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Abstracts

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*Equity in and through education:
Changing contexts, consequences, and contestations*

Abstracts

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Title: Equity and the Segmentation of Education Systems: An Analysis through the Comparison of the Function of Secondary School in Argentina and France

Abstract: The aim of this paper is to analyze recent changes in the organization of secondary school in Argentina and France and its relationship in each case with historical processes of segmentation of the educational supply. An analysis of the process of segmentation is relevant due to its historical association with the expansion of schooling, on the one hand, and with the unequal distribution of educational supply, on the other. Such analysis is also pertinent due to its contribution as a potential category of comparison.
The theoretical framework of this paper is studies of the internationalization of schooling. It encompasses three dimensions of analysis: a historical dimension to understand processes of passing on discourses and practices as a legacy that gives shape to school institutions; a systemic dimension to understand the dynamic on the basis of which school practices are structured (specifically, processes of systematization and segmentation); a dimension tied to the internationalization of education, more specifically, the relationship between international tendencies and local practices in the context of the expansion of schooling.
These three dimensions are used as the basis for comparison of recent changes in the organization of secondary school in France and Argentina. The comparison encompasses the identification of an international and historical matrix specific to each case and the ways in which that matrix tends to be reshaped with the implementation of contemporary policies. The comparison's point of departure, then, is the consideration of three processes intrinsic to the configuration of education systems in the West: the triumph, in the late 19th century, of a school format based on the variables of homogenization, simultaneity, and graduality; the articulation of educational institutions according to a pattern of systematization and segmentation; the configuration of secondary school as an institution with a distinct role in the process of educational segmentation based on a particular institutional model that deemed decisive to other institutions. On this basis, the issue of segmentation is compared in the two cases in order to identify commonalities and differences in how education systems operate today. The identification of these differences will contribute, in turn, to better understanding of each case. This paper makes use of secondary sources including historical studies and studies on policies pertinent to each case. The aim is to provide an analysis that sheds light on the mechanisms by which education systems produce differentiating educational supplies that have a detrimental effect on equity.

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Title: China's English: lessons for Asian literacy in Europe

Abstract: European countries are becoming increasingly aware of the complexity of social, economic and political engagement with Asian countries, and of the need to enhance Asian literacy in the populace. Moves in this direction have proven controversial as literacy can be viewed in terms of potentially hegemonic cultural capital (Kell & Kell, 2014), embracing connotations that go beyond language competence to "a plural notion [linked with] citizenship,

cultural identity, socio-economic development, human rights and equity…" (UNESCO, 2004, p.10). This paper seeks insights into possible ways forward by looking at approaches adopted in Asia towards Western literacy. In particular, it focuses on one of the major Asian countries, China, and on how that country has handled the question of the English language—an important component of Western literacy. Fears over cultural hegemony have coloured debates concerning the role and status of English in China since the first contacts with speakers of the language. Policies were first instigated by the Imperial Government in the 18th century, to handle the vexed question of interacting with Western nations armed with gunboats and superior technology. Further contact ensued with traders, diplomats, missionaries, teachers, athletes, writers, artists, tourists and dilettantes, among other guises. Within China, Westerners were sometimes portrayed as barbarians who threatened the cultural integrity of the Chinese nation and whose new world order was based on very different principles from those of harmonious and benevolent governance that underpinned the imperial system (Adamson, 2002). To contain the barbarians and to regain a key position in world affairs, China has had to accommodate English within its education system as well as aspects of its legal, commercial and social interactions (Gil & Adamson, 2011). Using documentary analysis and interviews with key informants, this paper explores two aspects of China's relationship with the English language: why the nation has invested in developing competence in the language and how it has gone about the task in order to identify lessons from China's experiences that might be usefully applied in European contexts. It concludes that China has sought to integrate Western literacy with national political and economic goals, while using a process of synthesis in an effort to avoid cultural hegemony.

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PISA, policy making and political pantomime: education policy referencing between England and Hong Kong

Since the mid-1980s, a number of East Asian societies have consistently performed well in international tests, and these 'high performing' education systems have emerged as models of 'best practice'. Policy makers in England (as well as some other Western systems) have been keen to reference Hong Kong, Singapore, Shanghai and South Korea when developing and promoting their own reform agendas. Although Hong Kong has been extensively cited and praised by politicians and their advisers in England local dissatisfaction with the education system has prompted a series of major education reforms. This mismatch between the two policy communities in their perceptions of the strong features of Hong Kong education is explored in this paper using documentary analysis and semi-structured interviews with policymakers and other key stakeholders. We analyse the ways in which features of Hong Kong's education system are reconstructed, used, and manipulated in policymaking in England. We argues that the referencing of Hong Kong is an act of political theatre, reminiscent of a pantomime, a traditional performance built around stereotyped villains and heroes, narratives of good conquering evil, and comical set-pieces that sometimes verge on the farcical.

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Title: The endless search for equity in Chile - "Clashing" external reference models within the current educational policy debate

Abstract: For more than 25 years the search for social equity is a key objective of Chilean educational policies. This goal is also present in the policy strategy promoted by the government of the center-left coalition "Nueva Mayoría" in the last two years. A new feature, however, is that the strategy is to be regarded primarily as a result of student movement in recent years. As part of a broad social mobilization process, this movement highlighted the strong inequity and inequality effects of the Chilean education system. An additional political pressure was the circulation of various OECD studies that warned about the same effects. Because of this, the government coalition attempted, at least in the rhetorical sense, a structural change of the largely privatized and deregulated school system. The policy strategy had to deal with the school voucher system that existed for over 35 years. This mechanism represents not only the most prolonged but also -due to its extension- the most radical implementation of the theories of Milton Friedman. In the name of "equity", the government coalition endeavored specifically the termination of profit (lucro) by private school owners, of student selection (selección) and of school fees (copago). However, the constitutional foundations of the education system, instituted under the military dictatorship (1973-1990) were left untouched. An unprecedented and controversial debate on education ensued, in which the actors were not only government representatives, opposition parties, related think tanks, media, academics, teachers' unions, social movements (students and pupils) and media, but also the associations of private schools. Three interesting phenomena are evident in this debate: first, that almost all of these actors held a particular policy strategy, which was pointed to an external reference model. Secondly, these external reference models are highly unusual and partly rather unkown considering the previous Chilean policy debates: the Netherlands, Sweden and Finland. Thirdly, that one of these actors, especially the extreme right wing Unión Demócrata Independiente (UDI) and its affiliated think tank (Libertad y Desarrollo) developed an operation of "externalization to the legal system" and thus tried stop the policy agenda, arguing its "unconstitutionality". Based on the theoretical framework of externalisation in comparative education, it is the purpose of this presentation to reconstruct the current Chilean policy debate (specifically the divergent policy agendas of the implicated actors) analyzing government documents, policy papers and print news media. The article shows policy discussion of highly unusual character because of the almost compulsive tendency for invoking external reference models, in which the reflection on Chile's own educational traditions and history has no place. Due to the strategic and projective operations of the actors, the debate resulted in a peculiar "clash" between constructed external reference models. In addition, the article points to the possible consequences of judicialization of education policy.

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Title: Equity and inclusion by rediscovering and building own individualities: role of autobiographic methods for pedagogical purposes

Abstract: Main aim of the paper is to propose and discuss pedagogical strategies for lifelong and lifewide education, inclusion, participation, within a system based on the concept of equity, as

tools capable of giving opportunities in all fields, starting with those cultural, economic and social, to all, regardless of gender, age, socio-economic status, or ethnic origin.

In the vast panorama of national and international educational policies, it is so long that it has begun to address the question of a fair distribution of educational opportunities in terms of equity. The concept of equity has closely related to that of Justice, to the law, through the Greek "epieikeia" and the Roman "equitas", but also to education, widely recognized as a right under current national and transnational educational policies and also related to the concept of quality and equality, going through several conceptual changes in years.

In this perspective, it is essential to reflect and address obstacles to ensure full right to education for all, without discrimination, in a dimension of inclusive education. In a present disoriented and disintegrating society, there is increasingly strong need for recovering own identity and subjectivity, through appropriate pedagogical strategies guided by the concept of equity.

In an international scenario, also characterized by a strong economic and financial crisis, and in a national context where the expenditure on education is steadily decreasing, it has been developed an autobiographical writing project in a bottom-up perspective, through an original format used in various contexts, including some difficult, such as prison.

Autobiographical method, therefore, allows reflecting about self, experiences lived in past and to live in future, and to search for and build own identity and individuality, to help in integrating and relating actively and fruitfully in society.

The research project carried out fits in the now settled tradition of narrative pedagogy (i.e., Alberici, Alheit, Cambi, Demetrio, Dominicé, Merrill, West).

This segment of research had realized in different prisons contexts and it is part of a larger research project, still in progress. An original autobiographical format had administered, consisting of five cards that contain various stimuli to solicit flashbacks into the past, in their experiences, reflecting on present and projecting into future. After completing the format, a final informative questionnaire had administered. Data analysis had based on both quantitative and qualitative methodologies, the latter is a simplified protocol as result of an original reworking of Grounded Theory by Glaser and Strauss.

Through retrospect, the individual is able to find a new way of life characterized by a strong educational and training impact, implying a cognitive and social change.

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Title: Questioning the influence of schooling in ethno-national identity learning: A comparison of narratives from the Greek-Cypriot and the Turkish-Cypriot communities

Abstract: • Purpose: To examine how schooling (elementary, middle and high school) influenced ethno-national identity learning among young adults from the Greek-Cypriot and Turkish-Cypriot communities in Cyprus that were students during the 1980s and 1990s.
• Theoretical framework: This paper is grounded on theories from the social constructionist approach to identity that proposes that ethnic and national identities are socially situated discursive constructs that are influenced by the surrounding social, cultural, economic and political contexts. The paper also employs lifelong learning and informal learning approaches to examine ethno-national identity as an identity learned throughout an individual's life, since these approaches assume that learning occurs in the course of living, within communities, in interactions with other individuals or groups, and that it can be intentional or unintentional.

