

Governing Educational Spaces in Europe  
**XXVI CESE Conference**  
June 10–13 | 2014 | Freiburg/Germany



**Programme and Abstracts**

**Governing Educational Spaces**  
Knowledge, Teaching, and Learning in Transition  
– The World in Europe, Europe in the World –

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# Welcome

Dear CESE Members and participants in the XXVI CESE Conference,

On behalf of the CESE Executive Committee and the Local Organising Committee, I would like to welcome you warmly to Freiburg and to our XXVI CESE Congress. We are very happy that a CESE Conference finally returns to Germany, more than 30 years after the XII CESE Conference which was held in Würzburg in 1983. The Freiburg University of Education is a small university with around 5.000 students. However, its highly specialised research, its commitment to *Bildung*, and its teaching focus on all issues of education across the life-span makes it a very appropriate setting for this CESE conference.

With our conference theme "Governing Educational Spaces: Knowledge, Teaching and Learning in Transition" we are trying to link the concept of 'Educational Governance', which is currently intensely debated in education (and related disciplines and fields such as sociology of education, political sciences and policy studies) with the notion of 'Educational Spaces', which is one of the core concepts of comparative education. When we sent out our 'Call for Papers' in 2013, we were convinced that comparative education is particularly well situated to explore the emerging dynamics of educational governance within changing educational spaces and that the call would therefore attract a lot of attention.

However, the overwhelming response to our call from scholars around the world has surpassed our most optimistic expectations. Therefore we hope that our Conference will be intellectually exciting and will create ample opportunities for you to keep up and extend your international networks.

As always the programme of the Conference will consist of Plenary Lectures and Working Groups, which in the CESE tradition run as rolling seminars for the whole time of the conference. These will remain at the core of the CESE conferences. In addition, there is one new feature, the 'Cross-Thematic Sessions' (CTS). These provide a platform for individual contributions to the conference which do not exactly fit into one of the main Working Groups (WG) or which cross-link two or more of the WG sub-themes. We hope that you will also enjoy this new format, which will be tried out in Freiburg for the first time.

I wish you interesting discussions during this Conference and a very enjoyable stay in the City of Freiburg.

Hans-Georg Kotthoff  
University of Education Freiburg  
President of CESE and Chair of the Local Organising Committee

## CESE Executive Committee

- **Hans-Georg Kotthoff**, University of Education Freiburg, Germany (President)
- **Miguel Pereyra**, University of Granada, Spain (Past President)
- **Vlatka Domovic**, University of Zagreb, Croatia (Vice-President)
- **Stephen Carney**, Roskilde University, Denmark (Vice-President)
- **Terri Kim**, University of East London, UK (Member)
- **Anselmo Paolone**, University of Udine, Italy (Member)
- **Eleftherios Klerides**, University of Cyprus, Cyprus (Secretary-Treasurer)

## Local Conference Organising Committee

- **Hans-Georg Kotthoff**, University of Education Freiburg, Germany (Chair)
- **Karin Amos**, University of Tübingen, Germany
- **Sabine Hornberg**, University of Dortmund, Germany
- **Marcelo Parreira do Amaral**, University of Münster, Germany
- **Olivier Mentz**, University of Education Freiburg, Germany
- **Jutta Nikel**, University of Education Freiburg, Germany
- **Christine Riegel**, University of Education Freiburg, Germany

## CESE Conference Secretariat

- **Natascha Hofmann**, University of Education Freiburg, Germany
- **Christiana Christofi**, University of Cyprus, Cyprus
- **Pascal Neumann**, University of Education Freiburg, Germany

When in need of information and/or support, ask our student support staff who will be wearing blue T-shirts with the CESE logo.



## **General Conference Information**

## Congress Information

### Conference Venue

Pädagogische Hochschule Freiburg/  
University of Education Freiburg  
Kunzenweg 21  
79117 Freiburg im Breisgau, Germany  
<http://www.ph-freiburg.de>

### Conference secretariat opening hours

Monday, June 9 16.00-19.00

⇒ Please note that on Monday conference participants can only register at the Greiffenegg Schlössle where the Welcome Reception will be held.

Tuesday, June 10 8.00-19.00

Wednesday, June 11 8.30-16.00

Thursday, June 12 8.30-16.00

Friday, June 13 8.30-13.00

⇒ On all the other days, the conference secretariat can be found in KG 5, 104.

### Name badge

Your name badge is your admission to all sessions as well as lunches, coffee breaks and social events. It should be worn visibly at all times at the conference venue.

### Computer and Internet access

Wireless internet access is available at the venue. You will receive your login in the conference secretariat.

### Coffee breaks

Coffee will be served in the foyer of the *Aula*. Please see the programme for time and place. You will need your name badge as a ticket.

### Lunches

Lunches will be served in our university's cafeteria, the *Mensa* (the building with the red façade; opposite KG 5). Please make sure

that you bring your lunch vouchers with you to show that your meals have been paid for.

### Entitlements

Registration rates include admission to all sessions, delegates' bag (including book with conference programme/abstracts and free train tickets), four lunches, all coffee breaks and free access to most social events (see below).

## Social Events

*Please note that the following social events are included in the registration fee, however, they are restricted to those participants who pre-registered online for them:*

### Welcome Reception

The Welcome Reception will be held Monday, June 9, 17.00-20.00 in the *Greiffenegg Schlössle* (see map). Refreshments and finger food will be served.

### Reception by the Mayor of the City of Freiburg

Tuesday, June 10<sup>th</sup>, 19.00-20.00

*Historisches Kaufhaus*

Address: Münsterplatz 24 (see map)

### Guided city tour with wine tasting

Wednesday, June 11<sup>th</sup>, 19.00-21.00

Participants will be split into groups. Please check your group allocation and meeting time/place at the conference secretariat.

*Please note that the following social events are NOT included in the registration fee and require pre-registration and prior payment:*

### Gala Dinner

Thursday, June 12<sup>th</sup>, 20.00

*Schlossbergrestaurant Dattler* (see map)

Address: Am Schlossberg 1

Some tickets are still available at the conference secretariat.

### **Barbeque in the Black Forest**

Friday, June 13<sup>th</sup>, 16.30

Please register at the conference secretariat by Wednesday at 14.00. (Public) Transport will be organised. More detailed information is available at the conference secretariat.

## **Helpful information**

### **Transport: Freiburg City Centre – PH Freiburg/ University of Education**

#### **Train**

Trains to PH Freiburg/University of Education leave Freiburg Central Station

(*Hauptbahnhof*) 10 min. and 40 min. past the full hour. The trains leave from platform 7 (direction: *Seebrugg* or *Titisee-Neustadt*).

You must stamp your train ticket in the machine on the platform **before** entering the train. The trip to PH Freiburg takes 10 minutes and you need to get off at the second stop (*Littenweiler*).

Trains into the city leave Littenweiler at 9 min. and 39 min. past the full hour.

#### **Tram**

Your free tickets also permit you to use all tram lines. Tram No. 1 (direction *Lassbergstraße*) will take you from the city centre to the PH Freiburg/University of Education (final stop) in 15 minutes. Tickets must be stamped on entering tram. Please be aware that during the conference substantial track repairs in the inner city might lead to delays and inconvenience. We would therefore advise you to take the train.

### **TAXI Freiburg**

Telephone number: 0761 55 55 55

Average cost Freiburg City Centre-University of Education: 20,00 EUR

### **Money exchange, currency**

Euro (EUR) is the official currency of Germany. There are plenty of ATMs in Freiburg. Major international credit cards are accepted in most hotels, shops, and restaurants.

### **Shopping in Freiburg**

Most stores in Freiburg are open 10.00-19.00 on weekdays and 10.00-18.00 on Saturdays. On Sundays, stores are closed. Supermarkets often have longer opening hours.

### **Tipping**

Service is included in the restaurant bills. Tips, however, are given to show appreciation of a good meal or a special service (about 10%).

### **Emergency calls**

Call 112 in case of an emergency. You can call this number from any telephone (telephone box or mobile).

### **Pharmacy**

Pharmacies can be recognised by the green cross. There is one very close to the PH Freiburg/University of education (*St. TraBarbara-Apotheke*, Lindenmattenstr. 40).

### **Medical services**

There are several hospitals in Freiburg. The biggest one is the University Clinic (Address: Hugstetter Straße 55; phone number: +49 761 270-0).

## Overall Programme

<b>Monday, June 9<sup>th</sup>, 2014</b>		
9.30-11.30	Meeting of the CESE Consecutive Committee	Hochschulratszimmer, KG 2, 117
9.30-17.00	WCCES Meeting	Senatssaal, KG 2, 015
14.00-15.00	CESE Women's Network Meeting	KA 106
16.00-19.00	Registration	Greiffenegg Schlössle
17.00-20.00	Welcome Reception	

<b>Tuesday, June 10<sup>th</sup>, 2014</b>		
8.00-9.00	Registration	KG 5, 104
9.15-9.45	Opening of the Conference Professor Ulrich Druwe, Rector of University of Education Freiburg Professor Hans-Georg Kotthoff, President of CESE and Chair of Local Conference Organising Committee	Aula
9.45-11.00	Professor Herbert Altrichter <i>Governing quality</i>	Aula
11.00-11.30	Coffee break	Foyer of Aula
11.30-13.00	Professor Jenny Ozga <i>Knowledge works: How data, expertise and inspection build the European Education Policy Space</i>	Aula
13.00-14.00	Lunch	Mensa
14.00-16.00	Parallel Working Groups, Session 1	See 'Day by Day Programme'
16.00-16.30	Coffee break	Foyer of Aula
16.30-18.00	Parallel Working Groups, Session 2	See 'Day by Day Programme'
19.00	Mayor of the City of Freiburg <i>Welcome Reception</i>	Historisches Kaufhaus

<b>Wednesday, June 11<sup>th</sup>, 2014</b>		
8.30-9.30	Registration	KG 5, 104
9.00-11.00	Parallel Working Groups, Session 3	See 'Day by Day Programme'
11.00-11.30	Coffee break	Foyer of Aula
11.30-13.00	Parallel Working Groups, Session 4	See 'Day by Day Programme'
13.00-14.00	Lunch	Mensa
14.00-16.00	Parallel Cross-Thematic Sessions, Part 1	See 'Day by Day Programme'
	<i>European Education: 45<sup>th</sup> Anniversary</i>	KG 5, 103
16.00-16.30	Coffee break	Foyer of Aula

16.30-18.00	Special Symposium <i>Comparative education, international education and intercultural education: Harmonies, tensions, contradictions?</i>	KG 5, 103
19.00	Guided city tour with wine tasting	Rathausplatz

### **Thursday, June 12<sup>th</sup>, 2014**

8.30-9.30	Registration	KG 5, 104
9.00-11.00	Parallel Working Groups, Session 5	See 'Day by Day Programme'
11.00-11.30	Coffee break	Foyer of Aula
11.30-13.00	Parallel Working Groups, Session 6	See 'Day by Day Programme'
13.00-14.00	Lunch	Mensa
14.00-16.00	Parallel Cross-Thematic Sessions, Part 2	See 'Day by Day Programme'
	<i>Comparative Education: 50<sup>th</sup> Anniversary</i>	KG 5, 103
16.00-16.30	Coffee break	Foyer of Aula
16.30-18.00	CESE General Assembly	KG 5, 103
20.00	Gala dinner	Schlossbergrestaurant Dattler

### **Friday, June 13<sup>th</sup>, 2014**

9.45-11.00	Professor Inés Dussel <i>Governing teacher education through digital media: A comparative perspective on policy scales and translations</i>	Aula
11.00-11.30	Coffee break	Foyer of Aula
11.30-12.30	The Lauwerys Lecture Professor Christian Maroy <i>Comparing accountability policy tools and rationales: Various ways, various effects?</i>	Aula
12.30-12.45	Closing of the Conference	Aula
12.45-13.30	Lunch (optional)	Mensa
13.30-15.30	Meetings of Comparative Education Societies <ul style="list-style-type: none"> <li>○ CESE, Hochschulratszimmer, KG 2, 117</li> <li>○ SIIVE, KG 5, 210</li> <li>○ NOCIES, Senatssaal, KG2, 015</li> <li>○ AFEC, KA 106</li> </ul> Journal Advisory Board: <i>European Education</i> , KA 102	
16.30-20.00	Barbecue in the Black Forest	Raimartihof in the Black Forest

# **Governing Educational Spaces: Knowledge, Teaching, and Learning in Transition**

## *The World in Europe – Europe in the World*

The governance of education in many countries and regions of the world is currently in transition, challenging histories, remaking subjectivities and shaping possible political futures. The role of transnational actors and commercial interests in reform movements is acknowledged by policy makers and scholars alike. Indeed, the pervasive nature of economic discourses that prioritize certain forms of knowledge, teaching and learning, is changing the very nature of education itself and its potential as a vehicle for societal and personal transformation. However, national and regional economic forces do not act in isolation and must be examined in the broader context of the changing contours of the global cultural economy. Rapid and uneven processes of modernization across Europe and in many other places, for example, in North America, East Asia, North Africa and Latin America, interact increasingly with deterritorialised policy agendas, at a time when local, national and regional identity projects are in flux. These dynamics are at the centre of emerging 'spaces' in education (e.g. 'European educational spaces') in which governance can be viewed as a key field of action in which long-running political efforts to shape and order social life are consolidated, contested and remade. In the emerging educational space, governance is not simply one facet of education but, rather, the new context in which education might be envisaged and realised.

The Conference will explore the landscape of 'educational governance' in its broadest sense; considering new forms of steering, leadership and management, assessment and evaluation, teaching and learning, knowledge creation and the realities and possibilities for different forms of political engagement. The new spatial dynamics of education will be explored in institutional settings such as schools and universities, via professional groupings such as teachers, administrators and leaders, and from the perspective of students, young people, children and the family unit. As these spatial dynamics incorporate institutional, educational and non-formal educational processes, the governance of education beyond schooling will also be at the core of the Conference.

The following sub-themes, organised as Working Groups, have been established to explore this general problematique. These themes can also be cross-linked in any given paper:

- Governing Knowledge and the Politics of Education
- Governing Schooling and Schools
- Governing Teachers and Teaching
- Governing Learning and Learners
- Governing Education beyond Schooling

In addition to these five sub-themes there will be a Working Group dedicated to new scholars, as well as opportunities to submit papers for a number of cross-thematic sessions.

Comparative education is uniquely situated to explore the emerging dynamics of educational governance along these thematic lines. The Conference will provide opportunity to:

- learn more about different local, national or regional educational processes and trajectories, considering them comparatively;
- share knowledge about the logics, ideologies and impacts of different techniques and regimes of governance within a diversity of regions and countries across the world; and,
- consider the extent to which these phenomena can be conceptualised as part of distinctive national or regional responses to the challenge of global educational governance.

The Executive Committee of CESE hopes that CESE members and academic colleagues from across Europe and the world will enjoy stimulating and productive discussions on the themes mentioned above, initiated partly through our four Plenary Lectures, but mostly within the Working Groups and the Cross-Thematic Sessions.

#### **A note to the presenters of papers in working groups and cross-thematic sessions**

Many of you taking part in the CESE Conference in Freiburg will present a paper and it will be given in a Working Group (WG) or a Cross-Thematic Session (CTS). A WG or CTS session is 90 or 120 minutes long and, usually, three or four papers are presented in each session so each paper is allocated 30 minutes. Most people use about 15 minutes for presentation and thus their papers are discussed for about 15 minutes. The tradition is that *if* the presenter uses all of their 30 minutes to “read out” the paper, the Chair of the WG or CTS thanks you and moves on to the next paper without any discussion. Please keep this tradition in mind.

#### **Conference languages**

The official conference working language is English. As a general rule, papers should be written and delivered in English. However, papers can also be submitted and presented in any of the other two official languages of CESE which are German and French. If you intend to present your paper in French or German, you might consider supporting your presentation by an English PowerPoint presentation.

# Working Group 1: Governing Knowledge and the Politics of Education

WG 1a:

CESE Chair: Robert Cowen, University of London, Institute of Education

Local Chair: Karin Amos, University of Tübingen

WG 1b:

CESE Chair: Terri Kim, University of East London

Local Chair: Jutta Nickel, University of Education Freiburg

Unquestioningly, there has always been a link between governing and knowledge. For example, in shamanistic, medieval European and 'classical' Confucian societies, this link was related to the 'politics' of the tribe. Today, not only in the European education spaces, but also in wider and global contexts, knowledge is related to economic ends and the acquisition of skills and competences that can be measured and compared. Measuring and comparing data has become a powerful means of governance, leading to standardised expectations of learning outcomes and standardising processes of measurements and policy making.

The Working Group will examine past and contemporary conditions of the production, control, use and exchange of knowledge. Papers will critically approach the changing definition of what counts as significant knowledge, and the spaces in which this 'knowledge' is used, valued, or de-valued across different times. The spatial boundaries in which these processes are explored would vary from the global (trans-national), inter-national, regional spaces down to the national and local educational spaces. The forms of knowledge to be discussed would also vary – including information, formal curricula, knowledge for governance and also modes of governance themselves, as a version of 'leadership and management' which are seen as culturally important and how these change. Also, the concept of space employed in the Working Group would not be limited to the institutional systems of education such as schools, teacher education, vocational technical education, higher education and adult education sectors, but it would further include policy, pedagogic, and evaluation spaces, and political networks, comparisons, and influences.

Discussion in the WG can include – but will not be restricted to – the following questions:

- Who governs what types of knowledge in whose interest in different educational spaces?
- Can educational 'texts', for example the Europe 2020 strategy amongst others, be seen as integral to long-term processes of transforming university traditions and nationally based systems of education?
- What ideals and forms of knowledge are strengthened, or displaced, by European processes and practices?



## Working Group 2: Governing Schooling and Schools

CESE Chair: Stephen Carney, Roskilde University

Local Chair: Marcelo Parreira do Amaral, University of Münster

There is general agreement that the terms of governing schooling and schools are changing and the shifting regulation of school systems and practices provides considerable insight into the new political dynamics of education. The changing relations between central and regional government, local authorities, schools and communities suggest that schools remain vital sites of contest. School leadership and management, teacher training, continuing professional development and inspection are some of the key arenas in which these contests are played out. The field of higher education is another particularly clear case of regulatory effort. In Europe, for example, the European Higher Education Area (EHEA) is increasingly influencing what is taught and researched, and how and why. Like schooling, one could view this new arena of knowledge-creation in higher education as the result of concerted political efforts by legislative and economic interests that are intent on redefining the university for the future. The effects are far from benign. Systems of governance, leadership and management must thus be seen in the context of the 'post-bureaucratic' state. What do these forces mean for education?

The WG might be shaped around the following issues:

- How is education, not least schooling, being recalibrated by new and emerging spatial dynamics?
- What types of institutional modes of regulation(s) are affecting schools and teachers and how are these interventions changing our understandings of school development and improvement processes, as well as the practice of schooling more generally?
- What actors are driving these changes and how are they incorporating schools, teachers and the broader polity into the various global, European and national agendas for educational – especially school – reform?
- How can comparative education support research and scholarship to explore, understand and critique these new modes of governance?

## Working Group 3: Governing Teaching and Teachers

CESE Chair: Vlatka Domovic, University of Zagreb

Local Chair: Olivier Mentz, University of Education Freiburg

Teachers and teaching have always been an inseparable element of education. However, concerns such as the efficiency and effectiveness of teachers and the quality of teaching were rarely a topic for international cooperation and for transnational actors before the 1990s. Before that time these issues had been seen mainly as 'national affairs'. During the last two decades, the diffusion of the 'knowledge society' – e.g. the EU as a knowledge society – has stimulated policy processes of 'improvement' and 'harmonisation' and 'standardisation' in initial teacher education (ITE) and the continuous professional development (CPD) of teachers across Europe and beyond. In many countries, regardless of the numerous national differences in the educational traditions and practices of teacher education, it is possible to observe some 'trends', fuelled and driven by supranational educational policy initiatives (e.g., the Bologna Process). The most common is to place ITE at universities. Another one is the tendency to define the 'good' teacher in terms of a set of 'common' principles, which are often encoded in a language of 'skills' and 'competences'. In Europe, the emerging or emerged notion of 'European teacher' is stimulating many governments to develop new standards or to refine their existing national standards for teacher profession and create new procedures for teacher career advancement. One obvious challenge is the quest for a form of balance between the entrenched, nationally-created standards and the newly-formulated, European ones. These changes have profound implications for teacher professionalism and identities.

This WG might be shaped around the following issues:

- Is teaching profession a 'real' profession – teachers between professional autonomy and government control? Technical rationality versus open professionalism? Are teachers performers of a set of standards imposed from the 'outside'?
- How much are teachers involved in the development of professional knowledge?
- What kind of teacher professional identity is developed through ITE and CPD programmes?
- What kind of autonomy do universities have in designing teacher education programmes?
- Do national/international professional standards for teachers emphasise the professionalism of teachers?
- Can teachers influence the educational system and its goals, and to what extent?
- Who are the teacher educators? What criteria do they have to meet?
- Harmonisation of teacher education policies in Europe and elsewhere – should it be continued; is it possible?
- What kind of utilisation of research on and in teacher education is desirable in developing governing procedures and policy making in teacher education?

## Working Group 4: Governing Learning and Learners

CESE Chair: Eleftherios Klerides, University of Cyprus

Local Chair: Sabine Hornberg, University of Dortmund

In different times and places, diverse actors used different rationales and invented a range of sites and technologies to define and regulate learning and learners. In modern societies, for example, governing was placed within the realm of nation-states and their nation-building and state-formation projects – and empire-building in imperial states such as Britain, France, Russia, and Japan. Here, learning and learner subjectivities were defined in ethno-national, imperial and subaltern terms; they were regulated through bureaucracies; and, classrooms emerged as major sites of learning.

Today, in the so-called ‘knowledge societies’, there are new governing technologies – e.g., data, benchmarks, comparisons, rankings, outcomes – and novel sites of governance – e.g., network and project meetings, video-conferences, expert missions. There are also new actors in governing learning and learners which are regional and global – e.g., the EU, the OECD, the World Bank, UNESCO. Moreover, there are new rhetorics of legitimising the establishment of new governing regimes, such as ‘reconciliation’, ‘development’, ‘adjustment’, ‘efficiency’, ‘cooperation’ – and new imaginings of learning, in terms of skills, competences and abilities, and of learner subjectivities – the lifelong learner, the intercultural learner, the creative entrepreneur, and so on. Slowly, a new academic language is (also) being articulated to capture the emerging governing topographies – e.g., ‘from government to governance’, ‘governing by numbers’, ‘post-bureaucratic regulation’.

The WG will open up historical and contemporary themes of governance using examples from Europe and the world. It can include – but will not be restricted to – the following issues:

- What sites of learning, spaces of learner-definition and definitions of learner subjectivities have been made possible by changes, let's say, in geopolitics, information technology systems and wealth accumulation?
- What actors are attempting to regulate the novel sites and definitions of learning and learners and how?
- What are the consequences of the new governing regimes for well-established ideals of learning and learners?
- How are national/local and transnational/global imaginings of learning and learners combined and how do they interact?
- Do old and new technologies, sites and rhetorics of governance coexist in harmony? What new spaces of hybridization, tension, struggle and resistance can be reported and constructed?

## Working Group 5: Governing Education beyond Schooling

CESE Chair: Anselmo Paolone, University of Udine

Local Chair: Christine Riegel, University of Education Freiburg

'Beyond schooling' here has a meaning that is at least twofold. On the one hand, there is education after school (and higher education) or alongside school. In this sense, one possible strand of paper presentations in the Working Group is that of post-compulsory education that falls outside of the 'official' national education system, including Community Education, Further Education, Workbased Learning, and other similar approaches; or/and forms of 'parallel' education that take place at the same time as schooling (e.g., international student exchange programmes, out-of-school training, and so on). These sorts of education, which range from merely personal autodidacticism to variously organised educational forms, are today believed to exert an economic impact worldwide and are therefore subject to political efforts of regulation.

Beyond this realm of informal and non-formal educational practices and milieus, which various institutions (not least in the European space) are trying to convey – through credit attribution and other practices – into something compatible with formal education, in continuity with its various discourses, and assessable in terms, for instance, of its use in the job market, there is another realm which draws less attention from such institutions, but it is of interest to researchers. It is the domain of lesser known or least considered forms of ritual education, both traditional and modern. These ritual forms are also linked to the informal spaces of knowledge creation, transmission and exchange, that are developing in the world-wide-web and in the new media. Such spaces, when they are non-homologated, allow creativity and resistance, and the exercise of new forms of citizenship and democracy. Surely there is a place for the most creative and advanced forms of comparative education in disinterring the underlying nature of such informal education in the world.

The Working Group might be shaped around the following issues:

- How do national, international and European institutions deal with informal and non-formal education? In which ways are they trying to influence it or govern it, in the attempt to integrate it into institutional discourses and practices?
- Are there areas of informal education in which the institutions are more interested? Are there on the other hand realms that are not contemplated?
- At a time when citizens are engaged for the survival of local-meaning systems, which are the possible roles of traditional informal education into this? Are there spaces of informal education in which citizens resist to what is conveyed by the official education systems or the globalised mass media?
- Can comparative education help to map and explain 'forgotten' or 'unnoticed' or 'rapidly evolving' modes of informal education in societies and understand their position in educational 'scapes'?

## **New Scholars Working Group**

CESE Chair: Miguel Pereyra, University of Granada

Local Chair: Imke von Barga, University of Paderborn

The New Scholars Working Group is a traditional feature of CESE conferences. The main purpose of the New Scholars WG is to welcome young colleagues who participate for the first time at a CESE Conference and to provide a space for new scholars to disseminate their research and to contribute to their establishment within the local and international research community.

## Keynote Speakers



### Herbert Altrichter

Herbert Altrichter, b. 1954 in Vienna, Austria. PhD in Education (1978 University of Vienna), assistant professor at the Universities of Vienna and Klagenfurt, associate professor of Business Education at the University of Innsbruck (1991), 1994-1999 Austrian Delegate to the Governing Board of the Centre for Research and Innovation in Education (CERI, OECD, Paris); since 1996 Full Professor of Education and Educational Psychology at Johannes-Kepler-University, Linz, Austria. Founding president of the Austrian Educational Research Association (ÖFEB), founding editor of learned journals (journal für schulentwicklung, journal für lehrerinnen- und lehrerbildung, Zeitschrift für Bildungsforschung), member (2007-2013) of the Executive Council of the European Educational Research Association (EERA), Treasurer of EERA (2013-2017), training as organizational consultant.

His research interests include educational governance studies (school development and system reform), evaluation, teacher education and qualitative research methodology. His book 'Lehrerinnen und Lehrer erforschen ihren Unterricht' saw its 4th edition in German in 2007 and its 2nd English edition in 2008; translations in Greek and Chinese are available. Within the research field governance studies he conducts empirical studies about changes on various levels of the school system and their impact on in-school and system-wide governance (e.g. The effects of a free school choice policy on parents' school choice behaviour, 2011; Impact of school inspections on teaching and learning – describing assumptions on causal mechanisms in six European countries, 2013). Additionally, he is interested in the conceptual and methodological foundation of governance studies (e.g. Theory and evidence on governance: conceptual and empirical strategies of research on governance in education, 2010; Handbuch neue steuerung im schulsystem, 2010).



## Jenny Ozga

Jenny Ozga (MA, MEd, PhD) is Professor of the Sociology of Education in the Department of Education and a Senior Research Fellow of Green Templeton College, University of Oxford, UK.

She co-ordinates the Research Forum on European Education in the Oxford University Department of Education. Before going to Oxford she was Director of the Centre for Educational Sociology (CES) at the University of Edinburgh from 2000-2010.

She has worked in the field of education, including for a major teachers' union, and at the Open University, The University of the West of England and Keele University since the 1970s.

Her main research area is education policy and governance, and her recent funded research includes investigation of new governing forms and relations in education in Europe, with particular attention to the role of data and inspection. She also has a strong interest in inter-UK policy differences, and the relationship between policy and nationalism in Scotland.

She is series editor (with Gita Steiner-Khamsi and Terri Seddon) of the Routledge World Yearbook in Education.

Jenny is a Fellow of the British Academy, a member of the Academy of Social Sciences and of the ESRC Peer Review College, and holds an honorary doctorate from the University of Turku, Finland.



## Inés Dussel

Inés Dussel is a researcher and professor at the Departamento de Investigaciones Educativas del CINVESTAV-IPN, Mexico. She has done extensive research on the relationships among knowledge, school, and politics, in a historical and sociological approach, and has published 8 books and over 100 articles and chapters in academic journals and books in 5 languages.

Before moving to Mexico, she acted as Director of the Education Research Area at FLACSO (Latin American School for the Social Sciences) in Argentina, one of the most important research centers in education in Latin America, from 2001 to 2008. There, Dussel ran two major research projects on school reform, one funded by the Ford Foundation on media and citizenship education and another by Argentina's National Agency for Scientific Research on secondary schooling and social inequalities.

She is currently studying the relationships between new digital media and schooling, looking particularly at changes in the visual technologies of schooling and the production of new cultural authorities in Latin American countries where massive ICT programs are being implemented. One of her concerns is teacher education in the light of these changes; both through research projects and the design of teacher training courses, she is trying to understand and expand the repertoires of actions that teachers mobilize in digital classrooms.

Dussel has received fellowships from the Spencer Foundation (USA), DAAD (Germany), Georg-Eckert-Institut für internationale Schulbuchforschung (Germany), CAPES (Brazil), and the University of Buenos Aires (Argentina).

She is a member of the Governing Board of the International Association for Visual Culture. In the past two years, she has served as track chair for the Education section of the Latin American Studies Association Meeting in 2012, the section on New Literacies of the 2013 Congress of the Mexican Council for Educational Research, and the section on New Ways of Communicating Voices of the 2013 World Congress of Comparative Education Societies. She serves on the editorial board of over 30 journals from Latin America, Europe and North America.





## **Christian Maroy**

Christian Maroy is full Professor at the University of Montreal and chairholder of a Canada Research Chair on Education Policies since October 2010.

Previously, he has been Professor of Sociology at the University of Louvain, Belgium and Director of the GIRSEF Research Center (Groupe interdisciplinaire de Recherche sur la Socialisation, l'Éducation et la Formation) between 1998 and 2010.

His main research interest are education policies, governance and regulation within education systems, school market, education and globalisation, and social inequalities in education.

He has recently published the books *L'école à l'épreuve de la performance scolaire* (2013, De Boeck) and *Les marchés scolaires. Sociologie d'une politique publique d'éducation* (2013, Presses Universitaires de France, with Georges Felouzis and Agnès van Zanten).

He has also published more than 150 articles and chapters within edited books, mostly in French and English.

## CESE Special Symposium

### *Comparative education, international education, and intercultural education: harmonies, tensions, contradictions?*

Chaired by Hans-Georg Kotthoff, University of Education Freiburg and President of CESE



Ingrid Gogolin  
University of Hamburg

Comparative education faces a challenge to maintain and extend its 'disciplinary' form as a number of associated fields extend their interest in international comparison. At the same time, there has been a revitalization of efforts to engage theoretically and methodologically with the tools and dispositions of comparative education.

What are the new challenges confronting the discipline? In what ways should it try to be 'relevant' and to whom should it be relevant; and what are its new intellectual opportunities?

The symposium will explore the potentials for dialogue between comparative education and the adjunct fields of international and development education and inter-cultural education.



Michele Schweisfurth  
University of Glasgow

What theoretical, conceptual and methodological approaches bind us together? Which political and practical concerns are shared? Where can we see tensions and contradictions and how can these form the basis for new thinking?

The symposium will construct the possibilities for such a conversation, and try to trace the implications of the distinctive contributions being made by related fields of enquiry that can converse with Comparative Education.

Overall, it is hoped that the session, as a moderated discussion, will enable an elaboration of the challenges confronting the field of Comparative Education and a range of inspirations for its future.



Robert Cowen  
University of London  
Institute of Education

## ***Comparative Education: 50<sup>th</sup> Anniversary***

Chaired by Michele Schweisfurth, University of Glasgow and Editor of *Comparative Education*

The journal *Comparative Education* celebrates its 50th Anniversary in 2014. To mark the occasion, the editorial board of the journal is publishing a special issue reflecting on perennial and contemporary themes. Many of the editorial board members will participate in this panel, presenting brief overviews of their individual pieces and inviting responses from the audience. The aim is both to celebrate a half century of the journal and to stimulate thought and debate on the challenges and achievements of the field of comparative education.

To celebrate the 50<sup>th</sup> anniversary of *Comparative Education*, the publisher of the journal, Taylor & Francis, is offering a sparkling wine reception on Thursday evening at 19.30 prior to the Gala Dinner at the Schlossbergrestaurant Dattler.

## ***European Education: 45<sup>th</sup> Anniversary***

Chaired by Iveta Silova, Lehigh University and Editor of *European Education*

2014 marks the 45th anniversary of the journal “European Education: Issues and Studies.” This panel will highlight the history of the journal and the role of its founder, Ursula Springer, in (re)shaping the contours of comparative education during the Cold War. The panel will also include presentations by some of the journal’s advisory board members who will reflect on the role of the journal in the field of comparative education today through the themes raised in some of the most recently published special issues.

# Day by Day Programme: Working Groups (WG)

***Tuesday, June 10th, 2014***

**Session 1 | 14.00-16.00**

Working Group 1a: Governing Knowledge and the Politics of Education

CESE-Chair: Robert Cowen | Local Chair: Karin Amos | Room: KA 102

Donatella Palomba:

Governing knowledge through language? Some challenges for Comparative Education

Nelli Piattoeva:

Power as translation in the global governance of education

Christian Lundahl:

Constructing encyclopaedic facts about international education

Working Group 1b: Governing Knowledge and the Politics of Education

CESE-Chair: Terri Kim | Local Chair: Jutta Nickel | Room: KA 106

Jutta Nickel & Christoph Haker:

Governing the implementation of Education for Sustainable Development (ESD) in federal states' education systems in Germany

Maike Lambrecht & Martin Heinrich:

Awarding as implementation strategy – The policy of the UN decade 'Education for Sustainable Development' (2005-2014)

Ivan Lind Christensen & Christian Ydesen:

UNESCO, history and impact assessment – Towards a methodological framework

Working Group 2: Governing Schooling and Schools

CESE-Chair: Stephen Carney | Local Chair: Marcelo Parreira do Amaral | Room: KG 4, 115

Robert Imre:

Pro-sumption and surveillance from below: Governing schooling in post-neo-liberal times.

Maia Chankseliani:

Private school enrolments: Are post-soviet countries travelling on Friedman's roadmap?

Bettina-Maria Gördel:

Educational Governance: Transitional developments within the German Land school administrations reviewed from an international perspective

<p>Working Group 3: Governing Teaching and Teachers</p> <p>CESE-Chair: Vlatka Domovic   Local Chair: Olivier Mentz   Room: KA 101</p>
<p>Meri Avetisyan, Varsenik Khachatryan &amp; Mihaylo Milovanovitch:</p> <p>Professional integrity of school teachers in Armenia</p>
<p>Amira Abdou: Teachers as reflective practitioners:</p> <p>Examining policies and practices of school-based teacher professional development in Egypt</p>
<p>Maged Habashy:</p> <p>Empowering teachers in Egyptian schools: School principals' perspective</p>
<p>Zlata Tomljenovic &amp; Svetlana Novakovic:</p> <p>Competence of class teachers in the art area</p>

<p>Working Group 4: Governing Learning and Learners</p> <p>CESE-Chair: Eleftherios Klerides   Local Chair: Sabine Hornberg   Room: KG 4, 222</p>
<p>Grace Ai-Ling Chou:</p> <p>Multi-modal governance of university learning and learners: British Malayan higher education in comparative contexts</p>
<p>Cristina Alarcón:</p> <p>Governing by testing: The circulation of psychometrics by an inter-American network of educational experts in the context of the "Alliance for Progress" (1961-1970)</p>
<p>Tim Kaiser, Tobias Kriele &amp; Alexandra Piepiorka:</p> <p>A historic case of educational governance globalization: Preliminary results from comparative research on Workers' Faculties in Cuba, Mozambique and Vietnam</p>
<p>Tom G. Griffiths &amp; Euridice T. Charon Cardona:</p> <p>Education to remake the world: Soviet university education aid, 1956-1991</p>

<p>Working Group 5: Governing Education beyond Schooling</p> <p>CESE-Chair: Anselmo Paolone   Local Chair: Christine Riegel   Room: KG 4, 206</p>
<p>Beate Hellawell:</p> <p>'The daily moral burdens' – An investigation into professional identity, routine moral stress and moral agency of local SEN professionals in the wake of the UK Coalition Government's 'Support and Aspiration' Green Paper</p>
<p>Susanna Chung:</p> <p>Establishing and sustaining visual arts teacher professional development in a community of practice: A case study of the Asia Art Archive</p>
<p>Damien Mbikyo Mulinga:</p> <p>Governing teacher's professional development through Lifelong Learning</p>

<p>New Scholar Working Group</p> <p>CESE-Chair: Miguel Pereyra   Local Chair: Imke von Bargaen   Room: KG 4, 207</p>
<p>Valentina D'Ascanio:</p> <p>To govern the governance: Rhetoric(s), influence and educational spaces</p>
<p>Kathleen Franz:</p> <p>Legitimation within multi-level governance: Researching the UN decade of Education for Sustainable Development (ESD) in Germany</p>
<p>Claudia Rupp:</p> <p>Professionalisation and governance: How do accountability measures influence primary school teachers' professional identity in England and Germany?</p>

## Session 2 | 16.30-18.00

<p>Working Group 1a: Governing Knowledge and the Politics of Education</p> <p>CESE-Chair: Robert Cowen   Local Chair: Karin Amos   Room: KA 102</p>
<p>Leslie Bash:</p> <p>Knowledge and control re-visited in an era of the reassertion of religious and traditionalist worldviews</p>
<p>Sarah Croché:</p> <p>Traditional, religious and scientific knowledge looking for legitimacy: Cross-cultural perspectives on policies and practices</p>
<p>Jagdish S. Gundara:</p> <p>Intercultural knowledge and higher education institutions: The Central Eurasian Region</p>

<p>Working Group 1b: Governing Knowledge and the Politics of Education</p> <p>CESE-Chair: Terri Kim   Local Chair: Jutta Nikel   Room: KA 106</p>
<p>Mike Zapp:</p> <p>Over-educating the world – Exploring a taboo in the international educational discourse</p>
<p>Paul Morris &amp; Euan Auld:</p> <p>How to have your cake and eat it too: Strategies for reconciling complexity with the demand for 'what works' in Comparative Education</p>
<p>Flavian Imlig &amp; Thomas Ruoss:</p> <p>Evidence as instrument of comparison: Comparing the use of evidence</p>

<p>Working Group 2: Governing Schooling and Schools</p> <p>CESE-Chair: Stephen Carney   Local Chair: Marcelo Parreira do Amaral   Room: KG 4, 115</p>
<p>Dominik Dvorak, Karel Stary &amp; Petr Urbanek:</p> <p>Autonomy good, accountability bad: A Czech curricular reform from a micro-perspective</p>
<p>Laura Perry:</p> <p>The impact of marketization on comprehensive schooling: Evidence from Australia</p>
<p>Fabian Dietrich, Martin Heinrich &amp; Maïke Lambrecht:</p> <p>Governing School Inspection? Empirical findings questioning its “self-evident logic”</p>

<p>Working Group 3: Governing Teaching and Teachers</p> <p>CESE-Chair: Vlatka Domovic   Local Chair: Olivier Mentz   Room: KA 101</p>
<p>Cyril Owen Brandt:</p> <p>Real educational governance and teacher agency: Employment conditions in Catholic primary schools in the Democratic Republic of Congo</p>
<p>George Herman, Ramon Leyendecker &amp; Wolfram Rollett:</p> <p>Governing teaching and teachers: Options and strategies to face the demand for qualified teachers in Tanzanian secondary education</p>
<p>Tobias Werler &amp; Alicja Renata Sadownik:</p> <p>Rural teaching: Understanding teacher knowledge and practice in certain Norwegian, Polish and German rural areas.</p>

<p>Working Group 4: Governing Learning and Learners</p> <p>CESE-Chair: Eleftherios Klerides   Local Chair: Sabine Hornberg   Room: KG 4, 222</p>
<p>Patrick Blumschein:</p> <p>Instructional Design – A model-based approach to individual and organizational learning</p>
<p>Magdalena Buddeberg &amp; Anke Walzebug:</p> <p>Who benefits from extended lessons at school? A perspective on time and learning conditions for students</p>
<p>Sandra Linke:</p> <p>Gifted education in Germany</p>

Working Group 5: Governing Education beyond Schooling

CESE-Chair: Anselmo Paolone | Local Chair: Christine Riegel | Room: KG 4, 206

Uwe H. Bittlingmayer & Eva Bitzer:

Education and health: Similarities and differences between governance by empirical research

Ana Lucia Fernandes:

The higher education internationalization in comparative perspective: The system of credits and diplomas under the BABEL Consortium

Lalitha Chamakalayil & Christine Riegel:

Negotiating potentials and limitations in education and employment in transnational biographies

New Scholar Working Group

CESE-Chair: Miguel Pereyra | Local Chair: Imke von Bargaen | Room: KG 4, 207

Christiana Christofi:

Financial crisis in Cyprus as 'space-gate' to global governance

Doris Ittner:

Teachers' emotions and educational governance

Liyuan Chen

Social capital factors on the choice of international higher education



**Wednesday, June 11<sup>th</sup>, 2014**

**Session 3 | 9.00-11.00**

Working Group 1a: Governing Knowledge and the Politics of Education

CESE-Chair: Robert Cowen | Local Chair: Karin Amos | Room: KA 102

Carmen Baumeler:

Competence-based vocational education and training and its cultural context sensitivity

Barbara Schulte:

Governing technologies: Information and Communication Technologies (ICT), education, and political power in China

Linda Chisholm:

Curriculum change in Germany and South Africa compared: 1990-2010

Trevor Corner:

Change and traditions in the evolution of education in EU countries in the past 30 years

Working Group 1b: Governing Knowledge and the Politics of Education

CESE-Chair: Terri Kim | Local Chair: Jutta Nikel | Room: KA 106

Uwe H. Bittlingmayer:

PISA and the presumed relationship between education and economy

Simone Bloem:

The OECD as a knowledge producer with PISA – Its positioning between science and politics

Daniel Scott Smith & Heike Wendt:

International large-scale assessments: Technologies of global hegemonic educational governance?

Javier M. Valle & Elena Pinana:

European Union countries' performance in PISA: Comparative study

<p>Working Group 2: Governing Schooling and Schools</p> <p>CESE-Chair: Stephen Carney   Local Chair: Marcelo Parreira do Amaral   Room: KG 4, 115</p>
<p>Heling Zhu:</p> <p>Recent development of shared governance in Chinese mainland universities: A perspective of path dependence</p>
<p>Christina Rothen:</p> <p>Swiss educational governance between tradition and renewal</p>
<p>Ping-Huang Chang:</p> <p>Reasons for upper secondary school choice in Taiwan</p>
<p>Florina Pop:</p> <p>Looking beyond statistics: Romanian Roma adolescents' narratives about school and future plans</p>

<p>Working Group 3: Governing Teaching and Teachers</p> <p>CESE-Chair: Vlatka Domovic   Local Chair: Olivier Mentz   Room: KA 101</p>
<p>Tebogo Mogashoa:</p> <p>Evaluation of teachers' understanding of the curriculum assessment policy statements in selected primary schools in the Gauteng Province (Republic of South Africa)</p>
<p>Kathleen Falkenberg &amp; Florian Waldow:</p> <p>Governing assessment: What does just/fair pupil assessment mean to Swedish and German teachers?</p>
<p>Jana Groß Ophoff &amp; Ingmar Hosenfeld:</p> <p>Trends in the engagement with performance feedback from mandatory tests in German primary schools</p>
<p>Haim Gaziel &amp; Amalia Ifanti:</p> <p>Teachers' evaluation and its impact on their perceived effectiveness and efficacy beliefs: The case of primary teachers in Israel</p>

<p>Working Group 4: Governing Learning and Learners</p> <p>CESE-Chair: Eleftherios Klerides   Local Chair: Sabine Hornberg   Room: KG 4, 222</p>
<p>Nelli Piattoeva:</p> <p>Elastic numbers: National examinations data and government at a distance</p>
<p>Anatoli Rakhkochkine:</p> <p>Management of pupils' data and bureaucratization of teaching and learning</p>
<p>Judith Hangartner:</p> <p>Evaluation-based governance as pastoral supervision</p>
<p>Marianne Ullmann:</p> <p>'There is always something unexpected...' – The importance of trust for the governance of school innovation projects</p>

<p>Working Group 5: Governing Education beyond Schooling</p> <p>CESE-Chair: Anselmo Paolone   Local Chair: Christine Riegel   Room: KG 4, 206</p>
<p>Philip Knobloch:</p> <p>Governing educational spaces of cultural capitalism: Commodity aesthetics and educational materiality</p>
<p>Karin Sauer:</p> <p>The meaning of inclusion for young people with different learning abilities and heterogeneous backgrounds in music projects</p>
<p>Anselmo R. Paolone:</p> <p>Spaces of creativity vs. institutional spaces: The evolution (involution?) of jazz learning and teaching from the jam session to university</p>
<p>Carla Roverselli:</p> <p>Governing women education: Fatema Mernissi, a postcolonial criticism</p>

<p>New Scholar Working Group</p> <p>CESE-Chair: Miguel Pereyra   Local Chair: Imke von Barga   Room: KG 4, 207</p>
<p>Dinesh Koirala:</p> <p>Education for all and basic and primary education policy and planning process in Nepal: An analysis of ownership and partnership issues</p>
<p>Kumar K.C. Bhupendra:</p> <p>In-service training and classroom practice of the teachers</p>
<p>Mattia Baiutti:</p> <p>Intercultural competence and Italian school: The assessment of returnees from individual long-term exchange</p>
<p>Urška Štremfel:</p> <p>European educational governance and its influence on the development of the Slovenian educational space</p>

#### Session 4 | 11.30-13.00

<p>Working Group 1a: Governing Knowledge and the Politics of Education</p> <p>CESE-Chair: Robert Cowen   Local Chair: Karin Amos   Room: KA 102</p>
<p>Felicitas Acosta:</p> <p>Policies towards secondary education in Europe and in Latin America: Governance and 'emerging' spaces</p>
<p>Dimitris Mattheou, Yiannis Roussakis &amp; Antonia Samara:</p> <p>Access to Greek higher education: Landmark in governing learning and shaping learning culture</p>
<p>Orazio Niceforo:</p> <p>How long should be the schooling before tertiary education?</p>

<p>Working Group 1b: Governing Knowledge and the Politics of Education</p> <p>CESE-Chair: Terri Kim   Local Chair: Jutta Nikel   Room: KA 106</p>
<p>Peiyuan Xia:</p> <p>Development of international corporation of governance of education, with the example of study of ALCUE Common Area of Higher Education</p>
<p>Julia Resnik:</p> <p>Struggling for recognition – Access to HE through the International Baccalaureate (IB)</p>
<p>Juan Carlos Hernández Beltrán:</p> <p>Moon education and the politics of forgetting on higher education admission policy</p>

<p>Working Group 2: Governing Schooling and Schools</p> <p>CESE-Chair: Stephen Carney   Local Chair: Marcelo Parreira do Amaral   Room: KG 4, 115</p>
<p>Gezani Baloyi:</p> <p>The need for parent involvement in developing learning culture in rural provinces of South Africa</p>
<p>Baocun Liu:</p> <p>Social participation in the new education governance system of China: An international and comparative perspective</p>
<p>Hüseyin Ala &amp; Basak Madran:</p> <p>A case study on the student perceptions and evaluations of changes in Turkish educational system</p>

<p>Working Group 3: Governing Teaching and Teachers</p> <p>CESE-Chair: Vlatka Domovic   Local Chair: Olivier Mentz   Room: KA 101</p>
<p>Ajala Kolawole Sunday &amp; Akpanobong Uyai:</p> <p>Relevance of commissions' reports to development of teacher education in Nigeria</p>
<p>Katri Raik &amp; Nina Raud:</p> <p>Multilingual teacher education: Experience of European border region states</p>
<p>Ahmed Mah-E-Rukh:</p> <p>In-service teacher training in Pakistan: Issues, efforts and policy recommendations</p>

<p>Working Group 4: Governing Learning and Learners</p> <p>CESE-Chair: Eleftherios Klerides   Local Chair: Sabine Hornberg   Room: KG 4, 222</p>
<p>Zsuzsa Millei:</p> <p>Governing the brain: New narratives of human capital in Australian early care and education</p>
<p>Yongxia Zhang:</p> <p>Minoritization through scholarship: Problematising Chinese minority higher education research</p>
<p>Klara Skubic Ermenc:</p> <p>Competence as an emancipatory concept?</p>

<p>Working Group 5: Governing Education beyond Schooling</p> <p>CESE-Chair: Anselmo Paolone   Local Chair: Christine Riegel   Room: KG 4, 206</p>
<p>Nikias Obitz:</p> <p>Self-organizations of socially underprivileged children in Colombia and South Africa: Possibilities of child rights in the everyday life</p>
<p>Lihong Huang:</p> <p>Youth participation and European policies of citizenship education</p>
<p>Nicola Barbieri:</p> <p>From the comparative analysis of formal systems of education to the galaxy of non-formal and informal education: Three cases of study</p>

<p>New Scholar Working Group</p> <p>CESE-Chair: Miguel Pereyra   Local Chair: Imke von Bargaen   Room: KG 4, 207</p>
<p>Steffen Hamborg:</p> <p>Implementation of Education for Sustainable Development at the local level: Actor-related schemes of typification and their implications for the distribution of power of interpretation and action</p>
<p>Elisabetta Colla &amp; Elena Zizioli:</p> <p>The social responsibility of educational institutions with teens and young adults at risk: Methodological approaches in the border places</p>
<p>Luján Lázaro Herrero:</p> <p>The future of Spanish public universities: The challenges of a discourse of excellence</p>

**Thursday, June 12<sup>th</sup>, 2014**

**Session 5 | 9.00-11.00**

Working Group 1a: Governing Knowledge and the Politics of Education

CESE-Chair: Robert Cowen | Local Chair: Karin Amos | Room: KA 102

Eleni Prokou & George Pasias:

Paradigm shift, economic crisis and recent higher education policies in Greece

Hyunyoung Choi:

New logic for the governance of higher education system in South Korea: Room for creativity?

