forum for promoting critical discussions on these issues. This open meeting will provide a discussion forum to consolidate ideas emerged in our previous workshop and plan future activities to enhance the field.
PARALLEL SESSION 3: 9:00 – 10:30, TUESDAY 9 SEPTEMBER

Education, Justice and Rights

9:00 - 10:30 - Tuesday 9 September
Room 4.1
Chair: Julia Paulson

Doing justice in the classroom: Exploring the role of colleges of teacher education in Ghana and India in developing teachers as agents of social justice
Alison Buckler
The Open University

Education for active citizenship: youth organisations and alternative forms of citizenship education in Hong Kong and Singapore
Christine Han
Institute of Education, University of London

Justice and education in a post-conflict community in South Africa: the constraints of violence and disadvantage
Charlotte Nussey
Institute of Education, University of London

Politics, Methodologies and International Comparisons

9:00 - 10:30 - Tuesday 9 September
Room 3.6
Chair: Michael Crossley

‘Hard to reach’ learners and the political economy of education inclusion: doing better after 2015?
Caroline Dyer
University of Leeds

Research in a time of aid dependency, and inter-dependency: Vanuatu moratoria on foreign researchers
Alex McCormick
University of Sydney

Education policy in Pakistan: National challenges, Global challenges
Adeela ahmed Shafi
University of Bristol
Internationalising Curricula and Contexts
9:00 - 10:30 - Tuesday 9 September
Room 3.7
Chairs: Mary Hayden and Jeff Thompson

Factors affecting the academic achievement of South Korean students in Chinese secondary school: A case study in Beijing
Boning Du
University of Bristol

Music technology in schools: European perspectives
Marina Gall
University of Bristol

The influence of externally initiated policies on teachers’ professional identities in different Chilean school settings: An empirical investigation
Maria Lozano
University of Nottingham
Symposium

Language Supportive Learning: Case Studies from East Africa (Part 1)

9:00 - 10:30 - Tuesday 9 September
Room 4.6
Convenors: Leon Tikly and Lizzi Milligan
University of Bristol and University of Bath

Papers
Conceptualising language support for cross-curriculum engagement in Sub-Saharan Africa
   John Clegg
   Independent Consultant

Finding freedom in the textbook margins: monolingual policies, bilingual practices and the power of learning materials
   Angeline M. Barrett with Peter Kajoro, Noah Mtana, Kalafunja Osaki and Casmir Rubagumya
   University of Bristol

Language in Education policy in Rwanda: shifting the focus from policy to school level
   Lizzi Milligan
   University of Bath

Abstract
There is an increasingly accepted view (e.g. Fehler and Michaelowa, 2009; Smith, 2011) that in sub-Saharan Africa school achievement across the curriculum is influenced by learner ability in the medium of instruction. This symposium brings together researchers from four projects that have sought to understand the challenges and barriers that learning in a second language represents for learners and teachers in Rwanda and Tanzania. The papers are thus linked geographically and through the common purpose of identifying and addressing ways to improve learner outcomes and teacher capabilities in contexts where learning is happening in a common second language and where learner and teacher proficiency in English is often low. Papers will address this both theoretically (Clegg & Tikly) and by drawing on empirical findings from ongoing research in Rwanda (Simpson & Milligan) and ongoing (Barrett) and completed (Ingram) studies in Tanzania.
Patterns of Conflict and Ideas of Justice in Education
9:00 - 10:30 - Tuesday 9 September
Room 4.7
Chair: Lindsey K. Horner

Transforming mortality inequalities: a case of countering gender-based violence with education for social justice
Priti Chopra
University of Greenwich

Ethno-religious reconciliation through secondary education in post-war Sri Lanka
Ross Duncan
University of Amsterdam
Mieke Lopes Cardozo
University of Amsterdam

Schooling, politics and the construction of identity in Hong Kong: The 2012 national and moral education crisis in historical context.
Paul Morris
Institute of Education
University of London
Edward Vickers
Kyushu University

Assessment and Achievement in Comparative Perspective
9:00 - 10:30 - Tuesday 9 September
Room 4.8
Chair: Elizabeth McNess

The ‘Iron Gate’: High stakes assessment at age 16 in Nepal and England
Dan Davies
Bath Spa University

Hong Kong’s success in PISA: An analysis of local stakeholder perspectives
Katherine Forestier
Hong Kong Institute of Education

The Effect of individual and school factors on lower primary student achievement in a rural area of Malawi: A multilevel analysis
Kyoko Taniguchi
Hiroshima University
Parallel Session 4: 11:00 - 12:30, Tuesday 9 September

Meet the Editors
11:00 - 12:30 - Tuesday 9 September
Room 1.11
Chair: Lindsey K. Horner

This session offers a discussion with editors in leading journals related to comparative and international education. The audience can ask about requirements for publication, journal focus, review times and processes, and any other relevant questions.

Paul Morris
*Compare: A Journal of Comparative and International Education*

Michele Schweisfurth
*Comparative Education*

Roger Dale
*Globalisation, Societies and Education*

Hugh Lauder
*Journal of Education and Work*

Mary Hayden
*Journal of Research in International Education*

David Phillips
*Research in Comparative and International Education*

New Priorities and Partnerships for Education for All: Childhood, Youth and Learning
11:00 - 12:30 - Tuesday 9 September
Room 4.8
Chair: Angeline Barrett

Pedagogy and quality in Indian slum school settings: A Bernsteinian analysis of visual representations in the Integrated Child Development Service
   - Rita Chawla-Duggan
   - *University of Bath*

Parental support: The ‘layer within’ San’s education challenges in Botswana
   - Keneilwe Molosi
   - *University of Glasgow*

Recasting teachers’ pedagogy and practices in developing countries: a rigorous literature review of ‘what works’ post 2015
   - Jo Westbrook
   - Naureen Durrani
   - *University of Sussex*
Transcultural Identities: Language and Power in Internationalised Education
11:00 - 12:30 - Tuesday 9 September
Room 3.7
Chair: Trevor Grimshaw

Gender and identity in a minority school in India
Latika Gupta
University of Delhi

Informing women’s equality: International influences in Myanmar training practices
Elizabeth Maber
University of Sussex and University of Amsterdam

Negotiating identities through learning Chinese as a heritage language in Australia and beyond: The ‘seen but unnoticed’ rule
Michael Mu Tom Strong
University of Calgary University of Calgary

Symposium

Language Supportive Learning: Case Studies from East Africa (Part 2)
11:00 - 12:30 - Tuesday 9 September
Room 4.6
Convenors: Leon Tikly and Lizzi Milligan
University of Bristol and University of Bath

Understanding Bilingualism as a Human Capability: possible implications for language of instruction policies in Rwanda and Tanzania
Leon Tikly
University of Bristol

Powerful words: words of the Powerful - the assessment of Biology in two sub-Saharan Countries
Neil Ingram
University of Bristol

Supporting Teachers’ English through Mentoring
John Simpson
British Council

Please see abstract on page 21
Symposium

Ideas of Justice: Implications for Educational Theory, Research and Practice

11:00 - 12:30 - Tuesday 9 September
Room 4.1

Convenor: Gabriela Martínez
University of Cambridge

Papers

Can justice be taught across cultures and disciplines?
   Daniel Vázquez
   King’s College London

‘It depends on your own ideas of what is just:’ Using think-aloud tasks to explore educators’ understandings of justice and human rights
   Gabriela Martínez
   University of Cambridge

Schools contributing to social (in)justice: quantitative evidence on the reproduction of achievement differentials in secondary education
   Sonia Ilie
   University of Cambridge

One learning goal, many academic levels: differentiating toward access and equity in the English literature classroom for native and non-native English speakers
   Robert Yates
   University of Cambridge

Abstract

Justice and education are inextricably linked, our understanding of what is just or unjust impacts upon our conceptions of education and underpins processes connected to teaching, learning and assessment. The aim of this symposium is to examine the implications the different understandings of justice have for educational theory, research and practice. Drawing on a variety of international contexts and substantive topics, the papers will engage in a discussion of how these different understandings are reflected in research designs and in the contextualisation of research outcomes; providing evidence as to how notions of justice may covertly be influencing teaching practices, assessment strategies and structural phenomena related to the reproduction of social difference.

Through a philosophical analysis, the first paper explores whether the different conceptions of justice are inevitably tied to a cultural and academic tradition, and the implications it has for education in the global context. The second paper, using innovative research methods, examines educators’ ideas of justice in Mexico, and shows how an exploration of such ideas is essential to understand the scope and limitations human rights education. Using linked administrative data and exam records, the third paper shows how Romanian secondary schools fail to close the socio-economic achievement gap and how recent assessment reforms have actually contributed to a worsening scenario for students from deprived backgrounds. Finally, the fourth paper addresses the influence of the ideas of justice in lesson planning and curriculum delivery from a practitioner’s perspective teaching immigrant and non-native English speakers learning English Literature.
Comparative Perspectives on Teacher Professional Development
11:00 - 12:30 - Tuesday 9 September
Room 4.7
Chair: Michael Fertig

Teachers’ professional development in Lagos, Nigeria: mapping out opportunities and challenges in the private and state sectors
Mary Bailey  
*University of Nottingham*
Paul Thompson  
*University of Nottingham*

English language teachers’ professional development in East Asia: a commitment to troublesome ideologies and multiple identities
Jane Evison  
*University of Nottingham*
Lucy Bailey  
*University of Nottingham*

Theoretical and practical approaches to teacher professional enhancement: participatory action research with teachers in Uganda
Alice Wabule  
*Uganda Martyrs University*
BAICE PRESIDENTIAL ADDRESS
13:45 - 15:00, Tuesday 9 September
Room 1.11

Conjunctions of Power and Comparative Education

Roger Dale
University of Bristol

Chair and Discussant: Hugh Lauder

This address will seek to advance a sociological account of the present state and potential of Comparative Education through the perspectives of three conjunctions of power and comparative education. The paper will consider first issues of power in Comparative Education, how it is and has been conceived, by whom, in what perspectives and paradigms, and with what analytic and political consequences. Second, it will address issues of power over Comparative Education, asking how what counts as Comparative Education is framed (a) by its mission, location and wider contexts; (b) by its political, theoretical and methodological opportunity structures; and (c) institutionally, through such bodies and groupings as funding bodies, University governance, and the policies and practices of journals in the field. The third section of the paper will direct attention to the potential power of Comparative Education. This will focus on two key elements that together suggest something of the nature of the dilemmas of the relationships between power and Comparative Education. The first of these concerns itself with the power the field might accrue as a source of expert comment and advice on the ever burgeoning development of educational governance by quantitative and competitive comparisons of characteristics of education systems and their performances. The second, by contrast, will consider the potential of a comparative approach to the explanation of social phenomena.
PARALLEL SESSION 5: 15:30 - 17:15, TUESDAY 9 SEPTEMBER

Key Issues in Higher Education Policy and Practice

15:30 - 17:15 - Tuesday 9 September
Room 4.7
Chair: Qing Gu

Expansion through affiliation: Politics and problems of higher education governance in Nepal
Pramod Bhatta
Martin Chautari

Non-formal learning in higher education: A critical literature review of living-learning communities
Eleanor J Brown
University of York

Developing global citizenship through local community engagement at a “global” university overseas campus
Zhen Li
University of Nottingham

The paradox of partnerships: An analysis of mutuality and effectiveness in UK-Africa higher education collaboration
Amy Smail
Tristan McCowan
Institute of Education
Institute of Education
University of London
University of London

Globalisation processes in Arab Higher Education: Bringing civil society into a moment in the politics of education
Clare Walsh
University of Bristol
Skills and Knowledge in the Global Political Economy

15:30 - 17:15 - Tuesday 9 September
Room 3.7
Chair: Manuel Souto-Otero

Knowledge mobilisation: a developing country scenario
Manzoorul Abedin
University of Cambridge

Transforming a society from a peasant to a modern and prosperous country within 30 years: Uganda’s national vision, secondary curriculum reform and skills development
Laura McInerney  Mathias Mutema Mulumba
Cambridge Education  National Curriculum Development Centre, Kampala

What matters to South African FET college students: A capability list for Vocational Education and Training
Lesley Powell
University of Nottingham

Education and skills inequality among young adults in OECD countries. Evidence from PIAAC 2012
Oscar Valiente  Rosario Scandurra
University of Glasgow  University of Barcelona
Key Issues in Education and Development Policy
15:30 - 17:15 - Tuesday 9 September
Room 4.6
Chair: Lizzi Milligan

An analysis of students’ learning experiences of B.Sc. programmes in Iran: Case study of civil engineering at Kermanshah Razi University
Kourosh Kouchakpour
University of Sussex

Causal powers and susceptibilities in the governance of multi-stakeholder partnerships in Rajasthan
Anupam Pachauri
National University of Educational Planning and Administration

Supporting development through improving English language teaching and learning in Bangladesh?
Tom Power Elizabeth Erling
Open University Open University

Portuguese education aid in Guinea-Bissau from 2000 to 2012 through the lens of internationalization of curriculum studies
Rui da Silva
Institute of Education, University of Minho
Center of African Studies of the University of Porto
José Augusto Pacheco
Institute of Education, University of Minho
Júlio Gonçalves dos Santos
Polytechnic Institute of Viana do Castelo
Center of African Studies of the University of Porto
Key Issues in Educational Governance and Policy

15:30 - 17:15 - Tuesday 9 September
Room 4.8
Chair: Hugh Lauder

How to have your cake and eat it too: Strategies for reconciling complexity with the demand for ‘what works’ in comparative education
Euan Auld Paul Morris
Institute of Education Institute of Education
University of London University of London

Regionalism and educational governance in small (and micro States)
Tavis Jules
Loyola University Chicago

Social accountability versus market oriented accountability: A case study of public and private school in Haryana, India.
Kamlesh Narwana
Jawaharlal Nehru University

The Rentier-Governmentality Project: UAE Engineering the Loyal Productive Citizen
Aleya James
University of Bath and Higher Colleges of Technology, Dubai
Symposium

Critical Debates on Education for Peacebuilding

15:30 - 17:15 - Tuesday 9 September

Room 4.1

Convenors: Julia Paulson and Tejendra Pherali

Bath Spa University and Institute of Education, University of London

Papers

Cultural reproduction, revolution and peacebuilding: Education in post-conflict societies
Tejendra Pherali
Institute of Education, University of London

The politics of peacebuilding and education: Insights from Sierra Leone
Mario Novelli
University of Sussex

Theories of how a state should function: Measuring and conceptualising fragility and their implications for education
Robin Shields and Julia Paulson
University of Bath and Bath Spa University

Practising peace building in non-secular cultures and the role of religion: A case-study in Mindanao
Lindsey K. Horner
University of Bristol

Learning about recent and ongoing conflict: history education in conflict-affected situations
Julia Paulson
Bath Spa University

Abstract

The education sector is increasingly expected to play a role in the post-conflict space, with education mobilised to contribute towards processes such as reconstruction, peacebuilding and reconciliation. Equally, education is expected to enter the preventative space, for instance, by being conflict-sensitive and by mitigating fragility. However, there is little clarity on the distinctions between these processes, their relationships to one another, or on the role of education within and across them. Further, the peace towards which education is meant to contribute is often narrowly defined along liberal lines. By defining peace in this way, a role for education emerges more clearly as it is mobilised for the purposes of liberal democracy, the growth of the market economy and the strengthening of the Weberian state.