• Methods: I used dialogic/performance narrative analysis (Riessman, 2008) as my interpretive and analytic strategy. It is suited for unveiling individual experiences and the meaning individuals make from those experiences, and capture subtle changes in ethno-national identity, particularly changes in identity that were not consciously articulated by the participants.
• Data sources: The primary sources of data were interviews conducted with each participant individually. I interviewed a total of 29 individuals, 17 Greek-Cypriot and 12 Turkish-Cypriot. The interviews were semi-structured; they were recorded and transcribed. Secondary data sources included observations and document analysis.
• Results: In the Greek-Cypriot community I found three self-identifications: Greek-Cypriot, Cypriot and Greek. In the Turkish-Cypriot community I found two: Turkish-Cypriot and Cypriot. All participants reported that they adopted the identities promoted in school for as long as they were students. Almost half of the participants reported that during their adulthood they deviated from the identity promoted in school, and all participants (regardless of their self-identification) reported that the identities promoted in school were not supported with adequate evidence. In some cases the methods used to promote these identities in schools were not influential and in other cases even worked against the promoted identities. The findings suggest that promoting certain ethnic and national identities in schools does not mean that students will later (as adults) support these identities. Participants identified sources outside schooling as more influential in their ethno-national self-identification. Such influences came from historical events that happened during their lifetime, bi-communal events, conversations with family, friends and members of the other community, ideas supported by political parties and religious organization.
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Title: The right to education for children of Tibetan ethnic minority in People's Republic of China.

Abstract: The ill-balanced economic development in the People's Republic of China (PRC) has created widening disparities in the quality and equality of the Chinese education system between urban and rural areas population (Wang, 2011). With increasing inequality, hidden pockets of extremely vulnerable populations exist in every country: including children who are overlooked for services by Governments and donors because their presence is obscured by strong national averages The Article 12 of the United Nations Convention on the Rights of the Child (1989) sets that "it is especially significant for those contexts dominated by hierarchical authority relationships where children's voice is not heard, nor the voices of their families and community". This is the case of border areas that affected by forced displacement of individuals, cross border raids and/or unpredictable dislocations such as the aboriginal population in Tibet Autonomous Region (TAR). In these regions no apparent armed conflict exists, but diversity is a source of bias and discrimination; in the case of Tibetan children they may be subject to stigma because of their ethnic, religious or other cultural inheritance or they may become perpetrators of prejudice. For Carney (2008), the established political discourse in PRC linking education and school reform to the country's modernisation efforts and its relation to the global economy, as another part of an international 'way of talking' about schooling and the economy in late modern societies, explicitly rejects attempts to link learner-centred pedagogy to a western view of

individualised political rights.

Within this framework, this proposal aims to review the current state of the right to education of aboriginal Tibetan children from the perspective and principles of the UN Convention on the Rights of Children (CRC). Thus, the work shall be looking at the special focus of Tibet with the intention to contextualize the subject of its particularity, so further it may be approached the current situation of Tibetan children in PCR in relation to their rights and welfare, in order to review their entitlement to education. The case of Tibet is both unique and of more general interest, as a region sharing many of the challenges of other western and 'remote' parts of the country, but with a distinctive mix of social, cultural and political phenomena which make the implementation of Chinese reforms into an especially problematic matter.

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Title: Comparative perspectives on equity in Early Childhood Education and Care in Sweden and Spain.

Abstract: Nowadays, neoliberal policies as well as austerity policies are being implemented within and in diverse regions where the State, as controller and auditor in social policy, is undergoing major changes to exercise its governance. Hence, the State is being redefined as an actor that monitors and supervises the providers of services, becoming a partner with companies and promoting the creation of supported networks for the general benefit, in using the so-called public-private partnership (Ball, 2012). To this respect, these effects of privatization have resulted on a transition from State intervention to marketization of relevant welfare areas, such as Early Childhood Education and Care (ECEC), during the last decades in European countries with very different welfare regimes. Controversial debate about privatisation addresses issues such as its trends, developments, purposes and forms (Ball, 2012), but less is known about its impacts and implications in specific educational fields such as early childhood education (Urban and Rubiano, 2014). Moreover, these political changes have resulted in considerable challenges for taking action into equity strategies, focusing further on access instead of rights in education (Tilac 2007). Thus, the comparative study of the Swedish and Spanish systems of ECEC shows here that equity ECEC education strategies cannot be limited to a free service and access to ECEC, as democratization of an equitable ECEC is not only a matter of equal access, rather also a question of how this access and the guarantee to this statutory right are being addressed by governments.

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Title: Tales of a full boat – Insights into Sweden's and Austria's strategies to provide education for refugees

Abstract: Migration flows of refugees, and also of non-refugee migrants, are starting to show the limitations of educational systems through most of European countries. Effective and suitable education shall and has to be provided for divergent groups of refugees and migrants. One very distinguishing feature of the individuals that came and still come to Europe is their individual level of education and their educational and learning biography.

At least in Austria and Sweden, the systems are at the brink of their capacity when trying to include a big group of very heterogeneous new coming students with different needs and talents. As schools at the same time are experiencing limited financial aid due to cuts in the social services enforced by economic developments, the situation for individual schools and teachers appears regularly to be strenuous. Still, the outspoken official aim of both educational systems is to include all students with regard to their individual needs.

Austria and Sweden are countries of a similar size which have welcomed refugees at 1-3% the number of their whole population last year. A comparison of the changes in the educational systems, the possible educational ways for refugees and specific obstacles (and resources) in both countries can shed light on how these countries are trying to "manage" the "flow" of refugees. The change in language used in the context of refugees, schooling and education will also be an aspect presented.

Official statistics (when available), regulations and rules regarding schooling and education for refugees, changes in this regulations and possible "irregular" ways are part of this comparative study. Furthermore, interviews with refuges about their schooling and educational biography offer specific insights to map educational opportunities and educational barriers in both countries.

Our aim is to show possibilities and necessities for educational systems in how best to support and to include refugees (and other migrant groups) in the country and in the educational system. In pursuit of identifying good practice we will shed light on the problematic and inefficient parts of both educational systems.

The preliminary results show some big influences on the educational and in consequence also job opportunities for refugees in Austria and Sweden. As expected, the age of arrival, the years of schooling before arriving (interdependent with the age) and support during the education are some of the very influential factors that are not dependent on psychological and individual learning factors like motivation, language aptitude etc.

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Title: Missionaries, marketers and comparative education: Turning a profit in the age of global governance

Abstract: This paper investigates the discursive connections between actors across the layers of education governance, focusing on the central role of narrative in advocacy and policymaking. Developing the idea that stories are a process of narrowing possibility, the paper draws on the

intertwined story arcs of fortunate and fatal plots to establish how narratives are used to construct a version of social reality, and to craft a sense of inevitability about proposed policy ideas and practices. The paper moves beyond the analysis of the causal sequencing in specific policy texts to reflect on the societal storyline that characterises contemporary governance in the UK and US, and which is being promoted through the aspiration of global governance. This is characterised as the juxtaposition of the story of hope and the story of control. Developing a schema of plot structure and narrative fabric, the paper situates comparative research within this broader storyline, exploring how it has
been harnessed to support the story of control through the identification of 'what works' in systems that perform well on cross-national surveys of student achievement.

The schema is applied using the concept of discourse coalitions, which are defined as the ensemble of a set of story lines, the actors that utter these story lines, and the practices that conform to these story lines, all organized around a discourse. In this respect, actors are united by these overlapping and mutually reinforcing storylines, rather than clearly defined beliefs, or instances of direct collaboration. The research presents three cases studies of high-level actors across the layers of education governance, developing personalised schemas to identify their interpretation of the basic story arc, and their preferred sub-stories. These schemas are then compared to illustrate the discursive overlap between these actors, focusing on cognitive governance and the attempt at 'conversion', and the retailing of education solutions and services. Finally the research explores how actors use narratives to subvert reality in support of their ideological vision, to construct a
conceptual system that is internally coherent, and to enable the identification of transferrable knowledge.

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Title: Secondary school student mobility in Italy: Assessment indicators for intercultural competence of returnees.

Abstract: Living together peacefully is not automatically natural or simple. In order to do this, it seems to be essential and urgent for all citizens who live in today's diversifying and heterogeneous societies to acquire what scholars and international agencies define as 'intercultural competence' (IC). One tool to develop IC is student mobility. The focus of this workshop is the mobility of secondary school students. In Italy the trend of this kind of mobility is rapidly increasing. The Osservatorio nazionale sull'internazionalizzazione delle scuole e la mobilità studentesca (2014) [National Observatory on the internationalisation of schools and student mobility] estimates that in 2014, there were around 7300 Italian secondary school students (16/17 years old) participating in individual exchange programs. This 2014 figure was significantly higher than that for 2011, representing an increase of 55%. The research question of this workshop is the following: What are assessment indicators to assess the IC of returnees after one year abroad? The aim is to suggest possible implications for assessing returnees' IC during their reintegration into original schools. The data on which this empirical research is based were gathered by semi-structured interviews conducted with 11 returnees, 5 parents, 2 teachers, 2 friends of returnees and 3 volunteers of the Intercultura association. As far as the data analysis is concerned, Deardorff's model of intercultural competence (2006) was mainly adopted. The findings indicate that the elements of Italian returnees' IC are, for example, curiosity toward

otherness, openness, self awareness, knowledge of host context, critical thinking skills, ethnorelative view, dealing with cultural conflict from an intercultural perspective. From all of these and other elements it was possible to deduce the essential indicators that might comprise an assessment rubric for assessing Italian returnees' IC after one year abroad.

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Title: Emergent Learning Spaces

Abstract: Today the global scene of employment is dealing with substantial economic transformations, which imply, among other things, the development of a sustainable economy. Sustainable here means also: able to manage, in an equitable-minded perspective, the ever increasing number of temporary jobs, with their potential consequences on society. In this sense, precariat can be a source of increasing social inequality and instability.
An appropriate antidote to the possible negative implications of such a scenario, requires: effective and innovative action in education, educational planning and in educational processes. The present research, entitled: "Emergent learning spaces" is focused in this direction. The paper presents the results of a qualitative survey on several innovative environments, which aim at contributing to the renewing of the learning processes in educational institutions, and in the skills of the workforce.
Following recent social and cultural changes, new, emerging learning patterns are "contaminating" many organizational contexts: the expansion of social and economic exchange, the spread of digital technology, the growth of alternative forms of communication networks and the intensification of networking, with new forms of mobility, have pushed people to take on new points of view, conducive to managing change without succumbing to it.
This study addresses the need to acquire different abilities, useful to sustaining entrepreneurial paths and job placements, where increased problem-solving skills, initiative and cooperation, are called for as key responsibilities of the person in planning his/her own learning path.
The aim of this research is to highlight how certain forms of active teaching, widely used in northern Europe, are best suited to bring together the educational and the professional worlds. Active teaching makes individuals more responsible, creative and above all proactive, able to better respond to an innovative and constantly evolving work environment. Public institutions will have to provide adequate services in order to address labor mobility towards the "new frontiers" of employment, focused towards the culture of doing, responsibility and ethical behavior, useful to increase the level of confidence, in a society fit for the future.
The case studies presented here (in the areas of co-working, "FabLab", and university education) provide additional elements of reflection on the specific peculiarities of new learning contexts, in relation to objectives, methods, critical problems and perspectives of development. The research is also supported by two video-interviews of emblematic witnesses of the new trends of training, and new forms of work.