Carlo Cappa:

Doctoral studies in Italy: Old cultural traditions and new governing pressures

Klara Horackova, Zuzanna Svobodova & Vit Stastny:

Educating immigrants in France and Czech Republic – Comparative analysis of integration process

Working Group 1b: Governing Knowledge and the Politics of Education

CESE-Chair: Terri Kim | Local Chair: Jutta Nikel | Room: KA 106

David Urban:

Modeling spaces, transforming diversity – A new higher education landscape is born: The case of the French community of Belgium

Jean-Emile Charlier & Sarah Croche:

Discourse, knowledge and resistances: Study of the academics reactions vis-à-vis the quality assurance in Europe

Inka Bormann & Nina Kolleck:

Different modes of trust within social networks and their implications

Working Group 2: Governing Schooling and Schools

CESE-Chair: Stephen Carney | Local Chair: Marcelo Parreira do Amaral | Room: KG 4, 115

Irene Psifidou:

VET governance in the European labour market: Untangling the complex interplay

Stefanie Greubel:

Political ideas and educational reality: Challenges for schools and teachers to make educational biography successful

Davide Zoletto:

Diverse schools as sites of tension between global and local governmentalities

Maria Rosa Oria:

Is inter or transcultural educational action possible at ordinary schools? Comparative reflections about its implications for school management

<p>Working Group 3: Governing Teaching and Teachers</p> <p>CESE-Chair: Vlatka Domovic   Local Chair: Olivier Mentz   Room: KA 101</p>
<p>Gerry Czerniawski &amp; Marit Ulvik:</p> <p>Parameters of fuzziness: Teacher educators' identities in England, Norway and Germany</p>
<p>Luciana Silva:</p> <p>University teachers' training in the transnational educational agenda: A comparative study of trends in Catalonia and Sao Paulo universities</p>
<p>Imke von Bargaen:</p> <p>"Where is my professionalism?" The impact of educational governance on teachers' self-perception – Empirical findings of a comparative study conducted in England and Germany</p>
<p>Saskia Opalinski:</p> <p>Teachers' attitudes towards inclusion in schools and teacher self-efficacy – A binational research in Finland and Thuringia</p>

<p>Working Group 4: Governing Learning and Learners</p> <p>CESE-Chair: Eleftherios Klerides   Local Chair: Sabine Hornberg   Room: KG 4, 222</p>
<p>Gary Alberto Cifuentes Alvarez:</p> <p>Educational governance and innovation: Technology as end and mean of government</p>
<p>Fredric William Swierczek &amp; Clemens Bechter:</p> <p>E-learning governance in Southeast Asia: Dealing with dinosaurs</p>
<p>Bartomeu Quetgles-Pons:</p> <p>Learning (or not learning) languages at school in the EU</p>
<p>Aristotelis Zmas:</p> <p>Educational governance and government's authority: Reflections from Greece</p>

<p>Working Group 5: Governing Education beyond Schooling</p> <p>CESE-Chair: Anselmo Paolone   Local Chair: Christine Riegel   Room: KG 4, 206</p>
<p>Marcella Milana:</p> <p>Is territorially-bound polity vanished into education governance? A legally-focused analysis to explore its relevance (when debating a Public Law on adult basic education)</p>
<p>Nataliya Rummyantseva, David Chapman &amp; Marta Shaw:</p> <p>University lost in a limbo: In search of pathways for constructive resolution</p>
<p>Ramon Leyendecker :</p> <p>The complexity of improving education in Anglophone sub-Saharan Africa: The macro level of national policy-making and the supra level of international policies and interventions</p>
<p>Dirk Michel-Schertges:</p> <p>Governance in Higher Education: Academic identity formation in New Zealand</p>



## Session 6 | 11.30-13.00

### Working Group 1a: Governing Knowledge and the Politics of Education

CESE-Chair: Robert Cowen | Local Chair: Karin Amos | Room: KA 102

Arnd-Michael Nohl & R. Nazli Somel:

Establishing a new knowledge path: The intricacy of curriculum change in Turkish primary education

Shuping Zhang:

Knowledge governing in the ideological and moral education curriculum in China: 1977-2011

Nicolle Pfaff:

Understanding legitimacy discourses - The myth of giftedness in German school system

### Working Group 1b: Governing Knowledge and the Politics of Education

CESE-Chair: Terri Kim | Local Chair: Jutta Nikel | Room: KA 106

Judit Novak:

Juridification of school inspections in Sweden – A recourse to legislative enactments

Yuxuan Gong:

Control-regulation voucher system in Hong Kong

Gunde Gaßner-Keita:

The amendment to the vocational education law: Regulations and implementation with the help of round tables in North Rhine-Westphalia for the transition from school to work

### Working Group 2: Governing Schooling and Schools

CESE-Chair: Stephen Carney | Local Chair: Marcelo Parreira do Amaral | Room: KG 4, 115

Anna Mankowska:

Norwegian vision of school leadership – Past and present

Cathryn Magno:

Governmentality and school leadership

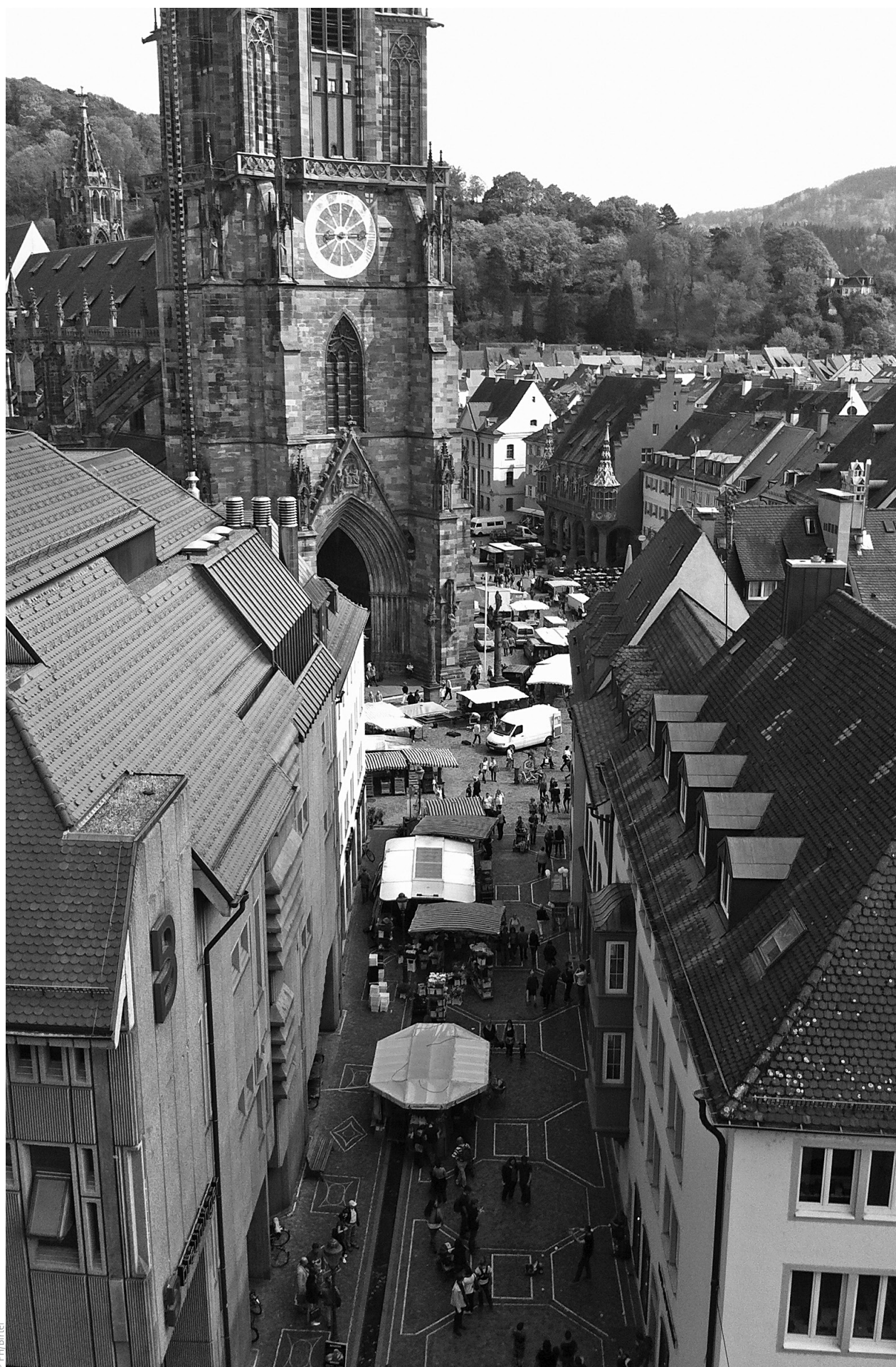
Marcus Emmerich & Katharina Maag Merki:

Context-sensitive school development: A case study on adaptive-compensatory strategies of primary schools

<p>Working Group 3: Governing Teaching and Teachers</p> <p>CESE-Chair: Vlatka Domovic   Local Chair: Olivier Mentz   Room: KA 101</p>
<p>Stavroula Philippou, Stavroula Kontovourki &amp; Eleni Theodorou:</p> <p>Governing teachers through curriculum reform in Cyprus: Subjects or subjects?</p>
<p>Marco Aurelio Navarro-Leal &amp; Zaira Navarrete-Cazales:</p> <p>Evaluation and power: Educational reforms in Mexico at the turn of the century</p>
<p>Hulya Kosar Altinyelken &amp; Antoni Verger:</p> <p>Global managerial education reforms and teachers: Emerging policies, controversies and issues in developing country contexts</p>

<p>Working Group 4: Governing Learning and Learners</p> <p>CESE-Chair: Eleftherios Klerides   Local Chair: Sabine Hornberg   Room: KG 4, 22200</p>
<p>Karen Andreasen, Peter Kelly, Kristine Kousholt, Elizabeth McNess &amp; Christian Ydesen:</p> <p>Standardised testing in compulsory school in England and Denmark – A comparative study and analysis</p>
<p>Vasco d'Agnese:</p> <p>All that PISA leaves behind: Listening to teachers' knowledge</p>
<p>Richard Verdugo:</p> <p>PISA and social structure: A cross-national study</p>

<p>Working Group 5: Governing Education beyond Schooling</p> <p>CESE-Chair: Anselmo Paolone   Local Chair: Christine Riegel   Room: KG 4, 206</p>
<p>Katja Scharenberg, Karin Wohlgemuth &amp; Sandra Hupka-Brunner:</p> <p>Does the structural organisation of lower-secondary education in Switzerland influence students' transition to upper-secondary education?</p>
<p>Amanda s. Potgieter:</p> <p>Beyond teaching writing: Towards techné or paideia?</p>



## Day by Day Programme: Cross-Thematic Sessions (CTS)

***Wednesday, June 11<sup>th</sup>, 2014, 14.00-16.00***

CTS 1: Learning from each other, educational programmes across borders

Chair: Christel Adick | Room: KA , 101

Christel Adick:

German foreign cultural and educational policy: Between soft power and cooperation

Viv Edwards:

Innovation and change in English language education in Western China

Koji Nakamura:

Fostering awareness of the significance of Hiroshima and Nagasaki among exchange students from North America and Europe

CTS 3: Challenges of comparative European research in the field of educational governance and assessment

Chair: Marcelo Parreira do Amaral | Room: KA , 102

Heike Wendt, Daniel Scott Smith & Michael Schurig:

Large-scale, international comparative assessments in regional educational governance

Norbert Sendzik, Hanna Järvinen & Stephen Cullen:

Local governance of schools in a European context

Raquel-Amaya Martínez-González, Carlos Becedóniz-Vázquez & Andrés Sampedro-Nuño:

Socio-psycho-educative strategies to promote positive parenting as a measure to prevent family conflicts and children's maladjustment

<p>CTS 5a: Governing Roma education: International initiatives and national idiosyncrasies (part 1)</p> <p>Chair: Christian Brüggemann/Sabine Hornberg   Room: KG 4 , 222</p>
<p>Eben Friedman:</p> <p>Education in member state submissions under the EU framework for national Roma integration strategies</p>
<p>Karin Cudak:</p> <p>Towards an inclusive educational system for all? An ethnographic case study of educational spaces in times of post-industrialisation and EU-2 enlargement</p>
<p>Hristo Kyuchukov, William New &amp; Jill de Villiers:</p> <p>“Not a real language?” Governing Romani language education in Bulgaria and the Czech Republic</p>
<p>Simone Bloem:</p> <p>Learning outcomes and student characteristics of Romani-speaking students in the Slovak Republic</p>

<p>CTS 7: Global educational governance without a soul: Revisioning the cognitive hypothesis of UNESCO, OECD, and the Bologna Process</p> <p>Chair: Andreas Kazamias   Room: KG 4 , 207</p>
<p>Andreas M. Kazamias:</p> <p>Paideia of the soul for all: Revisioning UNESCO’s Education for All movement</p>
<p>Yiannis Roussakis:</p> <p>Prescribing knowledge, governing schooling: The OECD / PISA canon of education and its discontents</p>
<p>Eleni Prokou &amp; George Pasias:</p> <p>The Bologna Process, the Lisbon Strategy and University Reform in Greece</p>

<p>CTS 9a: Comparative Education (part 1)</p> <p>Chair: Thyge Winther-Jensen   Room: KG 4 , 115</p>
<p>Stavros Moutsios:</p> <p>On comparative inquiry: The ancient Greek origins</p>
<p>Maria Manzon:</p> <p>Comparative Education fuori le mura: Why the Singapore paradox?</p>
<p>Maria Jose Garcia Ruiz:</p> <p>Epistemology of Comparative Education and knowledge 1, 2 and 3</p>
<p>Luís Grosso Correia:</p> <p>Intersecting the problems of comparative education at the time of the first CESE General Meeting (1963) and the OECD’s Mediterranean Regional Project (1960-1965)</p>



<p>CTS 10a: Governance in higher education (part 1)</p> <p>Chair: Terri Kim   Room: KG 4 , 206</p>
<p>Daniela Perrota:</p> <p>Governance in higher education the South: MERCOSUR's regulatory regionalism</p>
<p>Pedro Pineda:</p> <p>The reconstruction of the University: Cross-national models and scientific inquiry in Chile and Colombia 1950–2012</p>
<p>Brian D. Denman:</p> <p>The imagined 'global thinker' and comparative higher education: Trends, tracking, and the rubric</p>

<p>CTS 11: Comparing teaching and teaching expertise</p> <p>Chair: Vlatka Domovic   Room: KG 4 , 106</p>
<p>Hans Dorf, Ulrike Hohmann, Peter Kelly &amp; Nick Pratt:</p> <p>Comparing and assessing teacher expertise in mathematics across national school cultures and local social environments</p>
<p>Ulrike Hohmann:</p> <p>Cross-national comparison of education through the eyes of street-level bureaucrats</p>
<p>Nick Pratt &amp; Peter Kelly:</p> <p>Comparing the teaching of algebraic thinking across England and Denmark</p>

<p>CTS 12a: Educational issues across contexts (part 1)</p> <p>Chair: Jagdish Gundara   Room: KG 4 , 218</p>
<p>Ron Phillips:</p> <p>PISA and Canada: Canada's national education system is not included</p>
<p>Tracy Chui-shan Lau:</p> <p>National education in Hong Kong schools, from post-war to post-retrocession: Nationalist narratives and a political process perspective</p>
<p>Christian Perez Centeno:</p> <p>Progress and limits of educational inclusion processes in Latin America</p>

CTS 12b: Educational issues across contexts (part 2)

Chair: Karin Amos | Room: KG 4 , 218

Chanita Rukspollmuang:

Proposed strategies to promote creative education and intellectual property in the knowledge-based society

Antonio Garcia Alvarez & Guillermo Ruiz:

Paths between governing and knowledge: A case of music education at hospital schools in Spain and Sweden

Kalliope Vrinioti:

The role of subjective comparisons by the reactions of students towards the financial crisis in Greece

**Thursday, June 12<sup>th</sup>, 2014, 14.00-16.00**

CTS 2: Governing diversity and the global norm of inclusive education

Chair: Christian Brüggemann | Room: KA , 106

Jonna Milena Blanck, Benjamin Edelstein & Justin J.W. Powell:

Institutional change toward inclusive education or path-dependent reproduction of segregated schooling in Germany?

Lea Schäfer & Andreas Köpfer:

Governing diversity in Canada and Spain: Without reference to global developments?

Julia Biermann:

Different meanings – How national and international organizations understand inclusive education in Nigeria

Christian Brüggemann:

Why looking at inclusion rates tells little about the inclusiveness of an education system

CTS 4: Echanges éducatifs, mobilité internationale des étudiants et pédagogie universitaire

Chair: Elisabeth Regnault/Olivier Mentz | Room: KA , 106

Ivana Maria Padoan:

Les compétences transversales du doctorant en mobilité interculturelle et transculturelle

Pascal Lafont & Marcel Pariat:

Mobilité internationale des étudiants et démarche pédagogique pro-active: vecteurs de construction identitaire et de professionnalisation dans le cadre d'un Master

Annie Stephens:

Enrichissement interculturel, développement de savoirs faire et de savoirs être chez des lycéens en mobilité



CTS 5b: Governing Roma education: International initiatives and national idiosyncrasies (part 2)

Chair: Sabine Hornberg | Room: KG 4 , 222

Attila Papp Z.:

Schools that succeed: Characteristics of segregated but high achieving schools in Hungary

Greta Persico:

Targeting, denying, recognizing: Different strategies to deal with Roma, Sinti and Calón children in three schools of Romania, Italy and Brazil

Vaselina S. Lambrev:

Methodological dilemmas: Reflexive practice and positionality negotiation in a qualitative inquiry with Roma people

William New:

Severing the mother tongue: A historical comparison of the assimilation of Roma and Lakota Sioux children

CTS 6: Transition of educational systems by fostering extended education

Chair: Wolfram Rollett/Ludwig Stecher | Room: KA , 102

Ludwig Stecher:

Extended Education as part of the German general education system – Status quo, developments, and research

Wolfram Rollett, Katja Tillmann, Karin Lossen & Heike Schmitz:

The transition from half-day to all-day schooling in Germany: Results of a national evaluation study

Marianne Schüpbach:

Compensatory effects of Early Childhood Education (ECE) and extended education with regard to low family promotion of child development at the transition to primary school

<p>CTS 8: Governing young peoples' educational trajectories</p> <p>Chair: Karin Amos   Room: KA , 101</p>
<p>Marcelo Parreira do Amaral:</p> <p>Governing young peoples' educational trajectories: Introduction</p>
<p>Roger Dale:</p> <p>Comparing responses to migrant students as a means of comparing national educational governance</p>
<p>Eduardo Barberis:</p> <p>Local policy networks for educational policy: Discretionary practices and professional mandates</p>
<p>Andreas Walther:</p> <p>Decision-making in educational trajectories</p>

<p>CTS 9b: Comparative Education (part 2)</p> <p>Chair: Thyge Winther-Jensen   Room: KG 4 , 115</p>
<p>Charl Wolhuter:</p> <p>Research on teaching Comparative Education</p>
<p>Johannes van der Walt:</p> <p>A post-post-foundationalist approach to the practice of Comparative Education as a science.</p>
<p>Ferdinand J. Potgieter:</p> <p>Considering a pedagogy of discernment as primus inter pares: implications for comparative educationists</p>
<p>Nikolai Belkanov:</p> <p>Comparative discourse in contemporary Russian "academic" pedagogy</p>

<p>CTS 10b: Governance in Higher Education (part 2)</p> <p>Chair: Anselmo Paolone   Room: KG 4 , 206</p>
<p>Olga Nessipbayeva:</p> <p>Higher education of Kazakhstan in the context of modernization</p>
<p>Miguel Souto Lopez:</p> <p>From competences to learning outcomes</p>
<p>Clemens Bechter &amp; Fredric William Swierczek:</p> <p>Involving stakeholders in the design of joint MBA programs</p>

<p>CTS 12c: Educational issues across contexts (part 3)</p> <p>Chair: Steve Carney   Room: KG 4 , 219</p>
<p>Shangbo Li:</p> <p>Going from zero to becoming the number one exporter of students: The case of China</p>
<p>Jeong Moonseong &amp; Jeon Young Eun:</p> <p>A comparative study of multicultural attitudes: German and Korean youth</p>
<p>Vadim Kovrigin:</p> <p>Ethnocentrism in the schoolbooks of Germany, USA, Great Britain and Russia</p>
<p>Nelly Stromquist:</p> <p>Critical theory: Its meanings and its application to education</p>

<p>CTS 12d: Educational issues across contexts (part 4)</p> <p>Chair: Jutta Nikel   Room: KG 4 , 207</p>
<p>Kara Brown:</p> <p>Making space and a place for the local: A "continuum of European relevance" in advancing regional-language and culture education in Estonia</p>
<p>Juan Carlos González Faraco, Antonio Luzón &amp; Monica Torres:</p> <p>Educational policies against Early School Leaving (ESL) and dropout in Spain: The case of Andalusia and Scholarships 6000</p>
<p>Juliana McLaughlin &amp; Susan Whatman:</p> <p>Transitioning understanding of Indigenous knowledges in pre-service teacher education</p>
<p>Anikó Nagy Varga:</p> <p>A comparative survey of kindergarten BA students' curriculum among European countries: Curriculum content and experiences</p>

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## Abstracts

Abstracts are the responsibility of the presenters and have not been proof-read by the CESE committee. Bibliographies have been deleted to save space.

Please note that the authors of some abstracts have not confirmed their attendance through registration at the time of this programme going to press.

# Working Groups (WG)

All abstracts are sorted by working group and then alphabetically by the first author of the paper.

## Working Group 1a: Governing knowledge and the politics of education

### **Policies towards secondary education in Europe and in Latin America: Governance and “emerging” spaces**

*Felicitas Acosta, UNGS/UNLP/UNSAM*

On the basis of comparative historical methodology, this work sets out to analyse the process of expansion of secondary education in Europe and Latin America. In order to do so it proposes to consider the characteristics of this expansion in some countries of the regions before mentioned with special emphasis on two issues: the historical configuration of secondary schools institutional models and the most recent policies aimed at this educational level. As for the latter, it focuses on the weight that the emergency of formal educational “spaces” (i.e. European Union; Mercosur) seems to be having in one and another region.

Similarities can be found between the configuration of educational systems in Western Europe and some Latin American countries (particularly those of the Southern Cone: Argentina, Uruguay and Chile). In both cases systems were early configured on the basis of the passing of compulsory primary education laws.

The creation of secondary schools circuits, related to socioeconomic status, accompanied this process. During the post war, expansion of secondary education took place in Europe; Latin America followed a different pace in this respect and began this expansion a few decades later.

Nevertheless, in both cases secondary education extension policies have found problems of adjustment between classic secondary education institutional models and the new social sectors that accede to this level; problems that usually translate into the increase of dropping out rates and the decrease of graduation rates. Most western European countries adopted different strategies (comprehensive schooling being one of them) to solve this problem while the majority of the countries of the Latin American region still faces the most basic problems of expansion (infrastructure, ending of educational previous levels, teachers' training among others).

As for the last decade the European Union, as formal educational “space”, has been really active in attending early school leaving throughout the establishment of common goals and policies in almost every country in western Europe.

Countries from the Latin American southern cone do not count on an active unifying educational space. Nevertheless, recent policies are similar to those found in some European countries. This fact brings over the question on the causes for similar political actions in such different regions.

Policies comparison under the light of historical problems of secondary education expansion is helpful to evaluate the actual role of formal educational “spaces” on standardizing policies.

### **Knowledge and control re-visited in an era of the reassertion of religious and traditionalist worldviews**

*Leslie Bash, Institute of Education, University of London*

The prominence of the sociology of knowledge in educational enquiry during the early 1970s is recalled in the questioning of epistemic legitimacy in the face of apparent global tensions between secular and religious power. The social construction of educational realities takes on an urgent character as we

witness the resurgence of traditionalism and religion in the sanctioning of pedagogical paradigms, curricular content and differential access to educational opportunity. In the post-communist regions of Eastern Europe the reassertion of religion has manifested itself in political influence and pressure, and, in so doing, has had repercussions for the governance of education. Elsewhere, in regions characterised by the resilience of religious traditionalism there are continuing conflicts over the control of education with implications for gender equality and the sustaining of modernist perspectives with regard to school knowledge. Finally, the complacency of secularism in the West is continually challenged by a reality where religion retains a sufficient degree of power and influence to impact upon public education both in terms of what is to be taught and learned and in terms of the kind of school provision available. Questions remain as to whether the struggles for global educational legitimacy are to be played out between the forces of tradition and modernity, between religion and secularism, or whether within each of these apparent binary opposites there are multiple tensions, fractures, paradoxes and overlaps. The implications for global NGOs which seek to construct a unity of purpose in education are significant in that there may be little more than a rhetoric of intent while underlying structures of action remain mired in ongoing, wider and deeper conflicts. As a minimum, the task is to attain greater clarity with regard to the complexities surrounding the governance of knowledge. Such clarity is needed in advance of the identification of policies and practices which arguably may achieve some degree of success in the context of movement in the direction of global consensus in education.

### **Competence-based vocational education and training and its cultural context sensitivity**

*Carmen Baumeler, Eidgenössisches Hochschulinstitut für Berufsbildung EHB IFFP IUFPF*

Currently, we are witnessing international interest in vocational education and training (VET). In the present global economic downturn, countries with well-developed VET systems face much lower youth unemployment rates (ILO, 2012; Unesco, 2012). Policymakers currently seek to borrow concepts from countries that successfully integrate young people in their labor markets, such as Switzerland (with an average youth unemployment rate in 1999–2008 of 6.9%), Austria (7.5%), Denmark (8.2%), and Germany (10.9%) (ILO, 2012: 5). They are characterized by a high proportion of young people following the professional education track and, furthermore, have implemented dual VET systems (i.e. combining classroom instruction with work-based training) and the pursuit of competence-based education.

Within this context, this paper considers whether competence-based education, as defined from a western European perspective, is transferable from one cultural context to another. First of all, the paper introduces the topic of international policy borrowing and lending in the field of education (Steiner-Khamsi & Waldow, 2012). From the perspective of institutional change, it is well known that foreign policies are often translated so as to fit into the local context (Campbell, 2004, 2010). Then, the concept of competence-based education is defined as a new educational paradigm (Wesselink, Biemans, Mulder, & van den Elsen, 2007) and situated within its cultural context. Next, the paper introduces the case study of an educational transfer from Switzerland to India – a country actively engaged in reforming its VET system (Singh, 2012). Detailed insight into actual experiences and translation processes will be given on the basis of qualitative expert interviews with the two main translation actors – one from Switzerland and one from India. Both reflect about perceived cultural differences and efforts taken to bridge them, with regards to the definition of competence profiles and curricula, the training of workplace instructors and VET teachers. The analysis will identify pitfalls that arose and translations that were attempted when transferring the pedagogical concept of competence-based VET from the Swiss context to India. The account of the translation actors shows that the institutional change was an incremental one, allowing for only very small steps.

## **Doctoral studies in Italy: Old cultural traditions and new governing pressures**

*Carlo Cappa, Università degli Studi di Roma "Tor Vergata"*

The paper aims to analyse the transformations of doctoral studies in Italy during the last thirty years, in the framework of the European policy and with reference to the trends that can be detected in other European countries.

Today we may observe rapid changes – in every aspect, institutional, ideological and intellectual – in the Italian university, still the most important place for scholarly research. These changes are crossed by different tensions within a complex framework: on one hand university is receiving social as well as economical requests that have never been so heavy; on the other hand we can detect the persistence of a vision of scholarly research more linked to the tradition.

Three different levels will be taken into account in the analysis: the historical level, in particular considering the image of scholarly research, which was at the heart of doctoral studies until the last decade; the institutional level, examining the different laws that have shaped this cycle of higher education; the theoretical approach, regarding the changing idea of knowledge and the profile of research carried out in university.

### **Modes of inquiry**

- Analysis of institutional documents both at national and international levels.
- Analysis of critical essays on the topic.
- Analysis of theoretical work on the transformations of knowledge in the post-modern

The result of our analysis shows that the present very articulated governance of research and doctoral studies is not a mere rationalization and quality promotion of the university system. Instead, with an increasing standardization and a violent hypertrophy of laws and regulations, the university is forced to accept a radical mutation in its deeper nature; and its traditional vision is clearly at risk of not surviving. Could we really sustain this? And at what price?

## **Curriculum change in Germany and South Africa compared: 1990-2010**

*Linda Chisholm, University of Johannesburg; Human Sciences Research Council, South Africa*

At first sight, there is not much to compare, or any reason to compare the German and South African curricular frameworks. The history, nature of their respective transitions, level of development and educational legacies are very different. But the fall of the Berlin Wall and subsequent decline of the Soviet Union had immense consequences not only for a unified Germany but also for a post-apartheid South Africa. The fall of the Wall brought both within a common global framework. A significant literature in comparative education points to increasing homogeneity in education systems and their curricula, while another points to how states and societies transfer, borrow, absorb or deflect such ideas in a manner that confirms difference and diversity, linked to historical specificity. The paper will explore these questions by comparing the curriculum changes and their implications in each society from 1990-2009. The paper will discuss what changed, how, on what basis, with what kinds of goals, intended modalities of their achievement as well as trajectories in each context. It will do so with specific reference to the subject of history in schools, which will be used to illustrate the broader patterns. As such, it is a study of the intended curriculum with the purpose of exploring difference in similarity of approaches developed quite independently from one another.

The paper will argue that while the transitions and curricular changes in the first decade after 1990 were notably dissimilar, the international testing movement ten years later helped to precipitate common responses and had similar implications for both. The curricular answer to the PISA-shock in Germany was competence-based education and to TIMSS and PIRLS in South Africa strengthened



outcomes-based curricula. Change was internally propelled, while the external referents corresponded to historically significant Others in each case. The form of the curriculum framework developed in each case was remarkably similar. The paper will examine these similarities. But it will highlight the differences contained in the apparent convergence in each context and show that the emerging discursive convergences were superficial, revealing deep differences linked to context and historical experience. As such it raises questions about the nature and character of discursive convergence and homogenisation in education.

The paper uses a combination of primary and secondary documentation, the former consisting mainly of official curriculum frameworks and reports in each case.

### **New Logic for the governance of higher education system in South Korea: Room for creativity?**

*Hyunyoung Choi, Sungkyunkwan University (Seoul)*

The purpose of this essay is to examine the contesting ideas in the governance of Korean higher education system. In recent decades, the economic global forces have led the Korean government to employ market principles in the governance of higher education system in order to improve the quality of higher education and institutional competency. However, there is evidence of a shift towards a stronger intervention, which will affect the institutional autonomy in teaching and research activities. This paper will pay attention to the latest higher education policies, “good teaching university” and “educational capacity enhancement”, to discuss the increasing government’s engagement in teaching and learning in higher education.

In the first part, this paper will investigate the recently implemented key higher education policies, which have shaped the patterns of governance of higher education institutions. It will explore the conflicting ideas in political discourse such as market-principle, competition, institutional autonomy against restructuring, performance evaluation and accountability in the management of higher education system. How the dominance of economic logic in the management of higher education discourages the discussion about the new reasons for the future will also be discussed.

Then it will focus on and analyse latest policies, the “good teaching university” and the ‘educational capacity enhancement’, and its impact on the teaching and learning in higher education. The effort to improve the quality of students’ learning experience is an important aspect for a successful management of today’s mass higher education system. However, the generalisation of “good teaching” with a specific emphasis on learning outcomes and key competency of graduates bears possible risk in serving the various kinds of learning needs.

In the final part, the paper will discuss about the new political rhetoric, “creativity” and its implication to teaching and learning in higher education. This will raise questions about the feasibility of promotion of creativity in an outcome-oriented good teaching practice in higher education. It suggests a need to re-negotiate the appropriate rationale for the governance of future higher education system, if the country wants to foster the creativity in a knowledge society.

### **Change and traditions in the evolution of education in EU countries in the past 30 years**

*Trevor Corner, Institute for Research in Education University of Bedfordshire*

Europe is the smallest continent; it is not even a continent but an appendage of Asia. It is smaller than Brazil and about half the size of China and the United States. It has, however, a high intensity of internal differences and contrasts across the approximately 46 countries of which it is composed. All of these countries have their unique yet overlapping histories, politics, languages and cultures - and educational

systems. Their histories have been intensively analysed and studied, though perhaps the role of education in the formation of the countries of Europe, and its contribution to the consciousness of what Europe was, is, and can be has been given less attention.

This paper will review the development of contemporary education systems in 23 countries of the present European Union, both as individual entities and as members of an international union. Some of the main themes within European education with reference to historical influences, the social, political and economic demands on educational systems, and national and European policy and research innovations will be discussed.

The aim of the paper is to give an overall appreciation of the trends and traditions that have brought about the overall characteristics of educational expectations and provision in the majority of countries in mainland Europe and some of its island peripheries. The demands for change on schooling and higher education and that have come about through economic and political forces emanating from national and regional parliaments as well as the European Union administrations in Brussels and Strasbourg will be reviewed.

This paper will thus review some contrasting features of the national educational development of education in western European countries which became members of the EU prior to the the Nice Agreement in 2003, and countries which subsequently became EU members after 2003 from the central and eastern parts of the subcontinent, many of whom have been previously been under the educational and political influence of the Soviet Union and are moving through a transitional phase towards more western models.

Based on recent papers written by educational experts from each country with insights and experiential knowledge of the educational forces that have formed the European population as a whole in the current time. They shed light on the countervailing forces for integration towards a European identity, and the enduring wish for regional autonomy and locally-based school administrations. An overall analysis of the major educational traditions and their recent evolution across Europe is given, offering insights into the mosaic of schools and colleges, languages and social characteristics that each country exhibits through the education it provides for its citizens.

This paper thus attempts to draw out some major international and comparable trends that have occurred in school, colleges and universities over the past 30 years across most of the major countries of Europe.

### **Traditional, religious and scientific knowledge looking for legitimacy: Cross-cultural perspectives on policies and practices.**

*Sarah Croché, University of Picardie Jules Verne*

This paper treats the working group question “who governs what types of knowledge in whose interest in different educational spaces?” It is interested in what counts as significant knowledge in different educational spaces, and questions also the place of the Western science in what scholars named “non-hegemonic countries”.

More specifically, this contribution aims to analyse how the oppositions between the discourses of science and those of religions and tradition are addressed in secondary education policies and practices in different European (French-speaking Belgium, Greece) and African countries (Djibouti, Rwanda, Senegal, Tunisia). In these countries, on some sensitive issues such as the origin of life, contradictory messages are conveyed to secondary school pupils by the official school master and the religious master, whether the latter is part of formal education or not. What is taught, what is valued among the presented subjects, and how the various kinds of knowledge are dispensed, inform us about the hierarchy of the knowledge considered obvious by the school, its agents and its users.

The link between science, religion and tradition is a subject of intrinsic interest as it investigates how knowledge or convictions are constructed, transmitted and kept by individuals and communities. The tension between scientific, religious and traditional discourses becomes a problem only when the State cannot limit each discourse within their sphere of relevance and identify the knowledge that must be passed to younger generations. In certain educational systems studied, it seems the State is only partly successful because it fails to impose its own criteria to actors who prefer those offered by their local, national and international networks.

This communication uses the Actor-Network-Theory (ANT). ANT's theoretical framework, which considers that all actors have the same chances to see their viewpoints prevail, is most relevant to investigate this question, because it does not postulate that the production conditions of scientific discourse and knowledge give it an advantage on all the others. The concept of network, which was put forward by ANT to escape a territorialized vision of society, reminds us that common thinking is not necessarily associated to physical proximity.

The material is based on 1) a collective book in progress, and 2) the qualitative studies conducted in the countries between 2010 and 2013, which combines the analysis of official texts (from the States), the observation of the educational practices and interview of teachers from official and other schools, secular or religious.

### **Intercultural knowledge and higher education institutions: The Central Eurasian Region**

*Jagdish S. Gundara, Institute of Education University of London*

This paper will examine the issues raised for higher education institutions in the Eurasian region which has been at the cross-roads of intercultural cooperation and conflict in both historical and contemporary terms. In so doing, it will discuss conceptual and terminological issues and the implications these have for educational institutions both at formal and informal levels. The paper contextualises the issues with the observation that in the Central Eurasian Cultural Complex some of the peoples have been defined as 'barbarians' and historically subjected to oppressive foreign regimes. Here, nomad ruled empires had created a powerful trade oriented central European economy which was integral to the Silk Route Trade but which were subsequently destroyed over time by the Chinese and Russian empires. This often ignored and hidden historical past needs to be recovered by the universities in the region and the information used in the development of a more authentic and relevant historical curriculum which would cover issues related to the local, regional and global contexts. However, some difficulties arise at the system level as a result of the lack of agreement between individual states regarding such developments. The Council of Europe for instance, launched the Tbilisi Initiative to develop a non-triumphal and non-militarist curriculum and despite agreement amongst academics and civil servants of the member states, the politicians rejected an inclusive multi-perspective historical curriculum. Consequently, against this background, this paper will consider, at the level of educational institutions, the challenges posed for teaching student populations characterised by the demands of diversity and inclusion, especially with regard to gender. It will consider institutional policies which include orientation programmes for new kinds of students and the necessity of institutional changes; including the need for staff development at all levels of the higher education institutions.

## **Educating immigrants in France and Czech Republic – Comparative analysis of integration process**

*Klara Horackova, Charles University in Prag | Zuzana Svobodova, Charles University in Prag | Vit Stastny, Charles University in Prag*

The objective of present paper is to compare the integration process of pupils whose native language is other than the language of instruction and who intend to stay permanently in the host country (hereafter “immigrants”) in France and Czech Republic. The comparison is elaborated on legislation level, institutional framework and the process itself in both studied countries. We also discuss and compare specificities of the integration of immigrants in both countries.

The choice of France as one of the countries for comparison may be justified by its rich experience attained in the field of integration. Immigrants are usually educated and integrated in schools benefitting from priority education programmes. In metropolitan France the French education system concentrates on the integration of immigrants from various countries. The structure of pupils in school is influenced by the area, where the school resides and where a specific minority is dominant. In Paris it is typical that some quarters are preferred by specific minorities, a fact which further determines inclusive strategies of priority education institutions. Specific situation can be identified in overseas departments. We use Reunion as an example to demonstrate challenges when educating local creole population, which generally speaks Reunionese creole, whilst the language of instruction is French.

Czech pupil population is more homogenous, in Czech education system integrated immigrants represent only 1,8 % of basic school pupils. Those have a right to fee-free language lessons, however the system is inflexible especially in the field of funding and teaching conception of Czech as a second language. Pupils without proper skills in Czech can benefit from additional support and counselling, but a conceptual strategy to support these pupils during lessons is missing. Methodology, data sources

We use comparative analysis of legislation, education policy documents, statistical information and relevant past research findings. Our analysis is complemented with qualitative data (interviews with several stakeholders in education) collected during authors’ internship in France (Paris, Reunion). In Czech Republic one of the authors participates on a project of not-for-profit organization META which organizes roundtables and workshops to debate and discuss the integration policies and its concepts.

Although the integration of immigrants is an important topic of both countries, we conclude that the integration system on legislative and institutional level is more elaborate in France. We therefore suggest possible transitions from French to Czech education system.

## **Constructing encyclopaedic facts about international education**

*Christian Lundahl, Karlstad universitet*

The International Encyclopaedia of Education, IEE (edited by Husén and Postlethwaite 1985) had as its ambition to be the first true international encyclopaedia of education. This meant breaking with the ethnocentrism, they thought had characterized earlier educational encyclopaedias, as well as reaching out to educational systems in the Third World.

Through a closer reading of IEE it is possible to explore issues related to the construction of canonical texts. The purpose of this paper is to provide an understanding of the re/production encyclopaedic knowledge of international education. Issues of representativeness in what is displayed as internationally valid knowledge and knowledge of international education, will be discussed. I will use IEE articles as well as archive material consisting of meeting protocols and editorial correspondence from the Torsten Husén personal archive in The National Archives, Sweden.

Research about re/production of knowledge is often interested in the (micro) processes that shape

scientific knowledge (e.g. Latour & Woolgar 1979/1986, Woolgar 1988, Knorr Cetina 1999, Ringer 2000,). What kinds of processes, decisions, problems, relations lead to the specific entries in an encyclopaedia? If we add to this an international dimension these questions relate to the new historiographies in education and the ways in which knowledge is produced on national and international levels (e.g. Schriewer & Martínez 2004, Lawn & Grosvenor 2005, Lawn and Grek 2012, Landahl & Lundahl 2013).

Encyclopaedias often claim to be collections of facts. Typically we perceive facts as 'unconstructed by anyone' (Latour & Woolgar 1979/1986). But producing an encyclopaedia is not a straightforward and simple editorial process. Sections, headings, topics and the structure of the thematic articles are constantly changed based on new insights and on circumstances not possible to control for.

In this paper I will focus on the 160 country reports in IEE. I will investigate the author guidelines and how these articles were structured. I will look at differences and similarities between them (using NVivo analysis) and also investigate what countries did not get an entrance, and what might have been the reason for that.

Expected results: Editing IEE was not only about collecting pre-existing truths and facts about international education systems; it was also about constructing the image of such a collection. This image might be quite representative as a whole, but will be disputable in detail; the specific writers involved and other editorial circumstances characterize it.

### **Access to Greek higher education: Landmark in governing learning and shaping learning culture**

*Dimitris Mattheou, University of Athens / Yiannis Roussakis, University of Athens / Antonia Samara, University of Athens*

School curricula are expected, especially in centralized systems of education, to prescribe learning in terms of its goals, knowledge content and expected outcomes, including the development of lifelong positive attitudes towards it. After all, lifelong learning is widely recognized as a sine-qua-non asset to contemporary knowledge societies and economies. Yet, learning outcomes and long-term learning habits are increasingly governed by an out-of-school agenda. The internet has already developed a distinct student learning culture, while the pursuit of distinction in international examinations has on several occasions led to the downgrading of the excitement of learning into a boring and arduous task. On the other hand, in countries where demand for higher education exceeds supply by far, competition for safeguarding a place in a prestigious University and / or a professionally promising School has long led students to private cramming courses to the detriment of formal school curriculum.

The paper analyses this state of affairs in Greek Secondary education: The ways the landmark of access to higher education has been undermining learning in schools and has been instrumental in developing peculiar long-term attitudes and approaches to learning.

### **How long should be the schooling before tertiary education?**

*Orazio Niceforo, University of Rome - Tor Vergata*

The purpose of this paper is to promote a reflection about the reduction of the length of schooling before the beginning of Higher Education and Training. In Italy and in few other countries schooling lasts 13 years and ends when the students are 19 years old. Recently, Italian Ministry of Education started the experimental reduction of upper secondary school from ordinary 5 to 4 years only in three schools, but many other institutes are interested to the project, and the number of experimentations could rapidly increase.

The theoretical framework includes considerations about the consequences of this reduction concerning the curricular structure, the overload of the study tasks, the criteria of the enrolment for the students (selective or not) and so on. Strengths and weaknesses of the proposal will be exposed and evaluated.

As for the modes of inquiry, a short overview of the debate in Italy will be presented as well as a comparative framework related to the different solutions run in different countries.

The sources used in this paper are both institutional (legislation, ministerial decrees) and research-based (some book and essays are quoted).

Some provisional conclusions will be presented: generally speaking the transition between secondary and tertiary Education should become more fluid and personalised in order to reduce errors and failures in Higher Education. As for Italy the cut of one year in upper secondary schools, all other things being equal, seems simplistic: too heavy for students and too expensive for the families. An alternative solution could be a different and more personalised fifth year leading to a final exam on 2-3 subjects (instead of present 7-8). The choice of the subjects should allow the students to attend only tertiary studies that are coherent with the chosen subjects.

### **Establishing a new knowledge path: The intricacy of curriculum change in Turkish primary education**

*Arnd-Michael Nohl, Helmut Schmidt University Hamburg | R. Nazli Somel, Helmut Schmidt University Hamburg*

Discontent with the old, behaviourist curriculum had abounded in Turkey when in 2002 a new and strong government was formed which opened a window of opportunity for change in primary education. The subsequent endeavours to develop an entirely new curriculum, however, turned out to become an intricate process in which many actors with diverse agendas were involved: The usual ways of curriculum reform being blocked, a small organizational milieu of academics, financially assisted by an EC program and backed by the minister of education, eventually succeeded to formulate a comprehensive curriculum based on constructivist and 'multiple intelligence' approaches to teaching which was made obligatory for primary education in all Turkish schools by 2005/2006.

This radical change of curriculum, itself the "trans-intentional" (Altrichter) and improbable result of a multitude of actors, is an intriguing subject-matter for empirical inquiry: with the Documentary Method (Bohnsack, Nohl) we have interpreted semi-official documents and expert interviews (Meuser/Nagel) with many actors involved in this process (from the minister over education scientists to subaltern bureaucrats). This empirical analysis is then used as the background for connecting the governance approach, conceived of as an analytic tool, with the new basic concept of 'knowledge paths.' The latter term denotes a frame within which problems and tasks are perceived, handled and solved in a specific way. If knowledge, in the sense of such a frame, has become so dominant that alternative frames are not considered anymore, then we speak of a knowledge path. Originating from the economic path model (David, Arthur) which explained the continuing adherence to products and solutions although they have become inefficient (for example, the QWERTY keyboard), the concept of knowledge path is not only useful for describing how a curriculum, once 'locked-in' (it became irreversible), governs education, it also helps to understand the importance of 'small events' and contingencies during its establishment. The paper, based on theoretical reflection and empirical inquiry, will focus on this establishment of a new knowledge path (and, due to time constraints, will leave out the practicing of the new curriculum in schools).

## **Governing knowledge through language? Some challenges for Comparative Education**

*Donatella Palomba, Università di Roma "Tor Vergata"*

The paper examines some issues related to the use of English as lingua franca in the international educational discourse, the exertion of power that this implies, the influence on the conceptualisation of educational issues, and will then consider how this affects specifically the field of comparative education and its developments.

The theme, at the crossroads of different disciplines, will be addressed through a plurality of approaches, namely a theoretical analysis based on relevant literature, and the analysis of two case studies of very different nature, one drawn from recent Italian cultural policy, the other from the history of CESE itself as an academic Society.

The risks of the predominance of one language of communication (English, in the present historical moment) have been widely investigated, with varying degrees of criticism (Phillipson 2009, Altbach 2007). Here we intend to stress specifically the impact on the nature of the knowledge that is thus produced, and the influence on the structure itself of the thought, causing a “loss” of thinking along different lines. The “governance by language” will be illustrated with reference to the two cases mentioned above.

This poses specific questions to comparative education, which is concerned by “the interplay of international political, cultural and economic hierarchies with domestic politics and forms of social power” (Cowen 2012), and should be able to address this interplay, including the linguistic point of view, not taking it for granted, but promoting an intellectual, political and cultural awareness of its implications.

The paper clearly does not intend to advocate a return to Babel. It will conclude presenting a critical elaboration that, starting from the linguistic and conceptual dynamics that can be found in literary and philosophical translation and the related theory, comes to conclusions which are promising for educational comparison, using the concepts of negotiation (Eco 2003 ) and of comparatif dédié (Cassin, 2010).

## **Paradigm shift, economic crisis and recent higher education policies in Greece**

*Eleni Prokou, Panteion University Athens / George Pasias, University of Athens*

The purpose of this paper is to investigate possible associations between the phenomenon of economic crisis and the Paradigm shift in recent higher education policies in Greece. Thus, at first, the paper examines the extent to which there is a direct or indirect association between the higher education reforms (2011-2013), the European education policy framework and the phenomenon of economic crisis in Greece. Secondly, the paper focuses on the effects of higher education policies – especially of those policies associated with economic crisis - on the members of the academia (and the functioning of the universities), as they are expressed in their official trade union and their various organisations.

The paper attempts to investigate the extent to which the “crisis” of the Greek University is associated with economic crisis and influenced by endogenous (structural-functional) and exogenous (European and international) factors. More specifically, the paper investigates the influences from European education discourses and policies (in particular the Bologna Process and the Lisbon Strategy) and attempts to find out the extent to which certain policies are associated with the phenomenon of economic crisis. Then, the analysis focuses on issues related to the functioning and the structure of Greek universities, human resource development, funding, etc. The sequence of the units of the paper is as follows: a) endogenous and exogenous crisis of the Greek University, b) framework and dimensions of the recent Greek University reform, c) linking universities with the fiscal adjustment policies.

The research methodology is qualitative. A discourse analysis of the laws and official political documents (of parties, the trade union and other organisations of the Greek academics) takes place. The theoretical framework draws from a conceptualisation of a shift of university reform across Europe, from the so-called intrinsic to the extrinsic values. The latter dominated and were described by concepts such as university competitiveness, market responsiveness, attribution of greater autonomy to universities to meet certain pre-specified objectives, evaluation, accountability and quality assurance, that is, concepts associated with the dominance of the evaluative state, and managerial and privatisation processes. The paper further conceptualises and interprets the changes of the Greek University by taking into consideration the phenomenon of economic crisis. The paper, thus, attempts to contribute to the interpretation of a recent Paradigm shift in higher education in Greece, by placing the relevant policies against the international context, the Greek university tradition and the wider social formation in which these take place.

### **Understanding legitimacy discourses - The myth of giftedness in German school system**

*Nicolle Pfaff, University of Duisburg-Essen*

This paper aims to explore and analyse legitimacy discourses in educational systems on different levels and in a comparative perspective. Summarizing existing results of research on the macro, meso and micro-level of the German school system the main research question guiding this paper concerns the development of a conceptual framework to analyse legitimacy discourses in educational systems.

Education in scientific as well as in political discourses is related to the idea of meritocracy (see Ranson 1988; in a critical manner see Brown/Tannock 2009). Current German papers refer to the role of theories of giftedness as discourse related to the idea of meritocracy within the German Educational System. Firstly, neo-institutional perspectives do understand theories of giftedness as a mechanism of legitimisation securing historical structures of the school system (i.e. Almendinger/Ebner/Nikolai 2008). Second, analysis of persisting educational inequality refer to theories of giftedness in explaining teacher behaviour and parents educational decisions (i.e. Becker/Hadjar). Reconstructive studies, in the third place, highlight theory of giftedness as a shared scheme of interpretation and indicate fundamental differences in those collective theories amongst different educational systems (i.e. Pfaff 2012a,b).

Bringing these different references to the legitimacy discourse of giftedness together, the paper identifies levels of determination of legitimacy discourses as well as possible theoretical and methodological approaches to its analysis (see also Ginsberg et.al. 1990; Stryker 2000). Focussing the German school system the paper includes single historical and international comparative perspectives to illustrate the value of such research designs.

### **Power as translation in the global governance of education**

*Nelli Piattoeva, University of Tampere*

This presentation questions the capacity of the resource conception of power, commonly utilised in the studies of transnational governance and intergovernmental organisations (IGOs), to explore the means through which IGOs construct and exercise power in national settings. It then introduces the relational approach to power and emphasises that IGOs are dependent on the consent of national actors, thus making the relationship between IGOs and states, and the mechanisms that construct this relationship, a focal object of study. The chapter applies the sociology of translation methodology to an OECD country report on Russian education in order to illustrate how the OECD has attempted to build itself as an education policy authority by way of translating the interests and identities of a national actor, and the meaning of the educational reform, in a specific context characterised by social and political transition.



## **Governing technologies: Information and Communication Technologies (ICT), education, and political power in China**

*Barbara Schulte, Lund University*

Information and Communication Technologies for education (ICT4E) have been playing an increasingly important role in schooling and training worldwide. On the one hand, they are expected to bridge various divides e.g. between developed and developing countries, urban and rural regions, affluent and poor neighbourhoods etc., by spreading the most up-to-date knowledge and skills into every classroom on the globe. On the other hand, ICT4E are considered appropriate and promising tools to promote self-directed, motivated, adaptive, resource-enriched, and technology-embedded learning (in short: SMART learning) – characteristics that are typically deemed crucial for education in the 21st century.

While the merits and lofty goals of ICT4E are continuously highlighted within educational research on the use of these technologies, there is surprisingly little attention to how these technologies are embedded into sociocultural and political environments, once they become designed within national contexts and implemented within local schooling contexts.

My presentation breaks with the assumption that the use of certain kinds of ICT automatically triggers a specific kind of development (such as creating the self-directed learner). By using a framework originated from Science and Technology Studies (STS), I look into the processes of conceptualizing, implementing and embedding ICT policies in the People's Republic of China. In China, the interaction of ICT and education takes place at two levels: on one side, local political leaders are trained and streamlined into using ICT when communicating with and governing the populace; on the other side, a variety of regulations, guidelines and other policy documents is to ensure a smooth and politically desirable socialization of youth into ICT. At the same time, ICT are used to better understand and control learning outcomes, including those resulting from political learning.

The presentation will draw on first findings from my research project that deals with the political complexities of ICT and education in China. It is part of a larger, interdisciplinary research project on Chinese digital society funded by the Swedish Research Council between 2013 and 2017 (for more information see <http://www.ace.lu.se/research/digital-china>). The data for this study are retrieved from Chinese policy documents and research literature by Chinese ICT4E scholars, as well as from first interviews (with political cadres, school principals, and teachers) and observations from the classroom.

## **Knowledge governing in the ideological and moral education curriculum in China: 1977-2011**

*Shuping Zhang, East China Normal University*

This research analyses the curriculum policies, including outlines (kecheng dagang) and standards (kecheng biao zhun), of Ideological and Moral Education Curriculum (sixiang pinde) in compulsory education in China from 1977 to 2011. The aim is to present the changing values of knowledge and trends in the development of curriculum. Adopting the methods of text analysis and historical research, and based on the multicultural education perspective, the research investigates the curriculum policies, mainly focusing on the curriculum outcomes and curriculum content. By coding the text and making a correlation analysis between the periods 1977-1985, 1985-2000, and 2000-2011, the research analyses how the curriculum presented knowledge of self, family, school, community, minority cultures, country and the world, and the ancient civilization of China. Furthermore the paper defines the changing trends of what knowledge is privileged in the Ideological and Moral Education Curriculum. Findings suggest that changes happened in the location of the curriculum decision-making authority, curriculum outcomes and curriculum content. China realized decentralization in curriculum decision-making by moving from a uniform national curriculum to a three-level curriculum, composing of national curriculum, local curriculum and school-based curriculum. This has enabled curriculum outcomes and content to become more localized and personalized. In curriculum outcomes and content, ideological and moral education

curriculum was previously heavily used as a tool of political education, and a strong sense of socialist ideology, patriotism and collectivism was reflected in the outline and standards of the curriculum. With transformation of the curriculum in the reform era, the role of ideologically and politically orientated education is fading, and more emphasis has been placed on students' life and dignity, family, school, and community. Although having declined in importance, ideologically and politically oriented knowledge still occupies a considerable share of the current curriculum. Based on the findings, the author criticizes the relationship between moral education and ideological-political education in China and whose knowledge, the students' or the states', should be learnt in moral education.

## **Working Group 1b: Governing knowledge and the politics of education**

### **PISA and the presumed relationship between education and economy**

*Uwe H. Bittlingmayer, University of Education Freiburg*

The PISA studies are said to produce a very high level of knowledge, relevant for governing the educational system of a nation state. Although this argumentation is one of the most important legitimizations of the study, I want to point out in my contribution that the PISA studies indeed produce regularly nationwide discussions about the educational system; but in contrast to discuss a sound governance of the educational system, they are driven by the fear of bad economic forecasts, after having bad results in PISA. There are a lot of examples: In Austria recent PISA-studies have led to national discourses and debates about the quality of the educational system. You will find the same mechanism of discussing seriously about the quality of educational systems in economic terms in Sweden, Great Britain (most of all in Wales) and in Germany.