This panel asks critical questions about the liberal peacebuilding agenda and the role of education within it. It highlights key tensions, presents alternatives and offers investigations of the ways that education is conceptualised to and actually does contribute towards post-conflict processes.
PARALLEL SESSION 6: 9:00 – 10:30, WEDNESDAY 10 SEPTEMBER

Symposium

Education, Plurality and Conflict: BAICE Student Voices

9:00 - 10:30 - Wednesday 10 September
Room 4.1
Convenor: Helen Hanna
Queen's University Belfast

Papers

Education reform in deeply divided societies: Findings from Lebanon, Northern Ireland and the Former Yugoslav Republic of Macedonia
Giuditta Fontana
King’s College London

Inclusion for disabled learners in secondary mainstream education in Lebanon
Maha Khochen
Institute of Education, University of London

Educating for peace after violent interethnic conflict: Teachers’ perspectives in Bosnia-Herzegovina
Sara Clarke-Habibi
University of Cambridge

Right to learn or duty to be?: Schooling for the Western Thrace minority in Greece
Eleni Konidari
University of East Anglia

Attaining quality while dealing with difference in a divided society: Citizenship education in Northern Ireland and Israel
Helen Hanna
Queen's University Belfast

Abstract

Questions about the role of education in plural societies are as current as ever. This is not least in societies which have experienced violent conflict and are divided along ethnic, religious, cultural or socio-political lines, and research on the relationship between education and conflict is growing rapidly. This panel focuses on conflict and inter-jurisdiction comparison in the context of education in plural societies, helping to highlight fresh and emerging perspectives. It showcases research conducted by postgraduate research students at UK universities that formed the basis of presentations at the BAICE Student Conference 2014, held at Queen’s University, Belfast. It looks at education from a variety of perspectives (political science, sociology, inclusion, human rights, conflict theory), focuses on a range of different jurisdictions (Bosnia-Herzegovina, FYR Macedonia, Greece, Lebanon and Northern Ireland) and also considers a range of pluralities and areas of conflict, thus illustrating the panel members’ varied interests, cultural backgrounds and areas of expertise.
Comparative Perspectives on Childhood and Education
9:00 - 10:30 - Wednesday 10 September
Room 4.7
Chair: Rita Chawla-Duggan

Global promises local priorities: Perspectives of rural children on their experiences of schooling and childhood
Tigist Grieve
*University of Bath*

Gifted adolescents in an Indian setting: An exploratory study of their coping
Ketoki Mazumdar
*Tata Institute of Social Sciences*

Approaching early childhood education and care (ECEC) from global and comparative perspectives: ECEC in Scotland, Hong Kong, and Mainland China
Yuwei Xu
*University of Glasgow*

Research on Non-State Actors in Education
9:30 - 10:30 - Wednesday 10 September
Room 3.6
Chair: Laura Savage
*Department for International Development*

The role and impact of non-state schooling: What do we know?
Laura Day Ashley
*University of Birmingham*
Joseph Wales
*Overseas Development Institute*
Leni Wild
*Overseas Development Institute*

Involvement of NGOs in schools: Case studies from Israel and Germany
Netta Sagie
*Miri Yemini*
*Tel Aviv University*
Ullrich Bauer
*University of Duisburg-Essen*
Politics, Methodologies and Governance
9:00 - 10:30 - Wednesday 10 September
Room 3.7
Chair: Lindsey K. Horner

Researching culture as process
Peter Kelly
_Plymouth University_

Can governance exist without government?
Aikaterini Fragkou
_University of Bath and Michigan State University_

A ‘New Orientalism:’ Images of schooling in East Asia as a source of policy borrowing in England
Yun You
_Institute of Education, University of London_

Symposium
Panel Discussion on Ethics in International and Comparative Education
9:00 - 10:30 - Wednesday 10 September
Room 4.6
Convenors: Leon Tikly and Lizzi Milligan

Contributors
Michael Crossley  Qing Gu  Lizzi Milligan
_University of Bristol_  _University of Nottingham_  _University of Bath_

Nidhi Singal  Leon Tikly
_University of Cambridge_  _University of Bristol_

Abstract
The ethics of working in cross-cultural contexts is at the heart of the work that international and comparative researchers conduct. Recent methodological literature (see for example, Pant-Robinson and Singal 2013) has highlighted theoretical developments and areas of potential ethical concerns in the field. This session will first comprise of a panel discussion which brings together a number of researchers who work on different cross-cultural projects in international and comparative education. These panel members will reflect on ethical issues that they have encountered in their own research and consider the recent theoretical developments in ethics in comparative education. The second half of the session will open up into a workshop in which the panel members, together with audience participants, will consider the ways in which BAICE could better support ethics in cross-cultural research.
Politics, Methodologies and International Comparisons

9:00 - 10:30 - Wednesday 10 September
Room 4.8
Chair: Elizabeth McNess

The politics involved in the transition to upper secondary in Mexico
Jimena Hernandez Fernandez
University of Sussex

Education and social outcomes for young people: Promoting success
Emma Salter Ricardo Sabates
University of Sussex
Angelika Kuemmerling
University of Duisburg-Essen

The last conference paper
David Turner Tom Salmon
University of South Wales / Beijing Normal University
Priorities for Equity and Inclusion? Quality in Early Childhood Care and Education

Renu Singh

*Jamia Islamia University*

Chair and Discussant: Rita Chawla Duggan

The importance of early developmental experiences in shaping later educational outcomes is well researched (Elliott, 2006, Peisner-Feinberg, 2004, Reynolds et al, 2003). The Dakar Framework for Action reinforced the call for “expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.” Though ECCE programmes may benefit all children, the effects are likely to be greater for children from so-called disadvantaged backgrounds than for their more privileged peers (Myers, 2006). Building an enabling policy environment with associated equity-based allocations and interventions are key to realising rights of every young child and in turn the future of nation-states. It is imperative that all stakeholders collaborate to make ECCE part of the global agenda post-2015.

**Concluding Comments**

Caroline Dyer

*Chair, BAICE Executive Committee*
Knowledge mobilisation: a developing country scenario

Manzoorul Abedin  
*University of Cambridge*

While there has been much dispute about the quality and value of research in education, there are also growing efforts around the world to connect research to policy and practice. The paper discusses the relationship between knowledge production and education policy making in the context of a developing country. The paper focuses on the English education sector of Bangladesh as its case. It investigates the form of discussions and dialogues that have taken place between policy makers and researchers, and considers how these have shaped the nature of the evidence policy makers have used over the years. By doing so, the paper attempts to understand the political, economic and cultural context of Bangladesh and its implications on knowledge production and policymaking. Based on qualitative data collected as part of a doctoral project, the paper highlights that the context of education policy production in a developing nation involves a complex dynamic across local, regional, national and global forces. The relationships between various sites of policy production and implementation involving different policy players are also located within different logics of practice and differential power relations. Knowledge mobilisation in the English education sector of Bangladesh, as the paper demonstrates, is impacted by several national, supranational and international forces, and there is increasingly more pressure on the government in making a balancing act.

Which way to go in teaching literacy? A participatory approach?

Lucy Dora Akello  
*University of Groningen*

M.Greetje Timmerman  
*University of Groningen*

Jacques Zeleen  
*University of Groningen*

Speranza Namusisi  
*Uganda Martyrs University*

‘What I experienced is that the innovation is so good. The pupils were really able to participate actively and learn. Sometimes I put them in groups so that they can share the ideas together. They were so interested in group work’.

Recent studies on literacy show a shift towards using mother tongue(s) or language(s) that the learner is familiar with as medium of instruction (MoI). The use of mother tongue (MT) is meant to help pupils improve their level of proficiency in reading and writing which is seen as a barrier to the children’s full enjoyment of their right to education. However, studies done in some places, for example, in Sub-Saharan Africa where MT is used as a MoI for initial literacy, indicate that a substantial number of pupils are still rated as inadequate in reading
and writing. One wonders what the problem(s) is/are. Could it be the curriculum or the methodology or the kind of instructional materials used? Might it be a question of attitude? This paper presents preliminary findings of a study being conducted in Uganda on how the various strategies of participatory approach is trying to address the questions of poor methods of teaching reading and writing in local language. Findings show that involvement of learners as individuals and groups in the teaching and learning process, aids attainment of proficiency in reading and writing in the local language.

**Politics and pedagogy: the formation of a new languages policy for lower secondary education in Uganda.**

Judith Altshul  
*Education Consultant*

Rebecca Kirunda  
*Kyambogo University*

The Government of Uganda has an ambitious plan to extend access to secondary education to all by reforming the lower secondary curriculum so that it caters for all learners, not just for an academic elite. In the new curriculum learners will have English and Kiswahili as compulsory languages and there will be scope for schools to offer either a local language or a foreign language as an option.

Our paper will look into the political reasoning behind the language policy in the education reform agenda and address some of the major challenges facing educators in Uganda in achieving the objectives of the new curriculum for languages. These include:

- Access to a relevant languages curriculum for all
- The comparative status of English and Kiswahili as international languages.
- The political status of local languages in Uganda.
- The background to the choice of foreign languages to be included as options.

There will be some reference to policy documents but the main research methods used will be subjective, i.e. personal observation, open-ended questionnaires and follow-up conversations with bureaucrats and educators who are responsible for implementing the new curriculum.

**Gender and language learning strategies of undergraduate students: The case of English as L2 in Andhra Pradesh in India**

R.V. Anuradha  
*English and Foreign Languages University*

Education is a process of enlightenment and empowerment by which individuals are able to secure a better quality of life. Today, education is global and a multipurpose social service, which must reward human resourcefulness, commitment and freedom.

English language is realized as a link language with global significance and also the most spread language in the world, second only to Mandarin Chinese. In India it is now an official
language in addition to Hindi. Students at all levels need to acquire better proficiency in English along with the learning of other subjects. The students need to have a channel to communicate with others for which the knowledge of English is very important. Hence acquiring good English language becomes obligatory for both male and female students. However learning English as a Second Language involves the use of certain language learning strategies.

Several research studies have discerned gender differences in language learning strategy (LLS) use. In most of the studies in which gender differences emerged, the results demonstrated that females reported using language learning strategies more often than males. However, some studies demonstrated that there was no statistically significant difference between genders in the use of LLS. Still others showed that male learners use more LLS than female learners do in certain taxonomy (Oxford, 1990). Therefore, the aim of the present study was to investigate the role of gender on second language learning among the undergraduate students in Andhra Pradesh, India.

How to have your cake and eat it too: Strategies for reconciling complexity with the demand for ‘what works’ in comparative education

Euan Auld
Institute of Education, University of London

Paul Morris
Institute of Education, University of London

The contemporary emphasis on evidence-based policymaking has created a demand for comparative research that identifies ‘what works’ in ‘high performing’ school systems. A global network of consultancies, scholars and think tanks has emerged to satisfy this demand for evidence, identifying educational ‘best practices’ and promoting them across contexts, with the OECD’s PISA data acting as a key source. The approach to comparisons has been hailed as a “New Paradigm” (NP) by its advocates, and is presented as a pragmatic and non-ideological approach to education reform. Pressure to demonstrate impact and to secure funding has also steered the academic community towards engaging with the rationale of the NP. However, attempts to identify ‘what works’ and what is transferrable from one educational context to another face significant theoretical and practical issues.

This paper analyses a range of publications from the NP, identifying the strategies researchers use as they attempt to reconcile their knowledge of the complex nature of causality in social systems with the straightforward answers demanded by policymakers. The paper provides insight into the nuanced interpretations of the NP, situating the analysis in the broader context of “the researchers’ dilemma” and the quest to navigate the “middle ground”. The enquiry relates its findings to the patterns of selective borrowing identified in other studies and the broader issue of knowledge politics. It argues that the comparative research community must work to rearticulate the relationship between international comparisons and contemporary policymaking rather than be led by the external demands of policymakers.
Teachers' understandings, facilitative practices and perceptions of factors influencing student (dis)-engagement in post-war Lebanon

Lena Bahou
*University of Cambridge*

This research aims to extend current understandings of the complexities of student engagement with school learning in conflict-affected contexts like Lebanon. Within such countries, educational reforms have focused on macro issues such as society's social reconstruction and have emphasised input-output education indicators of education quality. However, little attention has been paid to schooling and classroom-level processes as they are perceived and experienced by those most intimately involved: students and teachers. Based on a two-phase mixed methods approach, I explored the perspectives and lived experiences of middle-school students and teachers in state schools, which cater to Lebanon's poorest children. In this presentation, I will discuss teachers' accounts about how they construed and facilitated student engagement in their classrooms and what factors they perceived as influencing their work. The analysis of the findings shows that tensions emerged in teachers' reflections on their practices, particularly between subscribing to active learning principles and yet depending on rote learning as the main approach to engage their students. While this was the case of the majority of teachers, a minority developed strategies that effectively helped students learn. Teachers’ accounts emphasised a range of common factors at the school and educational system's level, which severely constrained their agency to respond to their students' learning needs. Hence engaging students in learning was primarily a teacher's individual choice rather than a policy or school practice. I argue that student (dis)-engagement in Lebanese public schools must be understood and addressed within the wider inequitable political, economic, socio-cultural and historical Lebanese context in which schooling is embedded. I will highlight implications for rethinking the priorities of and pathways to student engagement with learning in Lebanon and other conflict-affected societies.

Teachers’ professional development in Lagos, Nigeria: mapping out opportunities and challenges in the private and state sectors

Mary Bailey
*University of Nottingham*

Paul Thompson
*University of Nottingham*

Improving the quality of education lies at the heart of development post-EFA. On the basis of a small-scale study of private and public sector secondary school teachers in Lagos, Nigeria, we argue that a closer focus on teachers’ work and lives, in both sectors, is crucial to understanding how professional development can support quality. We observe that teachers’ voices have often gone unheard in the discourse of development, constructed as ‘inputs’ into the system under a deficit model in which resources must be made ‘teacher proof’. This paper presents an analysis of interviews with low-to-middle fee private school owners and teachers and state school teachers about their well-being, professional practice and professional development, in their own particular environments. We make the case for a more nuanced understanding of teachers’ negotiation of structure and agency in analysing their potential contributions to quality in education and their role in addressing inequity. In particular, we contend that teachers are active policy translators as they attempt to achieve meaning in their
professional lives and strive to improve their skills and qualifications. Our paper thus elaborates the “complexity of the issues involved” in the relationship between quality of education and teacher development (Mercer 2013). This allows us to critically consider new priorities for research on teacher development that might inform local and national policy and practice in the hybrid landscape of state and non-state schooling.