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Title: How Far Can We Learn Anything of Practical Value from the Study of Foreign Philosophies of Education? Rudolf Steiner, Maria Montessori and Loris Malaguzzi in a Comparative Perspective

Abstract: The purpose of this paper is to begin to give an answer to the following questions: to what extent are education systems and/or practices influenced by philosophies of education? How do philosophies of education help to create a society that is more – or less – equitable? What can we learn by studying these broad pedagogical discourses internationally and in comparative perspective?
In the theoretical perspective of the contemporary social history of education, three of the main approaches in early childhood education of the XX century are compared, in order to discover to what extent the study and the transfer of a "foreign" philosophy of education, in which educational institutions and practices are embedded, could produce effects on other educational systems and/or practices.
We will have a synoptic look throughout a philosophy generating a practice (Rudolf Steiner), an educational method generating a philosophy (Maria Montessori) and a practice deliberately anti-philosophical and anti-methodological (Loris Malaguzzi). The main texts of the three authors will be queried, in order to highlight the paradigms nowadays influencing the way of thinking early childhood education.
We will compare the idea to transfer a school (Steiner's Waldorf schools) or a method generating an educational space (Montessori's Houses of Children) in a another context, independently from the many variables engaged in the analysis, and the idea to understand an approach (the so called "Reggio Approach" promoted by Loris Malaguzzi and his collaborators) who leads to an educational action strictly linked to the micro-level, and not transferable anywhere and anyway. Particularly, as a final results, we will try to pinpoint how these authors dealt theoretically and practically with the theme of equity, and what they can tell us today about meaningful social categories including gender, socio-economic status and ethnicity, even if these issues were not the main focus of their reflections, at the times they lived.

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Title: Early Childhood Education Policies in Brazil and the Right to Education

Abstract: This paper examines the early childhood education models that have been implemented in Brazil under the Basic Education Maintenance and Development Fund (Fundeb – Constitutional Amendment No. 53, 2006). Under FUNDEB, the municipalities, which are the

sole, legal responsible for basic education programs, have had their responsibility for providing early childhood education broadened in scope.

In Brazil, early childhood education is a responsibility of the state and a right of all children, and may be divided into two phases: daycare centers (ages 0 to 3 years) and preschool (ages 4 to 6 years), (Brazilian Constitution of 1988; National Education Bases and Guidelines Law No. 9394/96). As of 2009, children up to 4 years old must be enrolled in and attend school (Constitutional Amendment No. 59), thus increasing the challenge of providing universal and mandatory education in the country. Expanding access to school has also become the number one goal of the National Education Plan (Law No. 13,005/2014): up until 2016, early childhood education at preschool for children between 4 to 5 years old will have been universalized; and, up until 2024, early childhood education at daycare centers will have been expanded so as to serve, at least, 50% of the children up to 3 years old.

With increasingly less access to public schools, many families have been appealing to the Brazilian Public Attorney's Office (Ministério Público), seeking to enforce their right to early childhood education. That fact has led the municipalities to develop initiatives so as to expand access to such level of education; initiatives which, in turn, have led to privatising such service and are carried out mainly by means of three (3) strategies: the adoption of vouchers; public-private partnerships; and transference of public affairs management to the private sector. The delegation to the private sector of the government's responsibility for providing early childhood education has been delivering low quality education to less-favored social classes.

The methodology that has been used in this research was the analysis of legislation, enrollment-related data, as well as governmental policies and programs for early childhood education currently in force in metropolitan areas. In conclusion, it is necessary that higher investments be made and that early childhood education be provided by the state, so that the municipalities may have conditions to guarantee that this level of education be universalized, thus respecting the children's rights and reducing inequalities regarding access and quality.

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Title: ACCESS AND EQUITIY POLICIES IN BRAZILIAN HIGHER EDUCATION: analysing the implementation of PROUNI and other policies

Abstract: This paper shows the changes that have occurred in Brazil's higher education in recent decades, when new policies have been implemented to expand the supply of private and public education meanwhile creating policies which focused on equity. Higher education is the responsibility of the federal government, but the states also have universities. In 2013, only 15% of young people aged 18 to 24 were enrolled in higher education. In the last two decades, the Brazilian government has prioritized the increase in access to higher education through the

creation of a private sector (for profit and no profit) in the nineties and the creation of new public (free-tuition) institutions since 2007. In this context, this paper analyzes and compares geographical, racial/ethnic, socioeconomic, and educational inequities based on official data about the general population and the students in private and public institutions, in 2004 and 2010. Moreover, the study will show inequities in terms of: income per family, average years of schooling, as well as the race/ethnic composition of society and their reproduction in higher education. The official quantitative data about the Brazilian population and the students in public and private higher education institutions are extracted from the Brazilian Ministry of Education (MEC) and the Brazilian Geography and Statistics Institute (IBGE). A second objective is to discuss whether the recent policies have contributed to diminishing the existing inequities in Brazilian higher education, in particular the implementation of University for All Program. (Prouni). Prouni was created by the federal government in 2005. Since then, it has offered tributary renouncement for private higher education institutions in exchange for scholarships for poor and black students. As a conclusion, the data reveal a positive impact on equity, possibly as a consequence of the implemented policies, in particular Prouni, even though inequities are still present. Also, other non-educational policies, like the "Bolsa Familia" Programme (funding for families that keep children in school) and the constant increase in the minimum wages allowed for more low-income family students to attend higher education. The paper is an overall contribution to the study of access and equity in higher education in Latin America, in particular in in Brazil. It also aims at shedding light on some of the public policies in higher education implemented in the 21st century in Brazil.

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Title: The convenience and possibilities of promoting prosocial behaviors in in Spain

Abstract: This study is aimed to examine the possibility of promoting prosocial behaviors as a preventive strategy against antisocial, violent or risk behaviors in the context of the Spanish Organization Act No. 5/2000 of 12 January 2000 on criminal responsibility of minors and its Regulations (Royal Decree No. 1774/2004).
These legislative documents expose a Youth Justice develop, a procedure with a corrective-educational nature and, moreover, take particular account of the best interests of the child, among other principles. It also results interesting that the out-of-court dispute settlements, included in the law, are based in a Restorative Justice approach.
A comprehensive literature review on the national and international publications about prosocial behavior was conducted. In addition, the Spanish legislation concerning to the criminal responsibility of minors and different programs developed in the juvenile offenders facilities were analyzed.
Among the main results of the research, there is a complete description of the criminal responsibility system for minors in Spain that allows us to contextualize the promotion of prosocial behaviors. Furthermore, judicial measures in concept of community service, and the out-of-court dispute settlements of conciliation, redress and the already said community service have been detected as those that allows the minor to develop a prosocial behavior on itself. Additionally, different strategies can be used to promote this kind of conducts in other judicial measures.
In conclusion, the promotion of prosocial behaviors in the context of the criminal responsibility

system for minors can be an interesting strategy to have in account in the educative interventions aimed to reduce antisocial, violent and risk conducts in juvenile offenders.

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Title: Religion, schooling and the state: negotiating and constructing the secular space

Abstract: Against a global backdrop of frequently conflicting perspectives concerning the legitimacy of religion in the public realm this paper seeks to engage with some key issues concerning the relationship between religion and secularity in education. Specifically, it offers an overview of some crucial questions concerning religion, schooling and the state as a prelude to possible research which it is anticipated will yield fresh insights into the relationship between the religious and secular dimensions of educational and communal spheres of action. A cluster of issues revolve around definitions of the religious and the secular insofar as there are ramifications for education and, accordingly, the paper seeks to deconstruct the binary division between the two in an attempt to demonstrate that there has been, historically, syncretic and dialogic processes. At the same time, however, state systems have frequently tended towards legalistic positions with regard to education,
religion and the secular. Thus, there arise questions about educational and legal policies and practices around the place of religion in schools which can also be seen as a gateway into the larger questions concerning the role of religion in society. This further points to the shifting boundaries between the public and the private, competing conceptions of social justice, and the limits of liberalism and its capacity to negotiate difference. Fundamentally, these questions concern the notion of the secular in those societies which are characterised as products of the Enlightenment and modernity. A preliminary comparative study of debates, research, policies and practices around non-denominational and 'faith' schools involving both theoretical and empirical investigations as well as a glance at the historical trajectories will permit an examination of the variety of ways in which the above noted larger issues are playing out in Europe. Furthermore, such a study may indicate which
of these have the potential to create a shared liberal space for calibrating social cohesion, cultural plurality and individual autonomy in what might be termed the secular space.

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Title: Contesting the Cities: An analysis of the geographically situated tendencies in urban education policies and reforms

Abstract: The purpose of this research paper is to discuss urban education policy in Istanbul by situating it in urban education literature and theory produced around the world, the UK, United States, and Australia in particular. Considering the worldwide scholarship on urban education, the paper points to two geographically specific tendencies in the way urban education policy is implemented in the case of Turkey. The first one is that while studies on urban education in

Western scholarship point to the racial displacement implicated in school relocations and closings, the findings of this paper suggest that de-secularisation is involved in the context of Turkey. The second differing trajectory is the operationalisation of school choice discourse. While there is a lack of engagement with school choice discourse in the case of Turkey, a large body of scholarship produced in the West point to the production of common sense around school choice as an aspect of implementing neoliberal urban education policies. Deploying the theories of critical geography and critical theories of education, the paper focuses on school relocations in Istanbul, discussing it with reference to its counterparts in various locales across the world, including, inter alia, Chicago, Sydney, London, and New Orleans. The data for this paper was collected through a multi-year fieldwork on Istanbul school relocations. Policy discourses, official documents, media images, ethnographic narratives of school communities, and interviews with school communities have been deployed to theorize the issue. The paper concludes by emphasizing that spatial and educational justice issues that need to be attended are quite alike despite the differing conjunctures that play out all across the world of education in the way urban education policies are put into practice.

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Title: A JOURNEY FROM EQUITY TO EXCELLENCE? SOME THOUGHTS ABOUT ERASMUS.