On the basis of a discourse analysis I want to show in a first step that in these nationwide discussions following bad PISA results the quality of the educational system is reduced to the topic of improving the test results of the students. In a second step I want to introduce two recent studies which are focusing directly on the relationship between education and economy and which are sponsored by the Bertelsmann Foundation – the biggest operative foundation in Germany with a great influence on educational topics. In a third step, based on the theoretical approach of political economy, I want to discuss the problems of the presumed relationship, addressing issues of educational governance. I will show that in PISA discussions there is a backside of nationwide attention on educational topics. Education is only conceptualized as an assistant for improving economic outcomes. It will be interesting to discuss insights from the approach of political economy with persons who favour a governance approach.

### **The OECD as a knowledge producer with PISA - Its positioning between science and politics**

*Simone Bloem, Université Paris Descartes/Universität Bamberg*

OECD's Programme of International Student Assessment (PISA) is on the interface between politics and science. PISA is developed by an international scientific expert network, but decisions concerning its content are defined by politics. Its coordinator and one of its most prominent data users is the OECD, an international governmental organisation, which provides policy advice through a « scientific approach » (Martens, 2007). The activities of the OECD in regard to PISA find themselves in a conflict area between, on the one hand side, the desire for a scientific character and objectivity, on the other hand side, the desire to deliver policy relevant information.

PISA data are one of OECD's central databases that are treated, analysed and interpreted by the OECD. By referring to empirical evidence the organization's policy recommendations give the appearance of being based on scientific knowledge. Therefore, OECD's education discourse appears to be objective and value-free — characteristics that strengthen its impact and validity as they make it hard to attack.

A potential conflict is apparent which will be addressed in the discussion. I notably intend to discuss the specific forms of presentation of PISA results and the translation process of results of analysis into political recommendations in the OECD, showing that specific values and visions of the OECD influence to a certain manner how conclusions and policy recommendations are put forward.

I consider the OECD as a knowledge producer with PISA, which uses PISA as an instrument of governance. I therefore draw upon different sociological theoretical approaches, notably gouvernementality studies (Dean, 2010; Bröckling et al., 2000) and theoretical approaches of sociology of science, in particular laboratory studies (Knorr-Cetina, 2002) and works in the field of « sociology of quantification »

(Desrosieres, 2008ab; Espeland/Stevens, 2008). The research builds on a combination of various methodological approaches, notably participant observation in the OECD Directorate of Education, interviews with OECD staff and OECD document analysis.

While most academic contributions on PISA put emphasize on the consequences and effects of PISA, the OECD itself as user of PISA has hardly been in the center of interest (exceptions are the work of Bloem, 2013; Jakobi/Martens, 2010; Sellar/Lingard, 2013). My work thus examines PISA under a novel perspective and opens new theoretical approaches to analyze PISA.

### **Different modes of trust within social networks and their implications**

*Inka Bormann, Freie Universität Berlin | Nina Kolleck, Universität Heidelberg*

Trust is widely considered to be a crucial element of ‘social capital’ which enables commitment and progression in many fields. Social capital, however, is based on social networks with shared norms, values and action-guiding orientations. With this in mind, trust can be conceptualized as a certain kind of knowledge that allows for bridging uncertainty in social networks – an immanent feature of innovation.

At the same time, there is still a lack of studies that analyse different modes of trust within networks and the implications of trust within networks as such. In our paper we aim at contributing to the research gap by conceptualizing trust as a governance mechanism in social networks. On that note, we focus on trust in social networks of five selected German municipalities that have been awarded by the “UN Decade of Education for Sustainable Development” for their outstanding sustainability performance. These social networks intend to innovate the respective municipal educational landscape according to strategic goals of the aforementioned UN Decade.

We draw on a theoretically based empirical study that implements a mixed methods approach of social network analysis (SNA) in the five selected German municipalities. With respect to the quantitative SNA (N 1306) techniques of egocentric and complete SNA were used in order to detect all network members, define the network boundaries and analyse the networks’ (trust) structures. Quantitative SNA were complemented by qualitative network maps, embedded in semi-structured qualitative interviews with selected actors (N 25) within these municipalities. Qualitative data was analysed by drawing back on qualitative content analysis – results of these qualitative analyses will be the main focus of our presentation.

While quantitative SNA helped us to detect network boundaries and disclose the networks’ trust structures, qualitative analyses could reveal reasons, motivations, and action-guiding ideas that lie behind the structures, as well as a deeper understanding of the different modes of trust as such. In our presentation we will show motivations that lie behind ‘holey’ trust structures.

Additionally, we discuss implications of different modes of trust within social networks. We conclude our presentation by embedding our findings theoretically and by discussing trust as a crucial as well as uncontrollable governance mechanism which influences the performance of innovation networks.

### **Discourses, knowledge and resistances: Study of the academics reactions vis-à-vis the quality assurance in Europe**

*Jean-Emile Charlier, Catholic University of Louvain | Sarah Croché, University Picardie Jules Verne*

This paper treats the impact of the European framework for quality assurance (launched with the Bologna Process in 2005) and of the European Quality Assurance Register (EQAR) on national higher education policies and academics. Since 2005, all the European countries are encouraged to develop

quality assurance agencies and all must respect the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2005) if they ambition to integrate the EQAR. Facing the apparent acceptance of these mechanisms in Europe, discourses and actions of resistances appear in some universities and take various forms.

This contribution aims to study the different kind of resistances and answer the question « why resistances are they discreet, hidden, rarely proud and why they are only sometimes radical? ». It analyse also the justifications of the resistances (contestation of the finalities of the quality evaluation, contestation of the European criteria, criticizes of the functional effectiveness of the quality mechanism, opposition to a European harmonisation and affirmation of national specificities, etc). Three factors which could explain the discretion of the resistances will be highlighted.

The theoretical framework comes from Foucault's work and especially its concept of apparatus and governmentality. To highlight the coherence of the policies initiatives and to answer the question «why resistances are they discreet?», the foucauldian concept of 'apparatus' is interesting. We defend the thesis that since 1998, a « European higher education apparatus » exists and produces a new kind of « conduct of the conduct » of the academics, notably on the consideration of internal and external quality evaluation.

Empirical material comes from the analysis of national and European (published by the European actors of the Bologna Process -EUA, EURASHE, ESU, European Commission, Council of Europe, UNESCO-CEPES-) document and from the interview of the representatives of the national quality agencies and of the academics from different European countries. The data also comes from the analysis developed during two international conferences on quality assurance in higher education in Europe we organised in Belgium (Mons in December 2011 and Liège in June 2012).

### **UNESCO, history and impact assessment – Towards a methodological framework**

*Ivan Lind Christensen, Aalborg University | Christian Ydesen, Aalborg University*

This paper forms part of the larger international research project 'Routes of knowledge: The global history of UNESCO, 1945-75' initiated early 2014 from Aalborg University, Denmark. The overall aim of this project is to trace the routes from the centre to the periphery – from UNESCO's headquarters in Paris to the member states – to assess the impact of UNESCO's educational, cultural and scientific initiatives in the member states. In this paper we examine the methodological challenges that arise from this particular type of research question. We argue that for an adequate comprehension of how the ideas and initiatives of UNESCO travel from the centre to the member states we have to revisit the methodological insights gained from the fields of global history, comparative education, impact assessment, international organization theory and Histoire Croisée. Thus, in this paper we discuss how to implement, combine and develop the substantial methodological insights from these different but closely related schools of thought in order to advance our study of the educational, cultural and scientific impact of UNESCO initiatives.

### **The amendment to the vocational education law: Regulations and implementation with the help of round tables in North Rhine-Westphalia for the transition from school to work**

*Gunde Gaßner-Keita, IFS Dortmund, Germany*

The amendment to the vocational education law which was reformed in 2005 has through § 43 (2) opened up new scope for the transition from school into work. The improvement of vocational education regarding the transition between school and work, as well as the (further) development of vocational

schools and the vocational colleges in North Rhine-Westphalia (NRW) is focussed on in this research project (see further publications). It is based on the implementation during a supported period of three and a half years through JOBSTARTER, a program for structural development. This essay reports on different levels and the implementation of regulations, such as the German education law, the option to issue an ordinance by different German federal states through their educational administration, as well as to fit in with the ordinance of representative bodies, like Chamber of Industry and Commerce respectively Chamber of Crafts. In order to reduce the numbers of previously unplaced applicants for training the training provision in companies is supplemented by a combination model of school-based and company-based training which is in contrast with the common German dual system of vocational education and training. The project documents that governance and co-operation structures can be established rapidly, even under different regional conditions. A positive effect in terms of change management is achieved through oft-desired co-operation between the two learning venues school and company, as well as through flexibilisation and strengthening vocational education as a way to shape the transition from school to work. Qualitative interviews and the analysis of a conference formed the basis for a questionnaire. It interviews the leadership level of all vocational colleges (vocational schools), which implemented the BKAZVO, an enacted ordinance by the ministry of the federal state NRW. For arranging new courses at the vocational colleges, NRW has chosen regional decision-making on round tables by consensus in such regions, which have a high demand on apprenticeships and a lack of abilities of vocational traineeship for their young people. Alongside the implemented regulations this essay explains the first findings of implementing this participating method of decision-making through regional consensus on round tables (on school leadership standpoint).

### **Control-regulation voucher system in Hong Kong**

*Yuxuan Gong, Kyoto University, Japan*

The purpose of this presentation is to prove that in voucher, even with strong governance among sectors (government, school, families), the competition between public/private schools (market) can be larger. Previous papers always focus on the market force in voucher system, this presentation focus on the governance.

Firstly, I used the vouches model of Friedman, Coons-Sugarman, Julian Le Grand as theoretical frameworks to analysis Hong Kong voucher program. However, I find it is hard to apply to old models. Therefore, I analysed the data sources that I got from Hong Kong Education Bureau, then started to realize that the pre-primary sectors under voucher system in Hong Kong became not only more national but also diverse. Thus I made the hypothesis that maybe old models are incomplete, voucher is not only the tool to active the market, but also can be a tool to rule the market. Furthermore, after ruling the market, the competition still can be larger. Holding these hypotheses, I compared Hong Kong with Chile voucher (1980-1993), America Milwaukee voucher, British voucher, analysed the governance among each sectors in Hong Kong pre-primary education system.

Specifically speaking, the aim of Chile and England is to accelerate the efficiency in public sector. However, in fact, it decreased the resource (voucher) of public sectors, in the meanwhile, increased the resource of private sector. Therefore, the strong get stronger, the weak get weaker, and the gap get larger. In another hand, before accelerate the competitiveness, Hong Kong chose to assure quality(in public sector) first, which leads the disadvantage of 'public sector' (quality) was conquered, advantage?voucher subsidy?was set up, in the meanwhile, the disadvantage of 'private sector'(school fee) get more obvious, advantage(quality) become inconspicuous. As a result, the weak get strong, the strong get weak. We can see pareto improvement of voucher models, and Hong Kong voucher try to find the balance between equality and efficiency.

Finally, with the golden triangle relationship (government, school, families), Hong Kong Education Bureau use voucher to rule market, to assure quality, then to activate market again. This presentation will try to

prove the incompleteness of old voucher models, and try to propose a brand new voucher model (named control-regulation voucher) based on Hong Kong.

### **Moon education and the politics of forgetting on higher education admission policy**

*Juan Carlos Hernández Beltrán, Universidad de Salamanca*

Despite having increasingly a great deal of useful knowledge with regard to almost every topics in the field of education, it is also true that very often it would seem that we are not willing to put that knowledge into practice in order to improve our world as Jean François Revel argued some years ago in his must-read book entitled *La connaissance inutile*. All of which -although paradoxical as long as we live in a society in which the driving force is information and alleged knowledge- would be at the same time by no means surprising given that many factors are involved to darken that knowledge.

Thus, this paper tries to underline how both general-purpose and single-purpose governments have carried out what we call the politics of forgetting with regard to a central issue such as the admission policies in higher education. We focus on the analysis of a handful of well-regarded journals of education in order to measure to what extent the issue of higher education admission policies are enough considered or not. Secondly, we pay attention to the narrative built by the higher institutions on this matter; and, finally, we focus on the discourses and practices developed by the so-called general-purpose governments.

Path dependency theoretical approach is largely considered in our paper since we strongly consider it as a useful way to better understand the hows and whys on choosing different pathways with regard to the college admission criteria. Likewise, we take into account this issue from the perspective of the political agenda setting process, for which we also take into consideration the conceptual framework developed by Baumgartner & Jones.

### **Evidence as instrument of comparison: Comparing the use of evidence**

*Flavian Imlig, University of Zurich | Thomas Ruoss, University of Zurich*

In our paper, we are going to present a framework to analyse the influence of evidence in educational policy making. As evidence-based policy making is a current but not a new phenomenon, we will outline the historical change of political aims concerning education statistics, which has always been closely interconnected with the demand on structural (national and international) comparisons. In conclusion, we will apply the analytical framework on contemporary phenomena of educational evaluation to investigate its capacity.

The implementation of modern capitalist states in the 19th century (and particularly its crisis since the last third of the century) induced a “scientization of the social” (Raphael, 2012, p. 41) and with it, a rise of data-gathering in education systems on a local, national and international level (Lawn, 2013). Nowadays, the international comparative achievement studies and the associated educational evaluation systems are probably the most important databases for educational policy. Vice versa, educational monitoring can be described as observation of education by policy (Brosziewski, 2007). Resulting from the definition of human capital being a crucial driver of growth and national or international economic prosperity (Lassnigg, 2009), politicians in their need to take decisions have to rely on scientifically based knowledge to orientate, justify and legitimate their actions (Radtke, 2012).

Our analytical approach emerges from the twofold focus of our research: the historical change of statistics as instrument of comparing school systems and the characteristics or the underlying rationale (Cibulka, 1990) of the use of evidence within educational policy. The framework was initially built to analyse the structural evolution of lower secondary education in the canton of Zurich (Imlig & Ruoss,

2014). Our framework consists of a two dimensional plane. Into this plane, so called “instances” of evidence-based argumentation can be placed and compared. The political dimension (or axis) bases on the differentiation of policy and politics, the functional one differentiates between configuration and legitimization actions.

To discuss the potential of our framework in comparative research we will sketch its application on different policy purposes of current evaluation systems (often called 'Bildungsmonitoring') in Switzerland.

By developing and presenting an analytical framework to enable substantial (diachronic and synchronous) comparisons and discussing its potential for today's comparative educational research, we would like to contribute to a more profound historisation of the phenomenon.

### **Awarding as implementation strategy – The policy of the UN Decade “Education for Sustainable Development” (2005-2014)**

*Maïke Lambrecht, University of Bielefeld/Leibniz Universität Hannover | Martin Heinrich, University of Bielefeld*

In the context of the National Action Plan to implement the UN Decade of „Education for Sustainable Development“ (ESD) in Germany, cities can compete to become „Cities and Local Authorities of the World Decade“. The primary focus of this contribution is an analysis of the criteria, which are taken as a basis for awarding the competing cities as cities of the UN Decade. By analysing these criteria, not the addressees of education programs are taken into consideration, but its authors. This is based on the notion that the internal logic of political education programs has to be reconstructed first of all if their effectiveness is to be analysed. This is the precondition for analysing the reference modes of different actors with regard to the “steering impulse” and thus to its effects in the field.

The contribution is theoretically orientated at the research perspective of Educational Governance (Altrichter/Brüsemeister/Wissinger 2007). The analysis accrued in the context of the joint project “Reconstruction of Governance Regimes Transferring ESD”, which is promoted by the German Ministry for Education and Research (BMBF); it comprised six German cities, which are honoured as cities of the UN Decade. The analysis drew on a documentary analysis basing on a section of the “National Action Plan for Germany“ (2011). It used the reconstructive method of Objective Hermeneutics (Oevermann, 2000, Wernet 2006).

The results of the analysis can be sketched as follows: The steering impulse “Cities and Local Authorities of the World Decade” is characterized by a rhetoric of excellence, which is however foiled by the formal bureaucratic logic of the application procedure. This points to a problem of attraction with regard to the UN decade: The award has to be upgraded immaterially in order to be attractive for cities at all. Against this background, the question arises why cities actually compete for becoming city of the UN Decade. It can also be asked what kind of consequences the formal bureaucratic procedural logic has for the local ESD-related coordination of action.

### **How to have your cake and eat it to: Strategies for reconciling complexity with the demand for ‘what works’ in Comparative Education**

*Paul Morris, IOE, University of London | Euan Auld, IOE, 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 hazardous 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 community must work to rearticulate the relationship between international comparisons and contemporary policymaking rather than being led by the external demands of policymakers.

### **Governing the implementation of Education for Sustainable Development (ESD) in federal states’ education systems in Germany**

*Jutta Nikel, University of Education Freiburg | Christoph Haker, University of Education Freiburg*

The UN Decade for ESD encourages policymakers on international, national and federal state level to implement ESD across all education sectors and region-wide. To do this in a highly participatory manner is - due to lack of financial resources - not only an expectation but also a necessity. We investigate what approaches and measures for making progress towards the Decade’s goals are chosen in federal states in Germany and how this is the result of coordination of action and negotiation between state and civil society actors.

Theoretically, we draw in our study of the coordination and regulation processes on a governance perspective. More specifically, we ground it on the understanding of the Educational Governance research community in Germany, Austria and Switzerland. In this perspective „the regulation of systems and the production of system performance are conceived as arising from the coordination of the independent actions of social actors“ (see Altrichter, 2009: 147). We pay particular attention to the paradox of calling for a state organized participatory process of transferring ESD. Consequently, negotiation (Verhandlung) - as a way /mechanism to coordinate action between state and civil society actors - is focused on (see Heinrich, 2007).

In the beginning of 2013 we interviewed 24 experts in six selected German federal states (four in each) asking their views on the process of implementing ESD in their federal states education system in the context of the UN Decade ESD in the past 10 years. Using qualitative content analysis we mapped the process in each state, but with a particular focus on the coordination of action between state actors (ministerial representative) and civil society actors (NGOs, professional networks).

Our preliminary results, suggest the following: i] There is an observable dynamic in the coordination of action between these two groups over the past ten years; ii] There are at least three different approaches to implementing ESD in a state which were followed or developed; iii] Under certain circumstances negotiation on the implementation of ESD and on the infrastructure of the field took place between state and civil society actors.

## **Juridification of school inspections in Sweden – A recourse to legislative enactments**

*Judit Novak, Uppsala University, Sweden*

The Swedish education sector is witnessing the emergence of an increasingly complex, financially weighty, and legislatively characterised body of education surveillance since national and centrally administered school inspections were reinstated in 2003. The constructing and intensifying of the Swedish Schools Inspectorate (SSI) has entailed, on one hand, the further strengthening of an overall regulatory framework represented by system-wide legislation and, on the other hand, the linking of the regulatory framework to a powerful agency of evaluation. Scholars argue that the government's increasing resources given to the SSI, and the inevitable outcome in the form of a spiralling body of legislation, is to be seen as part of the process generally known as 'juridification', that is, 'the (political) recourse to legislative enactment as a means of enforcing practice and implementing policy' (Neave, 1998, p. 269).

This paper examines and critically discusses the concept of 'juridification' in terms of the way in which the SSI embodies and mediates the contract between the government, society and education. The empirical data consists of a) interviews with a number of legal experts at different levels at the SSI; b) interviews with head teachers who have experienced school inspections after the SSI's legal regulatory framework was strengthened by the Education Act; and c) internal and official documents produced by the SSI.

Preliminary results point to a transformation to a structure that relies on legal and legislative aspects as evidence of progress, rather than attends to what can be called the more delicate task of trusting in professional judgement and take-up within the routines of individual schools. Two core structural components stand out, namely, primary traces and evidential linkages. The endeavour for evidentiary traces of performance reflect a forensic dimension and influence how attention and resources are allocated (cf. Power, forthcoming). Preliminary results thus suggest that the forensic dimension have a dual juridical and managerial character. The analysis also suggests a movement towards 'documentarism' (Steyerl, 2003). Documentation stands out as a prerequisite of accountability. A mentality of 'if it is not put on paper, it doesn't exist' is displayed. The paper offers empirical illustrations of how 'countable' performances are produced locally by the inspectees, and how these productions are used by actors in the education system.

## **Struggling for recognition: Access to HE through the International Baccalaureate (IB)**

*Julia Resnik, Hebrew University of Jerusalem*

In the last two decades higher education has seen a shift from elite to mass education. The growth of the student population has been accompanied by a increase in its diversity, but also high failure rates. Dropping out has severe economic costs for universities and states, entailing a growing interest in studying the factors predicting academic performance. Intense debates on access to higher education, in which school district boards, university officers and local and national governments are involved, take place in many countries. It is in this context that we see the emergence of a new actor – the International Baccalaureate Organization (IBO) – struggling for the recognition of the IB diploma (DP) at universities throughout the world. The Diploma Program (DP) that prepared students to access higher education is awarded by the IBO after two years of high school studies (11th and 12th grades). The DP attracts highly motivated students because of its international curriculum and specific pedagogy (child centred, interdisciplinarity, inquiry based learning). However, since access to higher education in most countries is determined by local or national high schools diplomas or/and universities admission tests, IB students need to comply with both the DP curriculum and with the local/national curriculum. The workload of two curricula deters many students to engage in a full DP. For this reason, the IBO struggles for the recognition of the DP for entry into higher education but also for the valorization of students' efforts in

this highly demanding program by granting them credits, placements and scholarships. It is through the actors-network theory (Latour 1987) that this study analyses the ways the IBO, a global actor, and its global partners (IB schools, IB regional offices, National or regional associations of IB schools) attempt to advance the recognition of the DP at universities. This study is part of a larger inquiry on the propagation of the IB schools in the world carried out in England, USA, Canada, Spain, Israel, France, Chile, Argentina and Ecuador. The data was collected from interviews with principals and staff in IB schools, IB school association members, head of regional IB offices and district board officers.

Three main strategies have been developed in order to advance the DP recognition:

1. Negotiating admission advantages for IB students at universities
2. Political support through lobbying local or national governments
3. Research on the benefits of recruiting IB students

### **International large-scale assessments: Technologies of global hegemonic educational governance?**

*Daniel Scott Smith, TU Dortmund University | Heike Wendt, TU Dortmund University*

Since the advent of the nation-state and the worldwide expansion of mass schooling, national educational performance has been a central feature of the global inter-state system of comparison and competition. What started out as enrolment and graduation rates, educational monitoring and evaluation is now much more attuned to questions of quality and competence, and equality, equity, and social justice. In our globalized economy, for educational policymaking aimed at increasing national human capital and moving toward a more progressive, just world society, measures of school output such as those based on large-scale, international assessments are important sources of data. But some scholars say this comes with a steep trade-offs. For example, output-oriented (and often high-stakes) measures of educational performance often underplay and sometimes absent the critical role that context has in understanding not only student achievement, but also the performance—and agency—of schools as unique organizations within the larger institution of public education in “glocalizing” international standards of educational excellence. On a larger scale, other scholars have recently caricatured these processes as part of the “Global Education Reform Movement”—the GERM—which has a set of common, tell-tale symptoms worldwide: increased competition through reliance on high-stakes local, national, and international testing, centralization and standardization of classroom curricula and school governance, and vigorously quantified metrics of teacher performance. Some suggest that the resulting condition of educational isomorphism is part and parcel a worldwide institutionalization of technocratic global educational governance that could lead to the marginalization and even destruction of diversity writ large. As a rebuttal, this paper makes a theoretical case for the measurement and international comparison of educational performance using large-scale assessments. First, we set these assessments in their historical context as central features of comparative education. We then review key arguments against the use of indicators and the quantified assessment of educational performance. Using World Society Theory as a framework, we next situate not only the use of large-scale assessments but also the critical discourses about them as part of the structural and discursive expansion of a world culture steeped in progress and justice. With the practical example of the development of the social index to measure local school composition in the European context, we conclude by suggesting the constructive role international assessments can have in advancing not only comparative educational research agendas but also meaningful reconceptualization of educational performance.

## **Modeling spaces, transforming diversity – A new higher education landscape is born: The case of the French community of Belgium**

*David Urban, Université Catholique de Louvain*

A new decree adopted in 2013 completely changes higher education landscape (HEL) in the French community of Belgium. Primarily it aims to reorganize the structure of education and research regardless of ancient philosophical affinities: HEL will be regrouped into five geographical poles corresponding to Belgian administration districts in order to achieve geographical proximity of the French community. Secondly, research will be piloted by a new centralized structure and orchestrated by a confederal organism, the “Academy for Research and Higher Education”. This means a significant loss of universities’ self-determination in their traditional and exclusive research fields. The choice to implement the future academy follows the logic of centralized power, untypical for the Belgian higher education field until now.

The paper aims to formalize recent evolutions and rises following questions: How does new higher education landscape differs from the ancient?

How does power of new autonomous bodies interact on institutional liberty? Are there new forms of institutional differentiation among the higher education landscape? What are the drivers of change? Which part of the higher education reform may be attributed to international dynamics, European transformations or local particularities?

The new legal instruments – geographical poles and Academy of Research and Higher Education – will be analysed by a comparative NPM perspective (de Boer et al., 2007). The dynamics of change at global level will be referred to Foucault’s apparatus, inspired by its recent conceptualization (Charlier, Croché, 2013; Charlier, Croché 2012; Croché 2010) in higher education research.

Methods: The paper takes part of a doctoral research study. Scientific literature, law texts, observation of recent legislative process and research interviews will be analysed. The paper aims a better understanding of the new French speaking higher education landscape in Belgium.

## **European Union countries’ performance in PISA: Comparative study**

*Javier M. Valle & Elena Pinana, Universidad Autónoma de Madrid*

The Programme for International Student Assessment (PISA) is a triennial international study by the OECD which aims to evaluate education systems worldwide by testing 15-year-old students’ Reading, Mathematics and Science literacy. This survey, first conducted in 2000, offers the opportunity to get to know the educational situation in more than 70 countries, but it also highlights “the strengths and weaknesses” of the impact of education policies, especially, in relation to their economies.

The main purpose of this comparative study goes beyond mere classification of the results obtained by European Union Member States in PISA tests. This research actually aims to compare, analyse and find out the relationship between the education success rates in the different EU countries in PISA 2012 and their specific economic, geographic o socio-cultural features. Particularly, we have focus on factors such as the time allocation these countries devote to each subject, their corresponding GDP per capita, their geographic location, the country’s expenditure on education or their official language.

The conclusions are revealing. Our research evidences, for instance, that European Union performance is slightly lower than the OECD average and those countries of Eastern and Western Europe show a poorer performance than the rest. It is also important to point out that the top-performing countries are those with Asian languages followed by English speaking countries.

Taking all this into account, we can affirm that the students’ performance in PISA tests is related to some factors such as the official language, the investment in education, the economic status of pupils, the time

allocation and the geographic location. This provides a different approach to PISA performance analysis and valuable information to face the improvement of education policies and outcomes.

We would like to present this paper within the Working Group number one, titled Governing Knowledge and the Politics of Education because we consider PISA as a Supranational Policy of Education.

### **Development of international corporation of governance of education, with the example of study of ALCUE Common Area of Higher Education**

*Peiyuan Xia, Beijing Normal University*

In the process of Internationalization, the whole society has paid much more attention and emphasis on educational issues. This has made Worldwide Governance an inexorable trend. It is a co-management for public life between government and social civilians and also a new relationship between political country and civil society. The internationalization of higher education provided new power to the development of all countries, especially for the developing countries getting great opportunities to communicate and corporate with developed countries.

From 1990s, under the progress of globalization, the internationalization of higher education in Latin America began. But, with factors like development of communication technology and service, increase of international mobility of labours, emphasis on marketing and trade, attentions on intellectual society, decrease of public educational fund, higher education of Latin America and its surroundings changed all the time and the dimension and path of development also became more and more complicated. Entered in the 21st century, Latin America has gained its new era of fast development, with the further corporation with China, European Community (EC) and other strong powers. Among those, EC is one of the most powerful, influential regional organization and has provided much convenience and help to the countries of Latin America. EC and Latin America have gone to so many corporation agreements in higher education and devoted a lot of resources to help promote the development of higher education in Latin America. The project of constructing the ALCUE Common Area of Higher Education has made the relationship between the two regions be in a higher level and got more efficient help for the internationalization of higher education of Latin America.

Chinese government published National education reform and development of long-term planning programs (2010-2020) in 2010, and decided it to be the guiding principle of the future reform of Chinese higher education. The 16th chapter wrote directly “improve international communication and corporation, enhance level of educational corporation”. So this research can provide some reasonable and good advices on realizing international corporations and global governance.

In the article, it uses the “Five Step Method” of James E Anderson to analyse the related policies through the whole process of the ALCUE Common Area of Higher Education. Specifically speaking, the five steps are: formation of the political problem; making of political plan; approval of political plan; implement of political plan; evaluation of political performance. This research uses the framework above to arrange the whole article. The main content can be divided into the following parts:

- The process of the formation of the ALCUE Common Area of Higher Education and its basic goals;
- The development of ALCUE Common Area of Higher Education and specific corporations: international corporation projects; talent mobility cross regions; international class arrangement; communication of academic activities.

This research is going to use historical method and documentary method.

About the historical method, it is mainly about searching materials about this topic, in order to know the historical development of the ALCUE Common Area of Higher Education and the analysis of related policies.

About the documentary method, it is about searching policy materials about researches of ALCUE Common Area of Higher Education, then analyse to know the current situation, finally prepare for other further researches.

### **Over-educating the world – Exploring a taboo in the international educational discourse**

*Mike Zapp, University Koblenz-Landau*

Mass education is now a worldwide feature of modern nation-states. This is true for primary and secondary education and increasingly for higher education. Strongly standardized forms of school organization, curriculum and educational purposes have spread rapidly throughout the world often highly detached from local realities. These are the main tenets of neo-institutionalist research on global educational expansion and will serve as a theoretical frame for this paper. Based on quantitative and qualitative analyses of a sample of more than 200 documents on lifelong learning from more than 60 international organizations (IOs like UNESCO, EU, World Bank etc.), I will (1) show both theoretical and empirical inconsistencies, contradictions and ambiguities within the global educational discourse. (2) I will argue that despite these unsolved issues in educational research, planning and policy making, IOs act as knowledge gatherers, filters, editors and teachers translating complex empirical reality and unquestioned widely-shared cultural principles into universalistic and abstracted policy blueprints. With the world shifting from manpower planning to brainpower planning, IOs morph into an epistemic vanguard defending and promoting education as the ultimate cause for individual and social progress defying facts that if taken more seriously would challenge some of the core assumptions about the relationship between education, labour markets and development in general that reign in policy discourses throughout the world.

## Working Group 2: Governing schooling and schools

### **A case study on the student perceptions and evaluations of changes in Turkish educational system**

*Hüseyin Ala / Basak Madran*

How students perceive the changes in the educational system has never been more challenging both for students and tutors, and there is a commensurate need to understand students' experience at this critical point. Research suggests that students' performance and satisfaction are powerfully influenced by how they perceive and respond to different elements present in the educational system.

Accordingly, "Official Knowledge" which is clearly affected by conservative beliefs and strategies on educational policy and practice through curriculum, textbook adoption policies and the efforts of the private and business sectors to centralize their interests within schools (Apple, 2000). This, however, is still too rarely taken into account by educational policy makers, who commonly possess only a sketchy knowledge of their students' stage of development. Hence, the educational system today creates unhappy, dissatisfied individuals who do not think they belong to the school they are in and who consistently complain about this situation.

From this different perspective, in line with the emotional-cognitive therapy model, complaining behaviour is the result of a cognitive assessment of any situation which makes demands which exceed the individual's psychological resources. This assessment depends on both personal characteristics and situational factors, such as the perception of power (Stephens; Gwinner, 1998). However, even irrational complaints cannot emerge without a basic reasoning. That's why the student's voice should be heard while designing the elements of an educational system. It is actually very hard to find a student centred educational reform which centres around the ideas, expectations, and criteria put forward by the students themselves. Despite the fact that students are seen as a special kind of client in many educational systems thanks to neoliberal and neo conservative educational policies today, they are excluded from the decision-making process within the educational system which is also not a rare case (Mukherjee; Pinto; Malhotra, 2009).

Educational program, ability of the professor, learning conditions, fee and opportunities of leisure are taken as the most important aspects of the students' satisfaction in order of importance according to the results of Enache's (2011) study. Nevertheless, unlike the fact that there are several projects which analyse factors which impact students' satisfaction, there isn't any qualitative project depending on students' self-considerations about the educational system and the political interventions on it.

In Turkey the population of students, teachers and school administrators, the voices of whom are not considered relevant or not even heard appear to be very high in numbers. Designing the educational policies according to current political trends, what the decision makers cannot or do not hear is the voices of almost 5 million students, around 10 thousand administrators and more than 250 thousand teachers only in public education spheres the higher education circles and institutions not included even according to official statistics (TUIK, 2014).

Creswell (1998) states that "a researcher uses a qualitative study because of the need to present a detailed view of the topic (p.17)." He also believes that it can be used "when individuals are studied in their natural setting which also involves going out to the setting or field of study gaining access and gathering material (p.17)."

This qualitative study aims to provide information on the perceptions of a high school students in a public school and an insight into how they feel about or what they think about the current changes and/or transitions in the educational system. Besides, this study is supposed to give a practical view of the current changes and reforms in Turkish educational system together with a simple map of the decision making processes on the educational programs of the Ministry of National Education. Therefore, the present study investigating the above mentioned issues in the case of a Turkish public school can

have significant contribution to the evaluation of the educational system by the Ministry of National Education in Turkey.

Data is collected through a detailed semi-structured questionnaire from a high achievement level boarding high school in Turkey where students come from all around the country. The recordings of the interviews will be transcribed into text immediately after each interview. This way, it will be possible to analyse the data in each interview in itself at first.

Analysis of each question will be conducted through content analysis and it will be a concurrent analysis of the data with the data collection. Throughout the data coding and analysis processes, the latest version of the qualitative data analysis software QSR NVivo will be used.

Using the same program, a codebook will also be created to find out the similarities and / or frequencies in responses. This will serve as a cross case analysis for participant responses. In analysing the interview data, code patterns, "which are explanatory or inferential codes that identify an emergent theme, pattern, or explanation that the site suggests to the analyst (Miles and Huberman, 1994, p. 67)" will be used. Neuendorf (2002) suggests that when human coders are used in content analysis, reliability translates to inter-coder reliability or the amount of agreement among two or more coders. Tinsley and Weiss (2000) note that the more specific term for the type of consistency required in content analysis is inter-coder (or inter-rater) agreement.

### **Social participation in the new education governance system of China: An international and comparative perspective**

*Baocun Liu, Beijing Normal University*

As in many other countries and regions of the world, the governance of education in China is currently undergoing dramatic transition. The Chinese government recently called on to establish a new governance system of education instead of traditional education management and administration. This paper will examine the transformation of education governance philosophy and the new governance system of education in China with an emphasis on social participation from an international and comparative perspective.

This study will utilize Burton Clark's triangle model as a conceptual framework for understanding the relationship among the government, the academy, and the society (market) in the formulation and development of the new governance system of education. As social participation is the weakest angle of the governance system, the paper will focus on the international experiences in social participation and their implication for Chinese context. Methods, Techniques, or Modes of Inquiry

Two research methods will be used: comparative method and interview method. By comparative method, it explores the transition of China's governance system of education, as well as education governance systems of other countries. By interview method, the paper wants to show the opinions of different groups' on enhancing social participation and relevant suggestions.

The research data of this paper is mainly from the education administration and management policy documents and statistics publicized by the Chinese national government, as well as from interviews. Such data sources will guarantee the authority and persuasion of the data.

The reforms in education governance reform and transformation in China is to build a new governance system with a mechanism that the government, the academy, and the society playing different but interacting roles. The social forces can participate in government policy-making, school and university policy-making, supervision over public education institutions by various means. China should guarantee social participation in the new governance system through legislation and university statutes.



## **Reasons for upper secondary school choice in Taiwan**

*Ping-Huang Chang, National Kaohsiung Normal University*

This study aims to explore pupils' reasons for upper secondary school choice in Taiwan. While enrolment is principally controlled by catchment areas in many European countries, there are no catchment areas for upper secondary school in Taiwan and thus pupils are not assigned to a local school. However, greater freedom of school choice in Taiwan has led to severe competition and pupils' choice of secondary schools is usually based on their grades. Many studies have shown that freedom of school choice also leads to segregation and produces a division between prestigious and non-prestigious schools.

Therefore, Taiwanese upper secondary education reform in the last decade aimed to encourage pupils to make their choices on the basis of their aptitudes and interests. Consequently, more upper secondary schools were established across different areas and every type of upper secondary schools can lead pupils to obtain eligibilities for university studies. Considering that many industrialized countries have started to embrace a policy of increased freedom of school choice, it is of interest to examine relevant issues in Taiwanese context. Accordingly, pupils' reasons for school choice will be examined in connection with the characteristics of the schools in this study.

This study gathered data using questionnaire survey. 2,485 ten-graders from 16 senior high schools and 8 senior vocational schools in Kaohsiung, the largest metropolitan in Southern Taiwan, participated in this study. The questionnaire contained questions regarding parental background, scores of school-leaving examination, and the reasons for school choice. In the school choice reasons scale, the participants were presented 16 possible reasons for the choice of school they attended and asked to rate the importance of each reason along a scale ranging from (1) not important at all to (7) very important. Furthermore, confirmatory factor analyses were conducted. As a result, 3 factors for school choice reasons were specified, namely school quality, geographical distance and curricular specialization.

The empirical analysis mainly aimed to compare the rating of the importance of school choice factors between different school types and to examine whether students' achievement, in addition to the aforementioned factors, can explain their educational decisions. Accordingly, this was done using ANOVA and logit regression models.

### **Results**

Although the system of steering upper secondary education has undergone fundamental changes in the last decade, the main patterns of pupils' choices have not been changed. In Taiwan, pupils still made their choices mainly based on achievement.

Considering that increasing possibility for pupils and parents to choose education has been one of the key trends in policy-making in European countries, this study has specified the distinct pattern of school choice in Taiwan.

## **Private school enrolments: Are post-soviet countries travelling on Friedman's roadmap?**

*Maia Chankseliani, University of Oxford*

There have been extensive scholarly debates on the role of private sector in the provision of schooling across the world. The former Soviet states have been largely excluded from these debates. There is limited literature that looks at private schooling in post-Soviet countries individually or in a comparative perspective.

This exploratory study uses three lenses - the political, the economic and the educational - interchangeably to examine the role of private sector in the formal provision of primary and secondary education in post-Soviet countries. The study establishes comparative trends and provides a framework

for the analysis of stimuli for private enrolments in the region. Specifically, this paper seeks to answer the following questions: viewed in the global context, how do post-Soviet countries compare in terms of private school enrolments, costs and quality? How, if at all, do the demand from families and the supply from non-profit and for-profit providers stimulate private enrolments? How do political agendas of individual states determine the existence each of the three stimuli?

The findings presented in this paper are based on the analysis of the secondary data, documents and literature in English, Russian and Georgian languages. The secondary data on private schools in the post-Soviet countries is extremely scarce. The World Bank's World Development Indicators provided the main source of the statistics of private school enrolments. The relevant secondary data on marketisation and a variety of associated factors was obtained from the EBRD, the Economist Intelligence Unit, OECD, UNDP, UNICEF, national statistical agencies and ministries of education.

Through the analysis of three stimuli for the development of the private education sector - family demand, religious/philanthropic groups and for-profit firms - the paper focuses on the importance of governance contexts, arguing that governance contexts are determined by individual states' political agendas of supporting or impeding the emergence of private schooling. Three areas of the education governance are examined to illustrate this point: regulatory environment for private schools, public investment in schooling and, last but not least, public financing of private schools.

The paper shows that across the former Soviet countries, neoliberal ideas of education marketisation have not found fertile soil for development, as private enrolments at primary and secondary levels are generally very low when compared to similar indicators from other countries. Primary and secondary schooling remains to be largely financed through taxation and operated by public authorities. However, the analysis of exceptions - Georgia, Estonia and Azerbaijan - shows the difference that governance contexts can make when it comes to marketisation of schooling.

### **Governing school inspection? Empirical findings questioning its “self-evident logic”**

*Fabian Dietrich, Leibniz Universität Hannover | Martin Heinrich, Universität Bielefeld | Maike Lambrecht, Universität Bielefeld*

External school evaluations, also referred to as “school inspections”, belong to those few instruments of governance used by educational policy during the last years, which were at least temporarily introduced in all German states, often inspired by the school inspection programs of the Netherlands – though lately these concepts were discussed critically (cp. Ehren/Honingh 2012). Within the framework of the discourse about the so-called “New Steering”, external school evaluations are considered as contributing to quality assurance, quality development and quality improvement at schools in terms of an evidence-based policy (cp. Altrichter/Heinrich/Soukup-Altrichter 2014). It is regarded as an essential characteristic of the “New Steering” that comprehends the claim of an “evaluation-based governance”. But within the cyclic model of an evaluation-based governance, the control function remains latently present, namely in its standardizing form: The political programme of the evaluation-based governance of the school system takes control by committing all actors to a hardly disputable “rationality” – the rationality of evaluations as cyclic quality assurance, and thus to a developmental perspective, which cannot be “rationally eluded” by anyone.

The suggestiveness of the quality promise of external evaluations thus can only unfold if – focusing on the evaluative developmental perspective – the growth of insight and understanding ensures the legitimization, thus superseding control resp. merging into the actors’ “rational self-control” [Foucault], oriented at understanding, development, and legitimization. Therefore the question of the (not?) self-evident logic of the governance instrument of school inspection arises.

In the presentation, this issue shall be traced by findings of an interview study leading to a research programme of analysing the function of legitimation governance-analytically, i.e. embedded in constellations of actors, instruments, and data.

### **Autonomy good, accountability bad: A Czech curricular reform from a micro-perspective**

*Dominik Dvorak, Charles University in Prague | Karel Stary, Charles University in Prague | Petr Urbanek, Technical University of Liberec*

A major educational reform of the primary and lower secondary education has been implemented in the Czech Republic since 2007. The main features of the reform are the wide autonomy of schools (including the decentralisation of curriculum development) and promotion of key competences as the preferred outcomes of school education. The reform blueprint included the national monitoring of educational achievement as well, but in reality no school accountability scheme has been established until now. The first evaluations suggest that the reform did not reach its goals.

The purpose of our study was description of the effects of the reform, i.e. changes in learning, teaching and school leadership at the level of individual primary and lower secondary schools. The change in individual schools should be studied and interpreted in the context of processes on several levels of educational system. We suppose that the state-initiated curricular reform is not the single or even main influence affecting the change of Czech schools.

Indeed, both ministry of education and other actors (e. g. commercial and non-governmental organisations) simultaneously produce different and sometimes contradictory change impulses. The supranational/global level should be taken into account as well despite the fact that the Czech reform diverges from the mainstream reform model promoted by international organisations (OECD, World Bank etc.). The “global educational culture” may influence processes not only on national, but also on local level.

Since 2007, we studied the actual picture of the teaching, learning and leadership in the five Czech basic (comprehensive) schools using the research design of qualitative multiple case study. Although not a representative sample, the schools are reasonably different (state / private; urban / suburban / rural; small / medium / large etc.; prestigious/facing difficult circumstances etc.) to enable comparison of the cases. Triangulation of methods and data sources was used. Besides interviews with teachers and school administrators, strong emphasis on observation of both classroom instruction and extracurricular activities was included in our research. The use of the focus group and triad technique proved to be very useful method to interview the pupils.

Data collected during the first five years of the reform are being analysed to describe the complex and sometimes fuzzy realities of individual highly autonomous schools. The preliminary results show that the educational reform has had mostly only superficial effects in schools we studied. All five schools do change, however. The change forces that make these changes happen and their effects will be described in this paper.

### **Context-sensitive school development: A case study on adaptive-compensatory strategies of primary schools**

*Marcus Emmerich, University of Zurich | Katharina Maag Merki, University of Zurich*

Due to decentralization and increasing autonomy, schools are more and more responsible to develop and implement own context-sensitive strategies to compensate for social inequalities in education.

Furthermore, they are embedded in regional structures of school organization and school governance. Especially primary schools situated 'in 'challenging' social contexts are affected by the contradiction to realize an effective and adaptive support of socially disadvantaged students on the one hand, and to generate selection premises for the transition to secondary school on the other hand.

The presented research project addresses the questions how primary schools interpret their social and administrative contextual conditions, how they deal with the contradiction of support vs. selection and which internal orientations are guiding them while planning and implementing 'adaptive-compensatory' support strategies.

General theoretical considerations of the project build on the educational-governance approach on the one hand, and the sense-making perspective in organizational theory on the other hand. It is assumed that each school 'recontextualizes' administrative guidelines and social contextual conditions in a school-specific manner.

The project is designed as a cross-sectional comparative case study whereupon primary schools serve as the cases. Methodologically, an outcome- and perspective-triangulation is planned which should enable a consideration of both the school specific recontextualization practice as well as its framing social, institutional and internal conditions. Based on the theoretical framework and the described methods, types of recontextualization strategies in schools on the one hand, and case portraits of each school on the other hand, will be developed.

For the case study, six primary schools in the city of Zurich with a comparable socially disadvantaged context will be selected. The cases differ maximally with regard to size and adaptive-compensatory support strategies. On the one hand, schools will be examined based on both a problem-centered interview with the head of the school and two group discussions with teachers, special needs professionals and board members of the school. The data will be analysed by the Documentary Method. On the other hand, standardized surveys of teachers, board members of the school, special needs professionals and students will be conducted. These analyses will be supplemented by school-specific document analysis and evaluation data.

Research design and theoretical basis should allow to reconstruct complex sense-making and decision making processes that contribute to context-sensitive school development. The study advances current research on the potential and limits of compensatory treatment of social inequalities in education. As the project is still in an early stage, the contribution will focus on the theoretical framework and the methodological design.

## **The need for parent involvement in developing learning culture in rural provinces of South Africa**

*Baloyi Gezani, University of South Africa*

The main assertion in this paper is that there is a lack of adequate and appropriate parent involvement in rural provinces of South African schools to make them centres of teaching and learning excellence. The research has been undertaken in Limpopo Province, one of the rural provinces of South Africa. The researcher identified and suggested alternative strategies for the schools to adopt in order to promote parent involvement and improve teaching and learning. The empirical research was conducted in one of the most under researched to investigate the utilisation of parent involvement to improve learning culture in the schools and the community. The researcher used constructivism theory to frame the study. The qualitative investigation of parent involvement in four secondary schools of the Hlanganani South circuit was conducted. The empirical investigation consists of interviews only, which reveal interesting and rich data. There was in depth interview with four school managers, twenty-eight parents and six educators.

The investigation found that there is a need for school managers to acquire strategies for improvement of parent teacher relationship. The participation of parents in schools needs effective school management strategies, regular communication between the two parties and clearly communicated community expectations from the schools. Some training and skills for school managers, teachers and School Governing Bodies (SGB) towards effective governance and management. The investigation also found that there was correlation between findings of the investigation and findings from the literature that was reviewed. The researcher used the literature review to evaluate properly the research, evidence, analysis, conclusion and recommendations.

### **Educational Governance: Transitional developments within the German Land school administrations reviewed from an international perspective**

*Bettina-Maria Gördel, University of Koblenz-Landau*

The presentation focuses on the Educational Governance-reforms within the German Land school administrations above school level. It depicts the trend of development by presenting the current state of research as well as the findings of a case study on the Land school administration of Hesse. Upon the latter, an emphasis is placed by analysing the structural change and its impacts on the administrative action system. The formal organizational structures of regulation and their governance modes are contrasted with the results of an interview study exploring the impacts of the governance reform. A review from an international perspective shows that the presented trend of development corresponds with that of those European administrations that follow - like the German administrations - legalistic governance traditions (Pollitt/Bouckaert, 2011).

The case study's theoretical framework consists of organizational theory, administrative science and control- and governance-theory (Mayntz, 2009; Benz et al., 2007; Schuppert, 2000). These are connected with concepts in Educational Governance on the reform of the German school systems (Altrichter/Maag Merki, 2010) on the one hand and with governance-related discussions in system theory, constructivism, and postmodernism on the other hand (Kegelman, 2007). In order to operationalize the interest of research this theoretical framework was combined with the governance perspective used as basic concept of analysis (Benz et al., 2007). The case study encompassed a longitudinal analysis of change within the Land school administration of Hesse (1990-2008). The research design was aligned to the tripartite organizational analysis of „talk, decisions, and actions“ (Brunsson, 1989). The third part of analysis was once more divided into three research foci: structural changes, changes within the action system, and impacts of change (Pollitt/Bouckaert, 2005). The „Idealtypus“ was used as tool of operationalization, comparison, and change assessment (Schnapp, 2006).

Research was conducted by a qualitative macro-, meso-, and micro-examination of administrative structures and the action system. It was based on reconstructive and interpretative methods of data acquisition and evaluation (Kieser/Walgenbach, 2007). Thus, the following research methods were used: qualitative content analysis of documents, exploratory interrogations, and an interview study. The analysis of change within the Land administration of Hesse indicates that its governing regime stands in a limbo state between Bureaucracy and NPM. This result corresponds with the findings of international comparative studies on administrative reforms by Pollitt and Bouckaert (2011, 2009, 2005, 2000). Hence, they call these new types of administration „Neo Weberian Administration“ (Bouckaert, 2006).

## **Political ideas and educational reality: Challenges for schools and teachers to make educational biography successful**

*Stefanie Greubel, Alanus University of Arts and Social Sciences, Alfter near Bonn*

Education? Right from the Beginning! The paper addresses the recent rise in tendencies of German thinking which seem to see factors for professional success in early childhood education. International studies demonstrate an alleged deficit of German children's school performance; solving strategies are expected. Political reactions are seen in promoting an early use of day-care and in accelerating educational processes. Visible are those reactions for example in establishing more day care centres for children younger than one year and in the reduction of school years from thirteen to twelve years. Executing agents are parents, educators and teachers trying to offer optimal learning conditions and to solve the problems of a rushed educational biography.

This study, being in an early stage of investigation, aims to investigate political movements affecting schools and preparations to make teachers and educators competent for their new tasks. A special view will focus transition and inclusion programs.

It is the main goal to identify teacher's needs and the concepts they work with. It is a task to find out how political goals can be linked successfully with pedagogical fields of activity.

The presentation will focus the situation of primary schools and teachers and their challenge to attend the transition from day-care to school dealing with increasingly younger students with heterogeneous habits and special needs.

The Analysis will be based upon data of literature review and a case study.

## **Pro-sumption and surveillance from below: Governing schooling in post-neo-liberal times**

*Robert Imre, The University of Newcastle*

In this paper I develop a partial theory of the broad concept of governing school in global context.

I expand on some of the concepts used in at least two recent works (Owen and Imre 2013; Imre and Owen 2014) in which the links between technological shifts and current democratic practice are analysed. In addition I use the concept of hegemony to claim that democracies around the world are experiencing a move away from neo-liberal governance and entering a right-wing reactionary governance (Mondon 2013) consolidated, at least partially, by available social networking technologies. If Mondon's global hegemonic wave is to be believed, then we are facing a protracted time of post-neo-liberal/post-bureaucratic state.

In this context, schooling, from early childhood through to university, is faced with at least two major challenges. One, technology and technological design is limited by the pro-sumption that pushes 'choice' on to the consumer in a particular way. This means that children and parents are viewed as participants in a producer-consumer nexus, with a set of blurred lines among the two, privileging a post-neo-liberal subject and thus 'education service provisions' are altered within this (hegemonic, and/or universal) value framework. Two, surveillance from below, or 'sous-veillance', guarantees that individuals will feed a social media structure with an endless stream of data. In such a post-bureaucratic state, it is not necessary to set up surveillance systems by any state authority; it is only necessary to mine data. Monitoring each other in a set of hegemonic practices means that the spatial dynamics of education will continue to change towards doing away with those spaces entirely: 'hot desks' for universities and schools, more 'mobile learning' in educational institutions means that teachers, parents, children, and all of the subjects of educational institutions can be finally atomised and surveilled simultaneously.

## **Governmentality and school leadership**

*Cathryn Magno, Connecticut State University*

Since the turn of the 21st century, educational leadership programs, and policies to support them, have emerged in many countries where they had never existed before (Brundrett & Dering, 2006; Oplatka, 2004). Understudied and undertheorized in a global perspective (Brundrett & Crawford, 2008), changes in approaches to leadership in schools have unique potential to make positive change in education systems in both stable democracies as well as countries where the public sector is compromised due to transitional governments, post-conflict situations, or other factors contributing to social, political, and economic instability. The purpose of this paper is to question why there is new interest in how schools are governed and how that interest is taking shape across five seemingly disparate country contexts (United States, Switzerland, Azerbaijan, Mongolia and Pakistan).

Global trends such as site-based management and decentralization have awakened interest in the contribution specialized leader preparation can make to effective schools (Brundrett & Dering, 2006). As well, the increasing complexity of schooling turned analytic attention to educational leaders as levers or catalysts of change by the end of the 1990s (Leithwood & Riehl, 2003; Bush, 1998; Fusarelli & Smith, 1999). This paper considers the educational leader as a particular subject of governmentality (Foucault, 1982) in the current era of global (neoliberal) accountability.