**Becoming other-wise: educating the virtuous cosmopolitan through international service-learning**

Philip Bamber  
*Liverpool Hope University*

This paper explores the potential of curriculum initiatives such as International Service-Learning (ISL) to cultivate a cosmopolitan orientation. Virtue ethics provides a framework to understand the moral aspects of our becoming that it is suggested is particularly pertinent to International Service-Learning and other pedagogical approaches that seek to educate for global citizenship. The focus here upon nurturing a cosmopolitan orientation presents an alternative view to strong forms of ethical cosmopolitanism that emphasise the moral duty to act in order to alleviate suffering elsewhere. Indeed it is argued that such approaches are detrimental to curriculum initiatives and potentially damaging to participating students and partners in this process.

A group of conditions, processes and resultant dispositions for cosmopolitan learning are identified as being particularly useful for interpreting the ongoing experience of ISL for 27 students across a range of locations. This framework is exemplified here to develop understanding of cosmopolitan learning as a transformative process of becoming other-wise: a form of engagement that is fundamentally holistic and relational with a distinct moral dimension. It lends credence to claims that cosmopolitan education has a distinctly aesthetic dimension. Although ISL has the potential to nurture cosmopolitanism, evidence is presented of a number of factors that tend to militate against this. For example this paper highlights the fragility of readiness for developing a cosmopolitan orientation. It is argued that educators must attend both to creating the conditions for cosmopolitan learning and what happens when these conditions are already in place.

**Expansion through affiliation: Politics and problems of higher education governance in Nepal**

Pramod Bhatta  
*Martin Chautari*

This paper will focus on the politics and problems of higher education expansion in Nepal through the “affiliation” mode, which in essence enables universities to provide affiliation status to any private or community college that seeks such association. Nepal has a relatively short history of higher education; however, within this short time span, the affiliation mode has contributed to enormous expansion of institutions and student enrolments in higher education in the past 55 years. At the same time, however, it has resulted in weak governance and quality assurance structures, and a high degree of political interference in the affairs of these officially independent institutions. Irregular admission and examination cycles in the absence of functional academic calendars, infrequent curricular revisions and poor results are the other main characteristics of Nepali universities.
The paper will involve historical and contemporary research into the dynamics of higher education expansion through affiliation mode, with special reference to the governance challenges faced and the trajectories of state policy responses to tackle them. Comparative readings from the experiences of other countries, especially from South Asia where the affiliation system has been extensively used, will also be done.

**The figured world of CLIL in Japan**

Sarah Louisa Birchley  
*Toyo Gakuen University*

The Japanese government is seeking effective ways to prepare students to compete in a globalized world. Some recent developments include the introduction of English language education in elementary school, the expansion of the International Baccalaureate, and the revision of university entrance examinations. In the university sector a burgeoning number of institutions are striving to deliver new global liberal arts courses, turning to Content and Language Integrated Learning (CLIL) as a means to develop, ‘global jinzai’ or global human resources. Consequently, language teachers and subject specialist teachers (both Japanese and non-Japanese) have been enlisted to develop and teach such programs. Many of them lack experience of teaching CLIL, and some lack experience of English language teaching. They are therefore teaching ‘out-of-field’ (Hobbs, 2013). This leads to a continuous negotiation of professional identity in different contexts.

This paper argues that CLIL is a figured world; ‘a socially and culturally constructed realm of interpretation in which particular characters and actors are recognized, significance is assigned to certain acts, and particular outcomes are valued over others” (Holland, 1998:52).

In such a world, a teachers’ identity is formed by their conceptions of what it means not only to learn what CLIL is but also to teach with it. Through in-depth interviews with eight teachers (Japanese and non-Japanese teachers working on the same program) this research explores teacher perceptions of professional identity and agency, arguing that identities are developed through engagement in ‘the figured world of CLIL’. The current paper seeks to enrich the debate on teacher identity in new language education settings by calling upon teachers to reflect upon such figured worlds.

**Teachers' struggle for income in the Congo (DR): Between education and remuneration**

Cyril Owen Brandt  
*University of Amsterdam*

As the ambivalent role of education for sustainable peacebuilding is gaining increasing attention in international debates, it is important to analyze the conditions under which education is taking place. The provision of education in so-called conflict-affected and fragile countries depends on a range of factors, among which teacher remuneration plays a pivotal role.

The Congolese education sector is characterized by a gradual retreat of the state in the provision of education and an increasing authority and decision-making power of local actors. The predominance of uncodified practical norms cause constant negotiations between different actors. Among these, teachers have the particular role of providing education to the students. They must do so in a multi- scalar context of reconstruction agendas, inadequate
payment, erroneous administration, practical norms and competition between schools for students.

Previous studies have outlined the structural impacts on teachers, but none focused on their agency. If teachers are still coping with their very basic needs due to their income situation, quality of education is not the primary or sole concern of their everyday actions. Hence, they have developed a range of strategies to exercise their agency in relation to their income. These strategies encompass the complex process of teacher and school registration and additional means of generating income. Any policies and reforms in the education sector and therefore in the broader peacebuilding environment are doomed to fail if they do not take into account teachers’ income situation.

**Language, literacy, power and democracy in Africa**

Birgit Brock-Utne  
*University of Oslo*

The May 2013 Report of the High Level Panel, established by the UN Secretary-General Ban Ki-moon in 2012 to advise on the global development framework beyond 2015 underscored that rising inequity is a growing worldwide concern. The high level panel refers to a study of 28 countries in Africa which found that more than one out of every three pupils (23 million primary school children) could not read or do basic maths after multiple years of schooling. No mention is made of the language in which the children could not read or do basic math. It is most likely a foreign language, a language children do not normally speak or hear around them. The language of instruction is a powerful mechanism for social stratification, increasing inequalities. In my paper I shall devote some time to a discussion of the language of instruction policy in Africa and the problems it creates for the African school-child. But I shall first and foremost concentrate on the effect of the language policy in Africa on the creation and sustainability of a living democracy including free elections, freedom of the press and the preservation of human rights. The languages used at the highest educational level, in the parliaments of Africa; the languages used by the leaders to communicate with their voters, used in the courts and in the press bear testimony to the inequity in most African countries and the power of the African elites and their international allies.

**Non-formal learning in higher education: A critical literature review of living-learning communities**

Eleanor J. Brown  
*University of York*

This paper outlines the literature and outcomes associated with living-learning communities on university campuses. This is the first phase of a larger study exploring the learning and political engagement generated through involvement in one such community in the UK. The research will be an in-depth case study exploring student perceptions and experiences through interviews and observations of the activities with which they are involved.

Living-learning communities are groups of students living on campus and committed to working together on a particular issue over the course of one academic year. While popular in US universities this is not a common feature of UK universities. The case study explores the Global Community on one UK campus, set up as a pilot scheme and due to start in September 2014. The students who sign up to the Global Community will work with local international
development and human rights organisations as volunteers, and will also organise events for the rest of the student body. The Global Community has students signed up from different national backgrounds and on a range of academic programmes from MA in Human Rights to BSc Physics, so it aims to foster international and interdisciplinary integration, with students of different ages.

This research will explore the opportunities the Global Community offers to students and the impact it has on their experience of university. It will consider their political engagement as a result of being involved in the community and explore the skills and understanding they acquire through working with local third-sector organisations, organising events, and working as a team on issues of international development, human rights, social justice and global citizenship. The interviews at both the beginning and end of the academic year will consider students’ perceptions of their learning about development and human rights and their acquisition of intercultural and professional competencies.

In preparation for this study, this literature review has been conducted discussing research on living learning communities, informal learning through societies and extra-curricular activities, the development of political engagement and transferable skills through volunteering, and the generation of intercultural competencies, all in the context of higher education. This systematic review of the literature and the structure of the proposed research are presented here.

From previous research it seems that the experience of interacting with like-minded students could enrich the students’ university experience. However, there are always dangers that the relationships with local partners may not be satisfactory to both parties, or that the learning the students take from the experience is superficial, or reinforces cultural stereotypes. These messages will inform the design of the case study.

**Doing justice in the classroom: Exploring the role of colleges of teacher education in Ghana and India in developing teachers as agents of social justice**

Alison Buckler
*The Open University*

The paper reports on some preliminary findings of an ongoing study that is mapping social justice in teacher education in Ghana and India.

The study intends to unpack the idealised view that teachers have a ‘moral and ethical responsibility to teach all their pupils fairly and equitably’ (Villegas, 2007:371). It suggests that teachers ‘doing justice’ (Philip, 2012:36) in the classroom is not just about ethics, but skills too: it depends on what and how they learn about social justice issues in their teacher-preparation programmes. A key question the study asks is: how can colleges better equip teachers to dismantle ‘institutionalised obstacles’ (Fraser, 2008:16 in Tikly and Barrett, 2011) to learning and teach all pupils equitably?

The research draws on the assertion of the 2014 EFA Report that post-2015 education and development goals should be inseparable and that to reduce inequality teachers must be trained to support the weakest learners. However, to prepare student teachers to teach in ways that are socially just, it is important to understand conceptualisations of social justice they bring to teacher education programmes (Lee, 2011) as well as how these conceptualisations are embedded or disrupted through these programmes.
This paper compares evidence of social justice in key teacher education policies in India and Ghana. It then draws on empirical data collected at a pre-service teacher education college in Accra that examines students’ conceptualisations of institutionalised obstacles to equitable learning in classrooms and their developing perceptions of the role they expect to play in dismantling these obstacles.

References


German and English students’ decisions in higher education: Non-decisions, serendipity, instrumentality, and enjoyment

Richard Budd

University of Bristol

In a neoliberal knowledge economy, the university is framed as a ‘critical motor’ for commercial competitiveness, producing knowledge and knowledge workers to drive economic growth (Robertson & Keeling, 2008). The features of this model include domestic and international rankings, reduced state funding, and accelerating student numbers. Individuals are considered to be ‘homo economicus’ (Välimaa, 2009), strategically negotiating the world to achieve maximum personal utility, making decisions on the basis of their instrumental value. Against this backdrop, students are positioned as fee-paying customers whose future graduate earnings justify the purchase of a university degree as a financial ‘investment in the self’ (Marginson, 2006).

The knowledge economy has been described as the current ‘hegemonic imaginary’ (Jessop, 2008), and policy making associated with this view can indeed be seen worldwide. However, national interpretations of this conceptualisation vary and the global higher education landscape is still quite diverse. It could be argued that neoliberalism has been less penetrative in Germany than in England, for example, where there are contrasting conditions in terms of inter-university competition, tuition fees and the size of their respective national student bodies. This paper investigates some of the actions that German and English undergraduates undertook in relation to university. Not only were there differences in what the students did, but also in the rationales they employed. What emerges is a complex picture of decision-making where instrumentality plays a role to differing degrees and is by no means the sole motivation.
References


Pedagogy and quality in Indian slum school settings: A Bernsteinian analysis of visual representations in the Integrated Child Development Service

Rita Chawla-Duggan
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Although participation in pre-primary schooling is increasing, the important parenthetical part of EFA Goal 1, “especially for the most vulnerable and disadvantaged children”, has been less successfully met. The problem may in part be explained by how quality pre-school education (PSE) is defined. This paper steers away from an evaluative framework of quality, towards one that draws attention to context. It focuses upon the pre-school pedagogic context, taking the example of the Indian Integrated Child Development Service (ICDS), and the discourse of ‘child centred’ pedagogy that is often associated with quality pre-schooling. Through an analysis of visual data and semi structured interviews drawn from a pilot study of six ICDS settings (anganwadis) within two Mumbai slums, Bernstein’s ideas about social relations of pedagogy are used to explore modalities of pedagogic practice that operate within the early childhood curriculum of the ICDS settings. The paper then raises questions about how the dominant form of social relations constructs a particular view of the learner, and how this view in turn relates to current discourses around quality pedagogy in pre-primary schooling. The paper argues that the forms of pedagogy that were observed are not yet reconciled with current notions of quality pedagogy that underpin the PSE component of the ICDS, but that there is scope for the development of a contextualised version of child-centred pedagogy.
“It doesn’t put food on the table” and other good reasons why a literate world is a distant hope.

Ian Cheffy
SIL International

In spite of the significant efforts of the international community to promote literacy over recent decades, some 774 million young people and adults are still counted as being unable to read and write (UNESCO, 2014).

Drawing on my own research in Cameroon, I will explore the reasons why global youth and adult literacy remains so hard to achieve. Although some non-literate people may reject the possibility of learning to read and write because of their age or infirmity, even when formal instruction is available to them, the reasons for the reluctance of most people to engage in learning are considerably more complex. I will argue that non-literate people carry out an informal cost-benefit analysis, assessing the advantages of literacy against the significant personal investment which is demanded of them if literacy learning is to make a difference to their lives. Where having enough to eat is by no means guaranteed and where survival from one year to another can depend on factors over which they have no control, non-literate people may see literacy as a luxury – as desirable but unobtainable. In these circumstances, their refusal to take advantage of learning opportunities is the result of a logical assessment of what literacy can and cannot offer them.

Nevertheless, there is room for improvement in literacy instructional approaches so that they are more attractive to potential learners. In time, the vision of a literate world may move closer to reality but the difficulty of achieving it cannot be underestimated.

Transforming mortality inequalities: a case of countering gender-based violence with education for social justice

Priti Chopra
University of Greenwich

The Lancet Commission (2010) review of the Millennium Development Goal (MDG) for gender equality and empowerment problematised, amongst other aspects, gaps in the international and national prioritisation of concerns regarding reproductive health rights and violence against women. Matters of equity and ownership consistently emerge as significant challenges in applying a rights-based approach to issues of justice for women (Kabeer 2003, Heyzer 2005) through education (Unterhalter 2010). According to Sen (2001) gender-based mortality inequalities are a global reality—especially, in Asia and North Africa. This paper draws on ethnographic research with different dais (traditional midwives) practicing and resisting female infanticide in two villages in Bihar, India. Through ethnographic vignettes the paper explores ways in which gender-based mortality inequalities are intertwined with socio-economic and cultural relations, within the institution of family and in wider society, creating collusion between dais, families and patriarchal roles and values that perpetuate the practice of female infanticide (see Janaki, Chandrasekarayya, and Murthy 2011). Examining the multifaceted dimensions of moral and critical agency, in research consultation with those whose experiences are impacted at all levels, may begin to open collectively generated spaces and opportunities for social transformation in the practice of female infanticide. The findings of this study suggest that complexities presented by health, social, cultural, economic and education challenges may begin to be addressed if holistic and integrated policy approaches,
underpinned by an ethical commitment to social justice in processes of education, are adopted (see Holst 2002, Hickey and Mitlin 2009, Waage et al 2010)

The ‘Iron Gate’: High stakes assessment at age 16 in Nepal and England

Dan Davies
Bath Spa University

In Nepal, the School Leaving Certificate (SLC) examination taken by 16 year-olds at the end of Grade 10 of formal schooling performs a similar function to the GCSE examination in England, in that it summarises individual, school, district and national achievement and acts as a filtering mechanism to the final stage of schooling and, ultimately to higher education and the jobs market. For this reason it is often described as the 'iron gate' and has become such a high-stakes assessment that providing security for the examination papers is a major logistical operation. Both the SLC and GCSE examinations have come under criticism in recent years, with some comparable issues arising, for example:

1. differences in success rates between pupils in different socioeconomic circumstances, types of school, genders and ethnic groups

2. the role of teacher-assessed coursework and associated accusations of bias

3. the extent to which examination questions test recall, comprehension or application - and their relationship to international measures such as PISA and TIMMS

Based upon interviews with students, teachers, academics and senior civil servants in Nepal, together with policy analysis of the drivers for change in GCSE examinations in England, this paper will draw comparisons between the views of the above groups about the role of high-stakes assessment at age 16; map the colonial and neo-colonial influences upon the examinations system of a non-colonised country; and examine the role of globalised educational measurement in driving assessment reform in countries at opposite ends of the HDI scale.