Abstract: Since its inception in 1987 the Erasmus program has been both an important artifact with regard the construction of Europe and also one of its most successful and well known achievements. From a quantitative point of view a great deal of reports have been released trying to show the gap between those sending countries versus receiving countries when it comes to Erasmus destinations.

Our contribution focus on some other elements of this mobility flagship programme, that is, those issues tied with quality and excellence. We are witnessing, needless to say, a raising number of students who benefit for EU grants to study abroad. Notwithstanding, the bottom line here deals with questions such as following: how many European students choose flagship universities as a destination to spend the Erasmus experience? With regard the decision-making, is there a different pattern among undergraduate students and graduate ones? When it comes to choose a higher education institution in a foreign country, is that decision grounded on issues such as reports or web sites news about colleges rankings?

From a geographic perspective, we are trying to figure out whether there are different patterns or not. In view of the above and to address the question we offer disaggregated data of Mediterranean Europe, Central Europe, East Europe, Scandinavian Europe and, finally, United Kingdom presented as an isolated study-case.

Regarding the sources we will use not only the growing body of literature about this issue but

also some other information including data available by Eurostat, reports from the European Commission as wella as information from national agencies.

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Title: Lifelong Learning Policies for Young Adults: The Life Course Perspective

Abstract: Due to the reduction of the heuristic potentialities of the mainstream modelling of 'traditional' life trajectories, in the last years Life Course Research has progressively abandoned the linear reading of biographies as predictable sequences of irreversible steps. Indeed, such a standardisation seems to be less and less worth and usable because of the fragmentation of professional and training careers, as well due to the weakening of the super-individual oversight acted by the first modernity institutions. In order to achieve a deeper cohesion to the changing patterns of biographical construction, a progressive shift of paradigm has therefore been adopted, specifically concerning the re-conceptualization of the transition dimension. In this sense, by switching from a focus on the outcomes of transitions throughout diverse life's phases - and particularly between the status of 'young' and 'adult' and of 'student' and 'worker' - to a multidirectional and processual representation, Life Course Research is becoming able to avoid analysis based on stereotypical representations of 'normal' and 'irregular' life courses. Facing changes on different dimensions, from the structural level (particularly concerning the job market) to the cultural level (regarding for instance the relationship between roles and different 'ages of life') as well to the identity level (regarding the different subjective meanings given to the various phases of life), the expert knowledges are therefore fulfilling a necessary review of their main categories.

However, by the point of view of policy design - and specifically regarding the LLL policies - some actions and programmes still seem to reproduce visions based on the traditional modelling of life courses, with the unintended result of an increase of those exclusion dynamics which, on the contrary, they were intended to contrast. Quintessential in this sense it might be the 'by default' categorisation of n.e.e.t. people, who are depicted as an homogenous unit due to the fact of their common distance from different markets (of labour, training and education) and, as a consequence, they are reached by ad hoc policies which often reveal ineffective because of their limits in the reading of the actual diversification of individual careers.

Moving from these assumptions, the project which we intend to present by the papers of this workshop is aimed at a critical and cross-national comparative review of the visions affecting the LLL policy making, as well of the documents through which these visions are formalised and the networks which implement these polices. Through such an action, a constant attention to the policies addresses will be granted, trying to improve the 'synchronization' between inclusive policies and the current changes in biographical dimension.

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Title: Necessity or right? Europeanization and the conceptualizations of permeability between vocational education and training (VET) and higher education (HE) in Germany and France

Abstract: The Bologna and Copenhagen processes emphasise the importance of lifelong learning in modern societies. In order to enhance lifelong learning permeable education systems with flexible and working transitional education pathways are necessary. Moreover, the question of permeability is important from a social justice perspective since stratified education systems without links between educational sectors most likely impede equal access to life chances. Against this background this paper compares how the question of permeability between HE and VET has been discussed at the European level, in France and in Germany from 1990-2012 and to what extent do national and European discourses change and converge.
The case selection of Germany and France follows the logic of difference, as both countries are characterized by different educational ideals and institutional arrangements which are also reflected in the relationship between HE and VET. Moreover, both countries are influential members of the European education processes. Traditionally, the German organizational fields of HE and VET are divided, making transitions between the educational sectors difficult. In the French skill formation system no such strict division between HE and VET exists.
The paper primarily builds on sociological neo-institutionalism augmented by a discourse analytical approach. Following sociological neo-institutionalism it is assumed that the ideas and norms formulated in the Europeanization processes Bologna and Copenhagen can diffuse into the nation-states. In the countries themselves, the European processes can then be interpreted in discourses as confirmation of existing symbolic orders, or be made the occasion for requests for a new interpretation or a change of existing structures.
Methodologically the analysis is mainly based on discourse analysis of policy documents of the most important actors in the organisational fields of VET and HE and a content analysis of the declarations and communiqués of the European processes.
While in Germany permeability between VET and HE has been an important and highly contested topic, it has been less but increasingly discussed in France. In both countries the discursive construction of permeability has changed and become more similar to the European one over time. The need of permeability is legitimised at the national and intergovernmental level with both functionalist and universalist arguments: in the German and European discourse functional arguments clearly dominate whereas in France universalistic arguments emphasizing education as a democratic right are much stronger.

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Title: A Reflection of the Student Behavior Discipline System in Taiwan: Based on the Experience of England

Abstract: Appropriate student behavior discipline policy is essential to promote teaching efficacy and the school safety. In order to explore the perspective on the student behavior discipline

system from the elementary and junior high school teachers in Taiwan, the questionnaire survey was conducted, and 1,276 samples were valid. As the result, the most disagreed items were "Teachers possess adequate authority in disciplining students.", "Regulations for student discipline are practical.", "Mandated disciplinary measures are capable of reducing students' misbehavior and helping teachers to make full use of class time in teaching." And the most urgent items for legislation were "Student's legal guardian should be obligate to cooperate with school to improve student's severe misbehavior.", "Teachers should be mandated to own the power to discipline students.", and "In-school seclusion should be included as a disciplinary option."

In the past 20 years, England has implemented and enlarged the application of parenting contracts and parenting orders, and emphasized on schools' and teachers' power to discipline students with the authority to use detention, searching, confiscation of inappropriate items, reasonable force, and seclusion/isolation rooms. The England government seemed to set up the parental accountability system and the disciplinary measures (including in-school seclusion) that teachers in Taiwan would like to have in their workplace. Therefore, semi-unstructured interview was adopted to probe how these measures work in school through interviewing four British primary and secondary school teachers. Interestingly, none of the interviewees took the parental accountability and the mandated disciplinary measures as efficient ways to reduce the misbehaviors of students, but the last resort to keep the school safe in extreme cases.

After the interview, focus group was invited to discuss the data collected from the questionnaire and the interview, and found that the early education environment in Taiwan had some shared characteristics with England, as well as the prevalence and abolishment of corporal punishment in education settings, but after the corporal punishment was abolished, the legislation of student discipline system and the support for teachers in Taiwan did not keep up with the change, and then ended up 93.88% elementary and junior high school teachers in Taiwan considered the student discipline system was insufficient. Suggestions were proposed accordingly as reference.

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Ana Isabel Bonilla-Calero
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Title: Application of the European Law in the assessment of European Higher Education. Study of case: Scotland versus Spain

Abstract: The theoretical framework of this study has its origin in the projects about European Higher Education that has as goal to facilitate the mobility among students, teachers and graduates, establishing a common structure of three training levels in European Higher Education: bachelor, master and doctorate and a measure of workload of students: ECTS credits. This is a preliminary study of a final project to be completed in next year with two objectives: to present the context of the legal system of the European higher education that generates exchange programmes between European universities of different countries and to analyze the similarities and differences in the application of European Law in the Higher Education of these countries, using as study of case: Spain versus Scotland. The methodology used for the development of this work has been to review different data sources (DOAJ, REDALYC SCOPUS and ISOC) about books, theses, research papers and conferences. The obtained results and conclusions in this first phase of project are: there are more similarities than differences between Spanish Higher Education and Scottish Higher Education. Some of these similarities are: both systems are based in three tanning level: Bachelor, Master, Doctorate; more than 75% of the degrees of these

countries are composed by 240 ECTS in the first cycle; both use ECTS as measure of workload; have university campus in other countries and teach courses to students from other countries by Internet; use a qualifications framework for Higher Education to design their degrees and the quality of its degrees are assessed by organizations of higher education (ANECA in Spain and QAA in Scotland). In the future we will present more details of the implementation of the European Law in the assessment processes of Spanish and Scottish Higher Education, in order to detect strengths and weaknesses of these processes to identify opportunities for improvement to facilitate the management and development of these evaluation processes for all stakeholders.

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Eva Ramírez Carpeño
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Title: Secondary teachers' initial education in China and Spain. Implementation of supranational and international standards in national contexts.

Abstract: This proposal aims to analyze secondary teachers' initial education current status and challenges in China and Spain, and how these two countries have, somehow, adapted their structures to international and supranational guidelines. As a result of a 4-year investigation for the researcher's PhD, this communication shows recent developments in teachers' education under a triple perspective (national, intra-national and inter-national). On one side, China holds the top ranking places in demography, economy, geographical extension and academic results in PISA, and is reforming its academic system to cover its society's needs and international standards. On the other, Spain is one of the biggest and more populous countries of the European Union and was one of the first to implement the guidelines established by the European Area of Higher Education, reforming the whole university system.

This research is driven by three core notions: (1) the massive increment of students in this level of education, mainly in junior secondary education, which is currently compulsory in both countries; (2) the challenges for both, institutions and programs, to prepare novel teachers for secondary education under the new social and economic exigencies, abandoning an elitist perspective of education; and, (3) the consequences of globalization and international organizations, acting at a time as motor of changes and evaluators of international harmonization. The study of these three trends assures a holistic perspective based on the core concepts of the project: teachers' education, professionalization and status, secondary education, quality and international and supranational policies.

Methodology is framed within a comparative and international approach, including both qualitative and quantitative data from national, international and supranational sources. For instance, Eurydice, the European Union database, is considered a key source to understand the current situation in Europe, as it is the OECD or UNESCO for international perspectives. National database and documents were also consulted, as the National Bureau of Statistics of China, the National Statistics Institute of Spain, and Chinese and Spanish legislation.

The results of this study highlight the main features in which China and Spain converge and diverge, and how these trends are rooted in history, culture and national needs. The study concludes with some suggestions for further national and international agendas in secondary teachers' initial education. Suggestions regarding teachers' education tackle investments on education, organization, redistribution and sources of the investments, as well as comprehensive policies. Conclusions in current processes and outcomes address a flexible and adaptable perspective for both Asian and European countries, which encompass international and academic exchanges.