Formalized educational leadership with preparation according to a discrete set of knowledge and skills, as a relatively new phenomenon in most regions around the world, makes examination of motivations, influencers, actors, institutions, and implementation processes of critical interest. Research questions investigate how and why ministry policymakers, school principals, universities, international aid agencies, and local education-related non-governmental organizations (NGOs) decide to invest in setting criteria (normative frameworks) for school leadership and establish training for school leaders. As well, leadership practice in schools is central to the inquiry, in order to see how policy translates to implementation “on the ground.” Interviews were conducted with approximately 30 policymakers, faculty/trainers, and school leaders in each country context, and documents (curricular, policy) in each location were reviewed. Results of the overarching study were published in book form (Magno, 2013); this paper brings in a new perspective – governmentality – in order to more clearly reflect the CESE conference theme of governance. To this end, final conclusions have not yet been reached, as the Foucauldian analysis is currently taking place.

## **Norwegian vision of school leadership - Past and present**

*Anna Mankowska, Adam Mickiewicz University*

### **1. Purpose.**

The main purpose is to present the shape of Norwegian school governing and recent changes in this subject starting from idea of *primus inter pares* till management by objectives or goal steering where high student's performance is a main goal of education.

### **2. Perspective.**

Neoliberal strategies in education in Norway.

### **3. Modes of inquiry.**

Qualitative research – school ethnography.

### **4. Data sources, evidence framework.**

Recent Norwegian research (review of literature) and data also data collected during PhD project at 2012.

## 5. Results, conclusions, and/or implications.

In Norway some neoliberal strategies are much more visible now than ever.

One of them is the tendency to create school managers not school leaders. The state gave a possibility to business schools for a new leadership (head teacher) preparation program beside university programs.

Norwegian principals struggle with decentralization of power. In a Norwegian literature we will find an explanation - that it is a MBO – management by objectives or goal steering, but current decentralization in Norway seems to be decentralization of duties not a decentralization of power. It means the state still controls the most important aspects of the system and school get just an illusion of power. In practice the head teacher (principal) cannot lead the school in a pedagogical streaming, he/she is forced to follow management objectives and goals.

Norwegian school system become less democratic as it used to be. Norwegian local freedom in governing a school in practice means that principal without detailed obligations become a puppet at the state's hand. The free school leading is possible if only the current goals (high school performance) has been achieved.

In fact in Norway there are some schools where school governing has a Janus face (double face) – the face of manager and pedagogical leader, where the last one need to use creativity. In fact, unfortunately they are threatened by neoliberal political strategy and goals like closing small schools and hiring young managers as principals, as head teachers.

### **Is it possible inter or transcultural educational action at ordinary schools? Comparative reflections about its implications at school management**

*María Rosa Oria, University of Extremadura*

In formal education, for people from other cultures, multi and intercultural approaches have usually been made. Currently, once again there is talk about “transculturality” in an attempt to overcome difficulties seen when some educative actions were put into practice which did not solve what some schools consider as “difficulties associated with integration”. Theoretical differences between “multi”, “inter” and “transculturality” are clear, however real experiences at school are not always reflected.

Several initial paradoxes are found: if the formal school that we know today was planned in its beginnings (XIX century) as an institution intended to create active citizens in the culture which supports that kind of school... would it not be a contradiction in terms to ask it to educate in other social realities without changing its structures? European legislation regarding children of migrants defended teaching those children in their culture of origin, should they return to that country, which was always part of Europe. Present immigrant phenomena demonstrate a wave of arrival though not always one of return, and provide other geographical contexts. This creates new worries –at a social, political legislative and even human rights level- about up to what point those new cultural realities will change (and in what sense) the already socio-political established system.

Very often, more than an intercultural action promoted by Public Administration, concrete initiatives are left in the hands of schools, or even in the hands of individual teachers. Initiatives which usually focus on “solving operative problems” (not so different in their attitudes regarding other differences in a classroom, as differences associated with a handicap) and not directed at generating social tendencies or at reaching a broader intercultural educational model. It is true than social and management realities in schools are different from one country to another, and taking this into consideration is necessary to propose not a “universally valid model” –it would be a utopia aimed at single-thinking, as opposed to cultural diversity- but key in order to, each one in its context, be able to know what elements could be more convenient for its multicultural system. Therefore, this paper analyses how the UK, France, Italy, Spain and Portugal face intercultural education: different proposals from national and local authorities



are analysed, it looks into fundamental and theoretical suppositions, and exemplifies the most relevant proposals of each country in order to offer, in its conclusions, proposals as to which should be the key elements in order to elaborate new models of intercultural reception: for example, where this function is explicitly established to heads of centres, actions are best coordinated and have more repercussions, at least in the immediate school environment.

### **The impact of marketization on comprehensive schooling: Evidence from Australia**

*Laura Perry, Murdoch University*

Comprehensive education systems provide access to academic curriculum for all students in a common, non-selective institution (e.g., high school). By contrast, differentiated education systems provide academic curriculum only to students who have been selected to attend an academically oriented institution (e.g., gymnasium or lyceum). While most English-speaking countries have comprehensive education systems, the dynamics of educational marketization have the potential to erode access to academic curriculum in all schools. This study examines how access to academic curriculum differs between secondary schools in Australia, a country with a comprehensive education system that is marked by high levels of choice, privatization and competition. We surveyed academic curriculum offerings in all secondary schools in one capital city (Perth). We found that compared to middle and high socioeconomic (SES) schools, low SES schools offer students less access to the core academic curriculum subjects that are important for university entry. We also found that the breadth and depth of courses offered is related to school sector (private or public) and socioeconomic context. One of our most sobering findings is that only 10% of schools in the lowest school SES quintile offer advanced curriculum in the traditional subjects of literature, maths and sciences. These findings show that educational marketization is reducing the full realization of comprehensive schooling in Australia. In the absence of policies that guarantee all students access to academic curriculum, education in Australia is drifting towards a financially selective, quasi-comprehensive system. These findings suggest that larger social forces such as educational marketization can “govern” the degree to which an education system is truly comprehensive. They also suggest that maintaining a truly comprehensive education system requires monitoring and deliberate policymaking.

### **Looking beyond statistics: Romanian Roma adolescents’ narratives about school and future plans**

*Florina Pop, Babes- Bolyai University*

The educational level of Roma youth in Romania is dramatically low, with an extensive share of young Roma abandoning school before completing the compulsory school years. Less than 1% of Roma are university graduates, compared to an average of 6% of the non- Roma population (Fleck & Rughini?, 2008). In the last years, the Ministry of Education and Research has implemented several support measures aimed at increasing school participation and the educational level of Roma students. Although some progress has been made, results are yet scarce, reflecting that measures are not tailored according to Roma adolescents’ needs. At the same time, these measures are not sufficient in order to address the issue of prolonging education for the young Roma.

In our paper we investigate Romanian Roma adolescents' perception on resources and barriers they encounter in the school context and their role in assigning their future educational and career path. We conducted interviews with 20 Romanian Roma high school students, which we then analysed in the view of our research questions. Drawing on the results of our analysis, we employ the concept of social division, as described by Anthias (1998, 2001) in our attempt to understand adolescents' testimonials, which describe inequality experienced in access to education, in the school setting, as well as in describing their career aspirations. Through adolescents' narratives we understand that their minority status is linked to issues of poverty and scarcity of resources. Adolescents identify several resources in the school setting such as teachers or school counsellors, but they also refer to discrimination promoted by teachers and students and to difficulties they think they will experience in continuing their studies or pursuing a certain career. The results of this qualitative study illustrate that in some cases the school setting can provide Roma adolescents with the resources needed to participate in school or achieve a higher educational level. Nonetheless, our findings also illustrate that the school setting may promote structural inequality, by hindering Roma adolescents' access to educational and career opportunities and thus impeding social mobility.

### **VET governance in the European labour market: Untangling the complex interplay**

*Irene Psifidou, European Agency, Cedefop*

This research paper presents and discusses the outcomes of a Cedefop study entitled: *Renewing VET provision: Understanding feedback mechanisms between initial VET and the labour market* (Cedefop, 2013). This study focuses on the importance of VET governance and the interaction of relevant parties in the renewal of initial vocational education and training (IVET) programmes; an aspect which has not received enough attention in recent VET research and policy literature. The aim is to understand better the functioning of formal feedback mechanisms established in 15 European countries to ensure dialogue between education and training and the labour market.

Mechanisms are purposefully implemented institutional procedures, defining how stakeholders in various areas and at different levels can influence the review of VET provision. Formal feedback mechanisms typically have a legal foundation, are established on a permanent basis, and comprise two or more actors (e.g. the state, employer and employee organisations).

Previous research (Cedefop, 2009; Cedefop, 2010; Cedefop, 2012) showed that their form varies between countries in terms of the actors involved, scope of consultation, decision-making power, resources available, and processes implemented.

Empirical research was undertaken in 15 EU Member States (Bulgaria, Denmark, Germany, Estonia, Ireland, Spain, France, Hungary, the Netherlands, Austria, Poland, Slovenia, Finland Sweden and the UK-England), with desk research, interviews, and study visits, used to produce country reports. This was followed by the production of comparative case studies on selected topics covering two or more countries, and in some cases also covering particular sectors or occupational groups (e.g. lorry drivers, bricklayers, welders).

The study identifies four types of feedback mechanisms which illustrate the interplay between IVET and the labour market. The conclusions contribute to theory building and better understanding of how VET governance is embedded in a particular context. They show how the formulation of feedback mechanisms is dependent on historical developments and wider socioeconomic contexts, which makes it difficult to provide any general recommendations on how to intervene and improve individual feedback mechanisms. Nevertheless, the research points to the need for policy-makers to revise constantly the relationship between VET and the labour market, taking into consideration three main issues: inclusiveness and collaboration; openness and responsiveness; transparency and communication.

## **Swiss educational governance between tradition and renewal**

*Christina Rothen, Universität Zürich*

Until the late 20th century Swiss compulsory school was governed by lay boards, which were elected by the citizens. Teachers were on one side responsible to the local political systems (Tröhler 2008), on the other side they were minimally controlled by different forms of state inspection. There was no educational leadership or management on the school side, but decisions were legitimated by local democratic process with the highest possible participation of all citizens. Since the 1990ies, educational governance structures in Switzerland have been changed in a crucial way. On the level of primary schools power and competences of lay boards were transferred to school leaders, with the goal to strengthen the autonomy of the individual school (Rothen 2012). At the same time, new quality management tools, the collection of statistical data and the demand of written reports, indicate steps towards a new form of public accountability (Ranson 2003).

This paper asks about the origin of today's Swiss educational governance structures, the processes that lead to the implementation of new institutional forms and the consequences of these changes. For this the epistemological assumption is followed, after which knowledge of the past may enlarge and sharpen the insight in the how and why contemporary administrative structures and processes were built (Raadschelders 1998).

The study is based on an exemplary analysis of the history of educational governance in the canton of Berne between 1830 and 2008. Therefore all sorts of school regulations and administrative sources for the canton of Berne were examined. Based on this microhistory over a *longue durée* (Osterwalder 2012), the impact of changing governance structures is discussed from a democratic point of view (Linder 2010; Lutz/Iannaccone 2008; Gutmann 1999). Preliminary findings illustrate that the power of citizens over educational policy increased during the 19th century and changed from a direct to an indirect *modus* in the late 20th century. This shift indicates a unprecedented confidence in experts and their decisions. The democratic control became limited on strategic dimensions, whereas operative duties are in competence of professionals. The very high level of participation of citizens was one form of preventing any uncontrolled growth in power (Sartori 2006) that now has to be settled in a new constellation of checks and balances.

## **Recent development of shared governance in Chinese mainland universities: A perspective of path dependence**

*Heling Zhu, The Chinese University of Hong Kong*

The paper is a case study on the shared governance of Chinese mainland universities from the perspective of path dependence. Path dependence analysis emphasize the early historical events which are contingent occurrence matter much more than later events, and once contingent historical events take place, path-dependent sequences are marked by inertia, which involves mechanisms that reproduce a particular institutional pattern over time.

Shared governance can be defined as the decision making system, composed of structures and processes, through which faculty, administrators, and other campus constituents make collective institutional decisions. As a cornerstone of higher education, faculty participation in institutional governance is ingrained both in theory and practice in the West, but it is somewhat different in Chinese mainland universities, where the structural power of dean and administration is really strong in the governance system.

With the restructuring of china's economic system and the continuing expansion of higher education, it is necessary and essential to build a contemporary university governance system as the highly centralized governance system, which is universally implemented by universities under the planned economic

system, is increasingly unable to meet the needs of a modern university. The core of the reform is to value the academic autonomy and give full play to the professors' initiative, it asks the fundamental changes in how departments of colleges and universities decide what they will do and how they will do it.

As the central academic decision-making body of some Chinese mainland universities, the professor committee came into being, and its core function is to make decisions on the academic areas, such as curriculum, standards of promotion and evaluating teaching et al., while the other areas such as setting strategic priorities or budget priorities is considered as oversteps the essential connotation of professors. At the same time, the academic decision making power is often intervened by the administration power.

In general, based on site visits with 23 faculties of a top 20 research university of China, the study attempts to examine how Chinese mainland universities faculty become involved in governance, especially in the main academic areas such as the curriculum establishing, faculty recruitment and promotion. And more importantly, it will examine how the development of the professor committee showed the characters of path dependence.

### **Diverse schools as sites of tension between global and local governmentalities**

*Davide Zoletto, University of Udine*

This paper aims to present some very first results of an ongoing research on different forms of governmentalities, emerging within the schools of a diverse neighbourhood in a North-East Italian city.

In the first part of the paper I refer to the theoretical background of the research, namely to current scholarship on transnational spaces of education and migration (Rizvi, 2008; Carney 2009; Ong 2003, 2009), that invite us to re-imagine educational research agenda, paying attention to new global interrelations.

In this perspective, in the second part of the paper, I draw on the first results of the research (school interviews) to explore the relationships and tensions between school governmentalities in the host society and other forms of governmentalities that still connect migrant and post-migrant pupils and families to their home country.

### Working Group 3: Governing teaching and teachers

#### **Teachers as reflective practitioners: Examining policies and practices of school-based teacher professional development in Egypt**

*Amira Abdou, American University in Cairo*

At this momentous time in Egypt's history, it becomes imperative for the state to embark on a range of institutionalized reform initiatives. At the heart of these initiatives comes educational reform with education being the corner stone of all societal reforms. Since 2007, Egypt has realized the pressing need to shift from the centralized educational system towards a decentralized educational model. School-based reform, thus, becomes one of the adopted approaches for reforming education in Egypt. Therefore, this study focuses on school-based teacher professional development at policy and practice levels towards improving teacher performance and the quality of education.

The purpose of this study is to examine first: the policy discourse for school-based teacher professional development to identify to what extent the government has adopted school-based teacher professional development approach. Second, the paper explores the extent to which this approach has been implemented in Egypt public schools by conducting field work in language public schools that include elementary, middle and high school levels. Third, the paper intends to identify the gaps between the policy discourse and the practice of teachers at school level in order to come up with recommendation for bridging the gap.

The study follows a qualitative approach that includes document review and conducting individual and focus group interviews using semi structured questions in addition to the researcher's observation during the school's field visits.

Qualitative research approach shall be used to answer the research question(s).

What are the practices of school-based teacher professional development within the context of public schools in Cairo?

The research follows purposive sampling strategies. The sample comprises of three public schools in the primary, middle and secondary school levels. The overall purposive sample represents teachers from multiple disciplines, different years of experience, and different school stages, in addition to, gender representation. Participant teachers who fulfil the above characteristics are nominated by the key informant (school principal) Researcher employs structured, open-ended interviews and focus groups as instruments for collecting data. Open -ended interviews allow participants to express their minds and feelings, which give the researcher an opportunity to gain more insight into the investigated issues (Boudah, 2011). Face to face interviews and focus groups shall be conducted at nominated teacher participants' normal work place (their schools).

The study contributes to develop better understanding of promoting bottom-up reform policy represented in school-based teacher professional development, which in turn, enables teachers to become life-long learners and reflective practitioners. Furthermore, the study aims at bridging the gap between policy discourse and teachers' practices.

## **Global managerial education reforms and teachers: Emerging policies, controversies and issues in developing country contexts**

*Hulya Kosar Altinyelken, University of Amsterdam / Antoni Verger, Autonomous University of Barcelona*

This presentation seeks to discuss from an empirically grounded perspective, the nature, scope and dimensions of the global managerial education reforms (GMERs), and specifically the relationship between this type of reform and teachers. GMERs aim at transforming education systems in many ways, however, among other effects, their actual and potential effects on teachers are remarkable. Managerial reforms do not necessarily target teachers' work directly, but might affect teachers by altering the regulatory and normative environment in which they operate. They also challenge the professional status of teachers, and reshape teaching as a profession. To some extent, this is the consequence of the fact that the managerial focus of GMERs converts teachers into objects of intervention and assets to be managed rather than to subjects of educational change.

The presentation will focus on the re-contextualisation of GMERs in particular contexts and their relationship to teachers, with reference to four case studies: teacher evaluation in Peru, teacher accountability measures in Indonesia and Jamaica, and public private partnerships in Uganda. The case studies have been undertaken primarily by junior researchers as part of their research for a Masters in International Development Studies at the University of Amsterdam. They are grounded on original research and primary data, and analyse how a range of global educational policies, including PPPs, teacher evaluation and teachers/schools accountability have been adopted, designed and implemented in a number of Southern countries. The presentation draws on fieldwork conducted in the mentioned locations between 2009 and 2011 by using a mix of qualitative (interviews, focus group discussions and observations) and quantitative (questionnaire) methods.

Overall, the country case studies presented reflect on how problematic it is to implement GMERs, but also on how problematic the content and the assumptions of the policies behind these reforms can be. Moreover, they caution practitioners and policy-makers who might be seduced by global managerial discourses, or who are tempted to adopt 'sticks and carrots' policies as a magic bullet to solve the complex problems that education systems face, especially in poorer contexts. The cases provide elements to teachers, practitioners, aid agencies and other education stakeholders to reflect on educational change processes that could be, on the one hand, more in line with the education realities and problems prevailing in their particular contexts and, on the other, more participatory and respectful in nature with teachers' needs and identities.

## **Professional integrity of school teachers in Armenia**

*Meri Avetisyan, Harvard University / Varsenik Khachatryan, "Tsaghkuny Open School" fund / Mihaylo Milovanovitch, Harvard University*

This paper presents an ongoing research on measuring level of integrity violation of school teachers in Armenia. The problem of corruption in Armenia's public schools was highlighted by different organizations. There are many studies on the ethical issues of teachers (Boon, 2011; Cummings, 2008, Barrett, 2006 and others) highlighting the importance of ethical behaviour of teachers and teachers as moral agencies. Rumyantseva (2005), Tanaka (2001) and Heyneman (2002) had discussed integrity violations, more specifically different aspects of school corruption. Summarizing different approaches to this topic Hallak and Poisson (2007) came up with a conceptual framework of the school corruption which allows assessing school corruption. In the Armenia's context, Aleksanyan (Aleksanyan, 2012[2007]) had conducted research on cases of corruption in the field of education and its prevention analysing the causes and perceptions of corruption. However, this study overlooked the issue of schoolteacher's perceptions of integrity. The current research aims to fill the gap in understanding of how in-service

school teachers perceive and interpret professional integrity of school teachers, what kind of integrity violations are much common in the Armenian school system. It particularly aims to reveal the perceptions and interpretations of teachers about own professional integrity violations, determine types of integrity violations which are considered as most frequent and serious and identify domains where integrity violations occur.

The study consists of two steps: pilot study which aimed to reveal types and scopes of integrity violations have been conducted during October-December 2013. 114 volunteer participants (74 from towns and villages and 50 from Yerevan-capital of Armenia) have written anonymous stories from school life describing incidents of teachers' integrity violations. Based on the data we have separated domains, e.g. assessment, staff relations, policies etc, where integrity violations occurred. On the second step we will conduct a survey among school teachers to quantitatively measure the level of teacher's integrity using the questionnaire developed based on the results of the pilot study. The questionnaire will be the final output of our study

### **Real educational governance and teacher agency: Employment conditions in Catholic primary schools in the Democratic Republic of Congo**

*Cyril Owen Brandt, University of Amsterdam*

The purpose of this research is to show the different possibilities teachers have to negotiate their employment conditions. Employment conditions include i.a. the height and regularity of salaries, the material conditions of schools and teacher education and career. All these elements take place in a context of weak governmental capacities and a resulting hybrid educational governance between the government and the Catholic Church. In the DRC, the government speaks of free primary schooling yet teachers receive large parts of their salaries from the students' parents. This creates tension between students, parents and teachers and leads to diverse strategies by all three parties to reach their objectives. The on-going reform to include teachers into the formal banking sector is a major aspect of this study. Hence the research is positioned in debates around education systems in (post-) conflict countries, and more specifically, the salary provisioning in these contexts.

Conceptually speaking, in order to understand teachers' employment conditions in this education system we must look beyond codified policies and official governmental decisions towards the real governance and practical norms on the local level. Situating teacher agency in broader societal structures is done by using the Strategic-Relational Approach. The concept of Critical Cultural Political Economy of Education allows drawing a comprehensive picture of the various material and semiotic structures that influence teachers' employment conditions.

Methodologically, the study is based on the extended case study, critical ethnography and semi-structured interviews. Moreover, action research has been applied by submitting teacher dossiers and complaints at the Congolese Ministry of Education, thus gaining otherwise inaccessible information. Whereas the negotiated nature and the context of uncoded laws and policies have been thoroughly researched before, this research yields several new insights: Teachers only have limited possibilities of negotiating their employment conditions. In terms of space, they are limited to the regional level and cannot influence decisions at national level. At the regional level, they collaborate with other actors with whom they have common interests.

This study gained insight into various forms of practical norms and 'corruption' between teachers and government/religious officials.

These results yield a better understanding of the entire education sector and allow the conception of better targeted education policies and development projects.

## **Parameters of fuzziness: Teacher educators' identities in England, Norway and Germany**

*Gerry Czerniawski, University of East London | Marit Ulvik, University of Bergen*

Within the context of Europeanisation (EC 2007), this paper explores the shifting landscapes of teacher educators' professional identity formation in England, Germany and Norway. The three countries examined in this paper exemplify Esping-Anderson and Myles's (2009) three welfare state types relevant to discussions on teacher education namely: social democratic, in Norway; conservative and corporatist, in Germany; and free market liberal in England. Acknowledging the growing diversity of 'hybrid-educators' (Zeichner 2010) this paper explores how the identities of school- and university-teacher educators are influenced by national and local contexts.

Interviews with sixty Norwegian, German and English university-based teacher educators are discussed within a conceptual framework that draws on Layder's (2008) Adaptive Theory, and earlier work (Murray et al 2011) on the construction of identities and knowledge-bases of teacher educators in England. The data was subjected to an initial content analysis that generated emergent themes through the use of open coding. This process has resulted in the creation of core categories to be included in findings relevant when considering the current backdrop of a European Agenda for teacher education (EC 2010, 2013)

## **Governing assessment: What does just/fair pupil assessment mean to Swedish and German teachers?**

*Kathleen Falkenberg, Humboldt-Universität zu Berlin | Florian Waldow, Humboldt-Universität zu Berlin*

In modern, meritocratic societies, educational systems play an important role as gatekeepers for access to higher education and working life. Educational assessment is decisive for the allocation of life chances to individuals; success in examinations is the "currency" that can be converted into life chances. For these processes of gatekeeping to be legitimate, the examinations and the assessment on which they are grounded need to be perceived as fair. However, what is considered fair differs considerably between different national and social contexts.

Our presentation focuses on some of these differences. It addresses the question what teachers in German and Swedish lower secondary schools consider fair in relation to assessment. In both Sweden and Germany, teachers play a central role in assessing pupils' achievements on a daily basis. Nevertheless, the legal and regulative framing of these specific practices differs considerably, ranging from detailed subject specific guidelines to more general recommendations leaving much space for teachers' autonomous assessment decisions.

Apart from these classroom based assessments, there are also substantial differences in the use and role of standardised testing instruments between the two countries. A particular focus therefore lies on the relationship between teachers' differing professional roles and their justice beliefs regarding pupil assessment.

The presentation draws on two different sets of data sources. First, legal texts and regulative documents regarding pupil assessment in school are analysed to highlight the regulatory frameworks within which teachers operate. Second, interview material from 30 maths and language teachers in both countries is analysed in order to reveal individual beliefs about just assessment in school.

The presentation provides insights into and preliminary results from the ongoing research project "Different worlds of meritocracy? Educational assessment and conceptions of justice in Germany, Sweden and England in the age of 'standards-based reform'". The project is situated at Humboldt University, Berlin, and is financed by the German Research Foundation's Emmy Noether-Programme. It



employs a Grounded Theory Methodology in an international comparison while using conceptual tools developed by sociological empirical justice research as “sensitizing concepts”

### **Teachers' evaluation and its impact on their perceived effectiveness and efficacy beliefs: The case of primary teachers in Israel**

*Haim Gaziel, Bar Ilan University | Amalia Ifanti, University of Patras*

Over the last decades teachers' evaluation has gained in importance. The demand for accountability in education has shifted from broad issues of finance and management to specific concerns about the quality of classroom teaching and teachers' profession. Earlier approaches to increase the educational accountability of schools such as Management by Objectives(MBO) and other results –oriented management models ?have seemingly given way to policies targeting improvements in teacher certification, ?selection and job performance. Effective evaluation of educational personnel is found to be an increasing importance formulating school features. Evaluation systems could be classified as(a) formative-for improvement,(b0 summative for selection and accountability (d) administrative for exercise of authority.?

Although teachers' appraisal, either in its summative or in its formative form, is a common feature of school life, there are still many things to know about its direct effect on teachers' efficacy beliefs and effectiveness performance. Therefore, the purpose of the present study is twofold (a) to examine the effectiveness of teachers' appraisal programs as perceived by teachers in primary schools in Israel(b) ?to examine teachers' appraisal effects upon feelings of self-efficacy. For these purposes 290 teachers from 30 primary schools in Israel, where a systematic appraisal system exists, received two sorts of questionnaires: The first one was concerned with the overall perceived effectiveness of teachers' appraisal and the other ?one was investigating teachers' efficacy beliefs. Research findings revealed that according to teachers' perceptions, an effective teaching evaluation system reflects more on teaching, applies fair assessment of teachers' performance, helps teachers ?improve their effectiveness, understands the teaching process and applies a feedback ?evaluation by trustworthy appraiser . As a result, the principal or the school supervisor who takes an active formative appraisal and cares for teachers' improvement, supports teachers and strengthens their efficacy beliefs.

### **Trends in the engagement with performance feedback from mandatory tests in German primary schools**

*Jana Groß Ophoff, University of Education Freiburg | Ingmar Hosenfeld, University of Landau*

In 2006, the Conference of Education Ministers of the German federal states committed themselves to implementing regular educational monitoring and school evaluation. To that end, mandatory performance tests (“Vergleichsarbeiten”) are implemented annually and nationwide in different, transition relevant educational levels and subjects. The test results on school, class and student level are reported to participating teachers, who are supposed to use it for professional development. This is based on the theoretical assumption that teachers reflect feedback on students' performance, identify references to their classroom practice, and derive – if necessary – specific changes (Helmke & Hosenfeld, 2005). Even though the stakes for schools, teachers and students are low, educational administration has access to aggregated results (e.g. on state level) to use it for monitoring purposes. Because of that multi-functionality, it is surmised that teachers don't use performance feedback in the extent originally intended. This incongruity has led to increasing research, which nevertheless shows that teachers engage themselves with test results and derive development activities from it.

Change processes are influenced by evaluation not only in the short, but especially in the long term (Mark & Henry, 2004) – nonetheless longitudinal studies are still rare. According to the theory of planned behaviour (Ajzen, 2002), it can be expected that habituation to the procedure reduces load, cognitive as well as behavioural. Over the years, participants should therefore report a more intense reflection of performance feedback and consider it increasingly useful and comprehensible (Habituation Effect). Vice versa, it is also plausible that the introduction of mandatory tests lead to an initial, however not sustainable increase of activity (Clark, 1983), in the aftermath of which teachers' engagement should be decreasing (Novelty Effect).

In the project VERA, mandatory performance tests have been conducted in primary schools since 2004 in a joint group of several German states (Hosenfeld et al., 2008). The process of pedagogical use was investigated by a repeated cross-sectional survey study about six months after the implementation. By now, about 10000 questionnaires from 2004 to 2013 are available for analysis. Preliminary results (multi-group structural equation modelling) indicate a trend of decreasing engagement with feedback, which evens out over the years. As these performance tests are to contribute to further development of the German education system, the question arises, how engagement with feedback can be adequately supported. In particular, further research is needed on measures to focus engagement on the assessed abilities and lesson development activities.

### **Empowering teachers in Egyptian schools: School principals' perspective.**

*Maged Habashy, German University in Cairo*

The Egyptian Educational system is totally centralized. This resulted in a very limited space of autonomy left for school principals to use. This is reflected on the behaviour of both teachers and principals. In this study teacher empowerment in Egyptian public and private schools is examined quantitatively, and the school principals' perception of teacher empowerment is examined qualitatively. **OBJECTIVE:** The aim of this study is to investigate the extent to which Egyptian teachers feel empowered. The second aim is to determine how Egyptian school principals perceive the empowerment of their teachers and how they address this issue in their leadership practices. **METHODOLOGY:** School teachers from Egyptian public and private schools as well as principals from the same schools are used as a sample. Cross sectional procedure is used for collecting data on campus from the teachers and an appointment with the school principal on the same day. The study is conducted during the second semester of the school year. For data collection, School Participant Empowerment Scale (SPES) is used with the school teachers to measure their level of empowerment, and semi-structured interviews with the schools principals were conducted. Results and conclusions are yet to be reached.

### **Governing teaching and teachers: Options and strategies to face the demand for qualified teachers in Tanzanian secondary education**

*George Herman, St. Augustine University | Ramon Leyendecker, University of Education Freiburg  
| Wolfram Rollett, University of Education Freiburg*

#### **Objective**

Over the next decade, many secondary schools in Tanzania will face a demand for qualified teachers that current systems for training, recruitment, deployment and retention are unable to meet. Many strategies for increasing the supply of teachers have been suggested. This paper analyses policy options for resolving the shortage of teachers in secondary schools to identify effective and efficient teacher supply for secondary school education in Tanzania.

## Perspective

In Tanzania, enrolments in primary education and transition rates into secondary education have grown faster than teachers can be recruited or trained (Mulkeen et al., 2004). The reasons for the projected teacher shortage have been widely researched and are generally well understood (e.g. Lewin, 2003; Chapman et al., 2004). There is also a growing literature suggesting a variety of strategies for increasing teacher properties (e.g. Mulkeen et al., 2004). Essentially, there are two paths for responding to the projected shortage: (i) increasing teacher supply through training options; (ii) increasing teacher supply through teacher deployment practices and improved conditions of service (Mulkeen et al., 2004; DeJaeghere et al., 2006). Less attention has been given to investigating the acceptability and likely impact of potential solutions for schools and classrooms in Tanzania.

## Methods

The paper identifies from literature major Africa-relevant options for increasing teacher supply through teacher training for Tanzania secondary education and discusses the options against the context of Tanzanian education and education system and existing findings from research and literature.

## Data sources

Document and literature reviews.

## Results and conclusions

The options to be discussed are:

- expanding present teacher training system;
- admitting less qualified applicants into teacher training;
- recruiting untrained teachers for teaching and providing them with in-service training;
- shortening pre-service education while supporting teachers with more in-service training;
- training teachers to teach multiple subjects.

Examining the results of the different options reported in scientific literature and considering the context of the Tanzanian education system it becomes clear that no single or simple solution exists, particularly in light of the economic state of the country and the complexity of the education system. When considering options, great care must be taken to avoid a trade-off between teacher supply and instructional quality in classrooms. Some options have inherent challenges that must be anticipated and addressed to minimise adverse effects on educational quality.

As an overarching statement it can be said that expanding the teacher training system, both for pre- and in-service, should have priority. Other issues to be solved parallel refer to the organisation and management of the teacher force, particularly regarding teacher deployment and teacher retention. Without a concerted action that has the expansion of teacher training at its very core, a substantial and sustainable improvement of the Tanzanian school system seems to be difficult.

## **Relevance of commissions' reports, to development of teacher education in Nigeria**

*Ajala Kolawole Sunday, University of Ilorin | Akpanobong Uyai, University of Uyo*

This paper stresses the roles of commissions' reports to the development of teacher education in Nigeria. It emphasized role play by missionaries, and the colonial administration. It also revealed the contribution of Phelps-strokes commission report of 1925, Ashby commission of 1959, and 1969 National Curriculum Conference. In addition, this paper examined the roles of National Policy on Education to teacher education programme. The National Commission for Colleges of Education and Teacher Education, and Teachers' Registration Council of Nigeria formed part of discussion having recognized their importance to the development of teacher education in Nigeria. These commissions' reports provide revelation of existing problems causing redundancy to the development of teacher education at

that particular time. The historical literature of previous scholars, educational magazines and relevant educational reports from the Federal Ministry of Education, Nigeria were reviewed and comparison was made on earlier education commissions' contribution towards teacher education problems. Finally, recommendations were given on how teacher education of this modern age could sustain its professionalism and future accreditation.

Keywords: Teacher Education, Phelps-strokes Commission, Ashby commission, Missionaries, Colonial Administration

### **In-service teacher training in Pakistan: Issues, efforts and policy recommendations**

*Ahmed Mah-E-Rukh, Independent Researcher*

This paper involves the examination of the relationship between the development of teacher education, in-service training and its policies and actual practice in Pakistan. In last decades, there have been a number of initiatives and projects to improve in-service teacher training in Pakistan, but it is generally perceived that they had a marginal impact in bringing about measurable change in the quality of teaching and learning in the classroom. It was due to lack of follow-up, feedback and reinforcement. Most of those were financially supported by the government, donors and NGOs and carried out in isolation. The paper will try to investigate the issues related to implementation of policies and failure of providing acceptable levels of in-service training by donors and NGO's.

This phenomenological interview study explored how respondents in an impoverished province of Pakistan, viewed the significance of in-service teacher training. The respondent's views were influenced by political and social aspects, as well as individual perceptions of teacher education and training in their cultural context. The paper also included review of education policies, reports of multinational agencies operating in Pakistan, and research studies.

During the field work it is realised that in-service teacher training in the country is far from satisfactory. Currently, in-service training is not considered mandatory for in-service teachers. Consequently, participation is not taken into account for career development and promotion. Despite the various efforts taken by the government and donor agencies, the quality and competency level of teachers remains low. Similarly the content, level and quality of training programmes are uneven. Although, efforts are underway to standardize in-service teacher training programmes to improve quality and impact, very little local training offered to the teachers and teacher educators is relevant to their particular field of teaching.

### **Evaluation of teachers' understanding of the curriculum and assessment policy statements in selected primary schools in the Gauteng Province (Republic of South Africa)**

*Tebogo Mogashoa, University of South Africa*

The aim of the research was to evaluate teachers' understanding of the Curriculum and Assessment Policy Statements (CAPS). This study was underpinned by both constructivist and critical theories. It involved an analysis of the merits and demerits of teachers' understanding of the CAPS in selected primary schools in the Gauteng Province of the Republic of South Africa. Qualitative research assisted the researcher to evaluate how teachers understand the CAPS. Data were analysed by selecting, comparing, synthesising and interpreting information to provide explanation. It has been established in this study that teachers received training on the CAPS. The findings revealed that the facilitators of the workshops were sufficiently competent. It is therefore necessary to find appropriate professional development approaches to ensure that all teachers, even the most experienced ones, are equipped with the necessary knowledge and skills for improving learner performance.

Key words: Implementation, curriculum objectives, underperformance, constructivist, evaluation, interviews and analysis.

### **Evaluation and power: Educational reforms in Mexico at the turn of the century.**

*Marco Aurelio Navarro-Leal, Universidad Autónoma de Tamaulipas | Zaira Navarrete-Cazales,  
Dept. of Educational Research, CINVESTAV*

At the end of the first decade of the new century, the status quo of the education sector was untenable. According to international and national assessments, the quality of students' learning was very poor and the levels of corruption for the appointment of teachers were unbearable.

Through the years, the National Union of Workers of Education has gained so much power as to make decisions on assigning and transferring teaching posts. Situations like having a teaching post without even teaching; or having a double post, or even trading up or inheriting a teaching post, became something usual. In February 2013, with the argument of recovering the command of education by the State, the Mexican government initiated a constitutional amendment and three correspondent bylaws, in the context of a teacher's revolt that has evolved on a resistance movement in some of the Mexican states.

The amendments of the Constitution were in the articles 3rd and 73rd. Although the main changes were in the 3rd, to manifest that: a), for compulsory education, the State will provide quality in educational resources and methods, school organization, educational infrastructure and suitability of teachers to warrant the best learning of the pupils; b) the entrance to teaching service and the promotions to directive and supervising functions will be by competition on the basis of academic merits; for the assurance of quality of education it is created a national system of evaluation in charge on the National Institute for the Evaluation of Education, as an autonomous public organism. The new correspondent laws were: 1) The Law of the Teaching Professional Service, 2) The Law of the National Institute for the Evaluation of Education, and 3) the necessary reforms to the general Law of Education. Especial conflict has arisen from the particular legislation related to the yearly evaluations that jeopardize their jobs when failing three times.

Once the legislation changes have been approved, the purpose of this paper is to review this educational reform to discuss about the challenges ahead. To accomplish this goal we have considered some ideas from Popkewitz (1994) related to social production and state regulation, as well as the political view of evaluation. The analysis assumes that the introduction of changes in the legislation is only an episode of a long lasting political process and, therefore, the reform has to be seen as a socio-historical process.

### **Teachers' attitudes towards inclusion in schools and teacher self-efficacy – A binational research in Finland and Thuringia**

*Saskia Opalinski, Pädagogische Hochschule Freiburg*

With ratification of the UN Convention on the Rights of Persons with Disabilities in 2008, Germany committed itself to ensuring an inclusive educational system, but until now (2011/2012) only 25% of students with special educational needs (SEN) attend regular schools (KMK 2012). Teachers' attitudes and knowledge need to be considered as key factors in inclusive school development. National and international research findings regarding these aspects are inconclusive or even contradictory: General attitudes towards inclusion range from being positive to negative.

These attitudes didn't correlate with gender, age or qualification (de Boer, Pijl & Minnaert 2012; Hwang

& Evans 2011; Avramidis & Norwich 2002). However, a correlation between higher teacher self-efficacy and more positive attitudes towards inclusion in schools could be shown (Tschannen-Moran, Woolfolk Hoy & Hoy 1998; Bender, Vail & Scott 1995). There is no recent research on teachers' attitudes towards inclusion and their professional self-efficacy in Germany, especially the eastern states of Germany (formerly GDR). Until now, comparative research between Germany and a leading country in matters of students' performance, equal opportunities and inclusion like Finland is missing.

In order to close this research gap, elementary and special school teachers from Finland (N=112) and Thuringia (N=163) were surveyed in 2010/2011. Data on attitudes towards inclusion in schools was collected with the Moberg-scale (22 items) (Moberg & Savolainen 2003; Moberg 1997), teachers' self-efficacy was surveyed with the short version of the teacher efficacy scale (Gibson & Dembo 1984).

The presentation will show and discuss selected results of the study: While the Finnish teachers show definite positive attitudes towards inclusion, Thuringian teachers present quite negative and critical attitudes. Both groups ascribe a similarly neutral to positive professional self-efficacy to themselves. Further analyses examine differences between Finnish and Thuringian teachers that might offer a background to explain the varieties in the attitudes towards inclusion.

Also positive correlations between attitudes and self-efficacy will be shown. In addition the results of a type analysis are reported: Most teachers show neutral self-efficacy by neutral or negative attitudes towards inclusion.

At the end, aspects of modified basic and advanced education of German teachers are addressed. There is evidence that more special educational contents may lead to more positive attitudes towards inclusion and also more positive professional self-efficacy.

### **Governing teachers through curriculum reform in Cyprus: Subjects or subjects?**

*Stavroula Philippou, University of Cyprus / Stavroula Kontovourki, University of Cyprus / Eleni Theodorou, European University Cyprus*

This paper draws upon a broader project which constructs a genealogy of government rhetoric on teacher professionalism in Cyprus during the British and Independence periods at key historical moments of curriculum reform, when official-state discourse most explicitly delineates teacher roles and professionalism. Considering policy and curriculum reform as socio-political practices; construing teacher professionalism as a site of power struggle/negotiation between the state and the (teaching) profession; and having explored the politics of knowledge attribution by teachers themselves in previous work, in this paper we focus on knowledge attribution to teachers by the state throughout an ongoing educational reform which has been taking place for the last ten years (2004-2014). During this reform, teachers were re-defined as 'autonomous professional pedagogues' in an effort to break away from the traditionally centralised system wherein teachers have been constructed as 'public servants' since 1929. We follow the process of this educational reform, and especially its main materialisation as curriculum reform, by focusing on how teachers were discursively (re)constituted as subjects in official rhetoric and through practices of professional development and teaching material production, to argue that the teacher professionalism and autonomy proclaimed at the launch of the reform gradually acquired different meanings. In particular, we utilize the foucauldian notions of discourse, (technologies of) power/knowledge, disciplinary power, subjectivation and governance to problematise the relational position of teachers in state apparatuses, through/during this curriculum reform. Findings indicate that despite initial official attempts to re-constitute teachers as autonomous professionals and as partners of a certain expertise at different points of the curriculum reform process, such re-constitution gradually deteriorated into an 'autonomy within limits' conditioned by a seemingly increased flexibility in taking initiatives and developing instructional interventions to achieve quality and effective teaching. The workings of the state-proclaimed 'flexibility' suggest a move towards constrained, restricted or

governable forms of professionalism which left teacher subjection to state power/knowledge unchanged. This was conducted within frameworks which rendered other social actors as professionals of the reform with 'expert knowledges' that 'entitled' them to speak knowledgeably about others, in this case, teachers and their teaching.

In the discussion, we explore the (im)possibility of progressive reforms and suggest that the state continued to govern (to conduct the conduct of) teachers by structuring their possible field of action, thus re-affirming education as an institution which (traditionally) embodies crystallized power (hierarchical) relations but also re-affirming its presence exactly by subjectivating teachers as autonomous subjects.

### **Multilingual teacher education: Experience of European border region states**

*Katri Raik, Narva College of the University of Tartu | Nina Raud, Narva College of the University of Tartu*

Multilingualism and multiculturalism are one of the greatest challenges of today Europe. Their realization in practice presupposes not only the training of language teachers but corresponding teacher education as well. All European teachers need basic knowledge of intercultural communication and teaching in a second language; it also goes without saying that a teacher has also to set the personal example by being able to speak several languages: his/her mother tongue, the local second language or the language of the neighbouring state, and, self-evidently, the English language. These principles are referred to in the materials of the last five years issued by the European Committee, Council, and the Parliament.

Among the most flexible providers of the teacher training in Europe are universities or teacher training centres of (small) states located in border regions. These universities or centres also train teachers of ethnic minorities. It is exactly in the border areas where the largest communities of minorities are concentrated; and the formation of those communities has been affected by events of World War I and/or World War II. These universities have extensive trilingual working experience with state languages, languages of ethnic minorities and the English language. The study of these universities' experience might be useful for other universities to learn from.

The given presentation introduces the model of Narva College of the University of Tartu (Estonia) and compares this model with experiences of Bozen/Bolzano (Italy, Free University of Bozen/Bolzano), Komarno (Slovakia, University of Komarno), Primorska (Slovenia, University of Primorska)), and Klagenfurt (Austria, Alpen-Adria University).

In the case of universities the presentation takes into consideration the role of bilingualism and the multicultural component in the wording of the university's mission, vision and the development strategy. It is important to specify in which way bilingualism, multiculturalism as well as the component of teaching in a second language are presented in the curricula. The presentation pays attention to the ethnic composition of students, academic and administrative staff language requirements and university language policy. It is analysed how the acquisition of the second and the third languages is supported, and in which way students are counselled. A special attention is paid to universities' cooperation network and promotion of life-long learning for teachers.

## **University teachers' training in the transnational educational agenda: A comparative study of trends in Catalonia and Sao Paulo universities**

*Luciana Silva, Universidad Autònoma de Barcelona (UAB)*

The beginning of the XXI century is marked by an intense shift in the global system, pointing towards a radical change in the economic paradigm, which no longer focuses on the production of goods but on an intensive use of knowledge.

The advent of the "society of knowledge" emerges from a conception of education as a factor of competitiveness, largely propagated by international organizations, which emphasize on the role of universities and vocational training in higher education, because knowledge is regarded as an engine for the social and economic development of countries.

In a context of a weakening of the State, the educational agenda is defined by a new educational governance, based on the creation of supranational spaces for decision-making and participation of new actors, inducing organizational and structural changes in universities and affecting the role, work and training of university teachers.

In recent years, we have seen how this central role of higher education and the knowledge/economy society are increased through the efforts to build the European Higher Education Area. It is important to emphasize that this project transcends the borders of Europe and influences other processes of integration such as the Educational Sector of MERCOSUL. Within these integration processes there is a concern about university teachers' training, because these actors are held accountable for realizing the goals established by the respective projects of regionalization.

Considering that an analysis of teacher's education cannot be isolated from the social, political, and economic context, we consider it relevant to identify the trends, which are influencing university teachers' training in relation to international and regional guidelines and recommendations. In order to achieve this goal, we carry out a comparative study of some public universities in Catalonia (Spain) and Sao Paulo (Brazil).

We rely on a mixed methodology (qualitative-quantitative) using three main techniques: documental analysis, interviews and surveys. As regards the treatment of information, we used the content analysis and statistical analysis.

We identified that university teachers in both contexts face common and contradictory challenges: on the one hand, we see the institutionalization of innovative programs for teachers' training and the enhancement of the teaching profession; on the other, there are increasing demands, "precarization" of the teaching profession and the widening gap between teaching and research. In summary, we find that university teachers' training is an essential part of transnational educational agenda and it deepens the dilemmas experienced by them in a context of intense reforms.

### **Competence of class teachers in the art area**

*Zlata Tomljenovic, University of Rijeka, Croatia | Svetlana Novakovic, University of Zagreb*

Today's formal education and professional teachers' growth are directed towards gaining competencies which overcome the obsolete pedagogic paradigm about teaching as information transfer. In fact, competencies which teachers should have encompass significantly more complex knowledge and abilities, ones which relate to quick and efficient adjustment to dynamic and unpredictable teaching situations, students' inclusion in independent and active work, use of new technologies, the wholesome development of student's personality promotion. In art education, specific competencies pertain to having knowledge from theory and praxis of art and of art pedagogy as well, knowing the specificity of teaching process execution, knowing the purpose, goals and tasks of art as a school subject, the ability to



recognise and understand student's individual and art particularities and their ways of learning, the ability of creative adjustment of one's own knowledge and capacities to new situations. Modern art education puts numerous new tasks in front of teachers, the ones they can't be fully prepared for during their formal education, although the existing subjects from the artistic area on faculties of teacher education in Croatia, with their programmes' conceptions, try to come close to satisfying the students' needs. So, it is important that current and future teachers be aware of the need for continuous betterment, i.e. lifelong learning.

The research goal was to examine opinions of students of graduate teacher studies and class teachers about the importance of certain competencies in the artistic area, as well as the level of achieving the stated competencies during studies. The frequency of teachers attending various forms of professional training in the artistic area was also examined. The research included 100 students of the faculty of teacher education in Croatia and 100 class teachers employed in Croatian primary schools. The data was gathered with the use of the questionnaire, and processed on the level of descriptive and inference statistics. The assumption is that the research would show the existence of statistically significant difference between the teachers' self-assessment about the importance of certain competencies in the artistic area, and the self-assessment of having these competencies, both with students of faculty of teacher education and class teachers (the research is still in progress). The assumption is also that the results will show the insufficient presence of professional training in the artistic field. The research was implemented with the goal of establishing the existing state, in regards to the students' and teachers' competencies in the area of art education.

### **Where is my professionalism?" The impact of educational governance on teachers' self-perception – Empirical findings of a comparative study conducted in England and Germany"**

*Imke von Barga, University of Paderborn*

The question "Where is my professionalism?" is a quotation from an interview of my PhD thesis (cf. von Barga 2014) which focuses on the effects educational governance has on teachers' self-perceptions in England and Germany and thereby adds to the discussion on "Old" and "New " Professionalism or the German equivalent on "Re- und Deprofessionalisierung"(cf. Ball 1990; cf. Leaton Gray 2006; cf. Terhart 2011). Even though this is a striking quotation, it is often not clear what is meant by the term "professionalism" as the definition often varies and is depending on different factors (cf. Reh 2004).

My empirical study focuses on how teachers construct and perceive their own professionalism in a time of transition. Semi-structured interviews with Primary and Secondary School teachers of both countries were conducted and analysed with a combination of Qualitative Content Analysis (cf. Schreier 2012, cf. Kuckartz 2014) and a typology (cf. Kelle/Kluge 2010). By using a joint methodological framework for both countries it was not only possible to identify communalities between all teachers and therefore contribute to the debate of the "European teacher" but also to spot differences which can be referred back to nationality, but also to other factors such as age or gender.

On the basis of the typology, it is possible to identify current challenges in the teaching profession and to draw conclusions on how teachers perceive their professionalism. For example, by referring to the call for paper of the working group, the question is not whether teaching should become a regulated profession as, in the eyes of the teachers, the profession is already highly regulated and thereby challenging teachers' professional autonomy and their professionalism.

The important question is what can be done to match the interests of the government on teachers' professionalism with the perceptions teachers have of themselves. Possible implications for teacher development and teacher training organisations will therefore be presented at the conference embedded in a theoretical overview about the discussion on teacher professionalism in England and Germany.

## **Rural teaching: Understanding teacher knowledge and practice in certain Norwegian, Polish & German rural areas.**

*Tobias Werler, Bergen University College | Alicja R. Sadownik, Bergen University College*

This project builds on phenomena of rural education, performance of teachers' role as well as collaboration between school and local community. Rural communities present special challenges to teachers, including: large territorial distances, isolation from colleagues/professional environment, and limited access to resources for support, as well as unique community expectations and role conflicts. Much of current teaching practice seems to be based on models derived from urban knowledge and competence contexts which have little in common with the demands of rural areas. Only a very limited research literature is available, that documents or analyses the unique approaches and challenges of rural teaching. The study involves teachers from European rural areas affected by historically different teacher education programs, conceptualization of rurality and school performance.

Aim of the project is to reconstruct unique qualities of educational professionalism at schools and kindergartens situated in rural, sparsely populated areas, and thereby to reconstruct unique contributions to rural-community well-being, that can be introduced to teacher education.

International research on teacher professionalism seems to be neutral, in terms of distinction between urbanity and rurality. A way from some Canadian examples (Preston 2006) it does not consider rural ways of being a teacher. This is surprising, because pedagogy of place (Mendel 2006, 2009) as well as, place-based education (Sobel 2004) comes with a clear argument that place matters. Places with their communities are creating particular inter-subjectivities that are framing (well)being of a (good) teacher. What we do not see in the field is research that considering the distinction between the urban and the rural way of being a teacher. However, research on other professions (f. ex.: police) distinguishes between these two contexts (Slade, 2013).

This project tries to fill the research gap by reconstructing teachers' role in three culturally and socially different contexts of 'the rural' school and kindergarten. In each of these places we are going to give voice to the teachers, asking them: what does it mean to be a teacher here? Methods we see as relevant to our questions are (narrative) interviews with school teachers and kindergarten teachers.

In three different socio-cultural rural contexts in Norway, Germany and Poland we are going to conduct 15 narrative interviews in each of the countries. Considering our interpretative approach to self-understanding of teachers' role, we see life history (Goodson 2001) as most relevant. It will let us get insight in teachers' private and professional experiences over time.

Since the project is about to start in fall 2014 there are by nature just preliminary results from pilot studies. We expect to find by cross-country analysis how teachers differ how they negotiate one's own role, what required skills are not taught at teacher education and how they balance potential role conflicts since they might share same social arenas as their students.

## Working Group 4: Governing learning and learners

### **Governing by testing: The circulation of psychometrics by an inter-American network of educational experts in the context of the “Alliance for Progress” (1961-1970)**

*Cristina Alarcón, Humboldt-Universität zu Berlin*

The growing power of educational standardized tests as a “governing technology” based on measurement, control, grading and standardization both of learning and the learners, seems to be a global trend. Latin America boasts of a long tradition of standardized educational assessments specifically applied in the process of admission to higher education. This article investigates an inter-American network of experts that emerged in the 1960s during the “Cold War”, specifically in the context of the “Alliance for Progress”. This network, composed of experts from both the U.S. and Latin American countries, was coordinated and funded by the U.S. College Entrance Examination Board and gave rise to a long lasting inter-American “evaluation space”. The origin of this network goes back to the “International Study of University Admissions” organized by UNESCO with funding from the Carnegie Corporation of New York. This study diagnosed in 1963 the problem of a “dramatic” growth of applicants to universities, and the existence of “dysfunctional selection methods” of those applicants. The aim of the network, whose regional office was located in Puerto Rico, was to carry out an adaptation of the Spanish version of the Scholastic Aptitude Test (S-SAT) and stimulate the preparation and implementation of national tests based on the model of the S-SAT. Between 1963 and 1969 a pilot version of the S-SAT was administered to samples of students in Puerto Rico, Colombia, Chile and Costa Rica. National tests based on the model of the S-SAT were produced and implemented in Chile, Costa Rica, Colombia and Venezuela. The article raises four main theses: 1. The mentioned network was the result of one of the first comprehensive studies made by international organizations aimed to disseminate both definitions of socio- educational problems as their technical solution at a global level. 2. The network resulted in an inter-American circulation of psychometric knowledge and technologies, serving the evaluative experiments in Latin America, first as a scientific “laboratory” for the U.S., and secondly, as an instrument for the expansion of epistemological power of the U.S. in Latin America. 3. This network introduced and diffused a new governing-regime of learning and learners, centred on aptitude and based on the principles of standardization, normalization and mechanization. 4. The reception and adaption of the S-SAT in Chile was politically legitimized through the promise of rationality, scientificity, objectivity, neutrality and efficiency. From the theoretical and methodological perspective of educational transfer studies and based on both primary and secondary sources, the article aims to reconstruct the configuration of this network of experts, putting focus on national cases of Puerto Rico and Chile.