The role and impact of non-state schooling: What do we know?

Laura Day Ashley
University of Birmingham

Joseph Wales
Overseas Development Institute

Leni Wild
Overseas Development Institute

This paper provides a timely focus on the role and impact of non-state schools on education for children in developing countries. In the context of concerns about public finance pressures in meeting Millennium Development Goal targets by states alone, there has been a shift in education policy interest in recent decades towards increasing tolerance and support of non-state actors. This paper discusses findings from two reviews of the evidence on non-state schools in developing countries: the first is a review of private schools (including low-fee private schools), and the second, a review of non-state religious and philanthropic schools (including schools run by non-governmental organisations and charities). A key rationale for
conducting two separate evidence reviews was the recognition of the importance of not conflating user fee-dependent private schools that are compelled to follow the market to attract and retain pupils, with other non-state schools that have a diverse range of purposes, funding arrangements and relationships with both governments and donors. However, it must also be recognised that in practice the boundaries between these two different types of non-state school are often blurred and current policy discourse and debate is not often evidence based. These complex issues will be addressed in this paper, along with a discussion of the comparative approach to the synthesis of evidence across the two reviews; the presentation of key findings emerging; and the identification of gaps and scope for further research in this field.

**Factors affecting the academic achievement of South Korean students in Chinese secondary school: A case study in Beijing**

Boning Du  
*University of Bristol*

The aims of this research are to (1) critically examine the factors that influence Korean Pre-college Study Abroad (PSA) students’ educational achievement in two secondary schools in China and (2) make recommendations for secondary education policies and practices to improve the PSA students’ academic achievement in China. The perceptions of Korean parents, their children, and Chinese staff in secondary schools were explored in terms of the factors influencing the academic achievement of PSA students. This study contributes to the limited research focusing on current PSA students in Chinese secondary schools, particularly from an educational perspective.

A cultural-ecological framework orients this research based on theses of cultural and social capital. Using a primarily qualitative case study design, focusing on a mainstream Chinese school and a Korean minority school, the methods of data collection include questionnaires, documents review, focus groups, and in-depth interviews. The main analytic tool of this study is the Thematic Network Analysis.

Despite possessing cultural and social capital as middle class citizens within their own communities, the main findings show that Korean PSA families become desperate, resistant to, or disengage from the social system. This is because their desire to achieve/maintain social mobility through education is undermined by the mainstream agenda of integrating them into the Chinese nation state at the expense of their culture. Chinese group members serving these minority groups are also victims of this social system.

**Ethno-religious reconciliation through secondary education in post-war Sri Lanka**

Ross Duncan  
*University of Amsterdam*

Mieke Lopes Cardozo  
*University of Amsterdam*

This presentation explores ethno-religious reconciliation through secondary school education in post-war Jaffna, Sri Lanka, positioning itself within the field of ‘education and conflict’. Drawing on postgraduate academic research this paper provides an ethnographic study of
predominantly two groups: Northern Sri Lankan Tamils and Northern Sri Lankan Muslims, of which both communities have been disproportionately affected by the 1983-2009 civil war and displacement. The war has often been portrayed as a power struggle of competing ethno-nationalisms between the central Sinhalese government and the LTTE; yet the role of the Muslim minority continues to be largely forgotten and excluded from academic and public discourse in a post-war landscape of militarisation and a culture of fear.

This research investigates the potential of education for reconciliation in three urban secondary schools in Muslim and Tamil communities of Jaffna through a number of themes: Firstly, structural inequalities in society are replicated in secondary school education and are perceived to be perpetuating ethno-religious conflict; secondly, through a multi-scalar analysis, peace education is perceived by respondents not to be meeting the needs of communities; and thirdly, in response to failings of state peace education, an ‘unofficial’ Tamil-Muslim peace education incorporating a social justice-based approach has emerged through community and individual agency. The paper concludes by offering recommendations for peace education policy and future research.

Importantly, this paper pursues a multi-disciplinary methodology by broadening the debate towards political, cultural and social contexts, and a multi-scalar analysis which acknowledges the inter-connected relationship between the individual, school, community and society.

‘Hard to reach’ learners and the political economy of education inclusion: doing better after 2015?

Caroline Dyer
POLIS, University of Leeds

At the outset of EFA, policy concerns that certain population segments could not be reached by conventional schooling found expression in a plea for flexibility in provision. Over the EFA period, this call has been met to a large extent by the expansion and legitimisation of what has come to be known as ‘Alternative Basic’ Education. Provision under this banner has played a particularly significant role in addressing the education deprivation of learners now dubbed ‘hard to reach’, yet raises many questions about the role of state, as well as issues of sustainability, fragmentation and quality, and the limitations of the ‘hard to reach’ label itself. This paper explores ABE as a ‘solution’ to dilemmas of education inclusion. It compares policy framings and third sector provision to examine who is included and who remains unreached - and why. The arguments are illustrated with cases of policy and practices to ‘reach’ highly marginalised learners in India, Afghanistan and South Africa. The paper concludes with reflection on the extent to which approaches to including all learners that have evolved during EFA offer what Nancy Fraser terms participatory parity, and the implications for doing better in the post 2015 era.

English for development or English for inequality? A review of existing evidence about the power of English language skills in South Asia

Elizabeth Erling
Open University

Increasingly, ‘skills development’ is being framed as crucial to the development of the knowledge economy, particularly in South Asia, which is transitioning from a largely rural
agrarian society to a more mixed economy where jobs have become progressively more’
skill-intensive’. At the same time, there is increasing concern that education systems in South
Asia are not preparing youth with the skills that this new market demands (The Economist,
2013; World Bank, 2013). This has resulted in governments in the region prioritising the
‘upskilling’ of their populations in policy, and this will also be a focus of development
agendas post 2015 (UNESCO, 2012). Computer literacy and general communication skills
have been identified as skills lacking among the populous, but particularly prevalent in the
policy discourse is the need for English language skills. Increasingly English language
learning is being framed as a means of supporting the economic development of both
individuals and nations.

This paper explores the evidence that exists about the relationship between English language
skills, skills development and economic development in South Asia. It reviews the research
that, by a variety of econometric methods, is attempting to quantify the value of English
language skills. These studies all identify a positive relationship between English language
skills, employability and economic gain for individuals. However, they also suggest that the
demand for English may be reinforcing embedded societal inequalities. Furthermore, there is
mixed evidence about the effectiveness of promoting English language learning for national
economic development.

English language teachers’ professional development in East Asia: a commitment
to troublesome ideologies and multiple identities

Jane Evison
University of Nottingham

Lucy Bailey
University of Nottingham

This paper considers language, identity and ideology in relation to the masters-level
professional development of English language teachers currently working in East Asia, or
with recent experience of teaching in that region. Detailed interactional analysis of semistructured interviews is used to exemplify how 16 teachers studying on face-to-face and
online masters programmes construct complex self-identities which show a strong orientation
to commitment to various aspects of their profession. The teachers asserted a self-identity that
involved commitment that was manifold – to students, to an ongoing career and to the
language – and the emphasis placed on each of these by the teachers differed. For the
expatriate teachers in the sample, this involved asserting their commitment to contextually-
bound teaching and to their students, in order to distance themselves from transient
backpackers on a gap year; for the local teachers, this involved asserting a commitment to
learning new methodologies and theories, a commitment to the language and a commitment
to learning from overseas. We argue that this range of commitments, which very much speaks
to the differing experiences of expat and local teachers, does not sit well with the critical
theory driven academic orthodoxy in the field of applied linguistics and language teaching
which casts English language teachers as complicit in the assumed imposition of English on
the powerless other. We conclude by suggesting that the comparative education research
community needs to engage with these uncomfortable issues not only in order to give voice
to the practitioners themselves, but in order to show support for the attempts of English
language teachers to professionalise in the face of considerable challenge.
Action research and the development of primary school leadership capabilities: Evidence from Ghana

Michael Fertig
University of Bath

My argument in this paper is that Action Research can provide a vehicle that will enable school leaders to move from a position where they have ‘capabilities’ (or potential) to take action to improve pupil learning towards a position where they can provide evidence of ‘functionings’ (or actions) which can improve pupil learning within their schools. In this sense, Action Research acts as a kind of vector which enables the conversion of school leader ‘capabilities’ into ‘functionings’. This notion connects with the Capability Approach developed by Amartya Sen and Martha Nussbaum and also builds on the Aristotelian view of ‘phronesis’ or ‘practical philosophy’, in which individuals are able, through practical reasoning, to act in ways which cultivate virtue and which are of moral value. It also resonates with the concerns for ‘recognition’, as adumbrated by Nancy Fraser.

The paper reflects upon my involvement in the DfID-funded EdQual Project (2005-2010) which looked at the relationship between primary school leaders and social justice within Ghana and Tanzania. This Project was concerned with examining factors which could affect the learning of pupils attending schools located in challenging contexts in these two countries. The spotlight on these factors mirrors the increasing emphasis, within emerging discussions about the post-2015 agenda, upon moving the debate on from calls for ‘Education for All’ towards a policy context which promotes social justice and which foregrounds ‘Learning for All’ and a renewed focus on education quality. My paper will, therefore, develop ideas about ways in which school leader capabilities can be converted, through the use of Action Research, into functionings which can aid the learning of pupils.

Hong Kong’s success in PISA: An analysis of local stakeholder perspectives

Katherine Forestier
Hong Kong Institute of Education

Beyond its borders, Hong Kong has been identified as a “high performing education system” and “model of good practice” by policy makers and international agencies, as an outcome of its position within the top three nations or systems in the OECD’s Programme of International Student Assessment (PISA) league tables over the last decade.

This paper will investigate the nature and validity of the international references made about education in Hong Kong. It will do this by reporting on some early outcomes of research that includes gathering and analysing the views of stakeholders in Hong Kong, including policy makers past and present, teachers, principals, academic experts, and parent and employer groups, on its PISA performance. These perspectives shed light on the reasons – within and beyond the classroom - behind Hong Kong’s success, as well as on the strengths and limitations of schooling there that may be missed in the international reception of PISA results.

Listening to local voices raises questions as to whether perceived strengths in one system as identified from PISA can be used to guide or justify reforms by policy makers in other systems who are not familiar with the local context, nuances and reservations.
Can governance exist without government?

Aikaterini Fragkou

University of Bath and Michigan State University

Can governance exist without government? No, but according to the type of governance, meaning national, regional or global, the primacy and dominance of the government is challenged. The purpose of this presentation is to critically analyse those three types of governance mentioned above in order to illustrate the point that governance cannot exist without government but the dominance of the government depends on the type of government that is subject to analysis. Structurally, the presentation will start with a brief historical overview of the evolution of the term governance in international relations and education field and the magnitude of its meaning. Then, it will move into the main analysis of the three types of governance; national, regional and global. Those types will be discussed and analysed critically throughout the essay in order to support the argument that governance cannot exist without the existence of governance. At the end, a summary of the main points will be given emphasizing on the concept of global governance and its domination in the field of international relations in the 21st century. Although global governance emerged as a challenge to the sovereignty of states, as it will be explained later on in this presentation, this does not necessarily imply that governance may exist without government. Martin Wight argued, in general terms, that one cannot talk properly about international relations before the beginning of the state. Today, the growing interconnectedness between states and the emergence of a system like global governance has challenged the primacy of states.

International dimension in domestic schools: An analysis of four internationalized Israeli schools

Alexandra Fulop

Tel Aviv University

Miri Yemini

Tel Aviv University

Many educational systems worldwide are making substantial efforts to integrate international dimension into local schools, fostering significant changes in the processes of instruction and learning as well as transformations at pedagogical and organizational levels. These transformations, and the processes by which they occur, bear obvious theoretical implications (involving, for example, sociological or pedagogical issues) as well as practical ones (such as policy or planning issues). In this paper, we analyze data collected in four schools in Israel that the local press and educational authorities have acknowledged as schools that prominently and comprehensively incorporated international, global and intercultural dimensions. We employed a case-study approach based on interviews with principals and teachers; analysis of schools’ websites and documents; and on-site observations, in order to analyze the expression of internationalization, understand who is involved in the implementation process and stimulate thinking about the impact of this process on a broader
scale. We found that ideological and pragmatic reasons underlie schools’ motivations to internationalize; their population and status comprise major factors in the decision regarding how, where, why and when to integrate international and intercultural dimensions. The stakeholders interviewed perceive internationalization as both capital provided to the students and a distinctive feature of the school. The schools demonstrate diverse internationalization patterns that are neither monitored nor guided by any regulatory agency. These findings contribute to the identification of the factors promoting or delaying the internalization process and to the understanding of the impact of this process on schools.

**Music technology in schools: European perspectives**

Marina Gall  
*University of Bristol*

In 2012, the European Association for Music in Schools (EAS) published a book entitled *European Perspectives on Music Education: New media in the classroom* (Gall, Sammer & de Vugt, 2012) which reported on the position of music technology in school classrooms in 14 European countries. This built upon a previous study which researched the same subject across 25 countries (Sammer, Gall & Breeze, 2009) and which itself derived from an earlier mapping of music education across Europe (2006-2009; see http://menet.mdw.ac.at/menetsite/english/index.html).

In this paper I draw upon these three sources to examine the position and use of music technology within school music in 27 countries. This will include consideration of:

1) the history of the developments of technology in schools which have impacted upon classroom music;

2) information on curriculum change that has come about either through government directives/support, or ‘from the ground up’ through teacher initiatives and developments allied to research;

3) educators’ thoughts on music and technology within schools in the future.

At a time when austerity measures are impacting negatively on the arts in schools across Europe (EAS, 2013) the importance of cross-nation discussion of policy and practice is heightened. However, this is not always easy when cultural contexts are so varied in terms of music in society, and in schools. The paper discusses some of these tensions as well as noting positive outcomes that have already been achieved as a result of the collaborations of music educators across Europe.