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Title: Gender equality in education. A comparative study in European countries

Abstract: In recent years the education of women has taken great relevance at the international, national and supranational level, as shown in the development of gender equality policies during the latest decades. This proposal addresses international plans in educational policies for gender equality, which have delved into supranational and national scenarios, as is the case of the European Union and its member countries.

The paper aims to understand and analyze the impact of such policies in certain countries of the European Union, revealing common trends concerning education of women during the decade 2000 to 2010. The trends are studied related to the definition and integration of key concepts as globalization, gender education, higher education and equality. All these concepts are comprehended under an international perspective.

After describing the initiatives launched by the European Union, this research analyzed the case of 5 member countries: Germany, Spain, France, Italy and the United Kingdom. The comparative study of these nations is based on the indicators of the Beijing Platform for Action. The article follows the phases of the comparative method: description, interpretation, juxtaposition, comparison and conclusions.

Data is extracted from two types of primary sources. On one hand, quantitative data retrieved from official databases, like Eurydice or Eurostat. On the other, qualitative information consulted on supranational and international documents, like the Official Journal of the European Union and UNESCO reports.

As a result of the conducted research, the section "conclusions and prospects" not only shows some highlights about the subject of this study, but also offers some proposals for a further improvement of gender equality in the educational field. The general conclusion stresses a growing trend in equality and gender policies, though leaving room to improve mainly in higher education.

The significance of the study is framed in the recent trends of equality under international organization initiatives.

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Title: Equity and Access to Higher Education through Two-Year Institutions

Abstract: I. Purpose
One higher education institution in the world consistently provides equity and access in education: the community college. The concept of a two-year tertiary institution that serves diverse socio-economic, academic, and workforce development needs grows exponentially across the globe. Educating cross-sections of populations that otherwise would not have access to higher education, the community college model responds to local concerns that are increasingly global, proving that these institutions are uniquely positioned to play a critical part in the economic, social, and educational world (Treat & Hagedorn, 2013). Best described as Cross-Thematic, the paper addresses Working Group 1: Education, Knowledge, and Economy, but also aligns with Working Group 3: Transnationalism, Regionalism, and Educational Organizations.

II.   Theoretical Framework
Utilizing the theoretical framework of educational borrowing, the paper examines how community college-like institutions contribute to education, knowledge, and the economic development of their communities in a contextual, purpose-driven manner.

III.   Methodology
The methodology features a comprehensive literature review and qualitative research on case studies of similarities and differences between selected two-year institutions worldwide. Connections among two-year institutions are highlighted, presenting a hypothesis on the common element of entrepreneurialism contributing to the creation of each two-year institution.

IV. Data sources
Supporting literature includes, but is not limited to, the following references:
•   Elsner, P., Boggs, G. & Irwin, J., (Eds.). (2008). Global development of community colleges, technical colleges, and further education programs. Washington, DC: Rowan & Littlefield Publishers, American Association of Community Colleges.
•   Steiner-Khamsi, G., (Ed.). (2004). The global politics of educational borrowing and lending. New York: Teachers College Press.
•   Treat, T. & Hagedorn, L. S. (2013), Resituating the community college in a global context. New Directions for Community Colleges, 2013, 5–9.
•   Wiseman, A., Chase-Mayoral, A., Janis, T. & Sachdev, A. (Eds.). (2012). Community Colleges: Where are they (not)? In Wiseman, et al. (Eds.). Community colleges worldwide: Investigating the global phenomenon: International perspectives on education and society series, 17. (pp. 3-18). Bingley, United Kingdom: Emerald Group Publishing Limited.

V. Implications
The global expansion of the community college model implies that education, skills development, and training are now accessible to traditionally disenfranchised populations. Educating these students is transformative to a nation's society, economy, and workforce (Working Group 1). Formal and informal attempts by governments and grassroots organizations to provide non-traditional paths to higher education and workforce training address the objectives of Working Group 3.
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Title: Research on the Role Orientation of UNESCO in South-South Cooperation in Education

Abstract: South-South Cooperation (SSC) is a key cooperation modality whereby two or more developing countries pursue their development through cooperative exchanges of knowledge, skills, resources and technical know-how. Due to their socio-economic and political commonalities, the developing countries of the South have a great many lessons to share, including education, an important field. In order to explore what roles UNESCO is playing in South- South Cooperation in Education and provide some policy suggestions for developing countries when promoting multilateral South-South Cooperation in education, this paper will take a systematic research on the role-orientation of UNESCO in South-South Cooperation in education field from the perspectives of UNESCO, developing countries, education and their relations with the method of content analysis and historical analysis. The most data and materials of this paper are from the websites of UNESCO database and other academic databases such as Springer Online Journals, Proquest, Web of Science and CNKI. And some opinions of this paper are inspired by the lectures of famous scholars. UNESCO is known as the "intellectual" agency of the United Nations and it plays a vital role within the context of promoting South-South Cooperation in education. The significant findings of this paper include: first, UNESCO has always been a loyal fan of South-South Cooperation since its inception, especially in education field; secondly, a large number of educational resources are occupied by UNESCO; thirdly, it tends to protect interests of developing countries like an umbrella; fourthly, in order to reduce costs in the cooperation process, UNESCO paves a high-way for countries through its more transparent mechanism; last but not least, UNESCO is adept at resolving conflicts and divergences on neutral ground. In a word, UNESCO provides a tremendous help to developing countries during the process of South-South Cooperation in education.

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Title: The effect of expectation on student choice of transnational higher education in Mainland China

Abstract: In the context of globalization of higher education, international mobility of students has been fully developed. The international mobility of large-scale higher education programs and institutions also has been increasing rapidly in recent years. More and more learners are located in a country different from the one where the awarding institution is based. All these types of higher education study programs, or sets of courses of study, or educational services are regarded as transnational higher education. In Mainland China, transnational higher education is mainly embodied as Chinese-foreign cooperation in running schools (CFCRS), which is an alternative higher education choice for mainland students besides general public and private universities in China.

Based on an empirical survey conducted in three cooperative universities and one traditional public university, the study aims to examine the effect of expectation on the student choice of Chinese-foreign cooperative universities in Mainland China. A total of 1349 valid questionnaires were collected with 714 from Chinese-foreign cooperative universities and 635 from general

public university.

By logistic regression analysis, the main findings include: first, family background, including family residence, parents' education, father's occupation and family annual income, exerts a positive effect on the choice of Chinese-foreign cooperative universities. Second, when family background variables have been statistically controlled, the expectations from parents and students have significant impacts on the choice, specifically, the parent expectation for their children's study aboard. Third, family background significantly affects parents' and students' expectation. Based on the results, it indicates that the better family background the students have, the higher their parents' expectation. With good family background and high expectation, the student is more likely to choose Chinese-foreign cooperative universities. On the other hand, the students from disadvantaged family still have very limited opportunity to attend Chinese-foreign cooperative Universities.

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Title: An Exploration of School Fieldtrip to Mainland in Hong Kong Secondary Schools: Students' Self-Authoring Civic Identity

Abstract: The main purpose of this study is to provide insights into the factors that may influence the ability of Hong Kong secondary school students to learn on field trips to the Mainland and to understand how students' involvement with these trips contributes to their civic development. This research will be conducted in the context of three different types of field trip to the mainland by students in Grades 9-11 (S3-5) in secondary schools in Hong Kong.

Field trip learning encourages students to realize that knowledge is readily available outside the confines of the classroom and beyond the printed text. The experience these students gain while travelling across the border and being fully immersed in a mainland community will probably change the way they perceive Mainland China at the present time, as well as their individual lives in the future. A field trip gives students first-hand experience of, and interactions with, events, individuals and issues in real-life settings. Previous research on student experience in fieldwork has revealed that fieldwork has both intellectual (Ernst, 2013) and affective benefits (Anderson & Lucas, 1997; Anderson & Zhang 2003; Bitgood, 1989; Storksdieck, 2006 and Storksdieck, Robbins, & Kreisman, 2007). The field trip experience can lead to increased

understanding of places and to feelings of personal concern and responsibility (Kent & Foskett, 2000; McEwen, 2013). The opportunity to collaborate
with schoolmates and their Mainland counterparts also allows students to develop interpersonal relationships outside the school routine. In the end, the Hong Kong-Mainland community is strengthened by an expanded social and economic network and resources. In addition, the students' community skills are enhanced (Kenney, McNevin & Hogan 2008).

This study uses a mixed research methodology to examine whether current models serve the intended educational outcomes. Using Baxter Magolda's (2001, 2004) self-authorship, this study will examine student's development of civic identity on three dimensions: (1) the cognitive dimension; (2) the intrapersonal dimension; and (3) the interpersonal dimension. This framework will make it possible to see how civic identity can be impacted by specific pedagogical approaches. Therefore, by addressing the most prominent types of field trips in practice, this study will be able to yield findings that are most relevant for the assessment of current practices and making future recommendations towards better implementations.

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Title: The Master's in Teaching and Learning: A Missed Opportunity to Academise and Professionalise Teaching in England

Abstract: Purpose/Objectives:
The Master's in Teaching and Learning (MTL), launched in England in 2010, was rapidly developed and launched, but then quickly withdrawn from the policy agendas of UK lawmakers. Finland's top results in the Programme for International Student Assessment (PISA) uncovered the high quality of teachers, all with Master's degrees. Thus, the MTL was created in order to better align England with 'world leaders' in education, such as Finland. This paper, however, argues that the rapid creation, implementation, and removal of the MTL signify a missed opportunity to 'academise' and professionalise teaching in England, and commit to a Master's-level teaching workforce.

Theoretical framework:
The visibility of international comparisons such as PISA has increased the political impetus for policy borrowing. This trend necessitates a heightened awareness about the potential for and dangers of education policy borrowing (e.g. Phillips & Ochs, 2004; Noah, 1984). However, the rapid creation and withdrawal of the MTL exposes the uncritical nature and misguided attempts at policy transfer by the UK government.

Methods:
This paper utilises documentary analysis (e.g. McCulloch, 2011; Owen, 2014) to draw conclusions from the incomplete implementation of the MTL. It examines government documents regarding the proposal, launch, and withdrawal of the MTL, academic articles

analysing the programme, as well as literature from teaching unions and the press. It also analyses Finnish teacher education policy in order to juxtapose the MTL and the Finnish Master's degree for teachers.