### **Standardised testing in compulsory school in England and Denmark – A comparative study and analysis**

*Karen Andreasen | Peter Kelly | Kristine Kousholt | Elizabeth McNess | Christian Ydesen*

National educational testing practices are flourishing in today’s educational world. Considering the important role of assessment in the production and reproduction of culture the possible impact of testing and different test practices need to be examined.

England has a long tradition for national educational testing practices. Contrary to this Denmark, a relative newcomer to the field, recently introduced national tests. In order to gain knowledge about the workings and impacts of national testing schemes England and Denmark form excellent cases for analysis. Both cases are calling for research into the outlined intentions, purpose and use of the tests, which kind of knowledge is tested and how is it scored and reported, which pedagogy is legitimized (visible/invisible) in the test practices, which ways of talking about pupils’ skills and resources is

legitimized in the test practices, how are pupils' and teacher discourses influenced regarding categorization and identity and pupils' perceptions as to what is assessed and what the test is used for.

Based on the theoretical framework of Basil Bernstein this paper presents a comparative analysis of national assessments practices in Denmark and England with intentions of throwing light on these questions in a sociological perspective.

The analysis will be based on research carried out in England and Denmark in spring 2013. The empirical study has a qualitative design to match our intention of getting insight into teachers' and pupils' thoughts and discourses related to testing. We will combine our analysis of pupils' experiences of testing with an analysis of the policy context for testing in each country and the nature and arrangements for the actual tests.

The article concludes that both testing schemes have a design corresponding with the "performance model" and does not assess competencies. Nor do the limitations of the test techniques used make it possible to assess national curriculum. Since the assessments clearly influence teaching, this can be considered an important problem.

### **Instructional Design – A model-based approach to individual and organizational learning**

*Patrick Blumschein, Pädagogische Hochschule Freiburg*

Instructional Design describes procedures for developing efficient and effective learning environments inside and outside schools. The most general model describing the systematic of ID is the ADDIE model, which stands for Analysis, Design, Development and Evaluation of instruction (cf. Dick et al. 2005). During half a century of development the approach was of course adapted a lot. Recently, model-based and systemic approaches have been developed to meet the needs of fast changing conditions of learning in the modern world (cf. Kaufman et al 2003, Rothwell/Kazanas 2008, Blumschein 2008). Kaufman pointed out the importance of strategic planning for gaining not solely learning outputs but rather outcomes. So, considering not only the micro and macro level of planning, but the societal dimension in mega planning, is the essence of Kaufman's approach to Instructional Design. Blumschein developed a extended model of analysis for ID to cover these crucial questions besides specific didactical concerns. The concept of the barrier of analysis has been set for this purpose. It is said, that deficiencies in analysing the givens both, on the individual side as well as on the institutional side are the major flaws for inefficient learning processes. Even so, ID focuses on creating effective learning environments, the process of Analysis may enlighten challenges way beyond that. This makes ID a far reaching systemic tool for educational challenges. Rothwell and Kazanas (2008) well known book *Mastering the Instructional Design Process* stresses this very point when discussing techniques to determine projects appropriate for ID as well as alternatives to ID. But what to do with such identified non instructional challenges, related to organisational learning? Can we use the same techniques for individual and organisational learning? Will a shift from an instructional point of view to an organisational level be sufficient? This question opens the field to model-based learning and instruction (cf. Seel 2003, Gibbons 2008, Blumschein 2008). Seel discusses a multi-dimensional model of model-based learning and instruction. There are mental models as instances of subjective plausibility, models as scientific conceptual models of world knowledge and instructional models as mediators between subjective and conceptual models. In a further step a model of creating models of instructional designs including models of analysis, can help to find the best solutions for any upcoming challenges. Gibbons' multi-layer approach and Seel's model-based-learning approach are important theoretical fundamentals for that. Then analogies from individual learning to organizational learning can be particular successful.

## **Who benefits from extended lessons at school? A perspective on time and learning conditions for students**

*Magdalena Buddeberg, TU Dortmund University | Anke Walzebug, TU Dortmund University*

In most European school systems lessons span from 40 to 55 minutes (Eurydice, 2012). Educational scientists as well as teachers have criticized this relatively short period for making it difficult to adapt self-organized and individual learning methods (cf. Höhmann & Kummer, 2007; Zepeda & Mayers, 2006). Accordingly, some European countries allow a prolongation of lessons (Eurydice, 2012). In Germany a lesson traditionally takes 45 minutes. But in recent years more and more schools have decided to extend lessons to 60 or 90 minutes to enhance the time for individual learning processes. In our study we focus on changes in teaching and learning processes resulting from this. In previous analyses we compared lessons lasting 45 minutes with extended lessons. Our results show no significant differences regarding the use of teaching methods and learning between both groups. Thus, the teachers rather use an extended lesson time for more individual support of students (Buddeberg, Walzebug & Stubbe, 2012). In this paper we focus on the perspective of students and the question: Do students benefit from extended lessons even though they are rather used to implement enhanced individual learning methods? To answer this question we look at background variables of students (social background, gender, age and migration background) from three secondary schools in Germany, which have extended lessons (n = 803 students). By applying structure equation modelling (SEM) we examine the relationship between students' background variables and their self-assessment of the benefit of extended lessons for their learning process. Furthermore, we will compare students attending 60- and 90-minute lessons, in order to see if there are differences regarding the point of interest here. Our hypothesis is, that younger students and students from educationally disadvantaged backgrounds need more support to make use of extended lessons. These results would indicate to pay particular attention to those students in order for them to also benefit from extended learning intervals.

## **Multi-modal governance of university learning and learners: British Malayan higher education in comparative contexts**

*Grace Ai-Ling Chou, Lingnan University, Hong Kong*

In post-WWII British Malaya, the projects of decolonization and nation-building were still in full swing and significantly influenced the parameters of new universities being built. These legacies of modernity and imperialism, however, converged with newer drives towards inter-ethnic competition through education, on the one hand, and multi-ethnic cooperation within education, on the other. Changes in the relative power balance between local ethnic groups, vis-à-vis the departing British, forged an innovative political space in which a multiplicity of cultural and political actors articulated new rhetorics and new governance methods for university learning and university learners. These fresh frameworks for university education, both conceptually and institutionally, were grounded in long-standing local identities and yet appealed to novel international and cross-regional impulses.

This paper analyses the creation of a multi-modal governance of university learners and learning in British Malaya. It examines how English-language usage and British university structures continued to shape the governance of university creation, whereby British persons and institutions sought create a common transcultural academic space throughout their waning empire. Alongside this, it explores how local cultural groups harnessed both internal and external cultural heritages to reconstruct their definition of university learning and their image of an ideal university student. In evaluating the combination of these divergent and transitioning purposes, this paper demonstrates how Malayan local demands competed with imperial and local governments in order to govern university learning and determine the learning choices of university students.

As this paper represents one element in a larger comparative project, it will draw upon relevant contrasting examples from Cyprus, Hong Kong, and Palestine. In examining Malaya within this broader context of dismantling empire, it will explore the idea of educational governance as a process whereby multiple forces—only some of which are “governmental”—can converge to redefine the purposes of university learning and of a university learner. By casting governance as a multi-modal process, the paper will also examine how such a process may create an international and intercultural educational space in which formalized structures of learning compete with non-institutional actors to forge new definitions of university learning.

### **Educational governance and innovation: Technology as end and mean of government**

*Gary Alberto Cifuentes Alvarez, Aalborg University*

Innovation in education has become one of the main topics in the political agenda of many countries around the world. Particularly, in education policies the role of information and communication technologies (ICT) is a common feature of these agendas, assuming that educational change will emerge through the intensive use of technology (Kozma, 2008).

In Latin America, there is a great concern and expectations about the possibilities that ICT offers to increase development and innovation. Thus, education policies have been deploying guidelines for ICT integration in the region, including several strategies regarding ICT competences and the improvement of teaching practices using technology.

In this work we start underlining a general strategy among different countries in Latin America that assume innovation as a matter of systems (Sunkel, 2006) that integrate different actors and institutions in play. One example is Colombia, where there has been implemented both a National System of Innovation and a National System on Science and Technology to increase institutional capacities to use ICT for education and research. We show in a multiple case study how the government of teaching practices is deterritorialized beyond those centralized efforts from the state.

For that purpose we applied different methods -interviews, focus groups, participant observations and document analysis- to describe how institutions deploy different strategies to enact ICT policies. Particular attention was paid to the practice of leaders in these educational institutions, where technologies become not only the aim but also a mean to govern the practice of teachers. Concretely, we analysed two specific practices of government: ICT leadership and accountability of innovation, which belong to a large set of strategies to enact education policies for innovation.

Drawing on policy enactment theory (Ball, 2012) and governmentality studies (Dean, 2008; Lemke, 1997), this work analyse innovation as a very powerful discourse that enable a multiplicity of techniques of government beyond a central state. Our findings highlight and discuss implications for subjects, particularly how teacher development is becoming a place that is currently problematized and intervened, but deserves further research when paying attention to technologies of government.

### **All that PISA leaves behind: Listening to teachers' knowledge**

*Vasco d'Agnese, Seconda Università degli Studi di Napoli*

The aim of this work is to deepen the understanding of how PISA (OECD's Programme for International Student Assessment) impacts learning and education through teachers' opinions. Determining this impact is highly problematic, not only in comparing a wide range of different educational practices in different countries (Dohn, 2007; Mansell, 2007; Comber & Nixon, 2009; Pons 2011; Meyer & Benavot, 2013) but also in examining PISA's impact on the curriculum as well as on the whole educational process. The use of PISA, in other words, not only entails several questions about what and how we measure and

which type of relations have outcomes for this tool regarding learning and education, it also entails a deeper question about the purpose of education and the objective of learning. PISA, indeed, has become a frame that de facto guides the educational process in schooling (Nichols & Berliner, 2007; Grek, 2009; Alexander, 2011; Au, 2011).

This study involved 49 teachers of secondary schools (students of 15 years of age) in three different schools in a city-based urban context; in the first phase, I interviewed each teacher twice; in the second phase, I conducted three group interviews, one for each school; and in the third phase, I recorded an open discussion, providing interview feedback to teachers. The focus of the research process was PISA's impact on: a) curricula, b) educational processes, c) learning objectives, d) teacher-student relations, and e) teachers' and students' emotions.

Based on the interview data, PISA raises five learning and educational questions: a) a learning question: the students learn to respond to a pre-specified problem, they do not learn to set the problem from the beginning; b) a metacognitive question: students are not stimulated to develop a metawareness of their own understanding and learning processes: their task is to solve the problem; c) a relational problem: the relationship between teacher and student is set from the outside, framed by the test, so to speak; d) an affective question: often, the effect of PISA's logic entails that the student is left alone with the "objective" of her/his result; and e) an educational question: the role of education is also to face the unforeseen that is often cut off by tools such PISA. Students, furthermore, are not stimulated to challenge or to contribute to setting goals for content-specific learning.

### **Education to remake the world: Soviet university education aid, 1956-1991**

*Tom G. Griffiths, University of Newcastle | Euridice T. Charon Cardona, University of Newcastle*

International university education has never been so prevalent globally, both as an expanding export industry for provider countries, and an opportunity for participants to attain international educational credentials. Alongside these objectives we find ideas of educating international students to promote political stability, social and cultural exchange and understanding, economic relations, and social and political change. These goals, moving beyond export income generation, align with programs of educational aid, as an arm of foreign policy, achieving goals through this form of 'soft' power.

As part of a project in progress, this paper begins an examination of the Soviet Union's program of university educational aid, from 1956 through to 1991. This phase of the historical work will draw primarily on existing research literature to establish the full nature and scope of the program. This work reviews the existing assessments of the program and its cultural, political and economic impacts in terms of its formal objectives, and in terms of additional perspectives as applied in the literature.

Building on this synthesis, the paper will apply a world-systems analysis framework, and its characterisation of historical socialism, to the Soviet educational aid program. We generate world-systems analysis inspired hypotheses about the program and its impact in participating countries, and test these against the current literature. We go on to make some preliminary consideration of these in relation to three participating countries in the Soviet program: Cuba, Vietnam and India.

Note: Ongoing research by the authors is compiling and analysing Soviet archival materials, interviews with former Soviet lecturers, archival research and analysis of policy in Cuba, Vietnam and India, and interviews with graduates in each of these countries.

## **Evaluation-based governance as pastoral supervision**

*Judith Hangartner, University of Teacher Education, Bern*

Transnational traveling policies increasingly transform educational governance in Switzerland: Two decades of reform discourse shaped by New Public Management rhetoric create spaces for the introduction of headteachers and managerial rationalities, the implementation of evaluation technologies and quality management procedures and, in the near future, the imposition of a standards-based curriculum with accompanying test-regimes. The subject of our research is a recent governance reform of public schooling in the canton of Bern. The reform rearranges governance relations on the local level and introduces new procedures of supervision that are informed by an evaluation-based model of steering. In an ethnographic study based on participant observation in four case studies, we examine local governance practices under new policy conditions. The presentation analyses the new supervision practices of cantonal inspectors. To theoretically address contemporary transnationalised governance changes we propose to look for alternatives to the term “transition”, as this concept implies a unilinear shift from an old state to a predefined future condition. In contrast, we approach contemporary globalised educational changes with Appadurai as eduscape, involving irregular flows, disjunctures and tensions between cultural homogenisation and heterogenisation. Thus, we perceive our research object with Collier and Ong as global assemblage. From this perspective, the governance reform in question is not restricted to a single logic but embraces multiple determinations and temporally changing forms. Such an assemblage is already at work in the evaluation-based reform model and is accelerated in the practices it incites. Even the model itself includes NPM managerial ideas and its focus on evaluation while excluding the related outcome-based steering by testing regimes. Ethnographic enquiry of the interactions between the cantonal (which means state) inspectors with headteachers and local school boards’ representatives within the new controlling procedures shows how the controlling event is performed in a familiar atmosphere. We analyse the practices of control as pastoral mode of supervision, in which headteachers are obliged to confess their failings while the inspectors take care of their salvation. This pastoral mode of supervision involves deeply ambivalent stances towards standardised procedures of evaluation: although the interaction is based on an evaluation form and includes the control of the school’s evaluation operations, the results of these surveys are hardly discussed at all. The presentation aims to show how by this evaluation-based governance reform new managerial rationalities are articulated with traditional modes of supervision.

## **A historic case of educational governance globalization: Preliminary results from comparative research on Workers’ Faculties in Cuba, Mozambique and Vietnam**

*Tim Kaiser, Justus-Liebig-University Giessen | Tobias Kriele, Justus-Liebig-University Giessen |  
Alexandra Piepiorka, Justus-Liebig-University Giessen*

Workers’ Faculties were part of educational governance in a number of socialist countries as well as countries following a path of socialist development, especially in respective periods after revolutionary change. The “Workers’ Faculty-idea” traces back to the Rabfak that were founded in 1919 and were widespread in the Soviet Union. With regards to educational governance, these aimed at achieving two goals:

- To enable workers and peasants to study at universities
- To create a new social elite.

After World War 2 this idea was transferred to different countries around the globe where it was implemented in local contexts. This globalization of the Workers’ Faculty took place in two waves: During a first wave after 1945, a direct transfer of the “Workers’ Faculty-idea” to Central and

Eastern European countries (German Democratic



Republic, Czechoslovak Socialist Republic, People's Republic of Bulgaria, People's Republic of Poland), as well as to Asian countries following a socialist development path (Democratic Republic of Vietnam, People's Republic of China, Democratic People's Republic of Korea) took place. In a second wave from the 1960s on, the idea spread to African and Latin-American countries through indirect institutional transfer, largely with reference to the German Democratic Republic's Workers' and Peasant's Faculties.

This presentation focuses on Workers' Faculties in Cuba, Mozambique and Vietnam to highlight commonalities and differences both in the local practices of the Faculties and the transfer processes. While the Faculties in all three countries were marked by the two goals mentioned above, emphasis on one of these goals, as well as on particular functions of the Faculties in the overall educational system varied considerably. At the same time, international cooperation connected to the respective

Workers' Faculties, as well as processes that have been described as "borrowing" and "lending" of educational policies, differed between the three cases.

Our work draws on a first phase of field work including archival research as well as contemporary witness interviews in the respective countries and in Germany. In the larger context of a three-year research project, we aim to build a comparative study of an historic global institutional transfer exemplified in the Workers' Faculties of Cuba, Mozambique and Vietnam

### **Gifted education in Germany**

*Sandra Linke, University of Education Freiburg*

I would like to give a short overview about the situation of gifted education inside Germany. What are the outcomes of 30 years of gifted education inside Germany? What are still challenges existing? What concepts we have in order to fulfil the needs of gifted students (and why they are not often enough put into practice)? Why teachers sometimes make it hard for gifted students to bring their talents into practice?

I made in 2004 an empirical post-school study in order to find out how satisfied are gifted students who have been fostered on a special school for gifted (at the time of the questionnaire they have been 2-10 years out of school). They had to fill in a questionnaire and answer, based on their own valuation, if what is important for them in life was already reached by themselves or not. I used the short form of one existing measurement called: FLL (questionnaire for life aims and life satisfaction from Kraak und Nord-Rüdiger, see German website: <http://www.testzentrale.ch/de/tests/testabkuerzung/gen-a-z/flexShow/testDetail/testUid/936/>) in order to find a "satisfaction index" for these students and then I compared this with data existing from the "14. Jugendschellstudie" (youth shell study). The results of the study should not be generalized, because only students from ONE specific school inside Germany (Braunschweig) were asked and of course, the results are ten years old now. But there are interesting questions resulting from this study which could be used for further inquiries or research projects.

### **Governing the brain: New narratives of human capital in Australian early care and education**

*Zsuzsa Millei, The University of Newcastle*

Developments in neurosciences have undoubtedly moved into many spheres of early childhood education and policy. In this paper I am specifically interested in exploring what are the possible consequences for different populations and educational knowledge production of new narratives that are produced by the neurosciences latching onto the human capital model. My questions are: How do developments in the neurosciences alter the ways in which problems are constructed through the human capital model, how those are made intelligible and what interventions are produced? On what kind of human being or child subjects these interventions are administered? How care and education

could be possibly imagined for these child subjects? My Foucauldian analysis is not based on a comprehensive review of literature rather it offers a speculative examination of a series of possible narratives to critique (and destabilize) the possible effects of these policy directions.

In this paper first I briefly explore the local inflections of the human capital model in Australian early childhood policies that took variable narrative shapes since the 1960s. My focus is on how these policy texts possibly and differently position human subjects within events and actions and inform local construction of practices. I draw on and extend Luke's (1997) work that developed three historical narrative variants of the human capital model in Australian educational policies and demonstrated how those opened possibilities for different consequences for educationally marginalised groups and communities in particular. Through a meta-analysis I illuminate how these narratives were also prevalent in early childhood policies in Australia and what kinds of child subjects and early education they have constituted.

In the major part of the paper I explore how possible narratives of human capital model emerge at present through particular mutations affected by the neurosciences. Neurosciences reconceptualised personhood with the idea of the neuromolecular (describing the brain's anatomy and physiology), plastic (brain's mutability across life-span) and visible brain (made possible by animal research and visualisation technologies) and colonize practices from child rearing to education (Rose & Abi-Rached, 2013). As psychology did across the twentieth century, neurosciences potentially form a "new regime of truth about our nature as human beings" (Rose & Abi-Rached, 2013, p, 227). In this way, neurosciences potentially reconfigure and make intelligible otherwise individual and collective problems and make the brain itself an additional target for policy interventions. As this new 'truth' about the human mixes with the human capital model, new narratives and possibilities for consequences for different groups and communities might take form.

### **Elastic numbers: National examinations data and government at a distance**

*Nelli Piattoeva, University of Tampere*

This presentation is motivated by interest in the variety of ways in which massive numerical information generated by nation-wide school examinations is implicated in the practices of control and steering. I aim to describe how the exam results produced by the national high school graduation examination in the Russian Federation are used to govern and govern through different actors, from students and their families to large units such as universities and local public administration. This presentation seeks to contribute to a growing pool of critical literature that treats evaluation and data production as practices of control at a distance in a historically specific socio-political context where more and more activities fall under performance measurement systems. My general argument is that data do not merely visualise practices previously hidden from the state's eye, making them legible for regulation, but also assemble heterogeneous actors into a loose network of control which expands and blurs their roles as subjects of and subjected to government. Methodologically, I claim that it is important to track where data produced for a specific purpose have travelled; and how the narrative that they carry along is continuously re-written as they are co-opted for new accountability projects. Tracking where and how numbers travel is emphasized as

## **Learning (or not learning) languages at school in the EU**

*Bartomeu Quetgles-Pons, Universitat de les Illes Balears*

Which language has to be learnt, which language has to be used for teaching and learning are central and permanent issues in the school systems. The decisions are usually taken at the top level of the governing hierarchy, more sensitive to the political matters than the educational ones.

This paper explores four different stages: a) the Latin monolingual European school system run by the Church; b) the emergence, first with the Reformation and then with the Enlightenment, of state school systems centred on national languages; c) the introduction of “regional and minority” languages in state school systems in the second half of the last century; d) the introduction of foreign languages (or perhaps only one?) as a medium of instruction at international scale in the present days.

In each stage the role played by the school systems in favour of some languages against the other ones is examined; different teaching and learning strategies, as submersion, immersion and content and language integrated learning, are compared.

The possible effects of these different arrangements for language learning are checked against the latest data on the languages spoken by the citizens of the EU.

## **Management of pupils’ data and bureaucratization of teaching and learning**

*Anatoli Rakhkochkine, University of Leipzig*

The paper addresses the questions whether the new strategies of governance in education and new procedures for the data-based management of teaching and learning have unintended effects and increase the bureaucratization at schools.

The paper provides a comparative overview of the recent developments in Germany, the UK and the Netherlands.

The paper refers to the theoretical framework of a) the research into new strategies of governance in education (cf. Altrichter/Maag Merki 2010), b) the concept of unintended effects of accountability in education (cf. Bellmann/Weiß 2009, de Wolf/Janssens 2007) and c) international comparative research into bureaucratization in education (Rakhkochkine/Mitter 2010, Visscher/Witziers/Schreerens 2007). The paper is an enquiry of analytic nature. It is based on a literature review and summarizes theoretical considerations and empirical findings about the implementation of assessment-driven instruction, records of individual learning development at mainstream schools and of electronic school information systems.

The paper demonstrates an international trend to enhance teaching by promoting data-based decisions and information sharing about pupils and about their learning development. Schools are expected to be more accountable for their work based on educational standards and measured by of pupils’ attainment. This development seems to have effects on classroom practices. This aspect has been raised in various concepts of individualised education plans, records of individual learning development etc.

The tracking of individual learning results of pupils and of the added value of individual learning support is expected to provide more accountability of teachers. The paper demonstrates that new procedures of accountability and new instruments of data-driven individualization in education are likely to cause the side-effect of bureaucratization of classroom practices when “managerialism” becomes more important than teaching and learning activities.

## **Competence as an emancipatory concept?**

*Klara Skubic Ermenc, University of Ljubljana*

The concept of competence is one of the most controversial and theoretically empty concepts in contemporary education; on one hand it is often criticised by researchers, on the other it is welcomed by politicians and by certain professionals working in the field of education, notably in the field of vocational education and training (VET) (Allais, 2011; Brockmann, Clarke and Winch 2008; Hylland, 1994; Kotnik, 2013; Méhaut, Winch, 2012; Wolf, 1995). The paper discusses the competence-based approach as it has been designed and implemented in VET in Slovenia: The conceptualisation of the competence-based approach and its implementation was from the very beginning informed by critical and cautious observations and thus tackled very carefully. It was envisaged not only to bring VET closer to the needs of the contemporary knowledge economy, but also to support VET students in achieving higher order thinking and to increase their motivation for learning and working in the occupation they have been trained for. One of the main aims of the approach was also to help teachers to support students in developing their ability to integrate knowledge, skills and attitudes, enabling them to solve complex and unpredictable professional tasks and challenges, which is the most persistent problem of VET in the country.

The paper will explain the main characteristics of the contemporary curriculum reform in Slovenian VET and some of its underlying concepts. It will continue with the discussion of the didactical and curricular model that has been established to support the realisation of a competence-based approach, its potential and weaknesses. Finally, the project which produced a special model that builds on the concept of competence-based didactic unit will be examined. The model has been developed with special consideration for its educational, social and organisational context; it has been tried out and evaluated. The evaluation reveals some encouraging results; however, a careful interpretation is required.

## **E-learning governance in Southeast Asia: Dealing with dinosaurs**

*Fredric William Swierczek, Thammasat Business School | Clemens Bechter, Thammasat Business School*

E-learning is the most dynamic field in Southeast Asian (Singapore, Malaysia, Thailand, Philippines, Indonesia and Myanmar) education. Unfortunately this dynamism does not transfer to higher education. A key factor in this situation is e-learning Governance.

In Higher Education e-learning Governance is top down and command and control oriented. Typically in Southeast Asia it begins with a Ministry. At the ministry level the emphasis is on Quality Assurance (QA); typically meaning standardization.

The next level is the university. Here the emphasis is on implementing the QA standards but also maintaining a status quo of disciplinary based education. This tends to be traditional and conservative.

The final stage of E-learning Governance is the Academic Program at the undergraduate or graduate level. In Business Administration, undergraduate (BBA) or graduate (MBA) are relevant examples. At this stage programs would like to innovate in e-learning but are constrained too often by Ministry or University limitations.

**Purpose:**

This paper will identify the factors that influence e-learning Governance in academic programs, particularly in Business Administration. It compares the e-learning Governance of two countries in Southeast Asia: Thailand and Vietnam. Thailand has an established e-learning strategy in Higher Education. Vietnam is in the process of developing this strategy.

**Perspective:**

The Learning Governance Framework (Deloitte, 2012) will serve as the perspective used in this paper: see Table 1. Learning governance relates to the formal framework for managing decisions about learning and talent decisions. It includes:

1. Accountability
2. Priorities
3. Budget and resources
4. Actionable decisions
5. Learning transformation

The Learning Governance Framework is used as the perspective because it emphasizes the responsiveness, relationship with stakeholders, and competencies learners are expected to have to perform more effectively. This emphasis is often missing in Higher Education agencies and universities.

Table 1: 7 Critical factors of e-learning Governance

1. An enterprise/organization wide learning strategy
2. Capability to identify, assess and create capabilities
3. Efficient and effective operations
4. Clarity of ownership and budgetary control over learning initiatives
5. Specific values, objectives, metrics and tracking
6. Result based performance
7. Increased value for participants and clients
8. Prioritization related to market needs (Deloitte, 2012)

Mode of inquiry:

This study is qualitative. It applies the e-learning Governance Framework as criteria to evaluate the implementation of e-learning Governance as it applies to blended and on-line learning programs in Thailand and Vietnam.

Data Sources:

Specific documentation on the e-learning governance will be obtained from the Higher Education Commission of Thailand and from the Department of Graduate Education, Ministry of Education and Training, Vietnam. The requirements for e-learning Governance are assessed as they relate to the design of a blended learning program for an Executive MBA in Southeast Asia.

Results:

In the beginning stages of e-learning, government agencies in higher education follow a supportive policy of infrastructure development to facilitate the implementation of e-learning programs. This emphasis is consistent with the open source design of an effective e-learning program. As

e-learning becomes more established the e-learning Governance reverts to an institutional framework of quality assurance at both the ministry and university level. This approach becomes bureaucratic and inflexible. It is in contradiction to the necessary dynamism that fosters e-learning initiatives.

This evolutionary trajectory of e-learning reflects the dilemma of the dinosaurs – if you don't change you die.

## **„There is always something unexpected...“ – The importance of trust for the governance of school innovation projects**

*Marianne Ullmann, KPH Wien*

For about 20 years a renaissance of the academic discourse on the concept of trust can be observed. Various disciplines such as psychology, philosophy, sociology, economy and organizational theory deal with the importance of trust. In my paper, in which I present parts of my dissertation project, I approach the concept of trust from a sociological perspective. According to Niklas Luhmann I understand trust as a means to reduce complexity. Furthermore I relate to a rather unfamiliar approach, namely trust as it can be seen by the actor-network theory (ANT) of Bruno Latour.

What is the importance of trust in the governance of school innovation projects? I would like to discuss this question on the basis of the Austrian innovation project eLSA („E-Learning in everyday life at school“). The central goal of eLSA is to integrate information and communication technologies (ICT) nationwide in secondary school lessons (10 to 14-year olds) in order to modernize teaching and learning.

Innovations may lead to an increase in complexity. Expert Interviews with different representatives of eLSA have shown that the uncertainty related to E-Learning Technologies more often leads to mistrust than to trust.

## **PISA and social structure: A cross national study**

*Richard Verdugo*

PISA results make national decision makers very nervous. When student scores are released and a nation's ranking is determined, much activity follows. Politicians and other decision makers begin debates about the performance of their students, and if students do not perform well, there are discussions about making significant changes to their educational system. Well, in reality there are no significant changes since reforms are merely tinkering around the edges of educational systems by focusing on, say, math and science, back to the basics, improving teacher training programs, and re-training teachers. In addition, an emerging Neo-Liberal viewpoint in many countries pushes for accountability, decentralization, and privatization of the educational system. But these efforts, I would argue, miss the point entirely. Educational systems are unique social system products and reflect the social structure characterizing a society. By social structure I mean the regular, routine behavior and organization characterizing a society. In fact, educational systems reproduce social structure. My basic argument is that schools, and thus student performance, are products of social structure. In testing such a conjecture, I examine PISA math scores and their relationship to four measures of social structure: the quality of life in a society, the quality of a nation's educational system, the level of income inequality in a society, and the quality of national health. I use two data sources in my analysis: PISA 2010 math scores from 59 participating countries, and four indices from the 2010 Human Development Report. The analysis is at a high level of generality because there are 59 observations. Never the less, my analysis reveals important associations between these measures and PISA math scores. My tentative conclusion, which awaits further analysis, is that social structure is related to student performance.

## **Minoritization through scholarship: Problematising Chinese minority higher education research**

*Yongxia Zhang, University of Newcastle*

Chinese minority higher education has been known as a major arena for national unity (Sautman, 1999), social stability and economic prosperity (Clothey, 2005). The strategic and prioritized status of minority

higher education is witnessed by a growing body of research on minority minzu university students which aims to better help and integrate them in the “socialist big family” where everyone is equal. Through a brief review of current literature on Mongolian university students, I argue the identity of Chinese minority Mongolian university students is predominantly explored and defined in current academic scholarship in essentialized terms, such as being ‘backward’, ‘underachiever’, ‘disruptive’, having ‘low intelligence’, or being ‘powerless’. This approach not only produces humanist understandings of subject that perceive human being as having a single, unified, stable and coherent core, but discursively reinforce and maintain the binary exercise of minority/Han, powerful/powerless, inscribing minority Mongolian university students with a hierarchy of knowledge, ability, values or merits. Through minoritizing them as a “special group”, current literature on Chinese Mongolian university students stabilizes and normalizes the oppositely arranged hierarchy where Mongolian university students are produced as the negatively valued element while ‘Han’ supremacy is perpetually reproduced. I conclude by arguing for poststructuralist research that not only “interrogate(s) what the theoretical move that establishes foundations authorizes, and what precisely it excludes or forecloses” (Butler, 1992, p. 7), but indicates “a shifting world where none of these dualism held tight” (Davies, 1993, p. 96).

### **Educational governance and government’s authority: Reflections from Greece**

*Aristotelis Zmas, European University Cyprus*

National governments have offered the option to non-state actors, such as international organisations, NGOs, private firms and voluntary agencies, to jointly shape educational policies in the name of governance. Indeed, the popular mottos of the 1990’s for ‘less government and more governance’ and ‘governance without government’ were driven by speculations for the weakening of governments’ ability to manage, among others, their education systems. The present paper challenges the positions linked to these mottos, suggesting that government and governance are not mutually exclusive in the field of educational policy. Governments as central bodies of states’ power play an important role in the arena of educational governance and can acquire further legitimacy by developing relations with non-state actors.

This argument is discussed by focusing on the gradual efforts of Greek governments to utilize ‘softer’ mechanisms of educational control. In the case of Greece all decision making in education was originally centralized and bureaucratic, as state regulations clearly defined the rights and the obligations of all stakeholders. Moreover, the promotion of vertical (top-down) power-relations mainly served clientelistic politics rather than contributing to the implementation of a long-term plan of educational reforms.

Nevertheless, Greek governments since the mid-1990s have encouraged the establishment of a polycentric power system in education. More specifically, they enacted laws on educational decentralization due to domestic pressures to achieve collectively negotiated solutions on educational problems. At the same time, they establish ‘independent agencies’ to promote the basic postulates of the European discourse, such as lifelong learning, intercultural education, and quality.

However, the Greek governments avoided opening the ‘Pandora’s box’, by involving more non-state actors in educational governance. In particular, the laws on the educational decentralization concerned issues of limited importance and several reforms remained unfulfilled, increasing the public mistrust towards such initiatives. Furthermore, Greek governments strengthened their educational control, using the newly established ‘independent agencies’ as networks nodes to not only legitimize reforms, but also to defend further the interests of the ruling party. Hence, from a state-centric perspective, educational governance in Greece can be defined as a government’s effort to remain the dominant authority retaining its educational control and protecting this privilege.

## Working Group 5: Governing education beyond schooling

### **From the comparative analysis of formal systems of education to the galaxy of non-formal and informal education: Three cases of study**

*Nicola Silvio Barbieri, University of Modena and Reggio Emilia*

Research in comparative education is often linked to research in history of education and of educational theories.

Most part of comparative theory and practice were devoted to research in the field of schools and schooling, both for bettering real existing schools (as it was at the beginning of the history of comparative education) and for improving research tools and theoretical perspectives. The same is for history of education, where the history of educational institutions (kindergarten, schools, universities) is still the most important field of research.

In the contemporary complex world context, the importance of formal education, though very important, is slightly obscured by non-formal and informal educational practices; it is sufficient to think of the importance of the educational effects of television.

Contemporary comparative education, however, is still focused on formal education, even if declined as international education.

My discourse is an attempt to highlight some comparative research perspectives in the field of non-formal and informal education, presenting three cases: the growth of the scout movement as a lucky case of international non-formal education, a comparison between the original format of the scout methodology and the national interpretations of that format (comparing the case of the cub scout associations in Italy and Spain), a comparison between two Non-Governmental Organizations devoted to children's caregiving in Ecuador and Italy (ACCIO and Maranathà).

### **Education and health: Similarities and differences between governance by empirical research**

*Uwe H. Bittlingmayer, Pädagogische Hochschule Freiburg | Eva Bitzer, Pädagogische Hochschule Freiburg*

To ground policy on the bases of empirical research is very traditional in public health policy. The origins go back to a very early stage but particularly in combination with social medicine (Virchow and others pioneers) at the end of the 19<sup>th</sup> century this idea became almost everywhere popular in a systematic health policy by the nation state. The vision was a science based policy that transforms the results of science more or less directly into political programs and strategies. But in Germany this form of science based health policy were severely damaged by the German Fascism, which used scientific research to legitimize their eugenic program, killing millions of people with scientific arguments. Since the Eighties of the 20<sup>th</sup> century, there is a careful reanimation of the idea of a science based health policy, starting with collecting health relevant data on the federal level. Since almost thirty years, there is a permanent increasing in collecting that health relevant data in Germany but a science based health policy is still far away.

In our contribution, we want to analyse in the first step the relationship between scientific knowledge and health policy from the perspective of governance strategies. On the fundament of this analysis, we want to discuss in a second step similarities (e.g. the permanent call for more data, more call for proposals, call for evidence based strategies etc.) and differences (mostly within the players & interests) between health and education.



## **Negotiating potentials and limitations in education and employment in transnational biographies**

*Lalitha Chamakalayil, Pädagogische Hochschule Freiburg | Christine Riegel, Pädagogische Hochschule Freiburg*

People with a statistically ascribed migration background often face challenges in Europe with regard to an unequal education system and difficult employment options (Liebig 2007, UN 2007), especially in processes of transition from school into employment (Beicht/Granato 2010, Ferreira/Pohl 2012). In this paper we focus on young people and their subjective scope of possibilities: How do they negotiate expectations, capabilities and traditions, handle possibilities and boundaries in a migration society, in a context of globalisation, internationalisation and transnational spaces? The multidimensional, process-oriented character of mobility and migration, with regard to social contexts, identification and belonging are discussed in concepts of transnationality (cf. Ong 1999; Faist 2000) transmigration and transnationalisation (Glick-Schiller et.al.1992; Pries 2000) as well as in the Cultural and Postcolonial Studies (cf. Hall 1999; Castro Varela/Dhavan 2005).

However, structural, material and social limits of transnational mobility and migration with regard to unequal resource allocation and asymmetrical power distribution need to be taken into consideration as well (Bommes 2002; Lutz 2009).

In our international research project we collected qualitative data from families with a migration background in urban neighbourhoods affected by processes of marginalisation. Our theoretical approach sees family members as actively dealing and negotiating with societal circumstances and social meanings. Their strategies are analysed, taking relevant explanation contexts into consideration and ask how people interpret and shape their scope of possibilities ("Möglichkeitsraum" Holzkamp 1983). Our research project aims to transcend beyond the deficit-oriented perspective without neglecting the social and societal challenges families with an ascribed migration history have to deal with (Riegel 2004, Riegel/Yildiz 2011).

In this paper we will present first results from Germany, the data analysis is on-going. Biographical interviews (Schütze 1983, Fischer-Rosenthal/Rosenthal 1997), supplemented with group discussions (Bohnsack 2000, Loos/Schäffer 2001), each with a family, are analysed with the Documentary Method (Bohnsack 2000, Nohl 2006).

We expect to gain insights with regard to experiences centred on education and employment, an area accentuated by the intersections of migration, class, gender and generation. We focus on individual resources and creativity within a space of possibilities and analyse, where people experience limitations and hurdles, as well as opportunities and possibilities, and how and under which circumstances these are explored. The transnational social space as well as migrant family history seem to offer resources and options for biographical planning.

Pathways are often creative and manage to challenge prevailing institutional and structural hurdles, however, not always successfully.

## **Establishing and sustaining visual arts teacher professional development in a community of practice: A case study of the Asia Art Archive**

*Susanna Y M Chung, University of Hong Kong*

This paper is a case study based on a professional development program of the Asia Art Archive (AAA) for visual arts (VA) teachers in Hong Kong. Founded in 2000, AAA is one of the world's leading public resources for contemporary Asian art. Its Learning & Participation Department was established in 2007. To address the challenges secondary school teachers face in teaching contemporary art in the classroom

in Hong Kong, AAA has organized a professional development programme 'Teaching Labs', from April to July for three successive years since 2012. It aims to enhance teachers' knowledge of the field and share ways the subject can be introduced in the classroom through talks, workshops, discussion, curriculum and lesson planning experience sharing sessions. Through this programme, AAA has built a solid partnership with local visual arts school teachers.

Most visual arts teachers are provided with little professional development support or mentoring in most teacher education programs. Since current professional development (PD) often does not effectively support visual arts teachers in transforming their instruction and in update subject content. A community of practice facilitates the development of teachers' knowledge and pedagogy in the midst of changing educational policies and environments. The aim of this study is to examine visual arts teachers' perceptions of inhibiting and fostering factors of the community of practice. In this qualitative, topic-oriented study, interviews will be conducted and written reflection of teachers participated into the AAA program will be studied.

We argue here that as the VA assessment and education policy change, our PD mechanisms also need to change in ways that not only improve Pd, but also enhance the growth of PLC. Through understanding how these teachers' perceive the inhibiting and fostering factors of an example of a community of practice could giving us insights whether and how the building of a community of practice can be nurtured and sustained.

### **The higher education internationalization in comparative perspective: The system of credits and diplomas under the BABEL Consortium**

*Ana Lucia Fernandes, Federal University of Rio de Janeiro*

In the last years, it is visible an intense process of the higher education internationalisation. The formation of economic blocs has fomented a greater movement of people, as well the necessity of creating common spaces for training and the recognition of such formations. Maybe the Process of Bologna must be the major example of this phenomenon in the direction of one higher education European system. It's also evident one movement from European Union towards Latin America, in which programs of exchange of students like Erasmus Mundus is a significant pattern. Taking the participation of the Federal University of Rio de Janeiro in the Babel Consortium (Building Academic Bonds between Europe and Latin America), from Erasmus Mundus Programme, and our participation in the BABEL's Quality Assurance and Information Committee, this paper aims to show the preliminary results of one ongoing research conducted in the interior of the Consortium which intends to answer the following questions: how each University manages its own credits system and how it is adapted to receive foreign students; how each University deals with the students that study in a foreign country and bring different types of disciplines and credits. In one more open view, we want to investigate in what extend this kind of cooperation and mobility programs in Higher Education are changing the curricular structure of these Universities and if it is possible to create a common system of credits and diplomas.

### **'The daily moral burdens' – An investigation into professional identity, routine moral stress and moral agency of local SEN professionals in the wake of the UK Coalition Government's 'Support and Aspiration' Green Paper**

*Beate Hellowell, King's College, London and University of East London*

This interview study contributes to the parent-professionals partnership literature by exploring role construction, routine moral stress (Cribb, 2011) and moral agency of local SEN professionals in the face

of normative expectations which may obscure the development of personal qualities highlighted in literature (Hodge & Runswick-Cole, 2008) as beneficial for positive partnerships. It provides a timely response to the concerns identified in the UK Coalition Government's 'Support and Aspiration' Green Paper which suggests that better partnership working can be achieved by clearer guidance, managerialist processes and market-driven outcomes. The insights gained contribute to a less hostile conceptualization of local SEN professionals and the currently lacking exploration of an ethical dimension of SEN role occupation in the UK. The research questions were:

1. How do local SEN professionals balance the tensions between role compliance and role transcendence in their relationships with front-line professionals and parents?
2. How do local SEN professionals perceive and handle routine moral stress?
3. Do local SEN professionals recognize and exercise ethical agency in their roles?
4. How are local SEN professionals supported to cultivate and exercise practices that help to develop moral agency?

An interpretivist research paradigm was adopted, and theory was emergent and grounded in the generated data, although Cribb's theoretical framework of moral stress has significantly shaped the research parameters. Audio-recorded semi-structured interviews, followed up by e-mail interviews to further probe areas of significance were analysed by drawing on interpretative phenomenological analysis (IPA, Smith et al., 2009). Following Baker and Johnson (1998), the project viewed the interviews both as a data collection method and as a professional practice that could critique and reshape practice for the participants involved.

The study revealed professionals who were fully supportive of partnership working, where the child's needs rather than organizational expectations or parental preferences were given highest priority. They accepted conflict, complexity and ambiguity as positive drivers to improve outcomes for children and demonstrated resilience and resourcefulness in negotiating moral stress. The study highlighted that there was insufficient formalized support for developing moral agency.

### **Youth participation and European policies of citizenship education**

*Lihong Huang, NOVA, Oslo and Akershus University College*

According to contemporary discourses of citizenship education, citizenship in a democracy not only gives membership status to individuals within a political unit but also constitutes a set of values and practices of social and political engagement over governance issues at personal, local and national levels, which implies gaining and using knowledge and understanding of laws, documents, structures and processes of governance. Participation is an essential element of citizenship in a democratic society and a democratic Europe. Whilst European youth is marginalised in their participation in formal politics to certain extent due to their limited access to the power structures and their vulnerable positions in the social and economic arenas. In this paper, I first present facts of youth political participation in Europe. I then provide analysis of European youth policies with a focus on citizenship education.

### **Governing educational spaces of cultural capitalism: Commodity aesthetics and educational materiality**

*Phillip D. Th. Knobloch, Universität Bayreuth & Universität zu Köln*

Cultural capitalism can be linked with the phenomena of economisation of culture on the one hand, culturalisation of the economy on the other. Within this context cultural studies currently put focus on

material culture (e.g. H. Drügh et al.; D. Miller), rethinking positions of critical theory by differentiating between the utility and the fictional value of consumer products. Fictional values of goods, so the pugnacious thesis of W. Ullrich, have to be understood as a creation of capitalist consumer culture and should be compared with high culture artefacts, offering possibilities of aesthetic education on the basis of commodity aesthetics.

Consumer culture therefore can be considered as a transnational educational space, where informal aesthetic education – substantial for present identity formation under the commodity regime – occurs in a massive way. Situating the emerging European educational space within the global cultural economy, the analyses of informal aesthetic education linked to material consumer culture will be introduced as one important aspect of educational governance studies. Results of a running study are presented, indicating that actual programs and theories of citizenship education on the European and German level still tend to be linked with former concepts of critical theory, unable to analyse the ambiguous importance of material culture in an accurate way.

The implementation of milieu marketing in adult education (R. Tippelt et al.) can be taken as an example for current transformations of educational governing, steering, management and evaluation, based on consumer research and appropriate product design. Related to the materiality of culture (A. Reckwitz) this type of commoditisation of education will be analysed, pointing out the aesthetic aspects – which include body movements related with the incorporation of knowledge, and artefact arrangements related with the storage of knowledge in artefacts – of the desired educational product.

Although these types of educational products are very complex, a comparison with traditional consumer products is revealing. From this point of view not only the utility value of adult education, but also its fictional value has to be considered in educational governing and educational governance studies. An exemplary comparison between the concept of Tippelt et al. and a concept of Argentine adult education demonstrates that the aesthetic dimension of educational spaces is a fundamental topic of comparative education in the context of cultural capitalism and governance. The presented investigation draws the conclusion that educational practises and politics in post-modern societies are deeply influenced by an extensive process of aesthetisation.

### **The complexity of improving education in Anglophone sub-Saharan Africa: The macro level of national policy-making and the supra level of international policies and interventions**

*Ramon Leyendecker, Pädagogische Hochschule Freiburg*

#### **Objective**

There is wide agreement that improvements in the education of sub-Saharan Africa (SSA) are much needed and relevant for personal and national developments.

Decades of reform experience in sub-Saharan Africa have shown that the differences between the ambitions and the policy rhetoric about educational change at the national level, on one side, and the classroom reality on the other side are prominent.

The paper discusses the influence of national policy-making and of international policies and interventions on educational reform.

#### **Theoretical framework**

Reforms and educational change are complex. From a systemic point of view, complexity refers to the so-called operational levels (nano, micro, meso, macro, supra).

Across different researches in SSA it is agreed that the facilitation of educational change processes in SSA require a particular focus on the coherent development of the three dimensions of teacher knowledge and practices, curriculum characteristics, and organisation and management .

Coll and Taylor (2008), discussing 27 contributions from Africa (9), Pacific (5), Caribbean (1), Middle East and India (4), Europe (2) and Asia (6), identify the political dimension as the key driver and key input for educational reform.

Particularly for Africa, externally funded projects or programmes, aiming to improve enrolment and instructional quality, influence educational change processes and reform.

#### Methodology and data sources

The paper bases on the (i) data collection and a cross-national micro-macro analysis in seven Anglophone countries, pinpointing to the influences of National policies and international interventions on educational change in SSA; (ii) a literature review on national and international policy influences to gain additional data and to corroborate findings; and (iii) analysis of documentation on interventions for educational quality (macro-micro). Two methodological challenges of mixed patterns of evidence and legitimated generalizability in cross-country data comparison are acknowledged and considered.

#### Findings and conclusions in a nutshell

Contemporary educational reform centre on formal curricula borrowed from international discourses. Borrowing of apparently progressive ideals goes hand in hand with proclamation of fundamental reform. Reforms lack clarity and neglect implementation, they remain symbolic. These generalised statements must and will be differentiated in the presentation.

National and international policies focus on tangible products. Not questioning the importance of products, in SSA educational policy-making their roles are over-valued, while processes are neglected and not sufficiently addressed.

The complexities of reform are inappropriately addressed at the macro level.

As an overall observation, institutional capacities are not sufficient to support ambiguous national reforms.

### **Governing teacher's professional development through Lifelong Learning**

*Damien Mbikyo Mulinga, University of Rwanda*

While encompassing both teaching and learning of knowledge, proper conduct and technical competency, Education, in its broader sense, is any act or experience that has a formative effect on the mind, character or physical sense of the individual.

Objectives: In this paper, the author aims to demonstrate how teacher's professional development through the process of Lifelong Learning could be one of the ways of governing Education beyond school.

Perspective or theoretical framework: Today, all the aspects of social life are being oriented in a global sense affecting large number of regions and countries. In order to fit the new and global system, it requires everybody agility and adaptability. In this respect, all citizens, through Lifelong learning, should be provided with learning opportunities in order to be open to new ideas, decisions, skills or behaviours, be adapted to new skills and new needs that enable them understand economic, social, political and environmental challenges at national, regional and global level. Lifelong learning is all learning activities undertaken throughout life with the aim of acquiring or improving knowledge and skills in order to be competent for further employment or studies. It is a permanent adaptation in the social setting in which each individual continues to learn all the life; it enables individuals to increase and improve the knowledge and the way of living.

Methods, techniques, or modes of inquiry: Regular readings, daily observations of social facts, discussions with people in schooling outputs on joblessness, discussions with unemployed people from higher learning institutions, academic debates during public lectures.

Data sources, evidence framework: In this present era, innovations are making human beings to face physical, intellectual and moral transformations. Formal education system is being challenged and checked giving place to Education which trains people and gives everyone the opportunity to face the requirements imposed by the changing World.

Conclusion: Today, professionals can longer be totally sustained along their career with the skill acquired through their old system of Education because formal education has become a routine system.

By being challenged, this system has exposed many people on unemployment whatever the kind of teaching and the level of achievement. To fit in the changing World, everybody, whatever the level of Education, the country, the age, should have the feeling of being a Lifelong learner, and this should be facilitated by the State which is the prime beneficiary, since Education cannot be separated from political activity.

### **Governance in higher education: Academic identity formation in New Zealand**

*Dirk Michel-Schertges, Aarhus University*

New strategies on how to face the competition between knowledge economies have changed the landscape of the education system worldwide. Both new public management and neo-liberal visions on how to overcome state dominated higher education challenge the everyday working life in organizations of higher education.

Due to national university traditions the reform processes do operate accordingly to (national) tradition, (regional) political opportunity structures and academic identities. However the tremendous impact of reform processes in higher education does shape to a certain degree academic everyday life, i.e. the university imperatives: research and teaching. This paper focuses on the impact of governance in the “modernized university” in New Zealand on academic identity formations struggling with both the discourse of performativity, accountability and surveillance *and* administrative rationality.

### **Is territorially-bound polity vanished into education governance? A legally-focused analysis to explore its relevance (when debating a Public Law on adult basic education)**

*Marcella Milana, Aarhus University*

AE has acquired a new momentum in public (and private) policy under the ‘lifelong learning regime’ strongly influenced by the work of inter-states organizations like the UNESCO, the OECD, and the EU. Thus recent studies look at the workings of these organizations, their efforts in legitimizing specific interests, and shaping international agendas for AE (Milana and Holford 2014, Panitsidou 2013, forthcoming; Rubenson 2006, 2009, forthcoming), through the adoption of new governance mechanisms (Jacobi 2009, Ioannidou 2007), and the promotion of a monitoring culture (Hamilton 2014, Tett 2014). Such studies often drawn on literature on globalization, governance and education emphasizing Europeanization (Nóvoa and Lawn 2002, Lawn and Grek 2012), and ‘governance by numbers’ (Martens and Niemann 2010, Grek 2009). In these accounts, territorially-bound polity as (also) an influential political setting for public policy is often out of sight or invisible.