**Diaspora, Virtual and multi-media communities, and the architecture of knowledge and knowledge management and their impact on Africa**

Wangui wa Goro  
*Association for Africana Diaspora Research in Education in Europe*

The paper aims to address key themes from interdisciplinary perspectives through the prism of translation, and their impact on educational modes and outcomes within a comparative education framework. These explorations address the role of migration, transnationalism and diaspora as real and as metaphoric concepts. In particular, we focus on the impact of social media, internet platforms and virtual communities as modes of knowledge and knowledge
transmission including MOOCs. The paper explores the theoretical and practical implications which seem to change and challenge notions of (national) belongings to collective knowledges, educational politics, approaches and architecture. The key idea under scrutiny is that digitalisation and transnationalism through translation seems to produce an educational and identity paradox of at once fragmentation through interdisciplinarity and transnationalism and the converse, the local and the deepening of uni-disciplinies. Do educational models remain uncannily traditional and lagging and what is the impact of recovery, memorialisation and underdevelopment? What is the impact of developmental theories and factors which seem to lag behind the knowledge reality. What is the impact of the wider cyberspace where people talk, argue, seek, exchange, reject, information, and especially organize knowledge? And what is the impact to learning within spaces which often function as a representative of the physical space on the African continent or/and the Diaspora (Piesche; 2014) at high speed; and the concerted and random ways this operates? What is their impact on and in reverse the impact of the wider prisms outlined in the key policy and theory areas and education policy, planning, collaboration and outcomes?

Global promises local priorities: Perspectives of rural children on their experiences of schooling and childhood

Tigist Grieve

University of Bath

The promotion of Education for All are the top priorities of donors and nation-states. Global and national promises are often expressed with promises to promote the best interest of children and in consulting them in areas that affects them. However, in practice dominant development discourse have firmly set the global agenda promoting certain values in the process some voices remained marginal. This inevitably leaves particular categories of people with muted voices (poor, rural, uneducated, children and girls) unaccounted for or their values gets represented by proxy. As such there are tangible consequences for individual children, and collective communities. Moreover, it also undermines the much desired realisation of global aspiration in promotion of social development. Drawing on Ethiopian rural children as a case study the paper discusses the extent to which the development approach as constructed globally reflects the local views and aspirations. Drawing on ethnographic data collected over extended period, this paper presents the everyday complexities in children’s lives to argue, despite the rhetoric the Education for All agenda, is inherently individualistic and has a tendency to abstract children from their social context. Therefore calls more attention to be paid to the complex social contexts in which children and the schools they attend are embedded in and the notion of development as they perceive it.

Gender and identity in a minority school in India

Latika Gupta

University of Delhi

This paper analyses the role of a minority language in the development of identity in adolescent Muslim girls. Plurality of religion and language are the two cornerstones of the Indian model of secularism. Muslims are categorized as a religious minority, and on account of a complex political history, Urdu has got associated exclusively with Muslims. The Constitution allows religious and linguistic minorities to establish and administer their own educational institutions. The Muslim Girls’ School (MGS) studied in this research is a government-aided minority institution. MGS uses Urdu as the only medium of instruction.
Discursive data were generated by asking participants to write short free-hand essays about their own lives. MGS girls used several stock phrases to express their aspirations and life events. A hermeneutic analysis of their responses revealed that the model of language used by MGS girls is universalistic, but their meaning is particularistic. Interviews with parents revealed that discussion between parents and daughters is perceived as a disturbance in the hierarchical order. Hence, there is little use of discursive language at home.

School is no different. MGS’s impoverished infrastructure and its sole reliance on Urdu constrain its capacity to develop a knowledge-based identity among students. The study concludes that MGS offers a model of ‘disengaged pedagogy’ which doesn’t disturb the framework of life shaped by home’s poverty and religion. MGS reaffirms the minority identity of its students and fails in providing perspectives which might diminish the role of religion as the only possible source of explanations and ideas to conduct oneself.

Education for active citizenship: youth organisations and alternative forms of citizenship education in Hong Kong and Singapore

Christine Han
Institute of Education, University of London

Hong Kong and Singapore are two city states that, along with the other East Asian developmental states, have prioritised economic development and harnessed education to create a loyal citizenry and skilled workforce. In terms of governance, democratisation and liberalisation, Singapore has proceeded at a glacial pace as determined by the ruling People’s Action Party (PAP). In Hong Kong, the process has been mixed, with government and political ties with the People’s Republic of China (PRC) becoming more entrenched. In educational terms, this has translated into forms of citizenship education intended to mould young people into the type of citizenry considered suitable for the two societies. In both societies, however, younger citizens have in recent years increasingly engaged in forms of civic activism that challenge the established order. Groups of young people have come together to push the boundaries of free speech and critical thinking, questioning the status quo and, in some cases, openly opposing government policies. Modern forms of communication and social networking have played an important role in this. The paper analyses three cases – two from Hong Kong and one from Singapore – of activist youth groups and the vision of citizenship that they promote. It compares these visions not only to each other, but also to those set out in the official school curriculum, both in terms of explicit ideological content, and the messages implied in particular forms of teaching, learning, and active civic engagement.

The politics involved in the transition to upper secondary in Mexico

Jimena Hernandez Fernandez
University of Sussex

In this paper I analyse how the transition process from lower secondary to upper secondary in Mexico varies from State to State. I study how the history of decentralisation of the education system and the power relations between federal and states’ governments generated incentives and constraints that States used to select their admission and selection mechanisms. I observe that the political background and the continuous “marketisation” of the UPS level has resulted in competition among to actors to define the transition process to UPS to be
followed. As a result I provide a characterisations of the different processes students may face in order progress to UPS as well as the barriers that such as discrepancies represent in terms of accessibility of information and costs.

The shaping of higher vocational knowledge in the knowledge economy

Jim Hordern
Bath Spa University

Contemporary reforms to vocational education and training systems are often closely articulated with national and supra-national imaginaries of the knowledge economy. However, it is not always clear precisely which forms of knowledge and skill vocational education should be husbanding, how these forms are constituted, and who is involved in their constitution. The argument presented by some sociologists of educational knowledge (i.e. Wheelahan, Young, Muller) is that vocational knowledge can be acutely characterised by focusing on the ‘differentiated’ nature of knowledge and the types of sociality that serve to sustain knowledge validity and its purchase on the contexts of vocational practice. Such arguments challenge both highly situated accounts of knowledge and learning, and standards or outcomes based approaches to curriculum, by suggesting that some forms of knowledge are inherently more valuable and valid than others, and that they may need to be introduced in specific ways within the curriculum and in vocational pedagogy. This paper builds on these arguments by aiming to identify the various macro and meso levels through which vocational knowledge is produced, validated and shaped into curricula, drawing particularly on notions of recontextualisation and regionalisation developed by Basil Bernstein. With illustrations from recent research into the development of higher apprenticeships in England, the variable ways in which vocational knowledge may be socio-epistemically constituted are sketched, and this leads to discussion as to whether various institutional conditions may provide some resistance to the Taylorisation of work processes.

Credential changes and organizational legitimacy: perspectives from a UAE higher education setting

Rosalind Irving
University of Bath and Higher Colleges of Technology, Dubai

This presentation originated from doctoral work that analyzed and critiqued new institutional theory on organizations. I will consider how concepts of isomorphism and loose coupling play out under conditions of institutional pluralism. In particular I was interested in the notion of the ‘politician’s dilemma’ faced by leadership in educational organizations. I will use the example of changes to credentials in a UAE higher education setting to discuss the tensions arising when conflicting demands placed on an institution may threaten its legitimacy.

The Rentier-Governmentality Project: UAE Engineering the Loyal Productive Citizen

Aleya James
University of Bath and Higher Colleges of Technology, Dubai

This paper analyses the Higher Educational (HE) landscape of UAE federal tertiary institutions through a Foucauldian-inspired governmentality analysis. Using Kiersey’s definition of governmentality analysis as
“a method of inquiry that allows us to understand the narrow strategic vision of a
governmental rationality along with the wider set of practices and intimate
mechanisms of power that conspire in effecting this strategy” (Kiersey, 2009)
p.385)

This is a framework that focuses on the relational and productive nature of power and
particularly on “technologies of the self” Lemke (2002 p.5).

I take the policy discourse of UAE Vision 2021/Emirati Charter to argue that there are dual
strands of government rationality; these consist of, firstly neo-liberal rationalizations which
are two-fold – the knowledge economy and the entrepreneurial self and secondly, the three
legitimacy: security; welfare and care; and national identity and culture. These are held
together by a culturally specific discourse of allegiance, loyalty, duty and gratitude.

Drawing on a variety of sources - personal observation and experience, interviews and
information sessions, web-based media statements and organizational web-sites I examine
how these rationalities play out in HE.

I argue that throughout this play of rentier governmentality (Krause 2009), these rationalities
attempt, through technologies of the self, to create a **loyal productive** citizen. This endeavour
sends contradictory messages to subjects wherein loyalty and productivity compete but
cannot necessarily be reconciled. I conclude by describing how these incongruous messages
impact the delivery of Higher Education in a specific setting, noting that loyalty at present
seems to have the upper hand.

governmentality is not hollow. *Global Society*, 23, 363-386.

London School of Economics, Kuwait Program on Governance and Globalisation in
the Arabian Gulf. Available at: http://eprints.lse.ac.uk/55255/1/Krause_2009.pdf


**Regionalism and educational governance in small (and micro) states**

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The formation and rapid transformation of new regional entities (ALBA, ALADI, CELAC,
Pacific Alliance and MERCOSUR) in the past three years has meant that CARICOM’s
envisionment of a “borderless educational” (Nóvoa and Lawn, 2002) space for the seamless
movement of labor across territories to ensure the provision of services, maintenance of
social security nets, and achievement of sustain livelihoods is now in jeopardy. In building
upon Krasner’s (1983) work on regimes, and applying it to educational policymaking, this
paper focuses on understanding how the drive from inter-regionalism (premised upon old
regionalism and inwards isolation) towards trans-regionalism (focused on new regionalism
and flexible relations) has influenced national educational policymaking and governance
structures. Regimes are seen as “principles, norms, rules, and decision-making procedures
around which actors’ expectations converge in a given area of international relations”
(Krasner, 1983, p. 1). Thus, I define a Trans-regional regime as a large intra-regional
organization or institution whose members are sovereign countries contributing resources to
the development of that group of countries through a regional mechanism; the regime creates common regional policies that benefit its members. This research moves away from “methodological nationalism” (Robertson & Dale 2008); which limits analysis to the policies and politics of the state and moves toward acknowledging the role of trans-regional regimes within educational policymaking by using a content analysis to discursively analyzing national policy production in relation to regional mandates. Findings show that ‘educational regionalization’ is emerging and it is driven and defined historically by colonial structures, legally by treaties, substantively by trade in services, and functionally by cooperation.

The myth of public school success in Nepal

Shrochis Karki

University of Oxford

This paper will analyse the transition of public (or government) school students to higher education and gainful employment in Nepal. The analysis draws from a larger research project concerning the relationship between education-- understood here as formal schooling-- and employment for socio-economic mobility and youth transition.

The paper begins with a brief introduction on the ‘positively deviant’ behaviour of Bhumi, a community school, to effectively manipulate the system towards effective student outcomes. Against the trend of the steady decline of the public school system in South Asia in general and Nepal in particular, I show that Bhumi has established itself as the most prominent education provider in the region. I then evaluate the life trajectories of successful Bhumi graduates to contextualize this outcome within the larger political economy.

The difficulties in accessing higher education and gainful employment demonstrate the discord between the education system and its expected outcome. Even those initially celebrated as success stories find themselves subsequently branded as failures. Late admission to colleges, sudden engagement with ‘modernity’, lack of English fluency, high associated costs and burdensome policies effectively create a sense of ‘other’ identity for public school students, which further undermine their education outcomes.

This rapid decline from “success” to “failure” for Bhumi graduates appears to continue from higher education to the realm of gainful employment. Their quantitative and qualitative shortcomings in education, coupled with their lack of socio-cultural capital, trap them in jobs that they see as “employment of last resort”. They are left frustrated because their expectations and aspirations are not realized through education as they contend with low level jobs that continue to place them at the bottom of the socio-economic ladder.

The success of a school thus depends on more than the narrow parameters often used to assess graduates, and success within a system does not equate to a successful system. Given the persistence of networks for employment, as well as the emergence of foreign employment as a viable alternative, the role of schools as sites where poor and marginalized students can attain their aspirations comes under increasing scrutiny, in Nepal and around the world.

The paper is informed by fieldwork research carried out between May and December 2012. In particular, the publication of 10th grade-- School Leaving Certificate (SLC) -- results followed by the enthusiastic activities around future prospects provided a unique but powerful opportunity to experience the process of transition in its evolution. Regular interactions, observations and interviews with SLC graduates, their parents and guardians,
Bhumi teachers, past students, college administrators, and local and national education bureaucrats inform the paper.

**Researching culture as process**

Peter Kelly  
*Plymouth University*

Although many comparative researchers reject cultural essentialism, in this paper I argue there is still often an implicit ‘common sense’ objectivism in accounts of the cultural, cross-cultural, transcultural and intercultural. Instead I argue for a relational account which (1) contests the normative claims ‘big data’ comparative studies make; (2) sees schools as embedded within wider societal relations; (3) sees pedagogy as constructed and thus situated in different policy contexts and social circumstances; (4) regards classroom interactions as co-constructed, thereby decentering teachers and challenging linear accounts of the relationship between teaching and learning; and, as a result, (5) is able to explore how contingent school processes contribute to the reproduction of inequality. In this account I draw on a critical approach adapted from the work of ethnographers such as Jean Lave and Dorothy Holland, theoretical frames concerning the relation of policy and pedagogic discourse such as those of Basil Bernstein, Stuart Hall’s writings on culture and Pierre Bourdieu’s relational account of social research. I use specific examples from lower secondary mathematics and language/literature learning in various North European contexts.

**Post-2015 and the global governance of education and skills development**

Kenneth King  
*University of Edinburgh/NORRAG*

Robert Palmer  
*NORRAG*

Despite the huge preoccupation with education post-2015 in the last two years, and the increasing attention to the global governance of education, arguably a great deal of the policy and academic interest in these terms has been located in the UN agencies, multilateral and bilateral donors, international NGOs and think tanks, and predominantly in a small number of high-income countries. Since the post-2015 development agenda, including a new architecture of global governance, is by definition not yet (fully) in place, a good deal of the discourse around these is aspirational. The same applies to their implications for education and skills development.

In this setting, the paper plans to interrogate what is understood by the global governance of education and skills post-2015 in a number of different countries and institutions, including emerging economies. Which global stakeholders are identified by whom, and in what way are they perceived as being important players? Equally, since much of the debate around these topics has focused on the formal education system, it is intended to analyse how these terms are being applied in the world of skills development. In this mapping of understandings and of applications, it is hoped that the international discourse around post-2015 and the global governance of education and skills can be contrasted with the realities of national governance of education and skills systems. (241)
An analysis of students’ learning experiences of B.Sc. programmes in Iran: Case study of civil engineering at Kermanshah Razi University

Kourosh Kouchakpour
University of Sussex

Since Iran’s revolution in 1979, BSc in Civil Engineering and in particular its teaching-learning process has been considerably affected by political, social and cultural changes such as Islamisation, gender segregation, Cultural Revolution and Liberalisation (Moghadam 1991). Moreover, these programmes are intended towards educating and preparing both male and female future engineers, technicians and professionals in local and international settings. Despite the intent, the BSc in Civil Engineering programmes are still highly populated with male students.

However, to date, no rigorous research has been carried out to examine how Iranian students interact with such programmes and how their learning experiences and activities involved are shaped by the wider national socio-political context. Also, there has never been a focus on how gender shapes the experiences of students studying in disciplines such as engineering in the Iranian context (Afkhami and Friedl 1994; Rezai-Rashti and James 2009).