Evidence framework:
This paper also analyses the MTL through different policy borrowing models. This paper argues that, when analysed through Phillips and Ochs' (2004) four stages of policy borrowing, the MTL does not complete the cycle. Rappleye (2006) would agree with our assertions that UK policymakers used the case of Finland to legitimise the creation of the MTL. Similarly, Dolowitz and Marsh (2000) would classify the MTL as an incomplete and inappropriate attempt at policy borrowing, thus, a policy failure.

Conclusions:
This article argues that the MTL, with its hasty construction and vague emphasis, was a missed opportunity for the government to academise and professionalise teaching, and to further align the UK's education system with international education leaders. It illustrates the cherry-picking and piecemeal approach (Morris, 2012) taken by policymakers, rather than viewing educational change holistically and as a long-term process.

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Title: Vocational training in prison for Police officers

Abstract: Vocational training in prison should develop through the inclusion of Police officers in the designing of training courses. Professions are composed by four dimensions: personality, know-how, communication and professional identity, as described by Corrado Ziglio in his Theory of Professionalism. A bottom-up training allows Officers to stay updated about new institutional perspectives.
An in-depth knowledge of the history and culture of the specific social group is needed so that researchers can hypotesize future perspectives in professional environment . Police in prisons has a legacy of cultural and legislative changes that have influenced security management in jail. Consequently, it is important to have an inquiry method that emphasizes these well-established characteristics of professional background. As Erving Goffman studied insane asylum to understand the internal dynamics and the stories of people with mental disorders, researchers should share the environment and difficult times to comprehend professionals. Goffman stated that when moments of crisis occur, people reveal themselves. Thus, ethnography could represent an effective tool for exploring the professional environment and its system of meaning.
The idea of imprisonment and the approach to professionals are changing. The countries of Northern Europe are experimenting new prison systems, while new disease management programs have been promoted in the Netherlands. The world of professionals is evolving. As ethnographers travelled to discover new cultures, researchers should investigate professional environments to understand their cultures and to develop an anthropology of the professionals. By sharing space and time with professionals, researchers are able to find specific problems in the particular working environment. In order to define effective programs, professionals should be included in the designing of the training courses because they could share with colleagues the best practice and the participation and engagement increase motivation. Therefore, cooperative

training lies at the basis of professional designing.

The first step to take toward humanizing Italian punishment system is providing specific instrument in order to raise professional awareness to a higher level and the main tool should be vocational training.

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Title: Production of a Homo Sustainabilis through new technical equipment in education

Abstract: The objective of this paper is to treat the effects of the new SDGs (Sustainable development goals) – and especially the goal 4 which aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" – on educational policies. Adopted during the United Nations (UN) General Assembly in September 2015 in New-York, the SDGs present a post-2015 development agenda which succeed the UN Millennium Development Goals (United Nations 2015).

The theoretical framework comes from the philosopher Michel Foucault (1994) and its concept of apparatus and governmentality. The empirical material comes from the analysis of documents produced since 2002 (launch of the UN decade of education for sustainable development) by the UN General Assembly, the different regional/international organisations (such as European Commission, OECD, etc.). To illustrate, the paper will take examples of educational policies for sustainable development developed recently in European and African countries.

In the results of this paper, we will discuss the idea that with the SDGs, we are launched in a "durability apparatus (in Foucault sense)" and that the new human expected is a Homo Sustainabilis (HS) (Croché 2015). Education has to play a fundamental role in the development of a HS. With the objective to create citizens who will have integrated the idea of durability in the choice of their daily actions and the necessity to avoid the risks, the control procedures of the effects of individuals' actions will be set up. The technical equipment of quality control and reduction of the uncertainty, which can be referred with the ideals which support the production of HS is already present in teaching (rankings, PISA, quality insurance, AHELO, learning outcomes approach). Each one of these policy instruments aims controlling the effectiveness of the actions and at making their results more foreseeable and programmable. It is a question of optimizing the allocation of resources so that the return on investment is the highest possible.

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Title: School Principals' Leadership Skills: measurement equivalence across cultures

Abstract: Although there is evidence that some leadership traits and practices are endorsed universally, there is also evidence that the enactment of these traits varies across cultures (Den Hartog, House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999; House, Hanges, Javidan, Dorfman & Gupta, 2004). The aim of the present study was to assess measurement equivalence: Configural, metric and scalar on the leaders' skills across Arab and Jewish teachers in the Israeli educational system. Israeli Arabs have been described as a traditional collectivist culture, and Israeli Jews as a modern, Western culture (Mikulincer, Weller, & Florian, 1993; Smooha, 2010). Despite substantial interest and research in measuring leader's skills (e.g., Mumford, Campion, & Morgeson, 2007), little is known about the measurement equivalence and mean differences in the scores measuring principals' skills (cognitive, interpersonal, strategic) across cultures (collectivism versus individualism).

1366 teachers from 210 elementary state schools from all over Israel participated in the research, of them 161 were Jewish schools and 49 were Arab. Results indicated that the configural model is equivalent across samples. However, the test for metric equivalence showed that the construct holds the same psychological meaning across the two samples, with the exception of two items: the cognitive item of "reading comprehension", and the interpersonal item of "persuading". Accordingly, there is a partial metric validity. The results from the intercept latent test means (scalar) measure show the intercepts were not equal among the Arab and Jewish samples, in the strategic and cognitive skills scale. These findings justify that cultural processes are reflected in the work of principals and teachers in the educational system in Israel. Cultural values and practices have to be considered an important factor in influencing leadership skills. Additional, there are political

conditions in the education system of Israel, affect and limit the discretion of Arab principals at schools, compared with Jewish principals. Thus, Teachers in the Jewish sector perceive there principals' skills differently from the Arab sector.

The results have implications for cross-ethnic research and, more broadly, for the assessment of principals' skills. Finally, the evidence provided in the present study serves to further validate the leadership skills scale and to endorse its use in empirical studies across a variety of cultures.

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Title: Economic transformation and intellectual territorialism: undergraduate students' postgraduate course choices in the UAE

Abstract: The purpose of this study is to explore the relationship between economic transformation and the alteration, convergence of knowledge development towards the economic polarisation and intellectual territorialism. The study particularly aims to account postgraduate course choices of undergraduate students in the UAE. The theoretical underpinning of the study revisits Kuhn's 'The Structure of Scientific Revolutions', to explore the changing intellectual circumstances particularly in line with the economic transformation, grounding on Gumport's claim on academic restructuring in response to compelling economic pressures with short-term economic interest rather a long-term intellectual legacies. The study relies on document analysis and a survey conducted among 200 undergraduate students in the UAE about their postgraduate

course choices, especially to see if they continue to hold the same interest for their postgraduate course choice or not. The theoretical exploration indicate that there is a strong relationship between the economic transformation and the knowledge development, particularly there is a knowledge alteration and convergence towards the economic renovation undergoing in any given context. The survey results indicate a strong shift in the postgraduate course choices of the undergraduate students from their current course choice. The results suggest that the postgraduate course choice is made strongly with an interest to the local job market and the perk attached to it the preferred job. The empirical findings confirm the theoretical claim that there is a strong knowledge convergence towards economic polarisation to restrict intellectual territorialism. The study recommends that diversification of economic development may as well allow diverse knowledge domains to develop in the UAE, which will imply a healthy intellectual basis to flourish.

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Title: Beg, Borrow, or Steal: Determinants of Student Engagement with Bribery in Higher Education

Abstract: Actions underpinned by lack of academic integrity are increasingly impacting academic processes within higher education sector around the world. Bribery, plagiarism and other forms of deception that enable students to obtain undeserved grades or degree certificates not only undermine the purpose and mission of higher education but also jeopardizes fairness and equality of opportunity (Heyneman, 2013). The process and the mechanisms by which such dynamics in higher education are able to sustain themselves are poorly understood to this date. Building on the earlier work by Shaw, Katsaiti and Pecoraro (2015), the purpose of this paper is to empirically explore individual level student characteristics that may have an impact on the likelihood of students' personal experience with bribery in the educational process in universities. In contrast to existing experimental studies that looked at international groups of students to identify to what extent cultural norms can explain inclinations to part-take in bribery (Barr and Serra, 2010), this paper looks at a culturally homogenous student sample from Ukrainian higher education sector. Drawing on studies that investigate various motivational aspects behind bribery in and out of educational sector we assemble a range of factors that have been shown to have an impact on the level and frequency of dishonest behaviour. We test the propositions via ordinal regression analysis.
The data for this study comes from a large data set collected in 4 public universities in the Western Ukraine with nearly equal distribution across four disciplines: humanities, social sciences, technical and natural sciences.
Our preliminary findings indicate that students who have higher levels of perception that others

around them engage in corruption are more likely to report personal participation in bribery. Students who believe that formal ways of job search are likely to yield positive outcomes are less likely to report personal involvement in bribery. More academic hardworking students report less involvement, whereas students who hold jobs and work long hours report more. These findings place the issue of student involvement with academic bribery into a wider context and point to more targeted policy interventions that can enable positive shifts for the higher education sector. The paper will also discuss differences among disciplines and some controversial findings.

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Title: Fostering equity and social inclusion of migrants in Europe: Linguistic policy challenges

Abstract: This paper investigates the language dimension in the intertwined political and educational challenges of equity and active social inclusion in the European Union context. Language learning is considered here to play a key role to achieve the inclusion endeavour, by allowing citizens to not be hindered in their personal and professional fulfilment by language barriers, thus fostering active social inclusion, which is in its turn a fundamental element favouring employability. In this sense language policy intersects and should connect with both social policy and labour policy. Bearing in mind that policy strategies and practices are embedded in a real world of contextual variables, this presentation will question and put into perspective characteristic features, challenges and gaps in the current policy landscape of language learning for active social inclusion. A review of European policy instruments that promote social inclusion through language learning gives room to divergent interpretations and raises many questions relating to implementation modalities; a telling example is the diverging agendas provided by two major policy instruments, i.e., the 'Charter', which focuses on human rights and linguistic diversity, while the 'Action plan' - which is enshrined in 'Europe 2020' - promotes multilingualism for a competitive economy. Language as a dimension of equality is also embedded in specific policy initiatives such as the 'Council Recommendation on Roma Integration' or the 'Green Paper – Migration and Mobility: Challenges and Opportunities for EU education systems'. The latter document illustrates the actual complexity of the language issue in the migration context: it highlights that the factual data on the significant educational difficulties of migrant children are alarming, and consequently that policy responses are to be considered to develop an equity strategy, which leads to the identification of language learning as the main avenue of action; points of disagreement emerge however when it comes to operational decisions to be taken, such as the ones on the added value of mother tongue and bilingual education.
This proposal builds on a project entitled "Languages for active social inclusion", undertaken by INCLUDE, a pan-European network operating in the field of language policy and practice for the active social inclusion of groups at risk of exclusion such as migrant communities. Drawing data from the deliverables of the project (among which: three Yearly Reports and an Observatory on Language Learning for Social Inclusion), we will open a critical discussion on the treatment of the interaction between language and social inclusion for migrants. Basing our analyses on an applied linguistics, political and comparative framework, we will place European and national policies and strategies in perspective (cf. Second Yearly Report) using a selection of five European countries (France Italy Lithuania Spain and UK); case studies provided by the database resources (cf. Observatory) will contribute to identify and discuss questions and challenges that

remain to be addressed in further research.