This contribution questions whether territorially-bound polity might still be of relevance to consider when comprehending concrete decisions on (and justifications for) the share of national budgets that

goes in support of education within delimited territories. It does so by looking at a concrete country, the USA, and questioning whether and how broader (national) party values about education, training for job and the country's sustainable development feed into the ongoing legal debate about adult basic education. The study is informed by the theory of 'participant ideology' (Roma'n-zozaya 2008); which has a point of departure in Freeden's (1996) morphological approach. In a nutshell, a morphological approach contends that all concepts informing an ideology are essentially contestable as they are open to different interpretations; but their interdependence form relative coherent frameworks, yet with significance and weight that are structurally specific. Roma'n-zozaya's (2008) builds on this to contest common approaches that study separately political concepts, proposals and achievements (on the one hand), and political speeches, statements, and policy documents (on the other hand), on a false assumption that conceptual terms express a political philosophy, whereas political choices result from the interaction of such philosophical commitments with concrete political conditions. By contrast, 'participant ideology' captures "the recurring patterns of conceptual terms and associated policies found in the discourse of politicians" (Roma'n-zozaya 2008: 112, emphasis mine). The empirical case under close investigation is the 'unsuccessful' history of the re-authorization of the Workforce Investment Act (WIA) of 1998 (P.L. 105-220). The Act was approved when the USA went through the 'Republican Revolution' (Gold 1996), which re-defined the functional roles of federal, state and local governments, based on a New Federalism approach to public policy (Watson & Gold 1998). Among other areas, it reconfigured existing funding, coordination, and evaluation of adult basic education, i.e. basic literacy and education up to secondary school levels. Originally, it provided authorization for a designated amount of federal grants to states in support of adult basic education over a 5-year period (1998-2003). Whereas its expiration has not discontinued federal grants to states (keeping them basically unchanged), no Public Law has been signed to-date to re-authorize the WIA of 1998, despite several Bills by both Republican and Democrats congressmen were introduced to Congress for this scope.

The data under consideration consists of the original text of P.L. 105-220 and the Bills introduced for consideration to Congress, as well as the political platforms of the Democrat and Republican Parties published over the period spanning from the enforcement of P.L. 105-220 to-date.

The approach applied can be characterized as interpretative policy analysis (Bevir & Rhodes 2004; Wagenaar 2011) as we were to tease out the ideas through which value allocation occurs in written policy and political accounts, to look for ideational continuities and/or discontinuities along the country's shifts in power between Democrats (1993–2001), Republicans (2001–2009) and again Democrats (2009-to-date).

This work is part of a broader project that will eventually contrast these ideas with those feeding into international agendas for AE; but the timing of the conference does not allow for incorporating this analysis.

## **Selforganizations of socially underprivileged children in Colombia and South Africa: Possibilities of child rights in the everyday life**

*Nikias Obitz, University of Oldenburg*

Aim of the work:

- a. Child rights from the subjective point of view of children and youngsters explore in South Africa and Colombia and ascertain the suitable explanatory patterns and possibility rooms of children and youngsters and analyse
- b. Representation of quite available and even more possible action potentials
- c. Positive criteria work out for a perception appropriate for children

Research questions:

- a. How is the state of the conversion of child rights in Colombia and South Africa from the point of view of children and Ju-gendlichen in self-help organisations?
- b. Which knowledge and wishes has children and youngsters with regard to her rights?
- a. How do children and youngsters who live in a selforganization feel her everyday life and her role in the group?
- b. Which participation possibilities exist which are required which are first-class welcome?
- c. Which concrete realisation possibilities for basic conditions and supports of the child rights can be developed in countries as for example in South Africa and Colombia?

Methodology:

The survey should occur on the one hand through the participant observation as well as through the method of the guide-supported interview (Nohl in 2009, 7 and the following). For the evaluation the documentary method (cf. Bohnsack in 2008) should be used.

### **Spaces of creativity vs. institutional spaces: The evolution (involution?) of jazz learning and teaching from the jam session to universities.**

*Anselmo R. Paolone, University of Udine*

In the last three or four decades, in the USA the environment for learning how to play jazz was progressively “governed” out of the original informal settings (jam sessions in the clubs, jam sessions in musicians’ homes, free listening sessions) (Berliner 1994, Ratliff 2008) and into the formal curricula of Colleges and Universities. This transition has had some positive consequences for jazz musicians: academic institutions supply both high level musical education, plus a circuit where professional musicians can play in a sort of safe haven (also in terms of regularity and profitability), whereas before they had to perform mostly in the mob-controlled club circuit (Spellman 2004). The effects of all this on jazz were double sided: on the one hand the average technical level of contemporary musicians is very high and the jazz milieu, raised to university level, has also lost its negative image tied to the mob and to drug dealing. On the other hand, some claim (Nicholson 2005, Nisenson 1997) that academic education has contributed to “kill” jazz as it was known before: a constantly progressing, always innovative art form. Since the last great revolution in style and sound: the rise of jazz-rock in the late 1960s, nothing comparable to the previous revolutions in style and aesthetics that regularly rocked the jazz world (from traditional to swing, from swing to bop, from bop to hard bop, etc.) has happened (Gioia 2011).

This paper is based on a six month fieldwork that I have done as an “apprentice” guitarist in the jazz jam sessions in NYC and it aims at showing how these informal “learning spaces” foster creativity in musicians, whereas academic curricula tend to “cage” musicians in a coercive set of rules that tend to discourage invention and innovation.

### **Beyond teaching writing: Towards techné or paideia?**

*Amanda s. Potgieter, North-West University, South Africa*

Lecturers are challenged when creating safe, dialogic-educative spaces for first-year students (freshman) at universities, where optimal teaching-learning of academic writing can be accomplished. This paper reports on a project aimed at creating such safe spaces in which first-year students might not only attain and practice writing skills, but in which a liminal portal towards their future scholarliness may also be



created; one in which the *paideia* (full-blown completeness) of their souls is allowed to emerge and permeate all in-class proceedings as overarching pedagogical purpose, rather than acquiring the mere *techné* (skills and knowledge) of writing. I will refer to the teaching-learning strategies used as part of process writing to highlight the added value of the teaching of writing. The significance of the mentor-teacher within this dialogic-educative space, employing process writing and scaffolding as teaching-learning techniques, is emphasized. Methodologically the study employed a hybrid epistemology namely constructivist hermeneutic phenomenology. As participant-observer, I documented this qualitative case study involving education students by making extensive notes, analysing participants' written texts and through focus group interviews. The study suggests that creating a safe dialogic-educative space as governance of the educational space contributes towards academic scholarliness and generates a threshold for students into Academia. The results indicate that as participants' contributions were valued, they felt proficient and motivated in the academic literacy class. I propose that the process of producing a worthwhile academic text could provide comparative educationalists reflection on the creation of a liminal portal towards scholarliness as *paideia* of academic souls arching the *techné* to emerge and permeate all in-class proceedings as overarching pedagogical purpose.

### **Governing women education: Fatema Mernissi, a postcolonial criticism**

*Carla Roverselli, University of Rome "Tor Vergata"*

Purpose or objectives: exploring governance dynamics of women education, through the analysis of Fatema Mernissi postcolonial criticism. Theoretical Framework : Fatema Mernissi is a Moroccan sociologist born in Fez (Morocco) in 1940. Exponent of Islamic feminism, she is considered one of the most original intellectuals of Arab countries for her innovative work of sociologist and scholar of Islam and Koran. She studied in particular the situation of Moroccan women but her reflection is spreading beyond the Arab world. Educational topics for this scholar is increasingly intertwined with gender and religious issues. 'Crossing borders' (*hudud*) is a recurring theme in her works, the core of education, and set a purpose which directs her existence. Born and raised in a harem, where boundaries define space of a female forced prison, Mernissi develops a nomadic approach, which aims to cross all kinds of barriers: political and geographical borders separating East and West, social and human differences between sexes and, finally, those barriers that separate past, present and future, in a constant search for dialogue between cultures and epoch. Women emancipation according to Mernissi depends on overcoming boundaries: not only those of the harem and the veil but especially those of ignorance. To become emancipated women must study more.

Technical methods or modes of inquiry: interpretative analysis of Mernissi published works.

Sources, frames of reference: Sources are Mernissi writings contextualized in various areas in which they fall, and by which they are affected: postcolonial criticism, East / West dialectic, Orientalism, women education and power, segregation / inclusion, tradition and modernity. Results: Research in progress

### **University lost in a limbo: In search of pathways for constructive resolution**

*Nataliya Rummyantseva, University of Greenwich | David Chapman, University of Minnesota |  
Marta Shaw, University of Minnesota*

This paper investigates the dynamics of organisational change in a higher education institution in Ukraine pointing out areas where lack of awareness, high power distance and outright denial of contradictions are feeding into transformational traps, encapsulating the reform processes in a perpetual limbo. The study asks the following research questions:

1. What are the sources of contradictions in the organisational change process?

2. How do organisational actors cope with the contradictions? To what degree are their coping strategies constructive?
3. What behaviours of organisational actors contribute to formation of transformation traps?

Transformational traps are fuelled by the confusion and conflict between the old (starting point of change) and the new (goals of the change process) value sets and structures (Kovryga and Nickel, 2006). Constructive conflict resolution can lead to heightened awareness confidence in the change outcomes and ability to foresee alternative futures. Conflict suppression and avoidance, however, lead to perpetuating conflict and resurfacing of the same tensions over and over again (Argyris, 2010). As a result traps intensify, leaving individuals feeling powerless and unable to move forward.

40 interviews were conducted in a specialised university located outside of the capital region of Ukraine. Data were analysed through thematic analysis (Charmaz, 2006).

Data analysis identified three critical inconsistencies in the current parameters of the reform:

1. Structural: Contradictions between old rules and structures (top down control) and newly emerging structures (autonomy and accountability). Most respondents demonstrated a high level of awareness of the associated tensions and expressed frustrations with the Ministry.
2. Cultural: Contradictions between the emphases placed on research productivity in the new system and historical emphasis on teaching as a key function of academic staff. Little frustration was expressed by the participants. Instead participants at all levels exhibited adoptive behaviours that masked the tensions, thus sealing the issues from potential resolution.
3. Developmental: Contradictions between new expectations of performance on the one hand and level of support and development provided to key organisational actors on the other. The need for new skills (e.g. research) was denied by most respondents at all levels Respondents projected proficiency whilst failing to offer meaningful examples, claimed super-human productivity and in some cases showed aggression when probed further.

The findings of the study point to several transformational traps that unless tackled constructively will continue undermining the goals of the reform. The study provides a platform for enhancement of the reform strategies and discusses possibilities for constructive resolution of conflicting expectations.

## **The meaning of inclusion for young people with different learning abilities and heterogeneous backgrounds in music projects**

*Karin E. Sauer, DHBW VS*

### **Perspective**

Recent political discussions formulate inclusion as a social objective: The UN Convention on the Rights of Persons with Disabilities claims equal social inclusion of people with and without disabilities. The National Plan of Action for Integration claims inclusion for people with different national/ethno-cultural backgrounds.

### **Theoretical framework**

There are various educational programs, which pursue these objectives between the priorities of special education and Social Work, operating in the fields of formal and non-formal education. Music is one of the main media chosen as an educational 'scape' for the target groups of young people with different learning abilities and heterogeneous migration backgrounds. These "musical scapes" facilitate inclusion by using possibilities of communication which are primarily independent from spoken language and national language.

## Purpose

Purpose of the paper is the understanding of inclusion by the young participants in an exemplary band-project. By means of their active identification with a youth- (or sub-)cultural “scape of inclusion” they may develop an alternative identity to the one “given” by external attributions, labelling them as “disabled” or “migrant”. Playing in a band, they may define themselves as “musicians” or “band members” in the first place, regardless of their origin or their learning abilities.

## Data sources, evidence framework

Qualitative data was collected in a band project consisting of five members (average age: 16 years) with different learning disabilities, of which two had migration backgrounds. The research process accompanied the band during a phase of extending inclusive experience a) on the level of having peer musicians with no disabilities join their band b) on the level of performing outside of the settings of their specialized institutions (special needs school, self-help organization). Methods, techniques, modes of inquiry

The process was documented from October 2012-July 2013. The material was gathered by the band-coach, who videotaped interviews, rehearsals and shows. This “journalistic” approach was deliberately chosen in order to portray the band members as a part of the current youth-culture.

## Results

The results show that the youth-cultural perspective on inclusion differs from the pedagogically intended perspective. As band members, young people with different learning abilities and heterogeneous backgrounds are mainly interested in creative musical interaction (also beyond “mainstream” musical concepts), according to their individual preferences and abilities. This interaction does not include issues of “othering” due to dominant distinguishing features.

## Conclusions

Music offers yet uncharted educational ‘scapes’ shaped by the musicians’ own mappings of the youth-cultural scene. These findings may open up traditional settings of target group oriented education and Social Work concepts.

## **Does the structural organisation of lower-secondary education in Switzerland influence students’ transition to upper-secondary education?**

*Katja Scharenberg, University of Basel | Karin Wohlgemuth, University of Basel | Sandra Hupka-Brunner, University of Basel*

In Switzerland, the political authority for the organisation of lower-secondary education and the transition to upper-secondary education lies with the 26 cantons (Neuenschwander et al., 2012). In lower-secondary school, most cantons apply some form of ability-based tracking. While some cantons either adopt a cooperative structural model (ability-based assignment and regrouping for selected subjects) or an integrated structural model (non-selective classes with regrouping for selected subjects), some cantons allow different school systems to coexist (Keller & Moser, 2013). Furthermore the cantons apply different criteria for tracking in secondary school. A key research interest relates to the influence of the structural organisation of lower-secondary education on the access to post-compulsory, upper-secondary education, as it sets the course for the students’ further educational pathways (Trautwein et al., 2008). In addition, the early tracking influences the chance of entering upper-secondary education as the attended track is often understood as a rough indicator of students’ abilities. Especially, the attendance of the lowest track might be a stigma for personnel selection decisions (Imdorf, 2007). Students in the lowest tracks are also excluded from most schools providing general education as well as from high-demanding VET programmes (Moser, 2004). Hupka-Brunner & Wohlgemuth (2014) showed

that the chance of gaining direct access to upper-secondary education is higher when students attended a cooperative structural model in lower-secondary education and when tracking is based on central comparison tests (instead of teachers' recommendations, parental decisions or grades). However, as the structural model and central examinations are organised by the different cantons, the question arises whether these findings can be replicated on a cantonal level.

Our analyses are based on data from the Swiss youth panel survey TREE (Transition from Education to Employment; Bergman et al., 2011, 2012). The multi-level logistic regression analyses (HLM; Raudenbush, Bryk & Congdon, 2004) comprise gender, SES, school absenteeism, PISA reading literacy, grades in Mathematics and attended track as variables on the individual level.

On the cantonal level, the organisation of lower-secondary education (integrated/cooperative structural model versus other), comparative testing, level of urbanisation and language region are controlled. The results show that students in cantons with a cooperative or integrated structural model have a higher chance of entering upper-secondary education. The effect is, however, confounded with the language region: Students from the German-speaking part of the country are disadvantaged. The results imply that a further in-depth investigation of specific disparities in the three language regions would be useful.

**Intercultural competence and Italian school: The assessment of returnees from individual long-term exchange**

*Mattia Baiutti, University of Rome "Tor Vergata"*

The paper aims at analysing how the Italian educational institutions, and especially the State secondary school system, deal with the problem of assessing (or not) the intercultural competence gained by the returnees from a long-term study experience abroad. The considerations that are proposed in this paper are part of a wider ongoing research, developed through the ethnographic approach, about the intercultural competence of Italian returnees (16/17 years old), and its assessment in the context of the Italian school system. The starting point is represented by the fact that the Italian Ministry for Education has implemented just a few rules on the topic of students' exchanges in which it encourages and recognizes legally the period spent in foreign schools. According to the ministerial documents, within the process of internationalization of the Italian school, this kind of intercultural experiences have to be considered as a crucial tool for the personal growth of pupils and, for that reason, these programs are a completing part of the students' curriculum. There are several types of students' mobility. Nevertheless, the focus of this research is on such school programs (and particularly those organized by the Italian branch of the American Field Service, called Intercultura) in which the students spend a whole academic year (usually the last but one year) of secondary school abroad. During that period, the participant lives with a host family and attends a local secondary school. In addition, the program offers supportive learning camps and other instruments that guide the pupils during the whole experience abroad. This learning experience entails formal, non-formal and informal contexts and has been considered by some specialists as an expression of the so called "pedagogy of acculturative shock". One of the most critical moments is the returnees' reintegration into the Italian school system. It has been claimed by several studies on this topic that the returnees, as an outcome of their experience, beyond disciplinary knowledge, acquire transversal competences, among which the intercultural, which are problematic to evaluate (by all school systems, but in this research we will discuss the Italian school system in particular). Two possible reasons why the returnees' integration is difficult are: on the one hand, the lack of a clear set of rules on the way in which returnees should be assessed (this subject has been partially left to the autonomous decisional power of individual schools, which has been introduced in the Italian System since 1999); on the other hand, the tradition of the Italian school system, which consists of assessing mainly disciplinary competences. Therefore, the subject of the study is to analyze how Italian school system "governs", or not, the assessment of intercultural competence of the students after an academic year abroad. In this perspective, since every institute handles the assessment of returnees on its own, one of the most useful approaches of investigation is the ethnographic one. For this reason, in the research at stake, three case studies have been chosen, taking them from different parts of Italy. The involved tools are: semi-structured interviews, observations, questionnaires and analysis of the available documents. In order to achieve the purpose of this contribution, the preliminary results of the research will be reported and critically discussed.

**In-service training and classroom practice of the teachers**

*Kumar K.C. Bhupendra, Oslo and Akershus University College of Applied Sciences*

This paper is based on my master's thesis submitted for the degree of M.Phil in Multicultural and International Education at Oslo and Akershus University College of Applied Sciences (HiOA) in autumn 2013.

This paper aims to explore relevancy and impact of In-service training on classroom practice of the public primary school teachers in Nepal.

Yrjö Engeström's (1987) the theory of expansive learning at work formulated within the frame of cultural-historical activity theory (CHAT) and Jean Lave and Etienne Wenger's (1991), and Etienne Wenger's (1998) concepts of situated learning (SL), and communities of practice (CoP) have been used to establish a basic theoretical framework for analysis and discussion of the data. Within the framework of quality research design, focus group discussion, semi-structured interviews, and non-participant observation have been employed as the main methods for data collection. The data were gathered from altogether twenty-three informants covering a category of teachers, teacher trainers, education officers, and the member of the Teachers' Union. The schools sampled included from both a rural as well as an urban location.

The findings reveal that In-service training has mainly contributed on upgrading general qualification of the teachers along with a limited amount of subject-matter and pedagogical knowledge enhancement. The evidences from both the researched schools indicate that contents and methodology of In-service training have not met the classroom realities. The findings show that education in general has been influenced by the politics. In general the teachers consider teaching as an easy going job [jaagiri] rather than a professional practice as shown from the findings. In addition, the practice of top-down approach in educational structure seems causing a gap between national and local contexts of the schools.

The conclusion suggests that unless teaching is considered solely apolitical profession the

In-service training may hardly yield any effective results in improving the classroom practice of the teachers. In addition, the training needs to be programmed with the contents and the methodology that reflect the contextual realities of the schools.

Key words: In-service training, primary teachers, classroom practice, activity theory, expansive learning at work, situated learning, communities of practice.

### **Social capital factors on international higher education choice**

*Chen Liyuan, Ph.D. student, Chinese University of Hong Kong*

The international activities of universities dramatically expanded during the past two decades. In china mainland, branch campuses, twinning, franchise and other collaborative arrangements as the third higher education form besides public and private higher education are exploring their own potential market. Traditionally, the social capital theory was applied to explain higher education choice through the effect of family socioeconomic status or habitus, which pay more attention to bonding social capital. Whatever, other researches shift the attention from the closure of relationship structure to openness of social resources, and attempt to prove that actor could build social network to generate bridging social capital. No matter the bonding or bridging social capital, they both consist of the objective network and subjective trust and subsequently the willingness to cooperate. Bonding social capital is composed of network closure and thick trust, also called particularized trust which based on specific information and experiences. Relatively bridging social capital is composed of spanning structure holes and thin trust, also called generalized trust which based on moral and belief. The article reviews Coleman, Bourdieu, Burt and Lin's theories respectively to define and interpret bonding social capital, and bridging social capital is explained by Putnam and Granovetter's theories. The data collection is to be conducted in three universities including Chinese-foreign cooperatively-run university and traditionally public universities in Jiangsu, China, through student questionnaire survey. First, the study attempts to clarify the construct, social capital that affects international higher education choice by examining its dimensions. Second, attempt to estimate the extent to which each dimension of social capital varied among students within and between schools. Finally, try to exam whether choose a Chinese-foreign cooperatively-run university is related to the types of social capital. The research differs from most other such researches in two respects: firstly the choice particularly focuses on international higher education. On the other side, the social network outside family will be measured, as well as the social capital from family such as SES.

Key words: social capital, network, international higher education choice

## **Financial crisis in Cyprus as 'space-gate' to global governance**

*Christiana Christofi, University of Cyprus*

The current and ongoing financial crisis has affected several European countries so far, including Cyprus. Cyprus, with a so-called "sinking" economy, is under "memorandum" status. The arrival of the Troika of lenders on the island is causing upheavals in many levels and it is simultaneously leading politics in multiple deadlocks. Under the recommendation of Troika, Cyprus is forced to make changes in most sectors, including education. In this context, the Troika suggested that the Cyprus education system should be externally reviewed and subsequently reformed. That particular task was assigned to the World Bank.

The article deals with the proposals of the World Bank to the Cyprus Ministry of Education and Culture. In particular, it examines the Bank's Report entitled "Teacher Policies in Cyprus", which was drafted last November, but it is yet to be finalised. This report revolves around six key areas on which possible 'solutions' to local 'problems' are proposed. These areas are: initial teacher education, employment rules, professional development, teaching practice and autonomy, monitoring and evaluation of teaching quality and school leadership.

The main argument has three layers. It will be first argued that the World Bank has a very specific vision about teachers and teacher policies and how these should be related to economic issues. Then, it will be argued that this vision is used to assess Cyprus existing policies and is transferred to Cyprus realities through the aforementioned report. Finally, it will be argued that the financial crisis in Cyprus works as a 'space gate' (Cowen, 2006) for diffusion of the Bank's vision to Cyprus, and, that the Cyprus education system is incorporated into global networks of educational governance, as constructed by the World Bank.

The paper is divided into four parts. The first part deals with the contextual framework and the new realities in Europe and Cyprus, and it attempts to elaborate on why Troika came to the island. The second part analyses the Bank's vision, while the third deals with the proposed 'solutions' regarding the teacher policies in Cyprus. In the final part, emphasis is given on the link between the financial crisis and the education reform process, and attempts to provide some initial critical reflections on this link.

## **The social responsibility of educational institutions with teens and young adults at risk: Methodological approaches in the border places**

*Elisabetta Colla, PhD Student (International PhD in Educational Science) of University 'Tor Vergata' of Rome | Elena Zizioli, Researcher at the 'University of RomaTre'*

What interventions and educational strategies can have nowadays a real transformative value with teens and young adults in situations of social risk or offenders, in a comparative perspective, at a European and international level? To this question tries to answer the present research hypotheses, attempting to overcome the traditional pedagogical approaches, identifying theoretical approaches and practices that give effect to the provisions of International Conventions and European Recommendations for the protection of the rights of children and young people in difficulty, and enhancing educational models that can create community, for the establishment of a governance achieved with the cooperation of several actors. These are models which, in an era of social disorientation and values confusion, also for the spread of a prevailing neo-liberalism, are aimed at ensuring equity of opportunity and resources for the exercise and full protection of rights. In the process of empowerment of people at risk of marginalization, cannot fail to be highlighted as key elements: the centrality of training, with the enhancement of the autobiographical dimension; the interconnection between formal and informal education (school, theatre, new languages), the active exchange with the outside community;

particularly, the mediation, as a conflict management strategy, widely used in many Countries as a tool for prevention of crimes, especially in the so-called Restorative Justice (RJ) and as a device of fair-proximity, useful to mend relationships, to give voice to the different parties and activate pathways of active citizenship. We can offer alternative educational responses to the mere 'retribution' for the behaviour of young people, increasing the value of Restorative Justice possibilities, and developing the VOM (Victim Offender Mediation) and the Group Conferencing, also used to combat bullying in schools. The research therefore attempts to explore these areas, through the collection of witnesses 'opinions' (teachers, educators, psychologists) on the current educational models and their effectiveness, including through semi-structured interviews and questionnaires to detect attitudes. The challenge is to build (or re-build) individuals who, through a training and existential program, are able no more 'being responsible' (a static concept, turned to past actions, as evidenced by some scientific literature), but 'becoming responsible', meaning with this idea a dynamic activity, facing to the future, for a full and, precisely, responsible citizenship.

### **To govern the governance: Rhetoric(s), influence and educational spaces.**

*Valentina D'Ascanio, University of "Tor Vergata", Rome*

#### **Purpose or objectives**

To underline and examine the rhetoric(s) promoted and used by supranational and national agents in order to justify the evaluation of performance.

To analyse the reformulation of concepts, like performance, quality and excellence, putting in relief their new meanings and associations in the European higher education.

#### **Perspective or theoretical framework**

In the Nineties, a new model of governance has been introduced in the European educational systems in order to enrich their autonomy, accountability and transparency. In particular, supranational Organizations and national Agencies have given relevance to discourses aimed to present the assessment and evaluation of performance as a lever to improve the quality and excellence of the European education systems and to enhance their competitiveness in the global educational scenario. So, many scholars put in relief the rise and the influence of a global discourse based on the so-called TINA rhetoric and, at the same time, the technical reformulation of concepts like performance, quality and excellence. Following this theoretical framework, this paper intends to discuss the effects of these changes on the idea and production of knowledge and to show how the so-called culture of performance is affecting the governance of educational systems and the rise of new dynamics of power in educational space.

Methods, techniques, or modes of enquiry Historical-critical analysis of the reformulation of the concept of performance and its association with quality and excellence.

Political analysis of supranational Organizations and national Agencies.

#### **Implications**

For the European higher education, the reformulation of the concept of performance is one of the main points in the recent debate about the governance. What could be the theoretical implications for the field of comparative education?



## **Legitimation within multi-level governance: Researching the UN Decade of Education for Sustainable Development (ESD) in Germany**

*Kathleen Franz, Justus-Liebig-University Giessen*

Due to the “world institutionalization of education” (Meyer / Ramirez 2007), global education programmes coordinated by e.g. the UNESCO achieve further attention. Their modelling skills acquire dominant meanings of how the education system within and in connection to society should be like. The case of “Education for Sustainable Development” exemplifies the thesis of “world polity”: Enacted inside the international sphere, UNESCO even designed an implementation scheme recommending national government strategies on how to contribute adequately to the International Decade of ESD (2005-2014) (cf. UNESCO 2006). The German State initiated, in line with the global model, new structures of coordination, cooperation and networking for ESD. They allow especially non-state actors to participate in decision and opinion making. The introduced new form of action coordination is slightly legitimized in the political sphere, but reproduced by every (informal) interaction. Furthermore, it can be assumed that complex forms of governance also require complex processes of legitimation (as a form of doing legitimation).

My dissertation attempts to build a new theoretical framework for legitimation in the environment of educational multi-level governance. It is grounded by the empirical reconstruction of legitimation strategies on federal state and community level in Germany. The research is part of a government-funded project on “Reconstruction of Governance Regimes on the Transfer of ESD”. It uses grounded theory methodology (cf. Strauss / Corbin 2008) and situational analysis (cf. Clarke 2005) to interpret qualitative data, in particular (expert) interviews on federal and local level as well as selected policy documents on national and international level.

The paper highlights the theoretical and empirical implications for modelling legitimation within multi-level governance and presents partial results of the included qualitative study. The aim is to discuss the made assumptions of the author and gain further implications for the ongoing research of ESD. The conclusions attempt to contribute to current research on the institutionalisation and governance of education.

## **Implementation of Education for Sustainable Development at the local level: Actor-related schemes of typification and their implications for the distribution of power of interpretation and action**

*Steffen Hamborg, Freie Universität Berlin*

This paper focuses on the local level of policy-transfer within the UN Decade “Education for Sustainable Development” (ESD). It will examine the patterns evolving through and affecting the ‘forced’ coordination of actors from different societal sectors that are involved in the promotion and implementation of ESD in local contexts. Actors from selected municipalities in Germany officially awarded as “Cities and Local Authorities of the UN Decade” are subject to these analyses that are conducted within the joint project “Reconstruction of Governance-Regimes of ESD-Transfer” funded by the Federal Ministry of Education and Research (Bormann/Hamborg 2014, forthcoming).

Based on a Sociology of Knowledge Approach to Discourse (Keller 2011) as theoretical and methodological framework this paper presents empirical findings that concentrate on actor-related schemes of typification as constitutive elements of ESD-transfer and their implications for the distribution of power of interpretation and action among the actors involved. The corpus of data includes guideline-based interviews with key persons of the ESD-transfer in the first line along with non-reactive data, which are consulted in a confirmative manner.

A comparative view on different municipalities shows, that the way social actors can obtain relevant positions of legitimate speech acts – for instance as ‘experts’, ‘sponsors/supporters’ or ‘decision makers’ – is structured by locally situated conceptions of political governance and implementation that imply specific roles for actors from different societal sectors. These locally situated symbolic orders as institutionalized systems of meaning depict the constitutive frame of the ESD-transfer at the local level while being actualized through the ESD-transfer at the same time. They can be typified as ‘ESD-related discourses of transfer’ that provide answers to the question on how social actors are enabled to bring their perspective on ESD to bear.

### **Teachers' emotions and educational governance**

*Doris Ittner, Univeristy of Berne*

Although the teachers’ activities within the classroom represent their core business, it is not only the interaction in the classroom that is relevant for their emotions (Hargreaves, 2000), but also the multifaceted encounters with colleagues (Hargreaves, 2001b), the school’s leadership team (Schmidt, 2000; Zorn & Boler, 2007) and parents (Hargreaves, 2001a).

The aim of this planned empirical study is to analyze the importance of teachers’ emotions and their emotional competency (Salisch, 2002) in the context of educational governance (Altrichter & Helm, 2011; Altrichter, 2010; Maag Merki, 2014).

This study puts forward the following three hypotheses:

- There is a relation between how teachers deal with processes of educational change emotionally (Hargreaves, 2005; Kelchtermans, 2005; März & Kelchtermans, 2013; Saunders, 2012; van Veen, Slegers, & van de Ven, 2005) and their school reform skills.
- Teachers perceive educational change events differently, depending on the question of whether they are initiated top-down or bottom-up (Altrichter & Helm, 2011; Altrichter, 2009, 2011; Rolff, 2007).
- The teachers’ assessment of their ability to deal with school reform as an aspect of their professional skills differ greatly (Altrichter, 2000; Dubs, 2009; Merkens, 2009; Zlatkin-Troitschanskaia & Förster, 2009).

Based on a cognitive appraisal theory of emotions (Frenzel, Götz, & Pekrun, 2008; Richard Stanley Lazarus, 1991; Scherer, 2001, 2009), research on emotion in organizations (Ashkanasy, 2005; Härtel, 2009; Zerbe, 2013) and organizational behavior (Kreitner & Kinicki, 2013; Owens & Valesky, 2011), the first stage of research is aimed at analyzing teachers’ appraisals of school reform processes. This will be done by conducting guided interviews with teachers working in the Canton of Berne (Switzerland) and in Bavaria (Germany). This setting facilitates a comparative perspective on the research questions and on national differences in organizational cultures.

The main objective of this research approach is to explore and gain a better understanding of the meaning teachers ascribe to their emotions emerging in the context of educational reforms in two different educational systems and also to analyze their coping and emotion regulation strategies (Gross, 2002, 2009; Hascher, 2005; Larsen & Prizmic, 2004; Richard S. Lazarus, 1984; Zapf, 2002) against the background of their professional self-concept (Hascher & Krapp, 2009).

The findings of the first stage of research are intended as the basis for the construction of a quantitative questionnaire that will be used in the further stages of research.

## **Education for All and basic and primary education policy and planning process in Nepal: An analysis of ownership and partnership issues**

*Dinesh Koirala, Department of Educational Research, University of Oslo*

This paper is based on my master thesis submitted for the degree of M. Phil in Comparative and International Education at University of Oslo in autumn 2013. The paper purposes to present the nature of ownership and partnership issues between Government of Nepal (GON) and educational funding agencies in Nepal's primary education planning and policy process. In doing so, the paper focuses on policy and planning process of two programs, Education for All (EFA, 2004-2009) and School Sector Reform Programme (SSRP, 2009-2015).

The world system theory advocated by John Meyer and his associates is used as a theoretical framework for the analysis and interpretation of data because of the insights the theory provides for the review and analysis of the role of international and national actors and world culture in the development of national policies and plans.

The study employed qualitative methods of inquiry and data were collected through semi-structured interview and document analysis. A total of 19 purposefully selected participants (representing GON, funding agencies, university, civil society organizations, and research institutions) participated in the interview and related documents of the GON and funding agencies were reviewed.

The findings of the study show that leading capacity of the Ministry of Education (MOE) has increased so it contributes for the enhanced ownership of the MOE in plan and policy formulation. Moreover, donor harmonization and alignment to national system have strengthened government ownership. However, the involvement of the funding agencies in planning and policy process and lacking capacity of the MOE officials have provided the space for the agencies to influence national education priorities. Thus, by funding the national education programs, the agencies are influencing national education policies and plans. The development of national primary education plans and policies within the parameters of global education agenda originated in Jomtein and further developed in Dakar and New York reflects international influence.

The paper concludes that the partnership practised between the GON and the funding agencies seems exemplary in the national context. The priorities of EFA and SSR programs do not only reflect international influences; national contexts are also counted in these programmes. However, the paper states the need of partial decoupling in the policy agendas so as to ensure more attention to specific Nepalese needs in order to minimize the impacts of donor harmonization and global education agendas.

## **The future of Spanish public universities: The challenges of a discourse of excellence**

*Luján Lázaro Herrero, University of Salamanca*

The aim of this study is to analyse the challenges facing Spanish public universities at a crucial moment for defining their essence. The political, economic, and social circumstances of the current moment oblige us to reflect on the role that universities should play today. This reflection will be essential in responding to the ever more exacting demands of market economies, the kinds of societies in which they are immersed. So, this paper tries to analyse the repercussions that global changes in politics and economics are having on public universities in Spain. Once again, we shall discover how globalization processes determine the education planning of a country. On this point, the compass of governance has set the course of the educational institutions for economic efficiency, following a set of market criteria which involve their own funding and results.

Recently a report was made public by the Panel of Experts for the Reform of the Spanish University System, who were designated by the Minister of Education, Culture and Sports, José Ignacio Wert. This

document invites social debate on the role of higher education institutions, at the same time that it poses the need for undertaking a series of unavoidable transformations affecting all university spheres and that are marked by the path of academic excellence and international competition.

In this instant, we can tell that Spanish public universities find themselves at a crucial moment for their future. The new policies of the developed countries ideology are prompting a structural reform of higher education. In this way, it is planned to transform the current model of public education, basing it on criteria set by the markets. That is, seeking efficiency, profitability and efficacy, at the expense of mortgaging the welfare state, whose banner was the dissemination of culture for all, without distinction or hindrance by way of social or economic status. There are many challenges that higher education institutions have to take into account. The most important will be to rethink about their role in society and how they can contribute to the economic development of the country and be competitive in an international level.

Key words: Higher Education, Spanish University, academic excellence, accountability and University reform.

### **Professionalisation and governance: How do accountability measurements influence primary school teachers' professional identity in England and Germany?**

*Claudia Rupp, University of Education Freiburg*

In the past few years and decades, the governance of the English and German school system has changed. The focus shifted from an input orientation towards an output orientation. This change implied for the individual school greater autonomy; however, this also meant greater accountability for the schools and the professionals working in it. The output of was more closely observed, regulated and measured, e.g. by introducing compulsory school curricula, national assessment tests and school evaluations.

The aim of this research project is to describe different variations on how these accountability measurements might influence primary school teachers' professional identity in Germany and England. The research project is based on two assumptions: Firstly, it is assumed that changes in the governance of the school system influence teachers' professional identity. Secondly, socio-cultural, contextual, biographic as well as (inter-) national factors are supposed to be influential teachers' professional identity, too.

Both in the English and in the German school system, similar accountability measurements have been introduced. However, there are historical, political and qualitative differences. The English school system can be described as a high-stake testing system, the German system can be characterised as a low-stake testing system. Through the variation of the national context, it is expected that a broad scope of variations in primary school teachers' professional identity can be described.

As an analytical framework, the concept of Educational Governance will be used. In order to research how accountability measurements influence teachers' professional identity, the concept of "accountability" will be linked with the concept of Educational Governance as well as the discourse of professionalisation. Furthermore, the latter will be also used for mapping out areas in which teachers' professional identity might change.

As a first research step, official documents of the multilevel governance system in both countries will be analysed in order to describe accountability measurements and their affiliated aims. Additionally, other possible contextual, socio-cultural and (intern-) national influences on teachers' professional identity will be examined. The document analysis and the theoretical analyses described above will be used for the next research step: the conduction of semi-structured interviews with primary school teachers. For gaining a broader understanding on how accountability works at school level, other relevant actors like

school leaders and parents will be interviewed. These interviews will be analysed through qualitative content analysis. At the CESE conference, first findings of the interviews led with primary school teachers will be presented and discussed.

## **European educational governance and its influence on the development of the Slovenian educational space**

*Urška Štremfel, Educational Research Institute Slovenia*

The European Union (EU) education policy-making tools, which drive change and push various EU education agendas forward are primarily based upon knowledge and expertise, and through interaction they constitute a new mode of EU governance. They work as governance devices by drawing national systems closer into European and global frameworks and practices through negotiation, co-option, cross-comparison and competition (Ozga 2008; Altrichter 2010; Delvaux and Mangez 2010; Grek 2010).

Although the subject is a rather contested area of educational and political science research, authors agree that empirical evidence in this field is still deficient (especially if we take into consideration non-western EU member states) and that the research question addressed in this paper – “How European educational governance and its policy-making tools influence the development of the national educational spaces in the new EU member states”? – has not yet been satisfactorily answered. The main aim of the paper is therefore to explicate the European educational governance influence on the national educational space on the case study of Slovenia.

In the paper we address the research question within a theoretical framework which presents the combination of theoretical postulates of the concept of a new mode of governance as the outcome-oriented governance, governance of comparisons, governance of problems and governance of knowledge, theory of policy learning and the concept of evidence-based policy making.

The paper is qualitatively oriented and draws on theoretical and empirical evidence. In order to address the research question we employ the following methods and techniques: an analysis of the relevant literature and secondary sources, an analysis of formal documents and legal sources at the EU and national level, an analysis of the data, collected through several in-depth semi-structured social science interviews and stakeholder meetings, application of questionnaires and observation by participation as well as the analysis of already existing statistical data.

According to the case study results, there is evidence that the use of EU education policy-making tools has exerted institutional and ideational pressures on the Slovenian educational space and that Slovenia has not selectively neither adopted neither rejected the EU's pressures on the development of the national educational space in the first decade of its EU membership (2004-2014). We suppose that results of the case study present important (comparative) insight in widening and deepening of the European educational space in the last decade.

## Cross-Thematic Sessions (CTS)

**Wednesday, June 11<sup>th</sup>, 2014, 14.00-16.00**

### **CTS 1: Learning from each other, educational programmes across borders**

Our proposal is for three papers reporting transnational initiatives with far-reaching implications for our understanding of intercultural communication and the promotion of global understanding. These papers deal with very different settings – a national cultural agency, a university programme targeting local and international students, and an overseas-based professional development programme for teachers – they offer valuable opportunities to identify communalities and differences in governance across the settings.

This will be achieved by asking each presenter to address the following main questions:

- To what extent does awareness of the dangers of cultural imperialism shape the actions of the players in the educational programmes?
- What is the evidence of new forms of governance affecting knowledge creation, teaching and learning, and adaptation to national/local contexts?

The presentations will be underpinned by a shared understanding of the importance of three key concepts – globalization, cultural imperialism and inter-cultural communication – in the interpretation of ‘educational governance’. In this, challenges and responses of educational governance across national borders will be discussed.

The CTS will address all three opportunities highlighted in the conference manifesto. It will allow us to:

- learn more about different local, national or regional educational processes and trajectories, considering them comparatively;
- share knowledge about the logics, ideologies and impacts of different techniques and regimes of governance within a diversity of regions and countries across the world;
- consider the extent to which these phenomena can be conceptualised as part of distinctive responses to the challenge of global educational governance.

The CTS will last 90 minutes. Each speaker will be allocated twenty minutes for their presentations, followed by 30 minutes for general discussion.

### **German foreign cultural and educational policy: Between soft power and cooperation**

*Christel Adick, Ruhr-University of Bochum*

The paper will focus on some of the core institutions of German Foreign Cultural and Educational Policy, namely the Goethe-Institute, German Schools Abroad and the German Academic Exchange Service, which have branches in a lot of countries around the world. Their main mission is to promote German culture, education and science around the world. On the one hand, this is done in close relation to the official German Foreign Policy by way of applying what is called soft power (in contrast to ‘hard’ forms of power and impact such as economic dominance or military power). On the other hand, however, all the institutions claim to foster global understanding and practice various forms of cooperation with national and local actors of the host countries in which they are stationed. The paper will analyze programs and projects of the above-named organizations under this dynamic of soft power vs. cooperation.

## **Innovation and change in English language education in Western China**

*Viv Edwards, University of Reading*

This paper assesses the impact of a UK-based professional development programme on curriculum innovation and change in English Language Education (ELE) in Western China. Based on interviews, focus group discussions and observation of participants in the programme, non-participating colleagues and senior managers, it assesses the uptake on teachers' return to China of western approaches such as communicative language teaching and pupil-centred learning. Aspects of the Chinese situation which are supportive of change will be examined, as well as those which constrain innovation. Evidence will be presented of both innovation in classroom practice and 'reinvention' of the innovation to ensure a better fit with local needs. We conclude that that selective uptake of this innovation is under way and likely to be sustained against a background of continued curriculum reform in China influenced by global agendas.

## **Fostering awareness of the significance of Hiroshima and Nagasaki among exchange students from North America and Europe**

*Koji Nakamura, Konan University*

This paper will report on the changes in attitudes achieved through participation in a class on International Education and Japan offered between 2009 and 2012 as part of a Japan Studies Programme to international students at Konan University, Japan. The focus of the class has been on the contemporary significance of Hiroshima and Nagasaki among exchange students from overseas universities affiliated with Konan University, Japan. At the outset, most of these students were heavily influenced by Orientalism, already had personal views regarding the use of atomic bombs in 1945, and were strongly influenced by their history education in their home countries. However, the study of Hiroshima and Nagasaki in these classes, along with field trips – including one to the Hiroshima Peace Memorial Museum – has produced a clear transformation in their attitudes, as reflected in their final research papers. An analysis of the themes emerging from these student papers will be supplemented by a discussion of the continuing relevance of the nuclear debate in the light of the recent meltdown of the Fukushima power plants; and of the importance for all concerned of acknowledging the errors of the past in order to move forward.

## **CTS 3: Challenges of Comparative European Research in the field of Educational Governance and Assessment**

In the course of Europeanization processes issues of cultural and socio-economic diversity, growing qualification requirements, and demographic transition pose increasing challenges for the European Union (EU), and its education systems are often seen as productive fields of action. As a response, EU educational policymakers developed a Strategic Framework for European Cooperation in Education and Training (ET 2020). The framework defines and recommends strategic objectives (e.g. the Implementation of Lifelong Learning Strategies), benchmarks and key competencies required as a reference for developing national education systems. As far as the implementation of strategic objectives is concerned, local areas and especially urban centers are gaining political importance (Atkinson, 2001). This is reflected in terms of monetary funds provided by the EU for monitoring and evaluation activities at the level of regions and cities, and in terms of building support and networking systems for European cities (e.g. CEMR, 2014; Compare Local Education, 2011; SMOC – Soft open Method of Coordination from Prevalet, 2010). It is expected that "cities are where the opportunities and threats to sustainable

development come together” (Issues Paper “CITIES – Cities of Tomorrow: Investing in Europe”, Brussels 17-18 February 2014).

In this context we identify three important areas of interest in comparative educational research.

First, while comparative studies at the national level are able to identify areas that require political action, systematic international studies that give insight on educational challenges at the local level and cities are sparse. Second, there is a lack of systematic evidence on types of education projects, related objectives, and scopes of local authorities in European cities. Third, the role of theory in explaining and justifying cross- or multi-level educational governance is underutilized.

Central to comparative education in a Europeanizing continent are questions of educational governance and “European educational spaces.” We thus propose a panel to create a space to present empirical data on and develop a critical conversation around the challenges we see in comparative education and in European educational policy and practice.

Against this background, the following research questions should be addressed in this Cross-Thematic Session:

What is the potential of large-scale assessment studies with respect to investigating societal challenges in the field of education on the local level? What are similarities and differences of key competencies between urban and rural?

What similarities and differences do we find in organizational structures and local initiatives across Europe? Which societal challenges are addressed by local authorities?

To what extent can theory be integrated into comparative empirical studies typically couched in terms of monitoring and evaluation? To what extent can it guide and even identify actors in educational governance? How might it sculpt out “educational spaces” that invite meaningful reform vis-à-vis school and educational development?

As an initial attempt at addressing the above themes, the following interrelated contributions will be presented. Afterward, a general discussion will follow to connect their findings, reflect on policy implications, and derive future research questions and strategies in comparative education.

### **Large-scale, international comparative assessments in regional educational governance**

*Heike Wendt, Technical University Dortmund | Daniel Scott Smith, Technical University Dortmund  
| Michael Schurig, Technical University Dortmund*

Using data from the large-scale, international assessments of TIMSS/PIRLS 2011 and ICCS 2009, this paper answers two important descriptive research questions: (1) Across and within the central European countries that participated in TIMSS/PIRLS 2011 and ICCS 2009, is achievement in core competencies in urban areas different from rural areas and, if so, is there variation in these differences across national contexts? (2) Is there variation in school composition and, if so, in which dimensions?

Focusing on an exploratory data analysis, we first describe and compare variation in student achievement in urban versus rural areas in several countries. Next, we describe the breadth of variation in school intake across and within these national contexts on several indicators of social background. Considering not only traditional measures of student characteristics such as whether a student has a migrant background, we also explore various concepts of capital—Bourdieu’s economic, cultural, and social capital—to develop a more complete picture of how school composition is a critical variable in educational monitoring and evaluation at the local level. We argue that schools are not as much interchangeable units in a national or Europeanized educational institution as they are dynamic, socially embedded organizations, and that knowing their contexts can inform local policy- and decision-makers in their attempts at increasing student achievement and educational performance more broadly. At stakes



are not only a comprehensive understanding of local performance on European competencies and of variation in school intake, but also the central role schools play as institutions in “schooling” European educational spaces. Utilizing these large-scale, comparative assessments, we can begin to bring the school back into schooling and sculpt a unique educational space at the local level that is receptive to meaningful action in Europe and beyond.

### **Local governance of schools in a European context**

*Norbert Sendzik, Technical University Dortmund | Hanna Järvinen, Technical University Dortmund | Stephen Cullen, University of Warwick*

Since the mid-1990s, the European Union has increasingly promoted local and regional governance initiatives in the field of education (Kotthoff, 2003). Yet, only few studies contribute to the discussion of potential links between local needs and European Union interventions (e.g. Federighi 2013). Therefore, we consider it important to take into account in the first place which objectives, expectations and measures shape the educational and in particular the school governance at the local level in different European states. Based on scholarship on local governance of schools (Rorrer, Skrla & Scheurich, 2008; Harris & Chrispeels 2006), we argue that local authorities support school development and improvement by generating will and by building capacity. But to detect and specify similarities and differences at the local level, we address the following research questions:

- Which actors are in charge of supporting schools at the local level?
- What are the objectives, expectations and measures regarding the support services?
- And - if possible -, what works for whom, when, and why?

We review the discourse and current state of literature on educational systems in England and Germany, applying the comparative framework of Bray & Thomas (1995). We establish that local coordinating agencies in both countries act as support systems by managing school networks as well as evaluation and monitoring processes.

However, there is only little evidence on the impact of these activities on school, instructional and professional development. The findings provide a basis to discuss political and scientific challenges in the context of evolving European multi-level governance in the field of education.

### **Socio-psycho-educative strategies to promote positive parenting as a measure to prevent family conflicts and children’s maladjustment**

*Raquel-Amaya Martínez-González, University of Oviedo | Carlos Becedóniz-Vázquez, Observatory of Childhood and Adolescence, Asturias | Andrés Sampedro-Nuño, Observatory of Childhood and Adolescence, Asturias*

The main aim of this proposal is to describe Asturias Autonomous Community’s development of the European Council Recommendation (2006/19) “Policies to Support Positive Parenting” in Spain. This new approach to family intervention is intended to be preventive, educative, group- and community-focused, and it seeks to support all families in raising their children for the best personal development. Key in this recommendation is preventing children from maladjustment in the personal, family, school and community-social spheres. In light of this recommendation, stakeholders from the Spanish Ministry of Health and Social Policy, the regional and the municipality governments of the Autonomous Community of Asturias, together with researchers from the University of Oviedo (Spain) and other professionals from GNOs, are working together to train professionals to implement the Programme-Guide to Develop Emotional, Educational and Parenting Competences. The evaluation of the experience through both

quantitative and qualitative approaches are conducted by researchers of the University of Oviedo. More than 300 professionals from the fields of education, social services, health and GNOs were trained in Asturias to implement with families this programme, including 13 autonomous communities. Regarding the region of Asturias, 35 out of their 78 municipalities (both urban and rural, with both large and small populations) are implementing the programme with families. So far, more than 1.000 families, representing at least 1.500 children took part in this social innovation. Results show parents feel more competent in performing their parenting role, in terms of family interactions, conflict resolution events and involvement in children's schoolwork. The Programme-Guide has been translated into Catalán, in the Catalunya Region, where it is implemented with families. In Colombia, it has been proved to be useful with both, families at risk and families with good living conditions. From these results, professional, social and educational implications are derived in order to extend the implementation of the programme to other regions in Spain and to other countries and to compare its results.

### **CTS 5a: Governing Roma Education: International initiatives and national idiosyncrasies**

Roma are considered to be Europe's largest minority. The Council of Europe estimates that over 11 million Roma live in the Council of Europe area and close to six million in the European Union (Council of Europe 2010). International initiatives like the Decade of Roma Inclusion 2005-2015 and the EU Framework for National Roma Integration Strategies up to 2020 have set up novel frames where education is perceived as end and means of Roma social upward mobility. Such frames in combination with the reform-pressure of supranational and international organizations have provoked national and local reactions and rejections to the question how teaching and learning of Roma students should be organized. International, national and local actors have different perceptions about how integration/inclusion should be achieved (or even prevented in favour of segregation) that result in highly contested governance regimes. The first part of the session looks at international initiatives and national idiosyncrasies that frame minority education. The second part of the session looks from several perspectives at ethnic educational difference and the historical trends that have contributed to mainstream cultural imaginaries about minority students (cp. CTS 5b)

Part 1: Eben Friedman assesses the likely contribution as well as the limited potential of the EU framework relating to the improvement of the situation of Roma minorities in the respective nation states. Karin Cudak analyses the reactions of local actors towards the administration and teaching of Roma migrants in two post-industrialised cities in Germany and the United Kingdom. Her study reveals that the development of specialised learning environments institutionalises distinction and prevents equalised access. Hristo Kyuchukow, William New & Jill de Villiers scrutinize how Romani language continues to be understood as "disabling factor" rather than a bilingual resource in education discourses in Bulgaria and the Czech Republic. The absence of Romani language testing and teaching is understood as symbolic violence that stabilizes minority stigmatisation. Simone Bloem investigates potentials and shortcomings of international student assessments to measure learning outcomes of Romani students. Looking at the Slovak Republic, the only country with a significant number of Romani speaking students covered by PISA 2012, reveals multiple disadvantages of Romani students with regard to performance outcomes and background characteristics.

## **Education in member state submissions under the EU framework for national Roma integration strategies**

*Eben Friedman, ECMI Senior Research Associate*

The primary purpose of this paper is to assess the likely contribution of the EU Framework for National Roma Integration Strategies up to 2020 (hereinafter “EU Framework” or simply “Framework”) to changes in the situation of

Roma in education in the Member States of the European Union (EU). To this end, the paper offers an analysis of the EU Framework’s objectives in the area of education and of the means proposed for meeting those objectives as they relate to one another and to improving the overall situation of Roma. Most of the paper, however, focuses on Member States’ submissions in response to the Framework.

The treatment of Member States’ submissions in response to the EU Framework proceeds along two broad lines of analysis. The first of these is the Framework’s success in bringing about the adoption or further development of comprehensive and targeted approaches to the situation of Roma. Individual submissions are thus catalogued according to whether they constitute policy documents at all, in terms of the extent to which submitted policy documents incorporate the targeted approach recommended in the EU Framework, and by the timeframe within which submissions were prepared relative to the EU Framework itself.

The second, more education-specific line of analysis relates to the attention given to education in the submissions under the EU Framework.

Here, the focus turns to the priority given to education in the individual submissions, measured in terms of relative space, explicit priority, and arrangements for monitoring and evaluating relevant activities. Also treated as part of this line of analysis is how the individual submissions address the EU Framework’s key objectives in the area of education, as are trends in the submissions in relation to the means by which stated education objectives are to be realized.

Following the lines of analysis laid out in the preceding paragraphs, the paper offers two sets of tentative conclusions. The first set is a summary assessment of the extent to which the design of the EU Framework lends itself to improving the situation of Roma in the area of education. The second set of conclusions focuses on the submissions made in response to the EU Framework, assessing these documents in terms of the extent to which they can be expected to improve the situation of Roma in the area of education.