This research study focuses on Kermanshah Razi University as an example to address these voids by examining and understanding the impact of: (a) the institutional policies and practices on students learning experiences; (b) family educational background on students’ learning experiences within a Civil Engineering undergraduate programme in Iran and (c) students’ gender on their learning experience in such a male dominated context. To do so, this study will adopt a qualitative case study approach and the data will be collected through the documentary analysis of the national and institutional policies by observing and interviewing purposively-sampled students (n=30) as well as their lecturers (n=7) from Kermanshah Razi University.

Keywords: Students learning experiences, Civil Engineering, Gender, Socio-political context, Family background and Culture.

Developing global citizenship through local community engagement at a “global” university overseas campus

Zhen Li
University of Nottingham

In this age of globalization and enhanced international interdependence there is a widely expressed need to cultivate the ‘global citizen’, variously described but ultimately reducible to an orientation towards ‘the Other’ that is inclusive rather than narrowly, nationally exclusive and that engenders critical reflexivity about the self and one’s sense of identity. The promotion of these characteristics is frequently suggested as a rationale for and effect of the internationalization of universities. In the research literature much has been made in particular of the impact of international mobility on students’ orientations and sense of identity. The research reported here, however, investigated Chinese students’ experience of engaging with local communities through various extra-curriculum activities in a ‘global’ university overseas branch campus, and explored the role of such experience in developing students’ orientations towards the Other, and the development of a sense of global citizenship. Findings suggest that there is a positive link between students’ participation in
these activities and their development as global citizens, as represented by their increased awareness of and sense of responsibility towards the Other. Developing global citizenship is also closely linked with the notion of self-development. The study highlights the importance of university structure in facilitating or inhibiting such development, notably, in this case, the institutional commitment to student empowerment and responsibility. It thus identifies the important role universities can play in developing global citizenship and how it may be facilitated.

The influence of externally initiated policies on teachers’ professional identities in different Chilean school settings: An empirical investigation

Maria Lozano
University of Nottingham

I am conducting a research project called: The Influence of Externally Initiated Policies on Teachers’ Professional Identities in Different School Settings: an Empirical Investigation. The aims of the initiative are to find out about teachers’ professional identities and the influence factors.

The research questions are:

1. To what extent has policy influenced to develop professional identities in Chilean teachers;

2. How does policy impact the school constraining or enhancing teachers professional identities; and

3. To what extent leaders, school culture and context influence teachers’ professional identities in policy implementation for enactment or compliance at the school.

The research process involved in-depth interviews with a semi-structured schedule to teachers and head teachers. Additionally, the project will require document analysis and interviews to civil servant from the department of education of the municipality in Chile.

Informing women’s equality: International influences in Myanmar training practices

Elizabeth Maber
University of Sussex & University of Amsterdam

Since the departure of the ruling military government in Myanmar in 2011, women now have greater opportunities to participate in decision making both at a national level through parliamentary representation and in community-level leadership roles, however they may lack the education background, the skill set and the confidence to support them in accessing such roles. A number of international and regional NGOs offer training courses with the aim of facilitating women’s participation in leadership and promoting awareness of women’s rights and protection mechanisms. Such training initiatives, delivered by the NGOs themselves and/or cascaded through ‘train the trainer’ approaches, are variously marketed as women’s empowerment, women’s leadership training or capacity building courses. These courses are frequently delivered in English either because of a desire to connect with international movements or because English serves as a link language for groups from ethnic regions where Burmese is not the first language. Additionally, courses have been frequently offered to migrant and refugee communities along the Thai-Myanmar border, where hundreds
of thousands have been displaced through the long-lasting conflicts between government forces and ethnic states.

This paper draws from professional experience in-country and recent fieldwork mapping women’s training initiatives conducted as part of wider doctoral research, and will highlight the variations in motivation, implementation and practices that are evident across these contexts. I shall pay particular attention to the ways in which teaching material and terminology are borrowed from international contexts and the multiple strategies through which local actors may appropriate such influences in their classroom practices.

**Advancing a theoretical understanding of the role of education in violent conflict: Exploration of three strands of theories on root causes of conflict in low-income and weak states**

Mitsuko Matsumoto

*Autonomous University of Madrid*

The paper explores how formal schooling can contribute to the root causes and the political economy of contemporary conflicts that have been occurring in low-income and weak states.

There have been lively debates among scholars across the fields of social sciences on the root causes of contemporary conflict, and they have challenged the traditional explanation that the driving cause of conflict lies in grievances. However, the ‘grievance’ approach remains the predominant assumption in discussion on the role of education in violent conflict in the field of Education and Conflict. What the alternative explanations illuminate in terms of the ways in which education can fuel contemporary conflict has been little interrogated in-depth.

Therefore, the paper explores three distinct but predominant strands of theories on the root causes of contemporary conflict that also touch on the role of schooling: 1) the ‘grievance’ approach, mainly drawing on the idea of ‘horizontal inequalities’ by Stewart; 2) an economic explanation, focusing on the idea of the ‘opportunity cost of rebellion’ by Collier and others; and 3) a political explanation by Bates that focuses on the role of the state and ruling elites in the emergence of civil war.

By critically interrogating the three strands of theories and the role of education in them, the paper contributes to approach a more comprehensive and sophisticated understanding of the role of education in violent conflict.

**Gifted adolescents in an Indian setting: An exploratory study of their coping**

Ketoki Mazumdar

The study “Gifted Adolescents in an Indian Setting: An Exploratory study of their Coping”, a qualitative study based on gifted adolescents attempted to understand the experiences, feelings and issues of being a ‘gifted’ individual and how they cope with the problems and issues that arise in their everyday lives.

The respondents for the study in the age group of thirteen to fourteen years, were selected from a special school meant for the gifted, in Pune, a city in the state of Maharashtra, India. To gain a deeper understanding of the topic, it was deemed that a qualitative enquiry would be appropriate. The respondents were interviewed in-depth in alliance with the research
objectives. They were also asked to maintain a diary, in which they would write their feelings, concerns and issues on a daily basis while emphasising the coping process or how they coped with the situation.

The results revealed that the feelings reported by the respondents could be grouped under three broad headings. First, many reported feelings of being treated differently in society; secondly, a few reported feeling positive about being gifted and thirdly, some were neutral about the whole idea of being identified as a gifted individual. Some of the concerns that assail them were those that are associated with regular adolescence. Concerns about studies, peer relationships, conforming to the norms in the group leading to groupism, misunderstandings with family members, were the main concerns that emerged from the case narratives. The study found that the gifted, despite their high cognitive abilities are not immune to social and emotional problems in their adolescence.

As regards the manner in which these gifted adolescents coped with these problems, since the respondents in the study went to a special school, where all the others were also facing a similar situation, they found comfort in the school and their peer group members. They were also found to seek social support from their family members, especially their mothers. The study also revealed that these individuals employed positive reappraisal and problem solving activities rather than confrontative coping and escape avoidance. Common coping strategies that they used were going off to spend some time alone, looking for a solution, and trying to relax. Gifted females were more likely to seek out a friend and talk to her when worried than boys. When it came to disagreements with friends, they opted for a direct approach, such as talking to a friend about the problem, and disclosing angry feelings to a friend. In disagreements with parents, they use more passive approaches, such a talking to someone else or letting the issue work itself out. In conflicting situations regarding themselves, gifted adolescents often choose to be alone and ponder about the problem.

**Research in a time of aid dependency, and inter-dependency: Vanuatu moratoria on foreign researchers**

Alex McCormick  
*University of Sydney*

This paper considers the recent Vanuatu moratorium on foreign research in exploring an aspect of the politics of international comparisons. This, the second full research moratorium in Vanuatu since independence, represents a unique response to international engagement in a time of aid-dependency and heightened global interdependence. It joins the Vanuatu Cultural Research Policy - that requires application, approval and collaboration with local ni-Vanuatu fieldworkers - as a legally enforceable national research strategy. While unique, such responses address shared and enduring questions around research ethics, international aid, knowledge ownership and production, questions that are posed in spaces where non-indigenous researchers could be considered ‘outsiders’ - in this case national, and post-colonial contexts.

I frame the paper in the context of my prior and current research into the discursive dimensions of multi-level education policy formation processes. Through a methodology of critical discourse analysis I have sought to understand the roles of language and power in education and development policy. This has involved investigating the ways that national actors (civil society, donor and government employees) in aid receiving, post-colonial Southeast Asian and South Pacific contexts have responded to and been influenced by the
global programs of Education for All (EFA) and the Millennium Development Goals (MDGs). My current research, for which I have submitted an application to the Vanuatu Cultural Centre, considers planning processes underway to determine ‘post-2015’ education and development trajectories, with a focus on the Pacific. Its complex and particular cultural, geographical, historical, linguistic and post-colonial features shape how Vanuatu engages with such contemporary ‘development’ discourses, the relationships between the actors who variously promote them, and research into these dynamics. Education and research are central to these areas, and to the conflicting visions for the future of the nation.

Transforming a society from a peasant to a modern and prosperous country within 30 years: Uganda’s national vision, secondary curriculum reform and skills development.

Laura McInerney
_Cambridge Education_

Mathias Mutema Mulumba
_National Curriculum Development Centre, Kampala_

Uganda’s national vision is to transform its society from a peasant to modern and prosperous country within 30 years. To contribute to this, a major reform of the lower secondary curriculum is underway. It will replace the current curriculum which, largely unchanged since colonial times, is high-pitched, outdated, examination-driven, overloaded, and in many areas, irrelevant to the needs of today’s learners and employers. In 2011, Uganda’s National Curriculum Development Centre started the reform process. Promoting the acquisition and application of knowledge, understanding, values and skills is a key element of the reform. The reformed curriculum aims to balance the present school environment with the needs of society. Contextual understanding was built through a curriculum situational analysis, which included lesson observations and questionnaires for head teachers and teachers in over 130 schools. An employer survey interviewed 141 employers and found dissatisfaction with communication and numeracy skills. Employers want schools to focus more on generic skills. A curriculum framework and eleven syllabuses covering eight learning areas and reflecting Ugandan national priorities and policies have been developed. Trails of textbook extracts have also taken place and assessed using lesson observations, student and teacher questionnaires. Yet much work remains. Radical changes to learning in the classroom are required to achieve the reform’s objectives and enhance Uganda’s regional competitiveness. With an emphasis on identifying and integrating generic skills, the paper illustrates the challenges faced in translating education policy into measurable learning outcomes and makes suggestions to other countries planning a similar reform.

Parental support: The ‘layer within’ San’s education challenges in Botswana

Keneilwe Molosi
_University of Glasgow_

For a long time the government of Botswana has been trying to attract and retain more San children in school. Unfortunately government’s efforts have born less fruits so far, San continue to make low enrolment numbers in the education system. This situation has been blamed on different factors, but this paper argues that one main factor to be blamed is lack of parental support which can be blamed on the education system that entertains unequal power relations where parents are not considered as equal partners in education. This paper
recommends that effective ways of involving parents should be sought to improve the numbers of San children retained in school. Freirean ideas are used to guide the arguments in this paper. This paper has been informed by a study undertaken on the San in Khwee and Sehunong Settlements.

**Schooling, politics and the construction of identity in Hong Kong: The 2012 national and moral education crisis in historical context.**

Paul Morris  
*Institute of Education, University of London*

Edward Vickers  
*Kyushu University*

Since Hong Kong’s reversion to Chinese sovereignty the Government has attempted to strengthen local citizen’s identification with the People’s Republic of China (PRC). Such efforts have met with limited success, and an attempt in 2012 to introduce a compulsory school subject, ‘Moral and National Education’, was withdrawn in the face of local opposition. This article explores the history of attempts to use the local school curriculum for purposes of political socialisation, and their relationship with the emergence of a distinctive sense of ‘Hongkongese’ identity. We argue that the curriculum has come to project and reflect a dual sense of identity, both Chinese and local; the former located mainly in ethnocultural and the latter in civic qualities. Whilst schooling has helped to reinforce this pattern, the origins of local civic consciousness lie primarily in a tradition of civic activism that emerged strongly in the 1970s, and has gained in strength in the period since Hong Kong’s retrocession. In discussing the distinctiveness of the relationship between schooling and the construction of identity in Hong Kong, the article invokes comparisons with the case of Taiwan.

**Negotiating identities through learning Chinese as a heritage language in Australia and beyond: The ‘seen but unnoticed’ rule**

Michael Mu  
*University of Calgary*

Tom Strong  
*University of Calgary*

The increasing linguistic and cultural diversity of our contemporary world points to the salience of maintaining and developing Heritage Language of ethnic minority groups. The mutually constitutive effect between Heritage Language learning and ethnic identity construction has been well documented in the literature. Classical social psychological work often quantitatively structures this phenomenon in a predictable linear relationship. In contrast, poststructural scholarship draws on qualitative approaches to claim the malleable and multiple dynamics behind the phenomenon. The two schools oppose but complement each other. Nevertheless, both schools struggle to capture the detailed and nuanced construction of ethnic identity through Heritage Language learning.

Different from the extant research, we make an attempt to ethno-methodologically unearth the nuisances and predicaments embedded in the reflexive, subtle, and multi-layered identity constructions through nuanced, inter-nested language practices. Drawing on data from the
qualitative phase of a large project, we highlight some small but powerful moments abstracted from the interview accounts of five Chinese Australian young people. Firstly, we zoom in on the life politics behind the ‘seen but unnoticed’ stereotype that looking Chinese means being able to speak Chinese. Secondly, we speculate the power relations between the speaker and the listener through the momentary and inadvertent breaches of the taken-for-granted stereotype. Next, we unveil how learning Chinese has become an accountably rational priority for these young Chinese Australians. Finally, we argue that the normalised stereotype becomes visible and hence stable when it is breached – a practical accomplishment that we term ‘habitus realisation’.

Social accountability versus market oriented accountability: A case study of public and private school in Haryana, India.

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Jawaharlal Nehru University

The present paper, based on a qualitative study of five government and four private schools in Haryana India, draws a comparative analysis of social accountability (in form of community participation) and market oriented accountability. To view the functioning of social accountability, the paper studies the impact of the institutional functioning (School management committees) and the socio-economic characteristics of community served by school in ensuring effective community participation. In the context of market oriented accountability, the paper analyzes the parental choice by using Hirschman’s model of ‘Exit, Voice and loyalty’. Further, to comprehend the market mechanism, the paper studies the type of private schools, its fee structure and the socio-economic profile of the stakeholders served by the school. As the social power structure remains unchallenged in the weak institutional mechanism, the social accountability remains an unachieved task. In private schools, the market accountability found functioning successfully to a certain extent. However, uninformed choice, the mal-practices noted in functioning of private schools and exclusion of the most marginalized section questions the viability of market-oriented accountability. The analysis regarding SMC and functioning of private schools becomes significant in the context of Right to Education Act as the structure like SMC and 25% reservation for marginalized section in private school are two much debated aspects of RTE in India. The qualitative data was captured over a span of two years (from March 2009-April 2011) by using multiple research tools such as: Focused Group Discussion, in-depth interviews and informal discussions with parents, children, teachers and head of government and private schools.