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Title: Global Ethnographies: Theoretical and methodological quandaries

Can "the global" be the subject of ethnography? And if so, is it because of the topics it studies, or because of its approach and method? These are the questions that we would like to tinker with in the workshop, with the aim of contributing to a broader conversation about the changing concepts and methods of comparative education. It is well known that themes such as international organizations, student mobility, population migrations, and knowledge mobilization are on the agenda in comparative education, challenging the "methodological territorialism" of educational research (Ball, 2012). Also, calls for a 'non-local' ethnography that traces "discourses that are present in multiple locations but are not of any particular location" (Feldman, 2011a, p. 33) merge with invitations to produce a "differentiated nomadology" (that delves into what makes differently mobile bodies and experiences) (Morley, 2001). These explorations simultaneously address the hyperconnectivity of contemporary times and the ghettoization and increasing isolation of urban dwellers. All these developments speak to a growing interest in social phenomena that was previously unknown or marginalized in research, and to the creative efforts that are being done to accommodate/make sense/gain knowledge about the complexities of different kinds of movements, flows and circulations across the planet. We would like to pursue some of these developments and put them in dialogue with comparative education and ethnographic research.

The workshop invites researchers who are working within or in dialogue with the spatial turn in comparative education and with actor-network theory and its preoccupation with the circulation and translation of actants throughout complex entanglements. It also welcomes those who are engaging in multi-sited ethnographies, studies that problematize "the global", and mobile and non-local ethnographies. The session will be structured around the following pre-assigned readings:

Feldman, G (2011b). If ethnography is more than participant observation, then relations are more than connections: The case for nonlocal ethnography in a world of apparatuses. *Anthropological Theory*, 11(4), 375-395.

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Title: Closing the Gap in the Early Years: The Experience from Wales

Abstract: Purpose: The paper will report on the extent of progress being made in Wales at closing the achievement gap in education in the early years.

Perspective: Having set out the extent of the achievement gap between children living in poverty and those not living in poverty, the paper will cover various policy initiatives that have been put in place to address these, the extent to which these are based upon robust educational research and have met with success.
Methods/Modes of Inquiry: The paper will consider a range of evidence including evaluation reports, educational research, inspection evidence and quantitative data, to analyse to what extent existing policy initiatives are addressing educational inequities in early years education in Wales.
Data/Evidence: As above.
Results/Conclusions/Implications: The paper will suggest that overall limited success has been achieved and will draw on research evidence to outline what may be more effective approaches going forward.

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Title: Comparing education by comparing publications in educational journals? Reflections on the identification and analysis of publication patterns.

This paper reports on the work of two projects on the analysis of publication patterns in international journals of education, funded by the German Research Foundation (Deutsche Forschungsgemeinschaft). While the results of these projects are presented in some detail elsewhere (Ertl et al., 2015; Zierer et al. 2013; Zierer & Ertl, 2014), the focus of this paper is on the methodological approaches and challenges that have guided the comparison of journals published in various different national and international jurisdictions.

Due to the previous work of the researchers and the funding source of the projects, the analytical framework that guided the analysis of German, English, US and European journals originated in the German tradition of 'science research' (Wissenschaftsforschung) and particularly in previous work on categorising papers in German journals. This starting point meant that existing analytical categories needed to be questioned and adapted carefully to prevent a German-centric viewpoint from resulting in meaningless findings for non-German journals. The challenge was to enable the analysis to capture the specific characteristics of journals as important media for the dissemination of educational research, while still allowing meaningful comparison across the borders of different academic traditions.

In order to achieve this aim it was necessary to develop an understanding of different traditions and functions of academic journals in different academic systems. Also, the research needed to

consider which national jurisdictions can and should be compared; a decision that became particularly challenging when 'European' journals were included in the comparison. The question of how inclusive and meaningful the analytical categories developed for the work on the four mentioned jurisdictions are, has come to the fore recently, as we have started to expand the comparison to journals in Australia and China.

Another challenging area is that of selecting specific journals in a given jurisdiction. While we have used the ranking of journals according to the impact factor of journals in the Social Science Citation Index, it is clear that this criterion has severe limitations particularly regarding the fact that the Index is dominated by journals published in English language, mainly originating from the US and the UK. This means that educational journals from most other parts of the world are hardly represented in the Index and therefore other selection criteria needed to be developed.

The methodological discussion is inherently linked with the wider question in how far publication patterns can contribute to our understanding of the development of education as a discipline in different academic systems. For answering this question an understanding of the development of education as a social science in the past is required. Against this background the proposed paper will also introduce some of the findings of the comparisons conducted.

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Title: The social and economic aspects about the disputes of income tax deductions on education.

Abstract: In the Brazilian individual income tax, there is a deduction that allows the taxpayer and their dependents fee expenses on education are deductible in the final amount of this tax. This specific tax exemption causes a revenue loss by the Brazilian federation, which is estimated in 0,7% of the Brazilian Gross Domestic Product. This is a significant amount and implies an option of guaranteeing the right to education, among other. Based on this, the present study aims to examine this income tax deduction in order to discuss about their arguments educational and economic. From this issue, the research is being conducted through bibliographic and desk research. The first one was chosen because identifies the arguments being used in different areas, like economics and pedagogy. The second option was necessary and was performed by analyzing the history and some data from Brazilian Internal Revenue Service and the Institute for Applied Economic Research. According to Brazilian IRS and the laws related, the income tax was created in 1922, but the educational discount took place in 1965. In the beginning, it worked like a reduction, which has enabled the taxpayer to reduce from his gross annual income the amount spent on private education. The limit was up 20% of the gross annual income. In 1988, year of the current Brazilian constitution, the reduction was abolished. In its place was created a discount by deduction that is related with perception of income. In other words, the taxpayer has an annual limited discount of total tax paid or due. In the educational field, the major arguments against the deduction, indicates that this total could be applied in the financing of public education, considering that this tax avoidance benefits the private sector instead of the public one. In the same approach, studies in the economics and taxation area complement and corroborate this idea by pointing out that such deductions are regressive which favors high-income taxpayers, who are abler to make private expenditure on education. For those who defend this exemption, it is necessary because of the failure of public school system. At first, it

was necessary because in Brazil there weren´t enough schools for all and the country had a high rate of illiteracy. In the 1920s, the illiteracy rate was 65%. In the 1960s, decade of the incorporation of this exemption, this rate was less, but still significant, around 40%. Today, the rate is around 9% and continues decreasing, which can weak this first argument. However, the quality of the public educational system is frequently questioned, what justify the continued exemption. Thus, is possible to assume that this deduction is polemic since it involves questions about taxation, tax rate, earnings, private and public systems and especially the social return of tribute. This reality, however, does not concern just to the Brazil. It is also why the topic deserves attention anywhere.

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Title: ELEMENTARY VOCATIONAL TRAINING IN SPAIN: A FUTURE INVESTMENT TO REDUCE EARLY SCHOOL-LEAVING

Abstract: During the last few years, early school leaving has become a priority on the political agendas at both national and European levels. The rate of early school leaving from the educational system among young people has decreased since the beginning of the economic crisis, but it is, undoubtedly, still high. Nowadays, that rate still stands at 22%, far from the European average—standing at 11.1%—, and far from the European goals from the Education and Training 2020 Strategy unless it finally exceeds the 10% mark (15% in the case of the Spain). This is the reason why currently in Spain, one of the proposed measures to decrease these early school leaving rates is the Elementary Vocational Training.
Therefore, this project aims to present a discourse analysis of some of the most important political documents relating to the Elementary Vocational Training. This presentation is structured in two parts: the first one will be analyzing how the Elementary Vocational Training has been legitimatized as a mechanism to reduce early school leaving rates from a professional perspective. This new program establishes a two-year mandatory course, where the first year would be for specialization and the second one will be devoted to training. Also, in order to obtain the Secondary School Education degree, the students will have to pass an external examination. The second part of the project will argue how a more restrictive measure than the Initial Professional Qualification Programme (PCPI) is organized, both regarding the access criteria and the professional opportunities. The access will be restricted by quite specific requirements, while the professional opportunities will be limited due to the fact that the degrees granted will not be specific; students will get a generic Elementary Professional degree.

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Title: Urban 'elite' and suburban mainstream: Growing disparities in Kazakhstani education in the last decade of education reform

Abstract: The intention of this paper is to explore the relationships between the 'elite' and mainstream education in Kazakhstani cities in the last decade of education reform (2004-2014). The paper draws on the insights from the on-going collaborative UK-Kazakhstan study 'Internationalisation and reform of secondary schooling in Kazakhstan', which was conceived as a mechanism to support education reform in the country (Bridges 2014; Fimyar, Yakavets & Bridges 2014: Fimyar 2014: Fimyar & Kurakbayev 2016). By linking documentary analysis and field observations, the paper traces the effects of the newly established Nazarbayev Intellectual Schools (NIS), which serve less than one per cent of the student cohort in the country, on the larger system. The foundation of the highly selective English-medium NIS network preceded a number of similar initiatives, including Miraz, Daryn and Kazakh-Turkish Lyceums, which in their own right contributed to the growing disparities in Kazakhstani education. At the level of official discourse, the most recent initiatives associated with the NIS network are presented as the 'points of growth'. However, at the heart of these developments are governmental responses to the pressure to diversify the system of educational provision, which meet the growing demands of the middle class for better educational opportunities for their children (Fimyar 2014). The advancement of the NIS network is contrasted with the state of development of suburban schools, which are crying out for investment in basic hygiene facilities and infrastructure. The level of educational achievements and educational opportunities open to children in these two systems differ sharply across the 'elite' and mass schooling divides. In its theoretical framing the chapter uses Bourdieu's notions of habitus, capital and field (Bourdieu, 2000; Bourdieu & Passeron, 1990; Gale and Lingard, 2015; Gale and Parker, 2015; Reay 2004; Reay, 2015) and Foucauldian discourse analysis as 'theory and method' (Gale, 2001; Jørgensen 2002).