## **Towards an inclusive educational system for all? An ethnographic case study of educational spaces in times of post-industrialisation and EU-2 enlargement**

*Karin Cudak, Universität Siegen*

At the moment, an on-going and intensified debate related to the accession of Bulgaria and Romania to the European Union in general and to newcomers being identified as ‘Roma’ in particular can be observed. Motivated by the current debate on migration issues, my ethnographic case study focuses on educational settings and spaces in which new arrivals go about their everyday life, make friends and learn new habits and languages. The study, conducted in two post-industrialised areas, one in Germany (Rhine-Ruhr metropolitan region) and one in the United Kingdom (metropolitan region of London), analyses local educational cultures in an increasingly globalised and urbanised world.

Interviews and participant observation have been conducted with newcomers from Bulgaria and Romania, teachers and social workers in five German schools and one British school. The study is framed by social constructivist theories that regard systems as human-made and - on these grounds - alterable.

One result of the study is that many of these migrant youngsters are exposed to segregated educational spaces. On the one hand, those extra-spaces are part of a wider governance system that manages certain mobility and migration phenomena in a specialised way. On the other hand, the educational settings emerge as very ordinary learning environments where the same routines and rituals take place as in the mainstream educational system. This observation triggers the question of how to legitimate such sorts of educational settings. A further result is that local actors seem to be caught in a contradictory situation: They transform the educational systems at many places in Europe.

These changes are directed by the premise that all children have the right to an education that supports them to be happy and that opens social spaces such as the employment market, the health system, political and cultural participation. Simultaneously, educational experts re-built specialised school structures and learning environments in an extensive way. That is why individualisation and integration often become formulas of new exclusion and disintegration processes that prevent migrant students from an equalised access to valuable social goods.

To conclude, this paper intends to give some insight into current educational cultures that govern migratory pathways which may be fully open to some and restricted or even completely closed to others. I wish to unveil some critical thoughts and questions with regard to educational inclusion in times of EU-2 enlargement and post-industrialisation. This paper hopes to contribute to new perspectives on the future organisation and development of (more) inclusive schools and educational cultures.

### **“Not a real language?” Governing Romani language education in Bulgaria and the Czech Republic**

*Hristo Kyuchukov, St. Elizabeth University, Bratislava | William New, Beloit College, USA | Jill de Villiers, Smith College, Northampton, USA*

Over the last two decades, the problem of preschool education for European Roma children has become a pressing issue. Early childhood education for Roma children is essential for their successful entry into the primary grades, where language and behavioural demands can be overwhelming.

International organizations, have voiced support for preschool education for Roma children. Based on the Council of Europe Framework Convention for the Protection of National Minorities (FCNM) and other international treaties and court decisions, many policy documents now recognize the importance of the Romani language in the schooling of Roma children. Some of the recommendations have been accepted in principle, but are rarely implemented. Thus, in many countries Roma children do attend preschools, but classes are typically conducted only in the national language, without any Romani language instruction or use. For purposes of placement in the primary grades, Roma children are given inappropriate tests in their second language, leading to their overrepresentation in special education, with stigmatizing labels.

Legitimation of this policy depends on the misrecognition of Romani language, dismissing it as not a “real” language at all – compared to national languages – or as a language not actually spoken by Roma children.

The goal of our research is to demystify this representation of Roma children and their language, a representation that serves as a form of symbolic violence, and to clarify the situation with respect to Roma children’s linguistic readiness for school. To assess the former, we examined policy documents and media reports relating to the school readiness of Roma children in these two countries, and transnationally. To assess the latter, we investigated knowledge of syntactic-semantic features in Romani with Roma children from Bulgaria and the Czech Republic.

The situation for Roma in Bulgaria and the Czech Republic are different in every aspect, though in the ‘official’ European discourse these differences are typically smoothed over in the production of a universal class of ‘socially disadvantaged’ children with a problematic relationship to mainstream

education: the homogenizing function of official discourse is a major focus of our analysis. We discuss the implication of both sets of findings for the governance of pre-school and primary school education for Roma children, with special attention to language curricula. We offer recommendations for how advocates for Roma children – grass-roots level organizations, and IGOs and NGOs – might reframe the debate about the kinds of educational arrangements that would ensure fuller and more equal participation of Roma children in mainstream schools.

### **Learning outcomes and student characteristics of Romani-speaking students in the Slovak Republic**

*Simone Bloem, University of Paris Descartes / University of Bamberg*

Migration background is among the most prominent units of analysis when educational inequality is scrutinized. The unit migration background has made career in international comparative studies and is frequently used to assess the ability of education systems to provide equal educational outcomes for majority and minority students alike. Looking from an international comparative perspective on Europe and North America, the unit ‘migration background’ is without doubt a useful category to assess educational outcomes of minority students in the so-called immigration countries.

Migration background is of little use when the educational situation of minorities in countries such as Bulgaria, Hungary Romania or Slovakia is to be analysed. Those countries have a low share of students with an immigration background but a high share of students belonging to non-migrant minorities such as Turks in Bulgaria, Hungarians in Slovakia or Roma in all mentioned countries. However, in OECD’s programme of international student assessment (PISA)

Romani-speakers have been heavily underrepresented in the survey in previous survey cycles (Brüggemann & Bloem, 2013) and the situation in the new 2012 PISA survey remains largely unchanged. The absolute number amounts to a total of 226 Romani-speakers, among 186 students in the Slovak Republic.

I discuss possible reasons for the low coverage of Roma students in the PISA survey. Despite the small sample size, I attempt to present descriptive analysis on the performance outcomes and student characteristics of Romani-speakers in the Slovak Republic and point out to multiple disadvantages of Romani-speaking students with regard to pre-school participation, school entry, grade repetition and learning outcomes compared to their peers.

The results underline the importance of paying greater attention to the inclusion of Roma students in international assessments in countries, where Roma present a quantitatively important minority group. Only by better coverage of non-migrant ethnic minorities can international surveys like PISA contribute to stimulate and enrich equity debates in countries and regions concerned.

### **CTS 7: Global educational governance without a soul: Revisioning the cognitive hypothesis of UNESCO, OECD, and the Bologna Process**

#### **Paideia of the soul for all: Revisioning UNESCO’s Education for All movement**

*Andreas M. Kazamias, Universities of Athens, Greece and Wisconsin, Madison, USA*

The purpose of this paper is twofold: First, it critically analyzes the discourse on the Education for All (EFA) global movement, that was launched in 1990 by UNESCO, UNDP, UNICEF and the World Bank and was committed “to provide basic education of good quality, as a fundamental human right, for all

children, youth and adults”, for “sustainable development”. In this connection, it is argued that the discourse of the

EFA movement is saturated with what Paul Tough has called “the cognitive hypothesis” (Tough, *How Children Succeed*, 2012), by emphasizing mostly “cognitive skills” for “sustainable development” and “living/livelihood”. Secondly, the paper argues that in the global Knowledge Cosmopolis of the new millennium, it is imperative that the educational conceptual cultural framework of EFA, as a universal human right, be broadened by incorporating “non-cognitive skills”, what we would call Paideia of the Soul.

The “cognitive hypothesis” pervades several EFA declarations. For example: (a) At the UNESCO World Conference on Education for Sustainable Development held in Bonn, in 2009, it was declared that “basic education is critical for sustainable development...achievements in literacy and numeracy contribute to educational quality...through education and lifelong learning we can achieve lifestyles based on economic and social justice, ecological integrity, sustainable livelihood, etc.” and (b) At the Dakar, Senegal, Meeting by the International Community in 2000, where a commitment was made to achieve six Education for All goals by the year 2015, it was stated, inter alia: “improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills”.

In this paper it is argued that participation in a modern democratic society and the developing Knowledge Cosmopolis requires the existence of educated democratic and cosmopolitan citizens, not in the aforementioned rather narrow “cognitive hypothesis” sense, but in the broader sense of Paideia, the wholesome cultivation of the mind and the soul, through the development of both “cognitive” and “non-cognitive skills”.

Human development, a stated goal of the EFA movement, signifies more than economic development through measurable “knowledge, skills and competencies” or achievements in literacy and numeracy for sustainable life/living”. It signifies the development of intellectual character and ethical/ moral character, entailing what the ancient Greek philosophers Socrates and Aristotle meant by Paideia of the Soul.

### **Prescribing knowledge, governing schooling: The OECD / PISA canon of education and its discontents**

*Yiannis Roussakis, University of Athens*

In their book “PISA, Power, and Policy - the emergence of global educational governance” (2013), Meyer and Benavot argue that OECD “begins assuming a new institutional role as an arbiter of global education governance, simultaneously acting as diagnostician, judge and policy advisor to the world’s school systems” (p.10), mainly through the Programme for International Student Assessment (PISA). In fact PISA has become one of the most powerful tools used by the preachers of what Grubb and Lazerson (2006) have termed the “Education Gospel”, i.e. the well-articulated and widely accepted discourse which “starting from damnation of current schooling, it also brings glad tidings about the potential, in this case the possibility that education reform can lead to economic and social and individual salvation” (p.1), especially when it favours STEM-oriented and work-related knowledge and “skills”.

The paper reviews the “orthodoxy” of education propounded by OECD, and focuses on the impact of the “PISA canon” as a form of governance of school knowledge, on humanistic education. It also attempts to discuss from a comparative education perspective the OECD/PISA -projected views about “essential” or “core knowledge”, or statements like “... relatively small improvements in the skills of a nation’s labour force can have very large impacts on future well-being” (OECD, 2010, *The High Cost of Low Educational Performance -The long-run economic impact of improving PISA outcomes*, p. 6).

## **The Bologna Process, the Lisbon Strategy and University Reform in Greece**

*Eleni Prokou, Panteion University | George Pasias, University of Athens*

The purpose of this paper is to show the extent to which recent higher education policies in Greece (2011-13) are influenced by European education discourses and policies, namely the Bologna Process and the Lisbon Strategy.

To examine these international influences, the paper will at first show that there are some common issues that the Bologna Process and the Lisbon Strategy share. These are: mobility, attractiveness, accreditation (through the European Credit Transfer System), promotion of lifelong learning, research and innovation, quality assurance and accountability. The Bologna Process differs in the emphasis it had given, at the very beginning, to the issues of readability, compatibility and comparability of degrees, and the assurance of sufficient state funding in accordance with an awareness in social justice issues. The Lisbon Strategy strengthened the aspects of privatisation, in parallel to policies of further promotion of the logic of new public management in the University. New public management was associated with intentions for the reduction of state funding, the latter being connected with the results of the evaluation procedures. In promoting the issue of accreditation (through the ECTS), the Lisbon Strategy also introduced the European Qualifications Framework (EQF). In addition, it stressed even more the issues of research, innovation and excellence (common at both the European Area of Higher Education and the European Area of Research), the issue of linking education and research with the labour market, and the internationalisation of European universities to successfully respond to global competition.

Taken the above issues into consideration, the paper argues that there are certain influences in recent Greek higher education policies stemming from the Bologna Process and that these refer to the issues of readability, compatibility and comparability of degrees (law refers to the degree structure in the three cycles - first, second and third cycle - in the framework of which, there is a reference in matching courses with credits).

However, most of the influences come from the Lisbon Strategy (albeit a number of them are also to be found in the Bologna Process, as already indicated). Overall, these influences refer to the following issues: a) mobility, attractiveness and internationalisation of European universities, b) promotion of lifelong learning and accreditation policies, through the generalisation of ECTS and the introduction of EQF, c) quality assurance and accountability, d) promotion of new public management, e) reduction of state funding, which is associated with the results of evaluation, f) linking education and research with the labour market, g) promotion of research, innovation and excellence (common at both the European Area of Higher Education and the European Research Area).

### **CTS9a: Comparative Education (part 1)**

#### **On comparative inquiry: the ancient Greek origins**

*Stavros Moutsios, Aarhus University and Humboldt University*

The paper aims at exploring the origins of comparative education, which, as it will argue, are located in Ancient Greece. In particular, the paper will argue that Greece is not only the place where the school was born, but it is also there where the systematic interest in and inquiry of the

institutions of other societies emerged. The rise of self-reflexivity and self-questioning in the Greek polis gave also rise to the genuine interest (i.e. free of any instrumental purposes) in the institutions of the cultural 'other'. Impartiality in the study of the others' institutions starts in Greece and it is closely associated with the signification that nature (physis) should be distinguished from law (nomos), or institution, or convention. This led to the understanding that as the Greeks had their own institutions, so did the others. The study of the other society thus became a matter of curiosity, of interest in knowing for the sake of knowing, but also a matter of getting to know better their own society through

comparison. Cross-cultural examination in this regard informed further the Greek's self-reflexivity. By going through a set of historical sources and contemporary literature, the paper will elaborate on the emergence of cross-cultural and comparative inquiry in Ancient Greece and discuss its theoretical significance for comparative education today.

### **Comparative Education fuori le mura: Why the Singapore paradox?**

*Maria Manzon, National Institute of Education, Singapore*

Comparative Education in Singapore is mainly 'extramural'. Borrowing the analytical lenses proposed by Nóvoa & Yariv-Marshall (2003, p.423), in Singapore, comparison is mainly a mode of (educational) governance rather than a historical journey. Comparative research in education, especially in the form of global benchmarking of 'best practices', is used widely by the government to inform educational policy (OECD, 2011). Paradoxically, comparative education is hardly visible in teacher education programmes in Singapore. Neither is there a Singapore society of comparative education. Some Singapore scholars who publish widely in specialist comparative education journals surprisingly do not see themselves as part of the comparative education community. However, there was a research centre at the National Institute of Education (NIE) that worked closely with the Ministry of Education (MOE) in undertaking secondary analysis of international studies, such as TIMSS, PIRLS and PISA. This paints an intriguing scenario. Why has the internationalisation of education policies not translated to the institutionalisation of academic comparative education in Singapore? This paper aims to elucidate further this paradox, extending the initial work done by Bray & Manzon (2005).

Taking the theoretical lenses from Foucault (1972) on discourse formation and Bourdieu (1969) on intellectual fields to interpret interview data gathered from key informants at the NIE and the MOE, this research seeks to tease out the reasons which may account for the absence of comparative education in teacher preparation in Singapore. Explanations will be couched within a circumspect re-reading of the interplay of "historical forces, social structures and individual biography" (Cowen, 2014, p.10). Hopefully this research can enlighten and expand the discourse on the institutionalisation of the field of comparative education in Asia and, in the process and as a by-product, catalyse its positioning at home.

### **Epistemology of Comparative Education and Knowledge 1, 2 and 3**

*Maria Jose Garcia Ruiz, Universidad Nacional Educacion a Distancia (UNED)*

In current times of globalisation, certain so-called philosophers of difference and neo-pragmatics such as Foucault, Lyotard and Baudrillard take for granted that we are in historical moments of late-modernity or postmodernity. Both phenomena, globalisation and postmodernity, are linked, and academics such as Vidarte and Rampérez (2008) state that 'postmodernity is the cultural logic of advanced capitalism' or of the 'hiperliberalism and neoliberalism' (Dale, 2000) which define the process of globalisation. Nevertheless, while academics such as Mc Grew (1991) deny the teleological character of globalisation, postmodernity indeed does have explicit aims which demand the end of social injustice that the modern period does not seem to have been able to eradicate.

Both the epistemology and methodology of the science of Comparative Education are experiencing great changes as a consequence of the development of these two phenomena. An array of academics (ie. Schriewer, 2000) denounce the simplicity and lineality of the comparative epistemology in times of the positivistic tradition. They proclaim the crisis of universalism, the complexity of the comparative science, the need to establish relations among relations, the complex causality, the bet for postnewtonian paradigms of dynamics of non-balance, and the proposal of the epistemological and methodological diversity in the science of Comparative Education.



Traditionally, the epistemological and methodological construction of the discipline of Comparative Education has been undertaken by the great methors of the field (ie. Bereday, Holmes, King...) revealing the modern tradition a dependency of the hierarchical Mode 1 of knowledge creation (Gibbons, 1994) in the academic building of the field. Nevertheless, in current times this construction of the field is open to be undertaken by an ever increasing wide group of academics which, by means of important works (ie. Cowen & Kazamias, 2009; Larsen, 2010; García Garrido et al; 2012) jointly shape the present and future times of Comparative Education, showing the use and resorce of Mode 2 (Gibbons, 1994) and Mode 3 (Kim, 2011) of knowledge creation in the shaping of the discipline, task which is now (excitingly and passionately) the responsability of all actors, not just big menthors. This sanctions the professional and academic competence of all actors, not just of big academic figures.

In the new participative, circular, empathic and dialogic way of constructing our field, there is an important convergence among modern and postmodern academics, which is the need to point to the overcoming of social injustice, sanctioning decisively the most practical and pressing character of the agenda of Comparative Education, which must now not merely 'inform' the educational policies but, very specially, the 'social praxis' (Schriewer, 2000). Can you think of any better and challenging task to be done jointly in the benefit and good of human beings and societies?

### **Intersecting the problems of comparative education at the time of the first CESE General Meeting (1963) and the OECD's Mediterranean Regional Project (1960-1965).**

*Luís Grosso Correia, University of Porto, Portugal*

This paper intends to discuss the recurrent methodological debates on comparative education in the mid-1960s by revisiting the main themes discussed at the first CESE General Meeting (Amsterdam, 1963) and the results of the OECD's first large transnational project focused on development and education: the Mediterranean Regional Project (1960-1965).

The OECD is at its origin a regional organization created in December 1961, which gives continuity in a qualitatively different historical context to the mission of the Organisation for European Economic Cooperation (OEEC). According to its original statutes, each OECD member state, among other economic goals, should "ensure the scientific and technological development of their capabilities as well as encourage research and provide professional training", maintaining the tradition of economic cooperation undertaken by the OEEC.

In the OECD's words, the Mediterranean Regional Project (MRP) was an experiment developed in real planning and policy-making conditions in order to relate education to economic growth and social advancement in six countries (Portugal, Spain, France, Italy, Yugoslavia, Greece and Turkey). The MRP project originated, paradoxically, from concerns expressed in 1960 by the Portuguese dictatorial authorities (and a request made to the OEEC) about educational processes aimed at producing the highly-qualified workforce required to achieve long-term objectives for sustainable economic development.

The CESE's first General Meeting was organized under the theme of "Comparative education research and the determinants of educational policy" and its proceedings include papers on relevant background data (by B. Holmes, S. B. Robinsohn and L. Fernig), the difficulties of comparative research (by P. Rosseló), inequality in education (by B. Suchodolski), comprehensive schools (by T. Husén), education policies in multi-partite systems (by G. Haussmann) and discussions conducted by L. Stenhouse, V. Garcia Hoz, H. H. Stern and J. A. Lauwerys.

This paper proposes to intersect two concomitants views and it is therefore structured into two key dimensions. On the one hand, it intends to outline the very beginning of the process of the OECD's consolidation as a strong player in the international education arena, capable of influencing the policy agendas of its member countries, according to its first transnational project on education for

development (MRP). On the other hand, it aims to analyze the theoretical trends that shaped the field of comparative education in the mid-1960s in order to confront the OECD's model of comparability (as a mode of governance) with other cognitive models (also transnationally-oriented) related to comparative studies in education, based on an analysis of the issues discussed at the first CESE General Meeting.

## **CTS 10a: Governance higher education (part 1)**

### **Governance in higher education the South: MERCOSUR's regulatory regionalism**

*Daniela Perrota, Universidad de Buenos Aires*

This article introduces the assessment of MERCOSUR's regulatory regionalism in higher education in order to discuss policy diffusion processes. The idea is to assess whether the main effect of the regional governing sphere is to improve national higher education systems –based upon social justice premises and therefore contribute to the overall development and scientific autonomy of the region– or to enhance certain institutions as world class universities –therefore perpetuating the inequities and exclusion of many social actors–. We aim at contributing to the advancement of theory regarding governance in higher education by introducing the framework of regulatory regionalism. We argue that regional regulations, norms and policies are by-passing domestic policy process in the higher education agenda, mainly supported by epistemic communities and/or advocacy networks, in order to boost national top universities global competitiveness as well as improving cooperative linkages within the region. The conceptual framework of regulatory regionalism in higher education has been applied both in Europe and East Asia. We proceed with an in depth study of MERCOSUR's regional policies for higher education: accreditation and quality assurance of undergraduate university degrees; academic mobility; inter-institutional cooperation.

### **The reconstruction of the university: Cross-national models and scientific inquiry in Chile and Colombia 1950–2012**

*Pedro Pineda, Universidad de los Andes, Colombia*

This article compares the clashes between the Latin American university model and the entrepreneurial university model on one central aspect of universities development: scientific inquiry. This allows addressing the crucial question about the social organization of higher education, whether local tradition or global forces shape the transformation of higher education in the last decades.

With this aim, the paper contrasts a mainstream functionalist perspective with an alternative neo-institutional approach. The first is usually found in the sociology of science (Ben-David & Zloczower, 1962; Ben-David, 1960) and higher education studies (Clark, 1998; Clark, 1995; Bernasconi, 2007; Brunner, 2008; Altbach & Jamillo, 2011; Altbach & Balán, 2007). The quoted representative authors in these fields argue upon the articulated transformation of local universities into entrepreneurial or world-class universities due to their supposed efficiency in funding and organizing higher education. The second neo-institutional approach (Meyer J. W., Ramirez, John Frank, & Schofer, 2006; Krücken,

2003; Ramirez & Christensen, 2012) relies the explanation of convergence processes on the influence of global forms of organization that are believed to be more efficient. This alternative approach recognizes isomorphic processes, highlights the underlying misconceptions that occur during the process, and challenges the coupling between the formal structures and research production. The mentioned disciplines present, consequently, competing explanations for understanding the social organization that occurs during the institutionalization of university research.

I used a comparative strategy and mixed methods to approach this problématique. Conclusions are drawn from comparing eighteen visited universities in Chile and Colombia, consulting scientific databases, analyzing policy documents and university missions, and revising previous literature. The collected information was analyzed through qualitative and quantitative methods, including content analysis, Pearson correlations, regression analysis and factor analysis.

With regards to the main convergence hypothesis I allege that that Colombian and Chilean university administrators have increasingly engaged, discursively, in implementing a research function and fostering university entrepreneurialism. Nevertheless, research has been mostly institutionalized, during three distinctive historical stages, in universities inspired by a distinctive Latin American research model: A new creole form of organization found to integrate research orientation and socio-political engagement. This part of my results only partially acknowledge the isomorphic processes hypothesized by world-polity theorists.

The rest of the collected evidence seems to support the other main propositions of the neo-institutional approach. I demonstrate the lack of a direct relationship between discourse and practice, especially in demand-absorbing universities. I also encounter ceremonial practices with an underlying rationalized logic during the institutionalization process.

Scholars and practitioners may find interesting to reflect on the delivered explanation of higher education reform. They might be appealed by the historical description of the process and the way decision-making processes are frequently based on common rationalized myths about scientific inquiry. In particular, they could find captivating the concluding thoughts on the effects of reforms inspired either by the idealized form of American organization, represented by the entrepreneurial university, or mixed local-global forms characterized by the Latin American research university.

### **The imagined 'global thinker' and comparative higher education: Trends, tracking, and the rubric**

*Brian D Denman, University of New England*

The imagined 'global thinker' in many cultures is inherently value-laden. Broadening and expanding one's global thinking by emphasis on

curricular reform and pedagogy and particularly in higher education suggests two very interesting developments. First, there is increasing interest

in joint degrees, the establishment of the New Humanities, and the notion that a student's heightened sense of self-worth, competition for jobs, and employability is at stake. Secondly, there is the notion that there may be a cultural lens overlaying the way we approach teaching, learning, and research, suggesting that 'global' may be confined to a particular worldview. In an attempt to track and map the 'global thinker', regardless of definition, there are many challenges to overcome, many of which include the ambiguity of lateral thinking, the perceived erosion of learning content over delivery, and the realisation of its 'imaginative' potential and applicability.

While the curriculum generally specifies what students are expected to learn and requirements for graduation through accreditation and quality control standards set by the disciplines, universities are increasingly under pressure to professionalise their degrees to conform to what students and industry demand. At the same time, higher education institutions are increasingly monitoring offerings, not by the quality of content but by the quantity of enrollees. Their emphasis increasingly is on financial viability and immediate employability of graduates. All of these developments undermine an historic regimen that promotes the development of the 'global

thinker'.

This discussion identifies and analyses the tensions between the core activities of universities, namely teaching and research, and the development of the imagined 'global thinker'. It also considers the feasibility of tracking a student's academic progress through the use of an online rubric that is custom-tailored to visually demonstrate one's mastery of creativity and innovation, deep thinking, assessment for learning, and critical and problem solving skills.

## **CTS 11: Comparing teaching and teaching expertise**

### **Comparing and assessing teacher expertise in mathematics across national school cultures and local social environments**

*Hans Dorf, Aarhus University, Denmark | Peter Kelly, Plymouth University | Nick Pratt, Plymouth University | Ulrike Hohmann, Plymouth University*

In a comparative research project, Comparing and Assessing Teacher Expertise, researchers from Plymouth University, England, and Aarhus University, Denmark, have examined practices and reflections of teachers in the subjects of national language and literature and mathematics at the intermediate level (age 12-14) in England and Denmark.

The purpose of the project is to compare, across different national school systems and cultures and across different social catchment areas, how experienced and able teachers navigate and mediate between political guidelines; the conditions, affordances and constraints of local social environments and schools; and their own professional conceptions of educational quality and relevance.

The project does not assess teacher quality against results obtained by pupils but approaches its object from an understanding of teacher expertise as a multi-level, culturally embedded phenomenon. It is particularly inspired by the contributions of B. Bernstein, R. Alexander, the Dreyfus brothers, and M. J. Osborn, P. Broadfoot and associates. Drawing on Bernstein's concepts of classification and framing, visible and invisible pedagogy, and regulative and educational discourse, the project has identified a set of dimensions along which teaching practice and discourse can be assessed.

Methodologically, the project is based on audio-recorded individual interviews and observations of lessons with eight teachers at four schools per subject and country over a three week period. Teachers' written plans were taken into account. In addition, focus group interviews with pupils from each observed class were made. Schools were selected with regard to variation in socio-cultural catchment; teachers were selected on the strength of their experience and recognition as reported by head masters, a specific criterion being teachers' ability to practice what they plan – and to deviate from their planning according to situational demands.

We found across countries and local school environments that teachers mediate between political guidelines, local conditions, professional valuations and judgements, and situational demands in their planning as well as their actual practice.

Further, there are common patterns across countries as to how teachers prioritise and mediate between subject specific, developmental, communicative, and relational dimensions with regard to socio-cultural characteristics of their respective classes and schools – and of their subjects.

Finally, we found differences between countries as to how national political guidelines appear in characteristic 'sets' of teacher role types which teachers move between – despite patterns depending on local conditions.

The present paper draws particularly on interviews with mathematics teachers and pays special attention to Danish results while retaining comparative perspective.

## **Cross-national comparison of education through the eyes of street-level bureaucrats**

*Ulrike Hohmann, Plymouth University*

Large studies, ranking educational success of countries, invite policy borrowing. Given various pressures arising from discourses of globalisation, the knowledge economy and the changing

context of teaching and learning, the import of education policies from successful countries is comprehensible though bears the danger of underestimating the impact of social and cultural contexts. Starting at teachers' decision making at work as they 'make policy' offers an alternative perspective on policy analysis. I will explore how the concept of 'street-level bureaucracy' (Lipsky 1980 republished 2010) can be employed to consider social and cultural contexts when comparing the work of teachers and education systems resulting in student achievement.

Teachers interact with students and therefore represent the front-line of government policies. Lipsky (1980) explored patterns of discretion developing in particular policy contexts and compared them across typical areas of street-level bureaucracy, like teaching, the police force and social work. The interpretation of policy by street-level bureaucrats can lead to considerable gaps between policy in theory and policy in practice.

The discussion is based on two studies in secondary schools, in which we used a pattern of audio recordings of 2 lessons followed by an interview for each teacher during a 3 week period, and the teacher's planning and samples of students' work. A second interview explored teachers' decision making processes in the light of their professional identities (see Kelly et al. 2013a; Kelly et al. 2013b). Additionally I conducted semi-structured interviews with practitioners in a variety of early years settings in England in Germany exploring their perceptions of expectations from politicians, parents and children.

The data is drawn from observations, audio-recordings of lessons and interviews of 28 teachers of children aged 12 in 14 separate secondary schools in England, Denmark and Germany outlined above. Additionally there are semi-structured interviews with 14 practitioners in 5 early years settings in England and Germany. Lipsky's (1980) framework is useful for cross-national work. Comparing patterns of discretion developed by teachers and early years practitioners in each of the countries shows how culture and policy path-dependency impact on the process of education. It highlights how the various and sometimes contradicting aims of schooling and influences from other, non-educational policies affect practice and outcomes for students.

## **Comparing the teaching of algebraic thinking across England and Denmark.**

*Peter Kelly, Plymouth University, UK | Nick Pratt, Plymouth University, UK*

Cross-national variations in student achievement fuel pervasive policy concerns across many countries for improving student outcomes. Using an approach which accounts for social and cultural difference, we examine the influence of teaching on cross-national variations in student achievement across Denmark and England. However, we also consider how the disciplinary relations of the subject, mathematics, play a part in the way teaching is mediated in each context.

The work draws on Bernstein (1990, 1996, 2001) in showing how teachers mediate the many influences on their teaching practice, separating broad socio-political influences, which serve to recontextualise and pedagogise knowledge and ways of knowing, from individual teacher mediations within institutional contexts. In relation to the subject discipline, we focus particularly on the influence of different forms of mathematical abstraction (Hazzan, 1999) as one potentially important aspect of these mediations.

We undertook lesson observations followed by a detailed interview with each teacher to explore and illuminate their practice. We also used lesson observations and audio recordings of 2 lessons for each teacher during a 3 week period and the teacher's planning and samples of students' work. Teacher roles were then inferred from this data in a process of analysis which constructed and drew on Weberian ideal

types. A second interview explored teachers' decision making processes in the light of their professional identities.

Our data is drawn from 8 mathematics teachers of children aged 12 in 4 separate schools (2 from each school) in each country and the interviews, observations of teaching and analysis of pupils' work outlined above.

The roles adopted in teaching vary between England and Denmark and reflect macro-sociological differences in education policy and culture which can be characterised as largely techno-rationalist in England and democratic-humanist in Denmark. Within each country teachers seem to move between different roles according to the perceived demands of the situation and are influenced by broad socio-political concerns, but also by more immediate concerns including the disciplinary relations (Boaler, 2002) with the subject. Resultant differences in pedagogic discourse (Bernstein, 1996) between countries contribute to differences in student experience, in particular for low attaining students who tend to be denied opportunities for vertical mathematization in England, unlike their counterparts in Denmark.

## **CTS 12a Educational issues across contexts (part 1)**

### **PISA and Canada: Canada's national education system is not included**

*Ron Phillips, Nipissing University*

Education in Canada is constitutionally the responsibility of both the provincial/territorial and federal governments. The federal government of Canada is responsible for 518 schools and approximately 120,000 students on First Nations/reserves throughout Canada. These schools and students are specifically excluded from participation in the Organization for Economic Co-operation and Development's (OECD) Programme of International Student Assessment (PISA). PISA only assesses students in provincial/territorial schools.

The purpose of this paper is to examine Canada's rankings in the OECD's PISA. It is apparent that Canada has misinformed OECD regarding education in Canada. Canadian education statistics and information is provided to the OECD by the Council of Ministers of Education Canada (CMEC) and Statistics Canada. These organizations do not provide information from the federal department's department of Aboriginal Affairs and Northern Development Canada (AANDC).

Analysis and examination of PISA, CMEC, and AANDC documents raises questions and possible reasons regarding the exclusion of these students and schools and the resulting high rankings. Questions must be raised regarding any comparisons using Canada's PISA scores, rankings, and descriptions to highlight effective school systems and effective education policies. The paper concludes with a rationale for the exclusion of the federal system of education in international comparisons by the federal government and the CMEC – First Nation schools are poorly resourced which results in inadequate supports (e.g., school facilities, programs, and personnel) when compared to provincial/territorial schools.

### **National education in Hong Kong schools, from post-war to post-retrocession: Nationalist narratives and a political process perspective**

*Tracy Chui-shan Lau, Hong Kong Baptist University*

This paper depicts the continuity and change in the educational discourses that revolve around the articulation of national identity in Hong Kong over the period that straddles the post-war to post-handover eras. I locate this analysis within the context of the recent emphasis on national education as a policy response to growing public and political disquiet in an environment of increasing tension between

Hongkongese and Chinese and related concerns about the rise of Chinese nationalism. Forces and elements that promote Chinese national education have existed in the system since the post-war years, but state-centred national education was not widely practiced in the mainstream schools. The socialisation of students in a set of common values and beliefs about their motherland has been a major element in education and the central *raison d'être* of national education since the handover of Hong Kong. This article focuses on the question of why the implementation of national education has grown by proposing a political process perspective that highlights the Chinese conceptions of society and polity.

In this article, three specific time periods in Hong Kong will be highlighted, showing how national education facilitated the nation-building purposes of different states. Hong Kong Chinese were pushed to join in an identifying process by which the narratives of Chinese nationalism is being intensively challenged, reselected, adapted and renegotiated. These three periods marked profound changes in the ambience in which Chinese nationalism and national education were articulated and discussed.

### **Progress and limits of educational inclusion processes in Latin America**

*Cristian Perez Centeno, Universidad Nacional de Tres de Febrero (UNTREF)*

In the last decade several Latin American countries have developed educational policies aimed at promoting basic education full inclusion in order to guarantee the right to education for all citizens - primarily for the poorest and traditionally excluded sectors- increasing education coverage, improving effectiveness and efficiency indicators of education, and dealing with inequality.

The paper analyzes the effective progress of these policies of democratization in the region at the level of basic education to establish their ability to structurally influence historic levels of inequality verified in Latin American society and educational systems. Particularly focuses on the secondary education due to primary education has reached a significant degree of universality and because it has been increased in the last decade, through the enactment of specific legislation, compulsory schooling years.

The text deepens the regional reforms analysis based on the Martin Carnoy's theoretical and conceptual framework adopted by the authors in previous works, as alternative model to educational reforms classical analysis and to educational systems quality assessment. Methodologically, presents statistical indicators of coverage, access, retention and graduation of countries in the region in the last 10 years, corresponding to different socio- educational groups, to present a comparative analysis between countries.

The statistical data used in the study are from official sources of information, national (ministries of education and census) and international databases (UNESCO and OIS -Organization of Ibero American Countries-) based on official and public information.

Comparison results demonstrate a significant democratization of education systems in Latin America in the last decade moving towards "Education for All" goals considering educational effectiveness and efficiency main indicators. A higher relative improvement has also been registered in groups with lower educational capital in comparison with those who have a strong tradition of access and attendance. However, it is concluded that these developments fail to structurally affect the still significant region inequality.

The paper explores the notion of "Education for All" accounting for the Program progress degree for the Latin American case. It also allows to spread to American and international academic community significant democratization efforts driven by much of the region governments in the last decade and their impact and specific limits. The study concludes by considering the current challenges and promises for the future in the context of developing inclusive process in the region.

## CTS 12b: Educational issues across contexts (part 2)

### **Proposed strategies to promote creative education and intellectual property in the knowledge-based society**

*Chanita Rukspollmuang, Chulalongkorn University*

In the age of globalization, knowledge has become the third factor of production in leading economies as one can see that most technologically advanced economies are truly knowledge-based. A knowledge society is thus one that the use of knowledge has been made effective for its economic and social development. Like many other countries, Thailand's economy has been dependent upon the labor-intensive manufacturing sector for many decades; however, the country is in the stage of developing creative industries driven by knowledge and information. Knowledge-based economy is regarded as a

basis for the development of the creative economy. During the 10th National Economic and Social Development Plan (2007-2011), in 2010, the government announced "Creative Thailand" policy, using "Creative Economy" to move the country forward. The policy aimed at enhancing the competitiveness of the country in the international arena by seeking to increase the value of Thai products and services from history, culture and traditions, wisdom, and innovations. This concept is in line with sustainable development and the environment-friendly economy as well as H.M. the King's Sufficiency Economy Philosophy. In the present 11th national development plan, the creative economy policy was also envisioned. In terms of implementation, education and knowledge management was considered as the critical factor for enhancing economic development, in addition to infrastructure and services management, by developing knowledge and technology as well as promoting R & D and innovation for commercialization. Promotion of intellectual property (IP) in educational institutions is thus one of the most important key-driven factors for the advancement of the country.

This research employed documentary research and expert interview to examine the existing legislature, policy, and practices in the promotion of intellectual property in "good practice" countries. Comparisons were made between U.S.A., England, Australia, Japan, Singapore, Korea, and Thailand concerning related laws and development policies, educational policies and the roles of education in promoting intellectual property cycle; namely, creation, protection, and commercialization. A survey research was also undertaken to study the state and problems of IP promotion in Thai educational institutions. Data were collected from basic education institutions, vocational colleges, and universities. Findings revealed many obstacles for Thai educational institutions in promoting IP. After conducting focus-group discussions and interviews, the "4 S" strategies - Selection, Stimulation, Support, Synergy - were then proposed.

### **Paths between governing and knowledge: A case of music education at hospital schools in Spain and Sweden**

*Antonio Garcia Alvarez, University of Buenos Aires | Guillermo Ruiz, University of Buenos Aires / CONICET*

Historically, education has revealed connections between governing and knowledge. At the current time, measuring and comparing statistical data have become powerful tool for governance of formal education around the globe. In so far as education is concerned about the processes of cultural production and reproduction, the global-local nexus represents a cultural field within which educational policy is clearly located. Thus, we can assert that standardized patterns are disseminated by international organizations, governments and leaders in order to approach learning outcomes, which are called to be harmonized by global terms.

This paper focuses on the outcomes of a research which has taken into account an educational track developed throughout the 20th Century: hospital schooling. Analysis and proposals are made regarding the music education curriculum content in primary education, at hospital education track, both in Spain



and Sweden. In order to critically approach the changing definition of what counts as significant knowledge, we set up a nearing to this topic, observing how music education curriculum content is included into hospital schools located in the capital cities of these countries: Madrid and Stockholm. Data for this research have been collected during research periods and have included interviewing, observation and document analysis.

We can define that hospital education means taking care of children who are hospitalized during long periods, at their schooling age. On the other hand, governments in several Western countries have increased school autonomy and stimulated demand sensitivity and sometimes even competition. These new governance regimes with increasingly individualised, informed and demanding populations suggest that complexity and the importance of diverse local contexts can only be expected to increase. In this paper, we analyze these new regimes at the hospital education track, looking at music education and studying who governs what types of music knowledge are included into curricula of this track.

Though, in the countries we have chosen for this study, Right to Education has been formally guaranteed, there are differences between them coming from aspects like hospital schools' range, hospital teachers' training, and teachers' coordination, among others. Thus, considering all of these aspects previously highlighted, we ask if they do have (and how they) impact on music education curriculum content as a part of education for hospitalized children. We will analyze what ideals and goals are strengthened by authorities of hospital schooling and also what teaching strategies are designs by teachers in order to improve educational outcomes in hospitalized students.

### **The role of subjective comparisons by the reactions of students towards the financial crisis in Greece**

*Kalliope Vrinioti, University of Western Macedonia*

The financial crisis which started in the Southern European member states of the European Monetary Union in 2010 was the consequence of the attempt to impose a common currency upon the Northern and the Southern member states which have differently functioning economic systems. The impact of the crisis which grew as a bigger economic crisis was stronger upon the younger cohorts, which are in much larger percentages unemployed and whose occupational prospects are negative.

The purpose of the present research project is to study the reactions of the students to the crisis. In contradistinction however to the dominant paradigm in academic research, which focuses on the objective behaviours, school marks etc. of the students, towards which measures of governance are subsequently addressed, the present research concentrates on the differing reactions of the students by equal impact of the crisis upon them. The theoretical framework of relative deprivation was considered as the most appropriate theoretical approach to guide the research project. The main idea of this framework is that actors always undertake implicitly comparisons: they compare their situation with the situation of "relevant others" and that, on the basis of this comparison they evaluate their own situation as more or less favourable. If a person finds that s/he is suffering more than others, then s/he judges his/her situation as unfavourable. If s/he feels that s/he is suffering less, then s/he evaluates his/her situation as more favourable even if in both cases the objective situation is the same.

Concerning the method, a written questionnaire has been submitted to the students. The respondents have firstly been stimulated to compare their situation with the situation of others. Secondly, they have been asked to answer how much worse is their situation now in relation to their situation before the crisis started. Thirdly, they have been asked concerning their expectation about the future, i.e. whether they think they will be better or worse in future. Our hypothesis was that persons which judge their situation as better than the situation of their "significant others" would (a) say that they suffered less severe losses and (b) that they would expect that things would become better in future. The first research results show that our hypothesis is confirmed.

**Thursday, June 12<sup>th</sup>, 2014, 14.00-16.00**

## **CTS 2: Governing diversity and the global norm of inclusive education**

The UNESCO Salamanca Framework for Action (1994) and the United Nations Convention on the Rights of Persons with Disabilities (2006) have established inclusive education as both norm and individual right on a global scale. The global norm of inclusive education challenges contemporary understandings of how diversity in education should be organized. Looking at formal structures indicates increasing standardization in education (Meyer & Ramirez 2005). In contrast, international comparative studies show remarkable inter- and intra-national variation (Schriewer 1992), persistence and powerful path dependencies (Richardson and Powell 2011) contested meanings (Carney et al. 2012), regionalization and fragmentation (Beckfield 2005) and social disparities (Adick 2002).

The session discovers varying meanings and reactions that relate to challenges posed by diffusion of global norms of inclusive education. Jonna Blanck, Benjamin Edelstein and Justin Powell analyse four types of mechanisms of institutional reproduction responsible for path-dependent developments that result in different responses to the global norm of inclusive education. Lea Schäfer and Andreas Köpfer look at inclusive education governance in Spain and Canada, two countries where discourses about inclusive education rarely refer to external references. Julia Biermann investigates differences in the understanding of inclusive education between disability rights advocates and agents of international donor organizations in Nigeria and unveils tensions with regard to policy transfer and knowledge production. Analyzing school statistics of the Slovak Republic Christian Brüggemann shows that governing inclusive education by assessing rates of “inclusive” education as suggested by UNESCO may not facilitate inclusion but rather favor increasing classification – or even persistent segregation.

### **Institutional change toward Inclusive education or path-dependent reproduction of segregated schooling in Germany?**

*Jonna Milena Blanck, Berlin Social Science Center | Benjamin Edelstein, Berlin Social Science Center | Justin J.W. Powell, University of Luxembourg*

Germany has among the most highly stratified and segregated educational systems in Europe. Its differentiated and stratified special school system, in particular, exemplifies institutional inertia. Yet Article 24 of the United Nations Convention on the Rights of Disabled People (CRPD), ratified in Germany in 2008, mandates implementation of inclusive education. To achieve the UN-CRPD's goals, Germany's sixteen Bundesländer must radically transform their education systems, whose structures remain antithetical to inclusive education. Examining education policy reform processes in two contrasting cases, this contribution investigates four types of mechanisms of institutional reproduction responsible for path-dependent developments: power-based, legitimacy-based, utilitarian and functional. We compare Schleswig-Holstein, where inclusive education has diffused broadly, with Bavaria, where implementation has stalled due to backlash and school segregation remains pervasive. Delving below the national level and emphasizing the importance of timing, we show contrasting effects of an exogenous shock on the direction of endogenous reforms.

## **Governing diversity in Canada and Spain: Without reference to global developments?**

*Lea Schäfer, Humboldt-Universität zu Berlin | Andreas Köpfer, Pädagogische Hochschule Nordwestschweiz*

The UN-Convention on the Rights of Persons with Disabilities (United Nations 2006) sets the legal frame for an international development towards Inclusive Education. This contribution will focus on the national and international legal impact on the implementation of inclusive school development in Spain and Canada that has taken place since the 1980s.

As a theoretical und methodological framework for this contribution, two qualitative studies are referred to (Köpfer 2013; Schäfer 2014) that focus on governing perspectives in Spain and inclusive school organization in Canada. Educational Governance (Schimank 2007; Benz & Dose 2010) is used as an overall framework for the joint examination. By comparing the historical development towards inclusion in Spain and Canada on the macro level, several aspects for governing diversity can be identified that implicate a plural implementation of inclusion within these two countries.

With the end of dictatorship in Spain 1975 and under international influence since joining the EU in 1986, Spain changed its educational system bottom-up and started to implement the right of education for all (Nohlen 2005; Pohl 2006). Since this change to a democratic state, policies to implement an inclusive education system have developed into an example of governance for other countries. Canada's reputation as one of the most advanced countries regarding Inclusive Education can be traced back to the 1980s, when the Canadian Charter of Rights and Freedoms was introduced (Department of Justice 1982).

This Charter bases on the premise of anti-discrimination against minorities (including race, national or ethnic origin, disability, religion etc.) and led to inclusive school systems – mainly in eastern provinces such as New Brunswick, Prince Edward Island or Ontario.

In addition to the comparison on the macro level, a data corpus of interviews, observations and field journals lays the foundation for the analysis of a plural understanding of inclusion within the school system and school practice on the meso level.

Finally, we point out that in these countries the transformation process towards inclusion has been based on national education laws and that the current governing discourse on Inclusive Education refers to the UN-Convention to a lesser extent.

## **Different meanings – How national and international organizations understand inclusive education in Nigeria**

*Julia Biermann, Universität Bremen*

The education system of Nigeria faces serious challenges, especially in terms of providing and maintaining meaningful access to schools for children, regardless of their (special) needs. Since the 1950s, there have been several political attempts to achieve access to education for all children through the introduction of primary and basic education programs. Since the 1970s, inclusion and integration are named as national goals in different national education policies. The most recent one is the 2004 Universal Basic Education Act introduced under the umbrella of Education for All. Today, of its primary school age-population 37% remain out-of-school, with almost 9 million children among the highest numbers worldwide. Therefore, Nigeria will hardly meet the Millennium Development Goals or the Education for All targets by 2015. Within this context, children with disabilities, difficulties and disadvantages are particularly vulnerable to exclusion from the public school system, the regular school and classroom.

In the context of a case study, the analysis of historical developments, documents, and expert interviews related to inclusive education reveals a central tension. While development partners promote an

equation between Education for All and inclusive education, rights advocates much more favor special education. Accordingly, educational separation in conjunction with specialized support is not perceived as a barrier to inclusive education but rather understood as its prerequisite. These respective approaches to inclusive education can be traced to the origins of the organizations. This hints to another crucial aspect, which are the partnerships between these internal and external actors in terms of policy borrowing and knowledge production.

### **Why looking at inclusion rates tells little about the inclusiveness of an education system**

*Christian Brüggemann, Technical University Dortmund*

International organizations are carrier and distributor of rational ideas and global norms about how education systems should look like. Since about two decades UNESCO in line with other international organizations support the global diffusion of the inclusive education paradigm. In this context two key documents are of main importance; the UNESCO Salamanca Framework for Action (hereafter Salamanca Framework) and the United Nations Convention on the Rights of Persons with Disabilities (hereafter Convention). Both documents can be understood as landmarks regarding the international delegitimation of segregated education. The Salamanca Framework introduced inclusion as a “linguistic shift” (Visilie 2003) and new global norm of adequate educational provision. The UN Convention established inclusive education clearly and unequivocally as individual right as well as educational goal.

Both documents attempt to strengthen the legitimacy of inclusive education by calling for data reporting, continuous evaluation and international comparison, measures that suggest “scientific rationality” (Steiner-Khamsi 2009).

This approach has been observed to be an exceptionally effective governance mechanism when the degree to which states apparently conform can be quantified and ranked (Waldow 2012). In this vein, nation states are asked to collect statistics regarding “the number of students with SEN enrolled in regular schools” (UNESCO 1994, 10) and to frequently report about „measures taken“ and „progress made“ (UN 2006, Art. 31).

This contribution argues that looking at inclusion rates (the share of students with SEN enrolled in regular schools) tells little about the inclusiveness of an education system. By analyzing school statistics (1992-2012) of the Slovak Republic, it is shown that inclusion rates and segregation rates have been increasing simultaneously over the last 20 years. Even though Slovakia might be perceived as a “model of success” with regard to the rapidly increasing provision of inclusive education, it has developed into the most segregative education system in Europe. The mutual increase in inclusion and segregation rates has been identified as a contemporary paradox in special education (Richardson and Powell 2011). It is this paradox that warns us not to use only inclusion rates when we attempt to measure of progress in inclusive education.

### **CTS 4: Echanges éducatifs, mobilité internationale des étudiants et pédagogie universitaire**

Le symposium se donne comme objectif d’interroger le lien entre mobilité internationale des étudiants et les études poursuivies. Il est centré sur les apprenants. La dimension comparée repose sur le fait que la mobilité des étudiants sortants ou entrants fait appel au contexte culturel derrière le métier d’étudiant (Coulon, 1997) et la pédagogie universitaire (Byral et Dervin, 2008). Ces échanges éducatifs dépassent l’aspect académique en atteignant la réalisation de soi par la rencontre interculturelle (Groux, Porcher, 2000).

Une première recherche concerne l'identification d'un certain nombre de compétences prioritaires et transversales à la mobilité d'études et de travail de doctorants. Bien que la formation des doctorants soit définie par les règles et les curricula de chaque état, par la recherche et l'enseignement, le travail du doctorant prend de plus en plus une dimension interculturelle et transculturelle. Une recherche effectuée dans plusieurs pays européens a été menée par Ivana Maria Padoan de la Faculté de Sciences de l'éducation de l'Université Ca' Foscari de Venise en Italie en comparant différents chemins et diverses attentes des doctorants.

Une seconde recherche étudie l'effet d'un diplôme sur des étudiants étrangers entrants dans le Master "Parcours international" de la Faculté des Sciences de l'Education et Sciences Sociales de l'Université Paris Est Créteil en France où enseignent Marcel Pariat et Pascal Lafont. L'échantillon est composé de 60 étudiants. Quel sens construisent-ils à partir de leur propre parcours, alors que leur place dans la société dépend d'une part, des conditions économiques, sociales et culturelles très inégalement réparties et d'autre part, pour les étudiants d'origine étrangère plus particulièrement du poids du contexte historique et culturel qu'ils ont connu. Si l'offre d'enseignement que constitue le Master s'avère structurante, c'est parce qu'elle concrétise une articulation entre parcours universitaire, mobilité internationale et parcours de réalisation de soi.

L'approche méthodologique repose sur l'exploitation d'un questionnaire, sur l'analyse comparative entre les éléments de réponse et les lettres de candidature et de motivation, ainsi que sur la lecture plurielle des effets structurants du parcours grâce à une dizaine d'entretiens semi-directifs dont la moitié réalisée 3 ans plus tard.

La troisième recherche menée par une enseignante d'anglais, Annie Stephens, dans le Lycée Pissarro à Pontoise en France propose d'évaluer l'élargissement des domaines cognitifs et l'acquisition de compétences particulières propres au pays ainsi que sa perméabilité à d'autres domaines, qui pourront démontrer l'enrichissement interculturel de savoirs faire et de savoirs être. Les apprenants sont des lycéens en mobilité.

Le symposium sera animé par Elisabeth Regnault comparatiste en éducation de la Faculté de Sciences de l'éducation de l'Université de Strasbourg en France. Il sera structuré sous forme de table ronde, ce qui permettra de dégager des problématiques communes en essayant de faire émerger la dimension non seulement académique de la mobilité internationale mais également personnelle.

### **Les compétences transversales du doctorant en mobilité interculturelle et transculturelle**

*Ivana Maria Padoan, Faculté de philosophie, Università Ca' Foscari, Venezia, Italie*

La recherche consiste à l'identification d'un certain nombre de compétences prioritaires et transversales à la mobilité d'études et de travail de doctorants. Bien que la formation des doctorants soit définie par les règles et les curricula de chaque état, par la recherche et l'enseignement, le travail du doctorant prend de plus en plus une dimension interculturelle et transculturelle. Une recherche effectuée dans plusieurs pays européens a été menée par Ivana Maria Padoan de la Faculté de Sciences de l'éducation de l'Université Ca' Foscari de Venise en Italie en comparant différents chemins et diverses attentes des doctorants.

### **Mobilité internationale des étudiants et démarche pédagogique pro-active: vecteurs de construction identitaire et de professionnalisation dans le cadre d'un Master**

*Pascal Lafont, Université Paris Est Créteil, France | Marcel Pariat, Université Paris Est Créteil, France*

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L'échantillon est composé de 60 étudiants. Quel sens construisent-ils à partir de leur propre parcours, alors que leur place dans la société dépend d'une part, des conditions économiques, sociales et culturelles très inégalement réparties et d'autre part, pour les étudiants d'origine étrangère plus particulièrement du poids du contexte historique et culturel qu'ils ont connu. Si l'offre d'enseignement que constitue le Master s'avère structurante, c'est parce qu'elle concrétise une articulation entre parcours universitaire, mobilité internationale et parcours de réalisation de soi. L'approche méthodologique repose sur l'exploitation d'un questionnaire, sur l'analyse comparative entre les éléments de réponse et les lettres de candidature et de motivation, ainsi que sur la lecture plurielle des effets structurants du parcours grâce à une dizaine d'entretiens semi-directifs dont la moitié réalisée 3 ans plus tard.