Justice and education in a post-conflict community in South Africa: the constraints of violence and disadvantage

Charlotte Nussey
Institute of Education, University of London

This paper questions patterns of violence and ideas of justice in a post-conflict rural Zulu community in South Africa. In this paper, I draw on life history interviews and other ethnographic strategies of engagement with sixty learners in an adult education initiative, which drew on both EFA and international theories of adult education in its design, but which was delivered and understood in specifically local ways. Through reflections on this data, I question how historically high levels of violence, post-conflict patterns of violence and multiple dimensions of poverty interact at both substantive and symbolic levels. I read understandings of these different forms of violence through the lens of the Capability
Approach, to theorise how these interactions dynamically construct power, disadvantage and constraint, and to question the possibilities which adult education might offer to trouble some of these forms of violence.

**Causal powers and susceptibilities in the governance of multi-stakeholder partnerships in Rajasthan**

Anupam Pachauri  
*National University of Educational Planning and Administration*

This paper is based on my DPhil research (2007–2012) at University of Sussex, a qualitative inquiry into the evolution and impacts of a multi-stakeholder partnerships (MSPs) model of education in India. Rajasthan Education Initiative -- the MSP model -- was floated as an innovation by the Government of Rajasthan and its core partners with claims that it will achieve the goals of Education for All (EFA). MSPs have been promoted by the World Economic Forum (WEF), one of the REI partners, as a way forward to increase the impact of initiatives, improve participation and quality and complement the resources available from the State.

Utilising R.E. Stake’s multi-case study approach and Andrew Sayer’s concept of double contingency of power, this paper analyses the evidence about the role of transnational alliances (incorporating global organisations as well as local governments) and private-sector actors vis-a-vis their claims about achieving EFA and the Millennium Development Goals (MDGs), even as they enter into not-for-profit partnerships in public-sector.

The evidence shows that economic and political power dominated the fate of REI. Corporate social responsibility (CSR) was a driving force behind establishment of the MSP but this was not backed by continued and meaningful engagement. A ‘win-win’ scenario of greater resources, efficiency and effectiveness, which was used to justify the REI did not emerge in reality. In fact the MSPs are unstable; reflect fluid inter-organisational evolution and ambiguous public accountability.

**The adult literacy field in Guatemala**

Marta Paluch  
*University of Sussex*

Nearly 20 years after the signing of Peace Accords which ended Guatemala’s 30 year conflict, many of the agreements have not been implemented, nor have those responsible for acts of genocide against indigenous people been brought to justice.

Adult literacy in Guatemala is estimated at 86%, the lowest in Latin America. In a context of acute educational inequality, illiteracy is linked to poverty, with the lowest literacy rates found in rural areas, particularly among women and indigenous people. The National Literacy Committee started the process of planning a new post-2015 strategy at the beginning of April this year while at local level municipal literacy co-ordinators are meeting to redesign the 3 levels of the literacy curriculum. Meanwhile in the current academic year, a regional redistribution of budgets has led to the closure of classes in some areas and an increase in others with the aim of declaring some parts of the country ‘free of illiteracy’.

Using Bourdieu’s concept of field, this paper explores political and educational positions in the field of adult literacy in Guatemala and the impact of decisions taken at national level, on
the work of adult literacy facilitators in a municipality of the Western Highlands, a predominantly indigenous area.

Research methods consist of participant observation in adult literacy classes, facilitator training sessions and co-ordinator planning meetings, as well as interviews with people working in a variety of positions in the adult literacy field.

**Competing paradigms of internationalisation practices and higher education reform: A case study of overseas-educated academics in Vietnamese universities**

Lien Pham  
*Macquarie University*

In this study I examine the experiences of Vietnamese academics who have been educated in the Anglophone West and who have returned to work in their local universities. My aim is to understand the impact of Anglophone Western education in shaping their identities and actions as education agents in Vietnam. Drawing on the results of surveys and follow-up interviews conducted with overseas-educated Vietnamese lecturers and administrators working in public and private universities in four major cities of Vietnam, I analyse their perceptions and responses to the internationalisation activities that their universities engage in. The findings reveal a paradox of university leadership privileging academics with overseas credentials and simultaneously constructing barriers in embracing the Western educational knowledge and practices that they see as superior. In response, these overseas-trained academics engage selectively in curriculums that carry Western content and pedagogy, whilst choosing to follow management pathways that promote traditional Vietnamese norms. In addition, they participate in international partnership programs with foreign institutions to utilise their overseas-acquired knowledge and skills, primarily foreign language skills, and interact with foreign academics. Within this process of seeking international standards of teaching that is pervasive of Western consumption, they realise, contest and accommodate the economic values of higher education. Despite working within competing paradigms, these academics see themselves as contributors to improving quality in higher education in Vietnam. Insights into the subjectivities of overseas-trained academics within Vietnamese universities highlight the importance of examining the different paths that nations take in higher education reform in response to internationalisation.

**What matters to South African FET college students: A capability list for Vocational Education and Training**

Lesley Powell  
*University of Nottingham*

Vocational Education and Training (VET) has moved to the centre of political reform targeted at unemployment, poverty alleviation and economic growth with the central mandate being to prepare learners for employability. Drawing from interviews undertaken for my doctoral study with twenty Further Education and Training (FET) college students, this paper develops a list of capability dimensions for South African FET college students. The development of dimensions of capabilities that matter to students serves three purposes. First is that it makes it possible to determine whether the FET college has expanded or contracted capabilities that matter. Second is that it focusses attention on the capabilities important for
live a flourishing life. Third, and importantly, it provides the basis against which public
dialogue and discussion can take place.

In the paper, I defend the procedural approach applied to selecting the capabilities and show
that the capabilities that matter to students extend far beyond narrow notions of
employability. This has two important implications. First, it challenges narrow
understandings that prioritize employability as the singular and sole purpose of VET and
suggests a broader role for VET which is inclusive of, but not limited to employability.
Second, and following from this, it suggests that for VET to contribute to poverty alleviation
that it will have to understand poverty as a capability deprivation across multiple dimensions
and will therefore need to expand capabilities across these multiple dimensions.

**Supporting development through improving English language teaching and
learning in Bangladesh?**

Tom Power
*Open University*

Elizabeth Erling
*Open University*

English language teaching has a prominent role in the education policy of Bangladesh, as it is
framed in policy discourse as a means of supporting the economic development of
individuals and the nation. In 1991, English was made an obligatory subject from Grade 1.
However, since that time, it has been the most commonly failed exam subject (Hamid and
Baldauf, 2008). Less than 10 per cent of primary teachers have a level of English as high as
the primary textbooks (Rahman and Janan, 2011). Previous training has failed to provide
teachers with the necessary skills for effective classroom practice (Kraft et al, 2009), and
student participation in lessons is usually passive (EIA 2009).

In this context, as partners with the Government of Bangladesh, the English in Action
programme (EIA) has been working to identify ways of improving teaching practices and
student learning outcomes in English, in both primary and secondary schools. This paper
reports on an intervention that has so far shown impact on changing teacher and student
perceptions of learning, classroom practices and learning outcomes. These pedagogic
successes are also being linked to economic gain for individuals.

This intervention attributes its success so far to its school-based approach to teacher
development which harnesses technology. New ideas and practices are introduced through
offline audio-visual materials provided on low-cost mobile phones. As well as facilitating the
formation of peer networks and the mentoring of teachers, technology allows the intervention
to reach rural communities and marginalized groups.
Learning the new Nepal: Re-constituting the educational space

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This paper will discuss the ways in which the educational space – of textbooks, is reconstituted in the mother tongue education schools. The notion of ‘local’ (sthaniya) was very important part of this reconstruction. This spatial imagination of ethnicity also aligned with the political imagination of potential federal states of Tharuhat and Newa Rajya. However, this sense of locality was not simply mapping of identity onto place, but also claiming distinctiveness and gaining visibility. I will discuss this by exploring the contents of mother tongue education textbooks. I will pay particular attention the local stories, names, contexts, pictures etc. and how these represent the people and the country. Paradoxically, this reconstitution of the education space, through local language, also made a closer interaction with the state possible. There was a two way process of not only receiving the textbooks and guidelines from Curriculum Development Center (CDC), but also participating in the process of shaping this space with ‘local’ contents.

Involvement of NGOs in schools: Case studies from Israel and Germany

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The growing involvement of NGOs in public education is not a local phenomenon, but rather a global one. The study is a part of an international comparative study that aims to examine two case studies of interactions between schools and NGOs in the Israeli education system and the German one, from the perspective of different stakeholders involved in these interactions (school principals, regulatory agents and the NGOs).

Education and social outcomes for young people: Promoting success

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Ricardo Sabates

Angelika Kuemmerling
University of Duisburg-Essen

Research has shown that educational attainment has important benefits beyond income and employment. Higher educated individuals education experience better physical and mental health, are more likely to participate in civic and community activities and are less likely to commit crime than individuals with lower levels of education. However, few studies have focused on the differences between vocational and academic qualifications in achieving these
outcomes, resulting in a knowledge gap regarding the kind of education that matters for achieving social benefits.

This project undertakes a cross-country comparative analysis of the determination of social outcomes for individuals during their school to work transition in England and Germany, using the BHPS and the SOEP datasets. These two countries have been selected for the quality and comparability of the datasets and the diverse nature of their educational policies and systems, particularly with respect to the organisation and value of vocational training in each country.

We first identified the educational trajectories of young people in England and Germany, before using these to analyse selected health and civic participation outcomes. Our research determines a) the importance of educational trajectories for benefits in these domains, and b) contextual differences in the generation of such benefits. Preliminary findings show surprisingly similar patterns for the relationship between educational trajectories and social outcomes in both countries. Further research will focus on the mediators and moderators of the benefits of education during school to work transitions in these different contexts.

**Education policy in Pakistan: National challenges, Global challenges**

Adeela ahmed Shafi  
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This article seeks to explore the main issues facing education policy in Pakistan, a relatively new country, still seeking to find its feet in terms of educating its future generations. The article highlights Pakistan’s intentions reflected in the commitments it makes on the world stage and the challenges of implementation at nation state level. A disparity between these two levels highlights why education in Pakistan remains sporadic and poor quality, against a backdrop of international interest in terms of the ‘war on terror’ and the perceived rising of madrassas and extremism. The article concludes with some practical recommendations of how global commitments could be used to address national challenges by shaping policy and importantly its implementation at ground level. One of these is to focus on educational research, within and by Pakistanis themselves, to understand their own educational needs more fully and consequently be able to construct policy more reflective of national challenges and feed into global commitments.

**Successes and challenges in the implementation of policies related to Right to Education in Cambodia and Thailand**

Purna Kumar Shrestha  
*VSO International*

Cambodia and Thailand have both pledged to meet their international commitments regarding the right to education. This paper presents the findings of community research which was focused on successes and challenges of the implementation of right to education commitments. The study was based on the four A’s framework (Accessibility, Acceptability, Availability, and Adaptability) developed by Prof. Katarina Tomaševski. In Cambodia, the research was undertaken in three provinces, namely Rattanakiri, Siem Reap and Kampot. Two districts were selected from each province with an equal balance between urban and rural areas whereas in Thailand the research was conducted in 4 provinces namely Mae Hong Son, Ranong, Nong Khai and Bangkok/Sra Kaew.
While access to basic education in both countries has increased because of more schools and teachers in recent years, certain marginalized groups such as children with disabilities, girls, those who live in rural locations and belong to migrant and ethnic minority groups are still deprived of their right to quality education services. Although the policy of free education and education for all was launched some years ago, many parents consulted in this study were not aware of such policies. The paper highlights that children, parents, teachers and policy makers have different understanding of successes and challenges of the implementation of right to education commitments. The paper concludes with recommendations offered by the stakeholders involved.

**Portuguese education aid in Guinea-Bissau from 2000 to 2012 through the lens of internationalization of curriculum studies**

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This paper presents ideas that have emerged in the preliminary stage of data analysis from a doctoral research. This research aims to evaluate the impact and effects of a Portuguese education aid Program called PASEG implemented from 2000 to 2012 in Guinea-Bissau - a West African small state. Portuguese aid education programmes/ projects and the Guinea-Bissau education system are under researched and under-represented in international and comparative education. Through the internationalization of a curriculum studies framework (e.g. Pinar, 2008; Pinar, 2010) the analysis focuses on how curricular concepts work and how they have been translated at the local. PASEG presents a set of very specific features that are of particular interest for the following reasons: Portugal is a semi-peripheral country of the world system; the program focus is on the meso and micro levels of curriculum decision; employs a considerable number of expatriate staff; Guinea-Bissau has experienced significant conflict, political and military instability both prior to and following independence up till today. The aim is to examine the PASEG contribution to shaping curricular practices in Guinea-Bissau. The preliminary data analysis indicates that the program focus since 2000 is on post-basic education and on supporting the promotion of the Portuguese language. The focus was also at the school level promoting access to ICT, school material for teachers and students. It also played a major role as a “curriculum mediator” due to the lack of textbooks and of Ministry of Education guidelines.
Lecturer perspectives on English Medium Instruction (EMI) at a University in Indonesia

Nurmala Elmin Simbolon  
*Curtin University*

Katie Dunworth (Presenting)  
*University of Bath*

Paul Mercieca  
*Curtin University*

Kay O’Halloran  
*Curtin University*

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English as a Medium of Instruction (EMI) is increasingly widely used as part of a global move towards the internationalisation of higher education. In Indonesia, triggered by the government’s initiative to implement EMI at the school level, many Indonesian universities have adopted this practice. Studies indicate that many teachers and schools in Indonesia lack a good understanding of EMI and face problems when implementing it. In spite of these issues, there is little evidence that a systematic process of evaluation of these practices has been undertaken. The study reported in this presentation sought to address that gap by investigating teacher perspectives at one university in Indonesia, and examining the implications of those perspectives for the implementation of EMI at that university in relation to teacher practice, student learning, and the institution’s support role. Data were collected through five focus group interviews of 21 participants, and analysed using thematic and discourse analysis. Preliminary findings indicated that despite their limited English proficiency and teaching skills in an EMI context, most lecturers had positive attitudes towards the practice of EMI, believing it to be a strategy for developing both students’ and lecturers’ English proficiency, and viewing it as an appropriate response to the increasingly widespread use of English in a globalised world. However, participants also identified ways in which EMI could be made more effective, particularly in relation to teaching approaches and institutional support.

The paradox of partnerships: An analysis of mutuality and effectiveness in UK-Africa higher education collaboration

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Internationalisation of higher education is seen as strategic priority for UK universities and in the ‘new Africa,’ opportunities for university partnerships are growing. While there is evidence of a positive paradigm shift toward mutuality and sustainability, and of efforts to address asymmetrical power relations, there are continuing uncertainties as to the conditions underpinning effective partnerships. Based on an analysis of key informant interviews with UK policymakers and academics, this research considers the current context of UK-Africa
university partnerships from the perspectives of UK institutions and brokering agencies. Findings demonstrate that most partnerships are driven by individual, ‘international enthusiasts’ who operate them out of goodwill. However, the undertone of market competitiveness, as an outworking of globalisation, is essentially creating silos at institutional, national and global levels, resulting in a disjointed understanding of the daily life of partnerships across the UK. Furthermore, it is not clear how the local/global dichotomy of internationalisation can be bridged for both the UK and African partners, narrowly conforming motivations and benefits to purely economical and fundamentally discouraging any mutual exchange for sustainable practice. In the current terrain, increasingly driven by a rationale of marketisation and self-preservation, possibilities for nurturing future university partnerships for the common good are significantly constrained.

The Effect of individual and school factors on lower primary student achievement in a rural area of Malawi: A multilevel analysis

Kyoko Taniguchi
_Hiroshima_

The individual factors affected student achievement are primarily concerned in both developed and developing countries. On the other hand, in developing countries, it is considered that the effect of school factor is far larger than that of developed countries (Heyneman & Loxley, 1983). Therefore, this study aimed to analyse what individual and school factors affected lower primary student achievement in a rural area of Malawi by utilizing a multilevel analysis. The data, which were 1476 grade 5 students, 30 teachers and head teachers, and 169 members of the school management committees and parent and teacher associations, presented in this study derive from the field research conducted over three-month period during the academic year 2012-13, with English and mathematics tests and questionnaires. The preliminary results showed that the age of school entry, number of repetition and absenteeism, sibling order, textbook ownership, the number of meals per week, house tasks, aspiration for education and studying, and participation of school activities at the individual level, and classroom resources, class teacher’s sex, educational level and teaching experience at the classroom level were associated with student English achievement. The analysis is still on-going and it is expected in this paper to find out significant factors in a rural area of Malawi. It suggests crucial implications for policy makers to make remedial measures.

Making space for local knowledge: Community-based literature and internationalized education

Barbara Trudell
_SIL International_

Johnstone Ndunge
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The role of local languages in the formal education curriculum in Africa has historically been meagre. Centrally determined language-in-education policies typically rely on perceptions of political and economic progress, rather than on the realities of learning and cognition. Linking national unity to linguistic uniformity militates against the development and use of minority languages, to the detriment of the speakers of those languages.
The influence of internationalized education further diminishes the space for local knowledge and languages in the curriculum. Where the goals of education are based on internationalized features of development and progress, the unique relevance of local knowledge to local communities is easily ignored.

However research shows that, when local language and knowledge are given a place in the formal education system, the results include enhanced learning outcomes and greater involvement by the community. One way in which local language and knowledge can be incorporated into the learning process is the development of written pedagogical materials by and for the community of speakers – children, youth and adults.

This paper reports and reflects on just such an experience - a recent collaborative partnership between two NGOs and a local language community, to produce community-oriented literature in Kenya. The features of this initiative will be reviewed, with special attention to the perspectives of local participants regarding the process and outcomes. The paper will argue that, in a context of internationalized education, community engagement in the formal learning system can reverse trends towards the marginalization of local culture, knowledge and language.

**Towards a conceptual framework for empirical research on participation of non-traditional students (NTS) in higher education in Sub-Saharan Africa**

Peace Buhwamatsiko Tumuheki  
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Our contemporary higher education systems are characterised by a histrionic growth in student numbers associated with the shift from elite to mass higher education systems. As part of this process, new types of students who for various reasons had been excluded and underrepresented in higher education are joining, in increasing numbers. Consequently, a number of studies have been carried out in the developed countries to understand what these changes mean for higher education institutions in terms of impacting on development at policy and practice levels. However not much research has been done about these issues in Sub-Saharan Africa (SSA).

This paper builds on the participation model developed by Schuetze and Slowey, to contribute to the public discourse on theoretical considerations for guidance of empirical research on participation of NTS in higher education in SSA. Their model focuses on how NTS can fit better in the existing structures, however without questioning the role of higher education in the broader sense.

Basing on the Capability approach, this paper makes justification for the need to recognise diverse individual talents of learners and utilising societal opportunities. Higher (university) education should not be seen as an end goal in itself, but rather as an institution which prepares students to make meaningful steps in their careers after completing their degrees. Finally, the paper proposes conceptual factors to consider when researching participation realities of NTS in higher education in SSA.
The last conference paper

David Turner
University of South Wales / Beijing Normal University

Tom Salmon

Huge amounts of data that is relevant to comparative education is now being published by UNESCO, OECD, PISA, PIRLS and TIMSS, and that does not even take into account the data that is being published by national ministries and NGOs. You would not think of setting up a commission to look at “Relevant Data in Comparative Education”* today – relevant data is everywhere.

This is also the age of the software to mine huge amounts of data and bring sense into the multitude of data available; this is the age of “big data”. Software like Tableau (used in this presentation) is widely available and user friendly.

How will this change comparative education? This presentation will show how data can now be mined for generating questions and hypotheses. This puts power into the hands of the audience and makes student research and speculation easy. This is the last conference presentation you will ever need to attend.

Education and skills inequality among young adults in OECD countries. Evidence from PIAAC 2012.

Oscar Valiente
University of Glasgow

Rosario Scandurra
University of Barcelona

The paper analyses through statistical modeling how the distribution of post-compulsory education between individuals and social groups affects inequality of skills among young adults (aged 25-34) in different countries. The paper is based on data collected by the Survey of Adult Skills 2012, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC) that measures proficiency in literacy and numeracy internationally. In order to gain understanding of the relationship between different potentially explanatory factors of numeracy and literacy scores in PIAAC, separate sequential models were constructed for socioeconomic background, education and training, employment, and skills practices factors. The results show that even after accounting for all factors education remains the most important predictor of literacy and numeracy proficiency among young adults. In all countries, however, the total effect of education on skills is partially explained by the unequal distribution of education among individuals from different socioeconomic backgrounds. The paper explores how different institutional arrangements, such as the differentiation of post-compulsory education and the expansion of the access to tertiary education, moderate the effect of individual socioeconomic background on the educational attainment and the skills of young adults.
Non-formal education and new partnerships in a (post-)conflict situation

Josje Van der Linden
*University of Groningen*

‘Welcome in the district that has produced great people!’, were the words with which I was received in Koboko district. One of the great people referred to was ex-president Amin, by some called ‘the butcher of Uganda’, who was born in this district in the remote north-western corner of Uganda, bordering the Democratic Republic of Congo and South Sudan. The Youth and Women Community Development Organisation (YWCDO), based in Koboko, offered a training course on leadership and entrepreneurship skills for women, seconded by an organisation of South Sudanese diaspora, living in the Netherlands. The organisation YWCDO is an example of a micro development project supported by diaspora and can be viewed as a new form of development cooperation. After familiarising myself with the experiences of South Sudanese people in the Netherlands and their contribution to the educational development of the region, visiting the YWCDO organisation provided an opportunity to get insight in the ‘other side of the story’. The findings of this field visit lead to reflections on the role of non-formal education and new partnerships in (post-)conflict situations. These reflections are sustained by theories on lifelong learning, non-formal education, capabilities, and capacity development and also by findings from other research areas like Sudan, South Sudan, Mozambique and the Netherlands. Final goal is to develop an approach to non-formal education and partnerships to ‘produce’ people who are great in the way they contribute to peace and development in the region.

Theoretical and practical approaches to teacher professional enhancement: participatory action research with teachers in Uganda

Alice Wabule
*Uganda Martyrs University*

The role of teachers is fundamental in bringing up the young generation intellectually, morally and as a continuation of the responsibility of promoting education as a primary agent of socialization and development. In view of this, teachers are expected to exert their tasks to satisfy the needs of children, including facilitation of the process on internalizing social and moral values. However, teachers who day in day out give an education confront difficult situations. For the case of SSA, amidst poverty, crisis and violence, teachers also deal with children who have serious physical, psychological and learning handicaps. At the same time, they are tasked to improve large classes in conditions of deprivation, without basic tools for teaching and learning. Many would want to stay teaching but extremely low wages force them to take up other jobs to survive. Consequently, criticism has been mounted on teachers for lacking a genuine desire to execute their professional duties. In Uganda specifically, teachers are blamed for absenteeism, alcoholism and abuse of learners, among others.

In contrast, this paper draws from both literature and field experiences to argue that despite growing awareness of teachers’ weaknesses, many teachers have maintained a positive attitude towards the profession. Therefore this paper mentions the problems faced by teachers generally at the macro level, but concentrates more at the micro and meso levels by exploring and sharing experiences on the strategies through which teachers are dealing with ethical dilemmas and issues of professional norms and values at the school level.
Globalisation processes in Arab Higher Education: Bringing civil society into a moment in the politics of education

Clare Walsh
University of Bristol

By examining a moment in the politics of education this paper considers if and how Arab civil society networks impact on the regionalisation of higher education across the Arab world. By analysing the education ensemble through the cultural and civilizational element of civil society, the aim is to identify how and on what basis Arab modernity, culture and societies can be interpreted.

Post-2015 education goal setting: Repeating the mistakes of the past?

Lee Wells
University of Bristol

Michael Crossley
University of Bristol

The easily understood and conversable objectives and targets for Education For All (EFA), along with the education specific Millennium Development Goals (MDG), have gone a long way in mobilizing and motivating governments and multilateral agencies into long-term action to improve the educational standards in the world’s poorest countries.

However, progress has been uneven and the majority of targets are unlikely to be met by 2015. Both EFA and MDGs have been criticized for failing to build sufficient local accountability as well as failing to recognize the importance of local capability in achieving desired outcomes. Additionally, the inadequacy of universal objectives in reflecting the diverse challenges of individual nation states and the limitations of global reporting mechanisms, have served to undermine the effectiveness of global target setting.

This paper considers how the process for defining the next generation of education goals (Post-2015) has responded to the criticisms of the current MDG and EFA initiatives, as well as the changes in the global political, economic and social environment, since the original goals were set in 1990.

Overall, the paper argues that the mistakes of the past may well be repeated. This is in part due to the lack of understanding on behalf of global policy makers of the specific circumstances of those in need, the co-opting of local activism into the global mainstream, and the limitations of a goal-driven process, defined by long-term planning horizons, that fails to adapt to emerging challenges.
Recasting teachers’ pedagogy and practices in developing countries: a rigorous literature review of ‘what works’ post 2015

Jo Westbrook  
*University of Sussex*

Dr Naureen Durrani  
*University of Sussex*

This paper discusses findings from a rigorous literature review on ‘Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries’. The key question posed was: Which pedagogic practices, in which contexts and under what conditions, most effectively support all students to learn at primary and secondary levels in developing countries?

Pedagogic innovation within the current EFA framework lies not in what teachers do but how they do it, and how they view – and then include - their students. Teachers’ positive attitudes towards their pedagogic training and their students, particularly those in danger of marginalization, was important but more crucial was their use of three communicative strategies: giving feedback and paying sustained and inclusive attention to students; creating a safe environment in which students are supported in their learning; drawing on students’ backgrounds and experiences. Armed with such strategies, teachers employed six interactive teaching practices that had positive outcomes on students that were a judicious combination of teacher and student-centred pedagogies.

While the ideals of EFA are currently being questioned, reframing the pedagogic practices of teachers in the global south in more positive terms as a slow burning but definite result of EFA reverses the unhelpful deficit view of teachers. Such effective practice is the more remarkable when it takes place under difficult conditions unacceptable in Western contexts, conditions that will remain for some time, as secondary school classes bulge with primary graduates.

Approaching early childhood education and care (ECEC) from global and comparative perspectives: ECEC in Scotland, Hong Kong, and Mainland China

Yuwei Xu  
*University of Glasgow*

This presentation aims to provide insights into ECEC from global and comparative perspectives, by looking at the three different ECEC systems in Scotland, Hong Kong, and Mainland China. The research hopes to shed some light on how internationalization has both influenced and been negotiated by various social contexts in the field of ECEC.

This paper is among the flourishing literature of ECEC and globalization. Meanwhile, as few studies have approached ECEC from a comparative perspective, this presentation will add to this gap. Further, ECEC in the three regions, especially ECEC in Scotland, seems to be under-researched.

This study adopts a social-constructionist approach, looking at the ways in which the ECEC system in each region is limited by its socio-economic context. It is also argued that the international context functions as a global society which has impacts on the construction of
different ECEC systems.

The research is mainly literature review-based and consists of analyses of political and historical documentation. Some informal talks with ECEC academics were also conducted to better understand each ECEC context and values.

It appears that contextualized and internationalized characteristics co-exist in the three ECEC systems. The three ECEC systems are all somehow country-appropriate but subject to criticisms. Nevertheless, these do not prevent global ECEC heading towards shared values and philosophies such as child-centredness, play-based learning, universal education for social equity, integrated teaching and learning, and high quality of both physical facilities and child-adult interactions.

**Crossing the chasm with IB implementation in Israel – is it possible to fuse international dimension within conflict ridden country’s education system?**

Miri Yemini  
*Tel Aviv University*

Dvir Yuval  
*Tel Aviv University*

The study aims to reveal the tensions and conflicting interests between local and global agenda in the national education policy debate in a complex conflict ridden society such as Israel. Israel seems to be trapped in a contradiction between its status as an OECD country characterized by high living standards, literacy, a well-developed IT sector and global economic integration, on the one hand, and the realities of an intense and long-standing multicultural conflict, on the other. Thus, the acute tension between globalization and nationalization in the Israeli education system provides an intriguing case study for the current research.

The study is of exploratory nature with the aim to reveal the opinion and motivation of different stakeholders as parents, teachers, school principals, Ministry of Educations’ officials, academics and educational entrepreneurs towards the possible introduction of IBD within public Israeli education system and as an alternative for the formal matriculation exams system.

The Israeli case may serve as a reference point for future research, advancing the study of internationalization processes in schools in modern societies – especially those found in conflict-affected regions.
A ‘New Orientalism:’ Images of schooling in East Asia as a source of policy borrowing in England

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The recent global trend of educational policy borrowing is to use the features of ‘world-class’ educational systems (top performers in international surveys such as PISA and TIMSS) as evidence to justify domestic reforms. East Asia, especially Shanghai, Hong Kong and Singapore, has frequently been referenced as the ‘inspiration’ for educational reforms in many countries, including England. However, the extent to which the features identified by the English government accord with the understandings and perceptions of practitioners and scholars within East Asia has not been subjected to critical scrutiny. The overall purpose of this study is to explore the relationship between the ‘representation’ and the ‘reality’ of East Asian education systems. It specifically focuses on school autonomy which has featured prominently as the basis for reform initiatives in England. The analysis demonstrates that the images of high performing East Asian education systems represented by the English government are both selections and distortions of the ‘reality’ in East Asia, designed to legitimate preferred reform directions. Accordingly, looking to the East, which seems to run counter to the ‘West-to-Rest’ flows to date, does not necessarily lead to a better Western understanding of the East. Moreover, looking East for the ‘global standard’ of ‘world-class’ education system – a view produced by western policy networks - can be read as a new form of ‘Orientalism’. This discussion thus opens the possibilities for contemplating how post-colonial theoretical resources might be further developed to inform research on educational transfer.