### **Enrichissement interculturel, développement de savoirs faire et de savoirs être chez des lycéens en mobilité**

*Annie Stephens, Lycée Pissarro, Pontoise, France.*

Annie Stephens, dans le Lycée Pissarro à Pontoise en France propose d'évaluer l'élargissement des domaines cognitifs et l'acquisition de compétences particulières propres au pays ainsi que sa perméabilité à d'autres domaines, qui pourront démontrer l'enrichissement interculturel de savoirs faire et de savoirs être. Les apprenants sont des lycéens en mobilité.

## **CTS 5b: Governing Roma Education: International initiatives and national idiosyncrasies (Part 2)**

Roma are considered to be Europe's largest minority. The Council of Europe estimates that over 11 million Roma live in the Council of Europe area and close to six million in the European Union (Council of Europe 2010). International initiatives like the Decade of Roma Inclusion 2005-2015 and the EU Framework for National Roma Integration Strategies up to 2020 have set up novel frames where education is perceived as end and means of Roma social upward mobility. Such frames in combination with the reform-pressure of supranational and international organizations have provoked national and local reactions and rejections to the question how teaching and learning of Roma students should be organized. International, national and local actors have different perceptions about how integration/inclusion should be achieved (or even prevented in favour of segregation) that result in highly contested governance regimes. The first part of the session looks at international initiatives and national idiosyncrasies that frame minority education (cp. CTS 5a). The second part of the session looks from several perspectives at ethnic educational difference and the historical trends that contributed to mainstream cultural imaginaries about minority students.

Part 2: Attila Papp analyses data from the Hungarian National Assessment of Basic Competence (NABC) in order to map the extent to which Hungarian primary schools are ethnically segregated. Further, high achieving and low achieving segregated schools are compared in order to understand factors that support student achievement. Based on critical pedagogy and ethnographic field research Greta Perisco

looks at how educational institutions and various local actors deal with perceived ethnic difference of Romani and non-Romani students in Romania, Italy and Brazil. *Veselina Lambrev* chooses a self-reflective approach towards her own positionality in anthropological fieldwork in Roma-only schools. *William New* looks at historical conditionalities of governance mechanisms targeting Roma students in Europe and Native American students in the United States.

### **Schools that succeed: Characteristics of segregated but high achieving schools in Hungary**

*Attila Papp Z., Hungarian Academy of Sciences*

The Hungarian National Assessment of Basic Competence (NABC) and various international surveys (PISA, TIMSS, PIRLS) indicate that in Hungary exists a huge gap between the best and the worst achieving students and that the education system fails in making up for the disadvantages of those who come from underprivileged backgrounds. Also there is some evidence that the majority of Roma students are living in poor life conditions.

The disadvantages of Roma students are mainly due to educational segregation as it has been revealed by studies of various kinds (Németh 2004, Kertesi 2005, Kertesi & Kézdi 2005a, 2005b, 2008, 2009). After the political regime change the rate of educational segregation has been increasing and nowadays we have information about 300 schools where Roma students have a majority. Segregation is explained by social structural causes as well as by some of the peculiarities of the education system such as the free choice of school, or different types of selectivity mechanisms. At the same time the family social-economic background and life-conditions, as well the student's health conditions are crucial in explaining school achievement (Kertesi & Kézdi 2011, 2012).

The NABC database contains school and student level data, and therefore it provides the opportunity to adopt the methodology of the PISA tests in order to examine the school resilience phenomenon (OECD 2010). Resilience originally refers to individual's capacity to cope with risk situations, and it shows how disadvantages students could become successful and be involved in a social mobility path (Werner 1982, Masten 2001, Reid & Botterill, 2013). In my presentation I will adopt the concept to primary schools. On the one hand, I select disadvantaged schools based on the socio-economic index of family backgrounds (schools from the bottom quartile). On the other hand, I select successful schools based on competencies (schools from the top quartile). The resilient schools are defined as successful schools with a low socio-economic index. In my presentation I will try to picture the major regional, socio-economic and pedagogical characteristics of resilient schools broken down by the rate of estimated Roma students. Based on this analysis I hope we can formulate major steps ahead for the Hungarian educational policy facing Roma education.

### **Targeting, denying, recognizing: Different strategies to deal with Roma, Sinti and Calón children in three schools of Romania, Italy and Brazil**

*Greta Persico, University of Milan Bicocca*

This paper, part of a broader comparative research conducted between 2010 and 2013 (Persico 2013), has the purpose to analyze the strategies for dealing with Roma, Sinti, and Calón students enacted by three schools, respectively in Italy, Romania, and Brazil.

The objective is to comprehend how, and whether, school could prove itself as a democratic and multicultural institution, able to offer an effective service to each student, fostering their living together. The theoretical frame of reference is critical pedagogy (Freire 1974, Gadotti 1996, Giroux 2010, 2012). Both Roma communities and school are considered as actors of complex relations. School is analyzed not only for the didactic contents, but also for all those material and immaterial elements it's built by, such as

spaces, times, bureaucracy, school year, etc., elements which contribute to create a hidden curriculum (Perrenoud 1993, Santerini 2010).

Such a curriculum acts as a pedagogical device (Massa 1990), generating meanings and subjectivation processes (Foucault 1975, 1977) on Roma or gagé individuals.

Attention will be paid to the social pedagogy literature, which invites to explore the educational effects produced in “pedagogic devices in a broader sense” (Mantegazza 1998, 2012), that is, in contexts not openly devoted to educate but producers of educational effects nonetheless. Our study moves from the school as defined place, to question interethnic relations (Kymlyca 1995, Balibar 2013) among classmates, between Roma communities and institutions, and among neighboring human groups. From this perspective we’ll consider the stands of authors theorizing education as a politic act and schooling as the first institution in charge to carry democratic values (Freire 1974, Darder 1991, Tarozzi 2005). Starting from the existing literature about Roma groups, the decision was to conduct an ethnographic research in order to attain an articulated picture of the different realities.

Contextually, in order to attain a deeper insight avoiding generalization, the decision was taken to carry out a comparative analysis. During the fieldwork time we systematically realized, interviews to the schools’ headmasters, to the teachers, those working in class and those fulfilling special tasks (e.g. nomads commission), to several parents of Roma children, and to different institutional representatives whose role was judged as relevant for the survey goals. The fieldwork took place in a town with a relevant presence of Roma in the Valsui region, Romania; in an Italian Sinti nomad camp in Lombardy, Italy; and in a neighborhood with a conspicuous Calòn community in a town few kilometers from Goiania, Estado do Goiás, Brazil. Our attention is directed mostly to describe: Curricula organization and tools (teaching, legislative, bureaucratic) in use; school epistemology carried out by the three groups; Interaction between schools and families, that is, modalities of involvement and participation to school life, or its elusion; The different solutions and projects in each context to face both specific and recurrent issues. We’ll be facing three different models with their own effects on learning and performance level of children, as on school-families and neighboring relations. In Romania we’ll follow in act a targetization process, where Roma are defined and considered as a homogeneous ethnic group. In Italy is taking place an otherness (alterity) denial process regarding Sinti children and families. Differently, in Brazil the otherness of the semi-itinerant Calòn families is undergoing a recognition process.

### **Methodological dilemmas: reflexive practice and positionality negotiation in a qualitative inquiry with Roma people**

*Veselina S. Lambrev, University of Hawaii at Manoa*

This presentation draws on my field experience as a novice researcher in a qualitative inquiry examining the educational experiences of three Bulgarian Roma (Gypsy) groups. I reflect on my role as an outside researcher (“Gadzhe”, a word that Roma use for all non-Roma people) who is part of the dominant Bulgarian group, not part of the Roma group, nor part of any NGO that is charged with working with Roma. Through exploration of my pre-, in-, and post- research process, I discuss the way I used reflexivity as a methodological tool for challenging my stereotypes as a Bulgarian in relation to my Roma minority participants and for navigating power dynamics in the field. I argue that a careful reflection on positionality negotiation in cross-cultural inquiry is fruitful for researchers coming from the majority group because it enhances the quality of the data collection and deepens the analysis process. This study has two aims: 1) to demonstrate how the concept of positionality is re-constructed in response to participants’ identities and perceptions, and as a result of attachment development or friend-like relationships in the field; and 2) to discuss implications for culturally responsive research with Roma communities.

The theoretical framework of this study are feminist and critical theories highlighting the importance of researcher’s positionality (culture, ethnicity, gender, educational and social background, religion, etc.),



reflexivity, and power in qualitative mode of inquiry (Emerson, 1995; Hopkins, 2007; Milner, 2007; Gildersleeve, 2010). Data were collected during four-month long fieldwork in 2012 at four Roma-only schools and among three Bulgarian Roma communities and through document analysis, community and classroom observations, and 30 in-depth interviews and six focus groups. This paper contributes to the field of comparative and international education by exploring the complexities of research relationships between a dominant researcher and minority participants in an international and cross-cultural context. Through this study, I make explicit that research relationships are central in a culturally sensitive research, and being attentive to the values, beliefs, and voices of those studied requires a constant dialogue with one's self. Staying conscious about the ethnic, cultural, and social origins of my perspective and the perspectives of the respondents was necessary in understanding the Roma world that I studied. By engaging in an ongoing reflective practice and self-questioning of my personal lens, I was able to carefully examine power in this research and to navigate my membership role in response to it. While this paper is not about how to develop strategies for conducting cross-cultural qualitative inquiries, it emphasizes the complexities of the research relationships between a dominant researcher and minority participants. I conclude that being aware of my positionality – that of a white, "Gadzhe" Bulgarian, educated, middle-class woman was beneficial for my study as it helped to avoid validity threats associated with the researcher's outsider role.

### **Severing the mother tongue: A historical comparison of the assimilation of Roma and Lakota Sioux children**

*William New, Beloit College*

The regulation of the cultural and linguistic development of Roma students in Europe, and Native American students in the U.S., shares a common historical framework involving the attempt of authorities to bring minority students into the mainstream, through assimilatory projects, and then spitting them out again to the extreme margins of mainstream society. This paper aims to understand the regulatory logic by which the cultural integration of these two groups of cultural minority students is pursued by means of linguistic extinction. I will focus on four nodes in the complex histories of the education of Central European Roma and the Lakota of the northern plains of North America. For the Roma, the study will focus on (a) the late 18th century decrees of Maria Theresa that attempted to forcibly settle the Roma and fully assimilate their children in Burgenland, on the border of Hungary; and on (b) the policy discussions of the last decade in Slovakia concerning the establishment of residential boarding schools for Roma students. For the Lakota, the study will focus on (a) the operation of the Flandreau Indian School in South Dakota, opened in 1893, through its first four decades; and on (b) the contemporary language preservation project on the Rosebud Reservation in South Dakota, meant "to provide ... opportunities to revive, embrace and perpetuate the Sicangu Lakota language, history and culture." Methodologically, the core orientation is that of historical ethnology, or Foucauldian genealogy. By re- and deconstructing cultural formations in different historical periods, we can see homologies of motivation, belief, and practice over time, which help us to see the ways in which contemporary governance is historically conditioned. The comparison of European and American cases hopefully illuminates those dimensions that are specific to their time and place, but also gives a sense of ideological and cultural currents that reach across the Atlantic. In the cases of both Roma and Lakota, the early institutional efforts to sever the linguistic and cultural connections between children and parents have been succeeded by educational policies aimed at legitimating curricula and pedagogy through which minority students' culture and language can be rendered 'historical', and encountered only through mainstream national languages. Through this study, I seek to explain how Roma and Native students can occupy the farthest geographical and social margins of American and European space, while still remaining central to the cultural imaginaries of their respective dominant societies.

## CTS 6: Transition of educational systems by fostering extended education

From early childhood to late adolescence, young people are enrolled in various public or private forms of educational arrangements.

Pre-school-aged children attend kindergarten or participate in early learning courses. School-aged children often participate in school- or community-based programs, forms of private tutoring or after-school activities such as art courses or academic clubs, or they attend all-day schools.

As far as these activities and programs focus on the social, emotional and academic development of children and young people and are pedagogically structured they can be summarized by the term extended education.

Right now many countries make major investments to foster offers and activities in the field of extended education. On the one hand surprisingly this international development has not yet drawn the attention of the international educational research that such a widespread educational development deserves. On the other hand there are some national orientated projects evaluating the programs and activities implemented within the different educational systems. Only just recently initiatives came up to link the different research agendas across countries (see for example the newly launched International Journal for Research for Extended Education, IJREE – [www.ijree.com](http://www.ijree.com)). The concern of this cross-thematic session is to contribute to this development and to call comparative researchers' attention to the topic of extended education.

The main theoretical background of the papers presented in this session are adaptations of educational effectiveness models (like Holtappels 2010 for the context of all-day schools and a general model for extended education, see for example Kielblock & Stecher 2014) and rational choice models (like Fischer, Radisch & Stecher 2007).

Stecher will give an overview of the international development in the area of extended education (i.e. Germany, South Korea, The Netherlands, Sweden, US). Different countries tend to focus on different models of implementing extended education within the different educational systems. Interestingly the overarching goals are quite similar just as the problems that have to be overcome in order to contribute to the children's development. Many countries struggle to develop effective educational settings.

The objective of the paper of Rollett, Tillmann and Schmitz is to give an illustrative report on benchmark data of schools providing an all-day program and shortcomings that might hamper the success of the intended transition of the schools' learning culture. The report is based on the German longitudinal evaluation project "Study on the Development of All-Day Schools".

Schüpbach presents results of a longitudinal study on the effects of early childhood education on mathematics achievement of primary school students and its potential to compensate disadvantages of low family promotion. The paper will contribute to the discussion under which circumstances positive effects of extended education can be expected.

Finally we will discuss the international development of extended education regarding its potential to reform educational systems, the obstacles that have to be overcome and the challenges it provides for future educational research.

### **Extended Education as part of the German general education system - status quo, developments, and research**

*Ludwig Stecher, University of Giessen*

Based on nationwide statistical data we'd first like to describe some developments in the field of traditional education and extended education within the last decades in Germany (the time frame

depends on available data). All in all we can show that the field of extended education has expanded through recent decades and that this expansion above all is largely due to the increase of the number of all-day schools (and the extracurricular activities they provide).

Second, we show how this development of Germany's general education system is embedded in similar international developments (i.e. South Korea, The Netherlands, Sweden, US). We can show that the expanding field of extended education is an international phenomenon.

In the third section of our presentation we'd like to summarize research findings about the outcomes and effects of extended education programs and activities. This section is based on a general model of effectiveness in the field of extended education.

In the final section we will discuss some conclusions and possible further developments with regard to the general education system and to educational research.

### **The transition from half-day to all-day schooling in Germany: Results of a national evaluation study**

*Wolfram Rollett, University of Education Freiburg | Katja Tillmann, TU Dortmund University | Karin Lossen, TU Dortmund University | Heike Schmitz, Federal University of Sergipe*

Outcomes of different international comparison studies on students' performance showed disappointing performance of German students. This led to a widespread reconstruction of the German school system changing from half-day to all-day schooling. Today more than half of the German schools provide an all-day program for their pupils. The central aim of the ongoing change of the national school system is to enrich the school context and to offer the students diverse and individually adapted opportunities to learn. Schools extend their students' education by integrating a broad range of extracurricular activities to improve the students' cognitive, emotional, motivational, and social development and to foster their learning in subject-related and non subject-related areas (e.g. homework supervision, time and support for individual learning, remedial teaching, workshops, projects, courses for special interest groups, organized leisure time).

The objective of the present paper is to give an illustrative report on benchmark data of schools providing an all-day program and shortcomings that might hamper the success of the intended transition of the schools' learning culture.

The theoretical background of the work presented here is the Context-Input-Process-Output-Model for all-day schools (Holtappels 2010), which combines the classical CIPO approach (Stufflebeam 1972, Scheerens 1990, Holtappels 2005) and the opportunities and uses of instruction model proposed by Helmke (2012).

Data is available through the nationwide, longitudinal evaluation project "Study on the Development of All-Day Schools" (StEG, "Studie zur Entwicklung von Ganztagschulen", see Holtappels et al. 2007, Fischer et al. 2011) which captures the development of 371 all-day schools in Germany in 2005, 2007 and 2009. At each point in time, comprehensive questionnaires were administered to headmasters, teachers, all-day staff, external partner organizations, parents, and students. The general aim of the study was to evaluate the development of all-day schools in Germany and to provide recommendations for schools and school administrations.

The results show that the schools manage to improve their learning culture by enriching it with extracurricular activities. Most of the schools hire additional personnel with various professional backgrounds and extend their cooperation with external partners to provide their all-day program. Often unsolved problems are the development of meaningful links between extracurricular activities and in-class instruction as well as the productive integration of the additional staff within the school community.

Analyses emphasize the importance of a sound conceptual foundation and a positive climate for cooperation as a basis for a successful and sustainable development of the schools' all-day program.

### **Compensatory effects of early childhood education (ECE) and extended education with regard to low family promotion of child development at the transition to primary school**

*Marianne Schüpbach, University of Bern*

Children's utilization of the secondary agent of socialization, the school, depends on the family's capital (Bourdieu 1983). Already at entry to primary school, children differ in mathematics skills, particularly because they have experienced different developmental opportunities. Many studies show that the school is not able to compensate for these primary disparities to the desired extent (Ditton & Krüsken, 2009). In recent years, increasing importance has been ascribed, in addition to formal education, to non-formal and informal learning. It is in this context that the expansion of ECE and all-day schools/extended education in Switzerland should be seen. Here, the central objective is to meet the demand for equal opportunity for all in the education system. Most of the available studies on the effects of ECE have studied children that had education and care offered in an organized, intentional way within formal learning settings. Recent studies have demonstrated largely positive effects on cognitive development and on school achievement in mathematics and especially for socially disadvantaged children (Roßbach, 2005; Sammons et al., 2004). As to the effectiveness of extended education at all-day schools, the StEG study in Germany revealed that effects on school grades are found only when the intensity of children's attendance is taken into account (Kuhn & Fischer, 2011). A number of studies in the United States found that especially children in families with low SES benefit from attendance at specific intervention programs (Lauer et al., 2006).

The following hypotheses can be derived: (H1) ECE, in both formal and informal settings, has a positive effect on children's development in mathematics achievement (MA). (H2) ECE has a compensatory effect on MA. (H3) Intensive attendance at extended education has a positive effect on MA, and (H4) extended education at all-day schools has a compensatory effect on MA. These hypotheses were tested in a longitudinal study. The sample for the analyses comprised N= 295 students in 43 school classes at 35 primary schools in Switzerland. The hypotheses were tested using linear latent growth models.

Overall the results showed that children that attended ECE for a longer period prior to school entry had a more positive MA and had a compensatory effect. Children with intensive attendance at extended education offerings at all-day schools showed better MA than children with no attendance. However, children with low family promotion of development attending all-day schools did not reach the same levels of achievement as children with high family promotion did. Thus, no compensatory effect of the all-day school is found for this group of children.

## **CTS 8: Governing young peoples' educational trajectories**

The aim of the first paper in this cross-thematic session is to set the stage and provide a common ground for the discussion of the three papers that follow. Governing educational trajectories of young people evolves from the interaction among institutional and individual actors inside and outside school, between welfare and education systems; thus, studying how educational trajectories of young people are regulated asks for a broad understanding of those involved in these processes.

The theoretical background of the panel combines a life course and a governance perspective for analysing educational trajectories across disciplinary boundaries. The panel draws on and develops further work done in the EU-funded comparative project "Governance of Educational Trajectories in

Europe" (GOETE) ([www.goete.eu](http://www.goete.eu)). GOETE analysed how educational trajectories of children and young people between the end of primary education and the beginning of post-compulsory routes are regulated in eight different EU-member states, namely Finland, France, Germany, Italy, the Netherlands, Poland, Slovenia and the UK. The papers included apply a multi-level and mixed-methods design by combining a variety of research approaches and involving a range of actors and perspectives.

The paper first suggests a combined life course and governance perspective as appropriate for analysing educational trajectories across disciplinary boundaries; second, it introduces the objectives and the design of the project applying such a perspective; and third, it prepares the ground for the presentation of findings in the three subsequent papers.

### **Governing young peoples' educational trajectories: Introduction**

*Marcelo Parreira do Amaral, University of Muenster, Germany*

The aim of the first paper in this cross-thematic session is to set the stage and provide a common ground for the discussion of the three papers that follow. Governing educational trajectories of young people evolves from the interaction among institutional and individual actors inside and outside school, between welfare and education systems; thus, studying how educational trajectories of young people are regulated asks for a broad understanding of those involved in these processes.

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### **Comparing responses to migrant students as a means of comparing national educational governance**

*Roger Dale, University of Bristol, United Kingdom*

The aim of this paper is identifying a basis for a better understanding of different national responses to the presence of migrant children in school in seven European countries. Central to the paper is the development of a new mode of analysis and explanation of different national responses problems of migrants in schools. This relies on the combination of two approaches that are relatively underused in tackling such issues: the development of a rigorous comparative methodology, that takes the national responses as a form of tertium comparationis; and the development of a variation of theories of 'opportunity structures' in understanding the selection and forms of policy, at three moments—its formulation, 'implementation', and enactment. To this end the concepts of Discursive Opportunity Structures, Institutional Opportunity Structures and Interactional Opportunity Structures are developed and applied. These elements are addressed largely through the use of an approach to comparison that

rests heavily on the development of different levels of abstraction. The data and evidence framework is drawn from work initially carried out on an FP7 programme, GOETE – Governing educational transitions in Europe – which focused on transitions into and out of lower secondary education. The data were drawn from parallel work in the following European education systems: Finland, France, Germany, Great Britain (England and Scotland), Italy, Netherlands, Northern Ireland, Poland and Slovenia. The presentation closes with the presentation of selected results and conclusions and with the discussion of empirical and theoretical implications.

### **Local policy networks for educational policy: Discretionary practices and professional mandates**

*Eduardo Barberis, University of Urbino Carlo Bo, Italy*

This paper aims at providing a bottom-up perspective on the rescaling of educational policy in Europe, focusing on the space of local policy networks, and – within them – on the role of educational professionals. Different types of discretionary power will be identified, and the paper will show how they are related to institutional features that create local opportunity windows, exploited differently by educational professionals. In particular, we will analyze the conditions and the professional practices that can ease or limit successful educational transitions.

The framework adopted in this paper aims at a policy analysis that keeps together the tradition of studies on street-level bureaucracy and the recent achievements of the rescaling of statehood and policies. The scalar perspective will be analyzed by reading national regulations as a dynamic framework that structures local spaces of freedom, while this “freedom” will be analyzed in the wake of a Lipskian approach to street-level bureaucracy and discretion.

The inquiry will be based on the triangulation of semi structured interviews with principals, teachers, parents, pupils and other educational professionals; surveys with pupils, parents and principals; critical discourse analysis of policy documents; secondary data. Moreover, the inquiry will be comparative, analyzing data from 8 European countries as example of different educational regimes that structure differently the space for local discretion and networks. The presentation is based on evidences from the FP7-funded project GOETE. Data have been collected primarily through surveys, interviews, and critical discourse analysis in 8 European countries (France, Italy, UK, Germany, the Netherlands, Poland, Finland, Slovenia). For contextualization purposes, project data will be triangulated also with data from OECD, Eurostat and Eurydice.

Results show that local policy networks are charged with great responsibility, even though often they have inadequate resources, in terms of funding, skills and common language to relate different actors. In this frame, discretionary power is very important in any national context – with different degrees and mixes, since macro-institutional frames have an influence. Though, same types and degrees of discretion can be used both to open up and close down access chances. Proactivity is elicited when societal goals are shared, but means are considered inadequate and when control over the process is high. Negative reactivity is associated with overworking and silo professional cultures.

### **Decision-making in educational trajectories**

*Andreas Walther, University of Frankfurt, Germany*

The paper introduces the concept of educational trajectories as constellations of structure and agency in how children and youth proceed through school reflecting that education is not an external factor affecting later life-chances but an integral part of individual life-courses. It focuses on transitions into, within and out of lower-secondary education and the relationships between socioeconomic status,

institutional structures of education systems, and individual decision-making they imply. The paper uses qualitative and quantitative data from GOETE, in particular a survey with students in their final year of lower-secondary education and in-depth interviews with a sub-group of students after transition from lower-secondary school to different post-compulsory stages.

First, survey findings are presented with regard to how structural factors such as socio-economic status, gender and ethnicity as well as national education systems affect the experiences and expectations of students while still being in lower secondary education; second, five patterns of trajectories of students from disadvantaged backgrounds are reconstructed; third, based on an in-depth analysis of a selection of qualitative interviews different constellations of decision-making processes are reconstructed along central criteria. The paper provides insights in how interrelations of structure and agency result in students' decision-making at the end of lower secondary education.

## **CTS 9b: Comparative Education (part 2)**

### **Research on teaching Comparative Education**

*Charl Wolhuter, North-West University Potchefstroom Campus, South Africa*

A facet gruesomely neglected by the Comparative Education fraternity is the teaching of Comparative Education. Yet as Erwin Epstein (2011) puts it, "for the future of the field of Comparative Education, one can hardly think of something more crucial than the teaching of Comparative Education". Despite attention given to the teaching of Comparative Education, during the Comparative Education World Conference in Cape Town, South Africa, in 1998; and despite a few sessions devoted to that topic in subsequent CIES (Comparative and International Education Society) conferences, notably in San Antonio, Texas in 2000; the formation of a teaching of Comparative Education SIG (Special Interest Group) of the CIES in 2011, and despite the activities of the Bulgarian Comparative Education Society conference, as explained in the preceding paragraph, the teaching of Comparative Education remains a grossly underdeveloped field in the broader field of Comparative and International Education scholarship.

The aim of this paper is to take stock of and to reflect on the current state of published literature on the teaching of Comparative Education, as part of the run-up to the planned book volume on the teaching of Comparative Education. Comment and input by and involvement of delegates at this conference are then invited.

The body of published literature on the teaching of Comparative Education, falls into three major parts, namely a series of articles published in the Comparative Education Review, three editions of a book on Comparative Education at universities worldwide, and a series of articles on students' expectations and experiences of Comparative Education courses. This paper surveys the Comparative Education Review publications of Bereday (1958), Harold J. Noah and M.A. Eckstein (1966) Eckstein (1970), Merle L. Borrowman (1975) and Leon Tickly and Michael Crossley (2001). This is followed by an overview of three editions of a book volume on the place of Comparative Education at universities worldwide, and a number of research articles on students' expectations of and experiences of Comparative Education courses.

To put all together, the teaching of Comparative Education is pivotal to the field's future; yet it is an aspect increasingly marginalised in the research agenda, as reflected in the top journal(s) of the field. While substantial work has been done as part of the extended activities of the international conference of Comparative Education and Teacher Education, a lacuna is a book on the various issues involved in the teaching of Comparative Education, guiding teachers and further research in that area. Delegates are invited to give comment and to participate in such a project.

## **A post-post-foundationalist approach to the practice of Comparative Education as a science**

*Johannes (Hannes) van der Walt, North-West University, Potchefstroom, South Africa*

There seems to be three broad philosophical or pre-theoretical orientations on the basis of which comparative educationists could approach their subject field. The purpose of this paper is to discuss each of them briefly, indicate the implications of each for practising Comparative Education as a science, and to suggest that the third be followed, as it appears to be epistemically the most balanced one. The paper is the result of a literature study, philosophical reflection about each of the orientations and interpretive reflection about the methodological implications of each for practising Comparative Education. The one with the longest standing is foundationalism, in terms of which the subject is approached on the basis of certain rationalistically preconceived ideas and structures. According to this orientation, education systems have to conform to certain rationally preconceived norms and criteria, and they have to take the shape of cohesive entities based on the contours of an underlying theoretical grand or master narrative. The first section of the paper deals with this approach. The second orientation, which is dealt with in the section thereafter, is the non-, anti- or post-foundationalist mindset which developed in reaction to the foundationalist approach, and in terms of which aspects and facets of education systems appear and disappear according to need and functionality. A third orientation has arisen since the late 1990s, namely post-post-foundationalism. It is an orientation that attempts to steer through between the extremes of foundationalism and post-foundationalism. A substantial part of this paper is devoted to a discussion of this orientation, which arguably could be regarded as the most balanced and appropriate for the postmodern conditions in which comparative educationists have to ply their trade. The discussion of the three orientations will hopefully assist comparative educationists to reflect on their current orientation to their scholarship, and to decide on the most appropriate approach. The current fluid and “sliding” conditions in which they have to ply their subject as comparative scientists and education systems experts demand that they do so.

## **Considering a pedagogy of discernment as *primus inter pares*: implications for comparative educationists**

*Ferdinand J Potgieter, North-West University (Potchefstroom-campus), South Africa*

Who, in the last analysis, designs moral and ethical systems? Why do morals and ethics enjoy so much prestige? Do they deserve the respect and prestige that they enjoy? At what price do we obey the “ultimate normative referents” that morals and ethics typically prescribe? The purpose of this paper is to discuss the phantasmatic power and prestige of normative orders against the backdrop of these questions and the observation that the educative pursuit of the *agein perenne* – the perpetual and timeless process of leading each successive generation towards a meaningful, flourishing and fulfilling life – seems to be losing its appeal. The paper is the result of a literature study, a hermeneutic phenomenological conceptualisation of education, a critique of normative orders and a philosophical reflection about the implications of a possible corrective pedagogy of discernment for practicing Comparative Education. I firstly discuss the fact that most contemporary conceptualisations of education refer to it as being an essential, praiseworthy endeavour in which a relatively more mature person interacts with a less mature person for the purpose of guiding, forming, equipping and enabling the latter for his or her future calling or occupation, including to become a mature and responsible, whole member (with integrity of character) of the various societal relationships that s/he will belong to in future. Secondly, I interrogate these conceptualisations by referring to the fact that an increasing number of stakeholders and role-players in education are beginning to distrust the phantasmatic promises and claims (of the “good life”) of the normative systems that they have been educated to support and defend. Thirdly, I discuss the fact that education – although advocating and almost exclusively promoting natality in spirit and principle – demonstrate, instead, the tragic integrative violence of the normative systems that it supports. Lastly, I propose that a pedagogy of discernment, as educative corrective, could assist comparative educationists to reflect on the place and role of morals



and ethics in education systems' efforts to help prepare responsible citizens who are able to contribute to the welfare and the stability of their world.

### **Comparative discourse in contemporary Russian "academic" pedagogy**

*Nikolai Belkanov, State Ivan Bunin University Jelets*

"Academic" pedagogy in Russia is formed by the Russian Academy of Education (RAO), a bureaucratic state institution, that put under strict control the system of certification of research and educational personnel in Russia, connected with defences of theses.

The *Pedagogika* Journal, published by RAO, reflects the conservative orientation of "academic" science of education. Most articles are speculative by nature, do not contain innovative ideas and are not based on experimental results. Research conservatism supports the trend of isolation from the world, underlining special Russian way: traditional, ethnocentric, religious, primarily Orthodox. This trend came into conflict with the state policy of educational modernization taking into account international experience.

The purpose of the study: to analyse the publications in the *Pedagogika* in 2013 and to make a description of comparative pedagogical discourse of "academic" pedagogy.

The basis of the study: content analysis of publications, statistical analysis of references to foreign educational publications. 147 publications were analysed: editorials, articles, including those dedicated to comparative education. The study is based on analysis of references, primarily from foreign sources.

Research objectives: 1. Quantitative analysis of references to publications abroad. 2. Qualitative analysis of references to foreign sources.

Some statistical results:

- 9% of all articles do not have references at all.
- 20% of editorials have references.
- 26% of articles have references.
- 62% of articles on comparative education have references.

There were no references to modern publications in foreign educational journals. Meaningfulness of references:

1. Meaningless: it is not possible to determine why references are made to one or another source (38% of all).
2. Little substance: references seem to be reasonable, but they do not represent a clear reason for choosing sources (46%).
3. Meaningful: references give a clear idea about the validity of the source (14%). They make it possible to find out the research preferences of the authors and their knowledge of the world educational context.

Conclusions:

1. Russian "academic" pedagogy still demonstrates isolation from developments in the field of education abroad.
2. A direct correlation is observed between the degree of conservatism of publications and references to foreign sources.
3. It was created a "scientific vertical of power" through RAO that actually prevents from free development of educational research in Russia.

4. Healthy research competition is replaced by an academic status and bureaucratic resource in the course of elimination of innovative works especially associated with foreign sources.

## **CTS 10b: Governance in higher education (part 2)**

### **Higher education of Kazakhstan in the context of modernization**

*Olga Nessipbayeva, Kazakh-British Technical University*

The objectives of this paper are to consider the strong and weak sides of higher education system and to suggest the steps for development of higher education through modernization. The author used the case study methodology and collected data from multiple sources including presidential decrees and documents published by the Ministry of Education and Science, reports and data of foreign organizations and universities and the articles of newspapers. These findings may provide insights of solutions and the steps for the modernization of Kazakhstani higher education.

Currently, the significant steps to modernize the higher education system are done by the government and the educational agencies. In this regard, there are some positive aspects of this process. The “Nazarbayev University” was opened, going to become the leader of the national higher education. A three-tier system of education (Bachelor’s-Master’s-PhD) has introduced, it gives the possibilities to active integration with the world leading universities. The leading foreign professors are attracted to the training and the scientific supervision of PhD students. Every year hundreds of teachers and university staff improve their skills on the unique presidential “Bolashak” programme. About three thousand young people are trained annually in the foreign masters and doctoral programmes. The top 200 university lecturers receive presidential grants of 20,000 U.S. dollars by the end of each calendar year.

But, despite these advances, higher education every year noticeably became weaker. More and more talented young people choose western universities with financial support from their parents. Unfortunately, and up to 2012 the quality of our education system in the global competitiveness index of the World Economic Forum was only on 112 that makes us think seriously again.

In this regard, in my opinion, there are several steps that can quickly and efficiently bring the national higher education to the forefront. The first step. It is necessary to introduce quickly full autonomy of universities’ management as in most of the leading European, American and other universities. The second step. In order to control the universities better and therefore - for the effective responsibility and accountability of the various administration levels of the university are urgently needed to introduce some of the key elements of election officials: heads of departments, deans, rectors. The third step. Today, annual load of academic staff in domestic universities, especially ordinary and senior teachers is about 600 hours an average. In such circumstances, it is very difficult to ensure high-quality student training. Therefore, it is necessary to reduce the annual pedagogical load of academic staff of our universities in 3-4 times.

Certainly, the noticeable improvement in all of the national education system depends from the realization of these and other are not indicated objectives. And we will pretend for the best positions in the world with the high quality of education.

## **From competences to learning outcomes**

*Miguel Souto Lopez, Université catholique de Louvain - École Normale Supérieure de Lyon*

On the basis of the concept of “European higher education apparatus” (EHEA, Croché 2010), this paper aims to present the way the learning outcomes (LO) approach is being introduced and generalized in the French-speaking Belgian university education.

The data are the result of a doctoral research in progress (Souto Lopez 2014), based on semi-directing interviews of Belgian universities actors and documentary analyses (official texts, European texts, decrees, texts issued by the universities, pedagogical theories). The objective is to show how the EHEA manages to provide new orientations to the finalities of a pedagogical practice (competences approach), by introducing one of its elements (LO) via other elements (European qualification framework, Dublin descriptors, ECTS label, European standards and guidelines for quality assurance).

The purpose of the competences approach, according to the pedagogues, is to improve the quality and the effectiveness of teaching and learning, while placing the student at the center of his learning process and make him autonomous and responsible of his own education. The LO approach aims to support the mobility of the students and the workers, the transparency, the comparability and the competitiveness of the European systems of higher education within the framework of the development of a knowledge economy.

It is by adding them on top of the pedagogical purposes of the competences approach that the political objectives of the LO approach get to become essential on the French-speaking Belgian university education. If this “adjunction” is possible, it is because a compatibility between the two approaches, through various connection points (autonomy and responsibility for the student, steering of the studies programs, production of a normative and prescriptive pedagogical discourse, etc.), exists.

At first, using the basic concepts of the sociology of the translation (Akrich et al. 2006), the communication will present the conditions which made possible the rise of the pedagogy in the French-speaking Belgian universities. Subsequently, the history of the competences approach that starts within faculties of engineers and medicine will be presented. Thirdly, I’ll describe how the various European instruments conveying the learning outcomes approach were adapted in French-speaking Belgium. Finally, theoretical considerations relating to the way the European higher education apparatus manages to impose its logic through the elements that it introduces into the educational system will be presented.

## **Involving stakeholders in the design of joint MBA programs**

*Clemens Bechter, Thammasat Business School | Fredric William Swierczek, Thammasat Business School*

Governing a consortium of universities that jointly issue degrees is a challenge. We used the case of Euro\*MBA (euromba.org) with six member universities based in Aix-au-Provence, Barcelona, Leipzig, Maastricht, Nantes and Warsaw.

The objective of the research was to recommend on the responsibilities of the consortium and the jointly held entity. On one hand each university has to comply with the domestic law and international accreditation standards such as AACSB, AMBA or EQUIS and on the other hand Euro\*MBA wants and needs to be a school in its own right by offering blended learning MBA programs. The set-up is very different from a normal dual degree program where two universities offer a joint degree but stay independent. In Euro\*MBA’s case the consortium members are shareholders as well as academic supervisors. All courses are taught by faculty of the six member universities; needless to say that they come from different schools of thought how institutions of higher education should be governed. As theoretical framework we used the Burrows (1999) Stakeholder model. In addition we applied Fletcher’s et al. (2003) mapping of stakeholder perceptions to address (1) identification of Euro\*MBA’s

stakeholders, (2) analysis of stakeholder's needs, stakes and influence, (3) consensus-building processes and (4) continuous institutional learning on both sides, the consortium members and Euro\*MBA.

We used a mixed method approach (Creswell, 2003) by combining quantitative and qualitative findings.

Preliminary results suggest that policies are not aligned and a more comprehensive approach is needed. Stakes have to be divided into scholarly and economic. Accreditation agencies as external stakeholders have a major influence on members and the design of programs.

## **CTS 12c: Educational issues across contexts (part 3)**

### **Going from zero to becoming the number one exporter of students: The case of China**

*Shangbo Li, J.F.Oberlin University*

Currently, China is well known as an exporter of students. China started from nothing in 1978 to ultimately become the world's largest exporter of students. The period from 1978 to the present represents an important transition in Chinese higher education. Prior to 1978, China had closed its doors to Western countries, but nowadays, China has an open higher education market, and had established a multidimensional relationship with many foreign countries in the field of higher education. According to statistics released by the Chinese Ministry of Education, the number of foreigners studying in China and Chinese studying abroad reached 356,499 and 413,900 respectively in 2013. This latest data reveals that there has been a sea change in the Chinese higher education market.

The objectives of this paper are to determine (1) the root cause of China's emergence as the largest exporter of students and (2) the future potential of China as an exporter of university students.

In the literature on this issue, the push-pull model is a widely accepted analytical framework, and the combination of 'push factors' in students' home countries and 'pull factors' in host countries is debated. This paper puts more focus on how 'push factors' shape individual students' decisions to study abroad and also their choice of destinations.

The method of research employed for this time-oriented study is library research using the latest data published by the Chinese Ministry of Education and other government documents. Other previous research on this issue such as the academic book written by Miao Danguo will be referenced.

The major findings of this study are as follows: (1) China will continue to implement and improve its policies for exporting students; (2) Chinese conversion from a net exporter to a net importer of students is steadily advancing; and (3) the Chinese government, companies and individuals will continue to be the stakeholders in student mobility.

As a result, new findings of this research may provide other countries with good examples for designing national strategies to increase the number of foreign university students. For the universities planning to host more Chinese students, this study will provide valuable insights from the perspective of a Chinese researcher.

### **A comparative study of multicultural attitudes: German and Korean youth**

*Jeong Moonseong, Gyeongin National University of Education | Jeon Young Eun, Inha University*

The virtue of homogeneous ethnicity was traditionally emphasized in the Korean society. Until recently Koreans have taken pride in the so-called 'pure blood' of its members. So they are quite at a loss to deal with a rapid increase of the foreign population in Korea. They experience unprecedented social problems caused by cultural differences. Korean government and non-governmental organizations try hard to

learn experience from multi-ethnic societies such as USA, Canada, and Australia in order to resolve the problems. However, it is not easy to find the policies that fit in well with the Korean context. Now we look to Germany; Germany has much in common with Korea in terms of multicultural change of society. They both have a history of a divided country. Korea has an inflow of migrant workers just as Germany has Turks. They both have struggled to integrate heterogeneous groups into the mainstream society.

Schools also have increasingly become more multi-ethnic. So many problems have arisen by cultural conflicts in the schools. And many of these conflicts have their roots in students' attitudes toward other ethnic/racial groups. The purpose of this study is to examine the differences and similarities of multicultural attitude between German and Korean pupils. Two hundred eighth-grade pupils from 6 schools, 3 schools at Hessen and Nordrhein-Westfalen provinces in Germany and 3 schools at Seoul in Korea, were surveyed and eight eighth-grade pupils from 2 schools (Germany, 1; Korea, 1) were interviewed to explore their attitudes and conceptions about multi-cultural society. The questionnaire and interview, based on Munroe & Pearson (2006)'s MASQE (Multicultural Attitude Scale Questionnaire), included pupils' cognitive, emotional, and behavioural descriptions about multicultural society.

Drawing upon the survey and interview data, we expect to discover differences and similarities in cognitive, emotional, and behavioural aspects of students with regard to multicultural change of society. This study is expected (1) to reveal two countries' pupils' attitude about multi-cultural society; (2) to show how different and similar the two countries pupils are in the cognitive, emotional, and behavioural aspects about multi-cultural society; and (3) to suggest elaborate strategies for two countries' multi-cultural education.

### **Ethnocentrism in the schoolbooks of German, USA, Great Britain and Russia**

*Vadim Kovrigin, Lipetsk State Teachers University*

The purpose of the study: to analyse appearance of the ethnocentrism in the schoolbooks of German, USA, Great Britain and Russia for example, reflect the history of the Second World War.

The basis of the study: content analysis of schoolbooks. 34 books were analysed. Ethnocentrism W. Sumner treated as estimation of the phenomena of the world through the prism of their own ethnic group values. History of own ethnic community, the state and around the world are not devoid of the influence of ethnocentrism. First of all, ethnocentrism in the humanitarian sciences has to some extent expressed traits apologetic towards their own ethnic group. This does not mean that the story becomes a "toy" in the hands of ethnic groups. However, if we compare the historical science and academic disciplines, such as mathematics, it is easy to see in the first plurality of truths and strictly "international" character of the exact sciences. The main reason - an apologetic attitude towards its past each nation, sympathetic fixing historical facts of particular importance for the development of their own state.

Some results:

Content of the material on World War II in Russian, American and British educational books "burdened" ethnocentrism that resulting in allocating a special role in the war the State in which the textbook published in the localization of the turning points and key events of the war, which involved "their" troops. The creators of the German school textbooks are more objective. The authors do not deny the responsibility of Germany, Italy and Japan for starting the war. Invariant provisions for schoolbooks published in the "cold war" and the last two decades, the concept of liability was only Hitler and his allies for the war, as well as the position of the character of the liberation war powers for the Allies. After the end of "cold war" number invariant positions in them don't increased. In this regard, talk about the convergence of content material about World War II in schoolbooks of Russia and the West is not yet possible.

## Conclusions:

We can distinguish manifestations of ethnocentrism in the content of school textbooks and history education: 1) the predominant attention to events of national history, and 2) apologetic and glorify with the past of the nation, and 3) direct misrepresentation.

## **Critical theory: Its meanings and its application to education**

*Nelly Stromquist, University of Maryland*

**Purpose:** My proposed presentation examines the contributions of critical theory to the field of education. As this analytical perspective, originally developed by the Frankfurt school of critical theory, has become diffused through time and space and adopted by actors in various spheres of social life. Among educators, it has undergone modification to suit the particular contexts and conditions of educational programs, schools, and classrooms in various parts of the world confronting the need for social justice and greater human rights.

**Methods:** On the basis of existing literature on transformational educational experiences in various world settings, key assertions about the promise and limitations of critical theory are culled and synthesized. Such literature includes books, journals articles, and education program reports. My essay brings the main arguments of this literature into cohesive analysis.

**Findings:** The adaptation of curriculum theory include the incorporation of the thought of Antonio Gramsci and Paulo Freire, whose ideas about the role of education—particularly adult education—have been essential to the creation of popular education programs designed to raise the social awareness of their participants as well as to highlight the possibilities for collective action to bring about social transformation along the lines of social class, gender, and ethnicity, among other social markers. The complementary thoughts of Michel Foucault and Nancy Fraser have also been of great value.

The application of critical theory by educators has enabled them to re-frame the classroom as a public space, one in which dialogical practices can be developed in safe venues to create active atmospheres among students and between teachers and students that have introduced new intersubjective meanings about their everyday life, introduced new discourses, and helped in the fostering of new questioning and emancipatory practices. The use of critical theory in education involves two elements: the pedagogy to be used in the classroom—much more dialogical than in most previous educational approaches—and the content of the curriculum, which then must recognize its political dimension through counter-hegemonic knowledge.

Critical theory has been used with success by several grassroots movements in their adult and literacy classes, all the way from trade union classes during the struggle against apartheid in South Africa to the Landless Movement in Brazil and the Zapatista Movement in Mexico. Its application within formal schools and younger populations is less positive, given the increasing control of teachers and classroom through strict testing regimes affecting primary and secondary schools in many parts of the world.

## CTS 12d: Educational issues across contexts (part 4)

### **Making space and a place for the local: A “continuum of European relevance” in advancing regional-language and culture education in Estonia**

*Kara Brown, University of South Carolina*

What is the role of local culture and language in twenty-first century, public schools in Europe? And, in what ways does “Europe”—as expressed in organizations, experiences, and ideals—concern the promotion of local forms of knowledge through formal education? Although European organizations like the Council of Europe support lesser-used languages in schooling, the place and form of regional-language instruction depends on, and is primarily governed by, local actors like teachers and language activists, who serve as “policymakers” (Menken & García, 2010). This paper explores the contrasting role European processes and practices play in regional-language and culture education in contemporary Estonia and finds that a “continuum of European relevance” exists for those involved in advancing regional-language education.

The research presented in this paper is grounded in critical ethnographic approaches to language planning and policy (McCarty, 2011) and is informed by concepts from sociolinguistics and cultural geography. The “continuum of European relevance” has developed within a school-based “linguistic ecosystem” that constitutes and reproduces surrounding ideologies at the micro and macro levels. To justify an “ecological niche” (Calvet, 2006, pp. 24) for the local language and culture within this “ecosystem,” teachers and language activists draw on differing understandings and experiences with Europe and the immediate region.

For this presentation, I draw on data from a diachronic, qualitative research project on the shifting role of regional language and culture in Estonian schools. I incorporate data from a yearlong, school-based ethnography in south-eastern Estonia in 2001-2002 and follow-up qualitative research (e.g. school visits and interviews with teachers, language activists, Ministry officials) in the same region in 2013-2014.

Local language and culture has been historically marginalized in the curriculum and life of Estonian public schools. In working against this legacy to create a new linguistic ecosystem in schools, teachers and other language activists draw differently and strategically on European experiences and ideals—in short, a “continuum of European relevance,” has emerged. For teachers, the region and nation play a larger role in justifying the importance of local language and culture in school. For language activists in research institutes and universities, the ideological commitments of European organizations and the experiences of other regional-language communities especially in northern Europe feature prominently in their development of strategies and rationales for altering the “linguistic ecosystem” to make space for Võro—the lesser-used language of the region.

### **Educational policies against Early School Leaving (ESL) and dropout in Spain: The case of Andalusia and Scholarships 6000**

*Juan Carlos González Faraco, University of Huelva | Antonio Luzón, University of Granada |  
Mónica Torres, University of Granada*

The early school leaving and dropout have recently become a priority on the political agenda at European level as national and regional level, despite not being an unknown problem within our context rather dropout in Spain was consistently located around 30 percent since the early nineties.

Since the adoption of the Lisbon Strategy (EU Council, 2003) and, more recently, from the Education and Training 2020 strategy, the European Union has proposed, among other goals, reduce the dropout rate below 10 % for 2010 and to reach 85% of the group of young people aged 20 to 24 for the upper secondary level of education. Thus, the different countries are working on the development of more

effective policies to reduce school failure and early school leaving in the light of the various recommendations of the Council of the European Union (2011) , although with significant differences not only between different members , but also among the Autonomous Communities.

The objective of this paper focuses on knowing what were the main priorities that the Government of Andalusia has launched to tackle early school leaving and dropout, as well as identifying the main the main causal hypotheses through of which a specific program to reduce early school leaving is articulated: Scholarships 6000 , following the model of realistic evaluation Pawson (2006 ). This research is part of a research project funded by the Spanish Ministry of Education (CSO2012-31575).

### **Transitioning understanding of Indigenous knowledges in pre-service teacher education**

*Juliana McLaughlin, Queensland University of Technology | Susan Whatman, Griffith University*

The space and positioning of “Indigenous knowledges” (IK) in the Australian curricula is a contentious phrase, often informed by the broader Australian political and economic landscape.

Against historical educational policy statements, we discuss the shifting policy priorities for embedding Indigenous knowledges in university and school settings. We argue that teacher knowledge, personal and professional commitment to IK and preparedness to navigate the ‘controlling and patrolling’ institutional borders in curriculum decision-making and pedagogy can act upon and shift policy directions. We draw from a recent research project on supporting pre-service teachers as future curriculum leaders at one Australian university; the project was funded by the Office of Learning and Teaching (OLT).

This project was conceptually underpinned by three theoretical positions including the cultural interface, critical race theory (CRT) and Bernstein’s three message systems. It draws specifically upon Nakata’s (2007) theory of Indigenous knowledge, that knowledge about, with and for Indigenous and non Indigenous peoples occurs within a ‘cultural interface’. This theoretical position somewhat contrasts with CRT in that Indigenous peoples are not positioned as victims or oppressed in this knowledge space but, in tandem, both theories serve to illustrate the political landscape in which these dialogues broadly occur.

This research project was based on principles of Indigenous research methodology (Smith, 1999). Research participants included key stakeholders groups consisting of Aboriginal and Torres Strait Islander and non-Indigenous pre-service teachers, their teaching practicum supervisors and university liaising academics. Data collection strategies included interviews, focus group discussions and document analysis. Key themes were generated while specific content analyses were processed through qualitative data analysis software.

Based on the research participants’ perspectives, change, know (knowledge), affirmation and help were identified as key concepts to shifting discourses around Indigenous knowledges in curricula and pedagogical relationships. Critical pedagogies through Indigenous frameworks allow teachers to interrogate the complexities of dominant curricula, which has been historically taught and learnt from a homogenous standpoint while silencing the active presence of Indigenous peoples and their knowledges. Critical pedagogies enable teachers and teacher-educators to develop sustainable approaches to embedding Indigenous knowledges, to make space for IK in the Australian curriculum in both university and school levels. We conclude that such endeavours are part of a distinctive national and international trend to value and respect Indigenous knowledges, with this project shedding some light on the challenges of transitioning ever changing understandings of IK into the professional work of future curriculum leaders.



## **A comparative survey of kindergarten BA students' curriculum among European countries: Curriculum content and experiences**

*Anikó Nagy Varga, University of Debrecen*

The aim of this research is to continuously renew the curriculum of our Faculty (Faculty of Child and Adult Education of University of Debrecen). Our aim is to assist its adaptation to current professional and social requirements and compare of kindergarten BA students' educational curriculum among some European countries. They are Hungary, Poland, England, Spain and Finland. Our purpose is to compare these curriculums to examine their contents to have a look at the main points of them. We have chosen these countries because the Hungarian students do their mobility mainly to these countries.

This survey is aimed to present different curriculum within the field of comparative education described by various nations, as to better understand its context. School didactic curriculum is generally accepted as an explicit, conscious, formally planned course with specific objectives. This theory evolved from the work of various researchers such as Ballér (1985), Báthory (1992), and Elliot (1985) and so on.

We have visited the examined countries and have a look at their study programmes at different universities. The research is carried out analysing the curriculum of each university. We have made content analysis collecting all the characteristic features of the curriculum and compared the identities and differences.

Those countries involving in the research do not have any similar histories within the field of early childhood education or similar traditions of training future kindergarten teachers.

When comparing the curriculum, the first noticeable difference is that each approach gives students a detailed framework for their study.

They contain some basic studies with different contents and methods to be used. In contrast, the Hungarian plan is goal directed with the pedagogy of play on the perspectives and values of children's free playing and development. This research compares the national plans in terms of their training purpose and content. It focuses in which way the curriculum are child centred or not. The presentation also discusses how the plans reflect theories of learning and knowledge formation.

As a result of this research we will be able to know more about different Kindergarten BA programmes in Europe.

The research aim is to increase the effectiveness and frequency of international students' mobility. Our aim is to raise professional relation among universities and countries. To get acquainted our students with the international examples, last but not least it is not a shame to learn from other nations.

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