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Title: Research Capacity-Building in Teaching-Intensive HEIs: A case study of a Displaced University in Ukraine

Abstract: The higher education in Ukraine is undergoing major transformations as a result of the expansion of the sector, increased university autonomy, a divide between teaching-intensive and research-intensive HEIs and the relocation of the 16 universities from the zone of conflict in the east of the country to the territory under the control of the Ukrainian government (Aslund 2015, British Council 2015). The armed conflict, which broke out in the east of the country in April 2014, resulted in the displacement of 16 universities and 10 research institutions, which are now starting anew in various Ukrainian cities (Verkhovna Rada 2015). Despite the severity of the problem, the question of development of displaced universities is only now starting to be addressed (see for example, Stone 2015, Dykhno 2015, Kononov 2015, Fimyar and Shchudlo 2015). The trajectory of the development of these universities is uncertain. The questions of return, re-integration with other universities or independent development in the relocation places are all possible future scenarios for these universities. This study follows an intervention programme organised as a series of capacity-building workshops conducted at Luhansk Taras

Shevchenko National University (LTSNU), one of the displaced universities in Ukraine. The workshops were aimed at embedding research cultures in a traditionally teaching-intensive university, which is now coping with multiple consequences of the forced displacement. In its analytical framing the study uses Eade's work 'Capacity-building: An Approach to People-Centred Development' (2005), which highlights the importance of developing a theory of capacity-building to improve the practice of the intervention. The IDRC framework was used for profiling the University to generate data that will facilitate research-informed decisions at institutional, Faculty, team and individual levels. The IDRC framework encompasses four dimensions: 1) key forces in the external environment; 2) organisational motivation; 3) components of organisational capacity; 4) aspects of organisational performance. In adapting the IDRC Framework, a number of other tools were considered including Capacities and Vulnerabilities Analysis (Anderson and Woodrow, 1989). The key questions the study addresses are: 1) What resources the teaching-intensive University can build upon in transforming its research cultures?; and 2) How the Framework for Strengthening Organisational Capacity adapted from Lusthaus, Anderson & Murphy (1995) can facilitate this process? The results of the study will be of interest to a wider academic community involved in partnerships and capacity-building projects in and outside the UK.

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Title: Subjective dimensions of social reproduction: anticipating pathways

Abstract: This paper explores some of the ways in which young people are prepared subjectively for labour market contexts that are in flux. With transitions having become more complex and with opportunities taking new forms, young people are developing new subjective accommodations towards the economic order and often distancing themselves from traditional normative frameworks. This paper draw on evidence from the UK and Chile to explore changing pathways from education into the labour market.

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Title: Policies of Education in the European Union: Supranational early analysis.

Abstract: As we know, the globalization process and the society of knowledge affects all the aspects of our lives.

In this sense, the emergence of a considerable number of international organizations requires the reflection and study of education under a new and international perspective. Education has become an element that is part of a society, and which transforms to this globalization, must adapt to the changes.

Within this concept of globalization, the European Union conceives an educational, social and

cultural design based on knowledge. As a result, the educational policies of the European Union are patent in European societies and its citizens.

In this context of globalization, we consider the study of the educational policies of the European Union as a way of integration and harmonization of national education systems. The question to answer is: Are we heading towards a harmonized education system?

The response to this question aims to study the Educational Politics of the European Union since 2000 to 2015.

This study start from the premise of the harmonization of national education systems, and confirmed with the collection of documents has been an obvious evolution in the policies that have been carried out in education, from the origin of the European Union until today.

To carry on the research we have proceeded to make a systematic collection of education policies published in the Official Journal of the European Union since 2000 to 2015. These journals are located on the official website of the European Union, where we can find both primary and secondary legislation.

Once the Official Journals of the European Union information was collected, and revised, the researcher made a selection of documents dealing with educational issues.

The communication describes the methodology used for the initial phase of data collection, and a first analysis of the documents worked so far.

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Title: Educational freedom, democratic and alternative education: Comparison between Scottish and Spanish educational system

Abstract: Are traditional schools encouraging children to become self-sufficient learners? Are they taking into account pupil's real needs? Which are those needs? Our work in progress is trying to answer these questions, establishing a comparison between self-regulation skills that pupils develop in Primary Democratic and Traditional schools.
Our work in progress is a multiple case study, no experimental or Ex Post Facto, in which we study the variables in their natural context without trying to control them. As we are looking to compare two methodologies, our purpose is to create a complete and detailed overview of the characteristics of both methods and study the results they are producing in primary school pupils. Also we reflect on why this schools and alternative education (homeschooling, democratic education, forest schools…) are not legal in Spain comparing Spanish educational system with Scottish.

We will try to stablish relationships between the teaching methods used in classrooms and the level of self-regulation that pupils show in the test.
The use of information gathering techniques will be mixed (qualitatively as well as in its quantity). In order to do so, we will try to build the complete vision of both methods

mentioned earlier, complementing subjective qualitative information with the objectivity of qualitative data.

Therefore, we will use two different data-collection instruments:

-Quantitative information: Test to evaluate the state of skills

-Qualitative information: Observation and semi-structured interview for teachers.

So far, schools that are part of this research are:

-Acharacle Primary School, Scotland (Active School)

-Andolina School, Spain (Democratic School)

-Sagrado Corazón de Jesús School, Spain (Traditional and Christian School)

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Title: From Initial Professional Qualification Programmes to Elementary Vocational Training: an analysis of the measures against educational exclusion.

Abstract: In Spain, Vocational Training has multiple functions relating to a series of strategies aimed at improving employability, developing active policies against unemployment, and also to acquire professional qualifications. Vocational Training is the link between school and the labour market, and even though it has gained increasing prominence, we still need to consider its particular features to see to what extent it accomplishes the intended purposes, whether it provides assistance to the student body in situations of social vulnerability, if it prevents early school leaving, and whether it seeks to promote educational inclusion.

In a country like Spain, where the rates for compulsory education schooling have reached their peak, it is essential to find the reasons behind the situations of risk and social and educational vulnerability that affect part of the student body in order to counteract this process.

Various measures have been implemented to minimize this situation. Thus, the main objective is to present an analytical and reflexive description regarding the Initial Professional Qualification Programmes (PCPI), programmes that were designed as a measure for treating diversity under the Organic Law on Education (2006) and were later repealed by the Organic Law for the Improvement of Educational Standards (2013), law that established Elementary Vocational Training as a measure to continue training inside the educational system.

Furthermore, even though it was designed as a means to reduce the rates of early school leaving, to facilitate the continuation of educational training by the student body, and to establish a link with the labour market, it is also interesting to analyze the existing change approaches between the PCPI and the Elementary Vocational Training in order to show the potential and the limitations pertaining to the latter, as well as the link it creates to enable the continuity of those students who face greater difficulties inside the educational system.

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Title: Plural methodology in comparative science. Overcoming the limits of postmodern epistemological relativism.

Abstract: In all of the social sciences, Comparative Education included, we find evidence of an intimate relationship between theories and methods. This close bond disposes us to analyze both the theoretical changes occurring in the discipline and the methodological consequences resulting from these modifications (Schriewer, 2000).

The advent of globalization (Dale, 2000) and postmodernism have brought about a substantial change in the object of study in our field, a change that calls for a reevaluation of traditional forms of analysis and methodological procedures.

From an epistemological as well as a methodological perspective, Comparative Education has been described by numerous academics (Cohen, 2000) as a plural, heterogeneous, hybrid, diverse discipline. Such characteristics preclude any sort of methodological monopoly, instead justifying the "scientific validity of a plurality of approaches" (García Garrido, 1996). By embracing diversity and complexity, this point of view goes hand in hand with current post-newtonian, post-neopositivist and post-functionalist paradigms.

In addition to the variety and complexity of methodologies used in comparative analyses, we find another element, one which in Foucalt's analysis proved to be consistently challenging, namely, the specificity of epistemological traits that is so characteristic of postmodern knowledge. This takes the form of broad epistemological skepticism, widespread ethical subjectivism, a manifest distrust of reason and suspicion regarding the role of ideology in maintaining economic and political power. If we are to transcend the current predominance of relativism, it is crucial that we acknowledge and leave room for theological science when conforming the epistemology of our discipline.
Only those comparative studies that take into account the epistemological and methodological parameters described above will transcend the vacuous, vapid, simplistic tendencies of much of the comparative research being undertaken currently. By observing these elements our investigation will truly serve to contribute to the teleology of our discipline, which is none other than to "inform educational policy and social praxis" (Schriewer, 2000).

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Title: Participatory Action Research for Change Management in Indonesian Higher Education

Abstract: Indonesian higher education is experiencing rapid expansion and change, including opportunities for increased academic and administrative autonomy at the institutional level. Universities and polytechnics must simultaneously respond to local social and economic needs, national policies and accountability, and international. This introduces challenges to existing academic and administrative practices within higher education institutions (HEIs), most of which have had limited experience with data-based decision making, cross-sector programming, or professional development for change management.

In response, DIKTI (Indonesia's Directorate for Higher Education) and the U.S. Agency for International Development initiated a Higher Education Leadership and Management (HELM) project. From 2012 to 2015, twenty-five of HELM's partner HEIs engaged in an Action Research Program Special Initiative.   This initiative introduced participatory action research as a

means to:
1) Seed sustainable institutional change through a locally designed project;
2) Foster leadership development by immersing midlevel HEI leaders in action research methods of change management.

The proposed paper examines this Action Research Program's implementation, drawing from case studies of ten of the ARP teams. The projects themselves focused on four current priorities in Indonesian higher education: quality assurance and accreditation, student access and equity, research, and entrepreneurship. The paper considers the practices, challenges and lessons learned as the teams attempted to use participatory action research for change on their respective campuses (Whyte, 1991; McNiff and Whitehead, 2001; Reason and Bradbury, 2008; Chevalier and Buckles, 2013). Given the salience of interpersonal relations, values and locality to action research, the paper also examines issues of positionality for the ARP team leaders and the HELM consultants -- myself included (Coghlan and Brannick, 2010).

The case studies use a mixed methods design, with data from surveys, institutional data, interviews and focus groups collected during the projects and after their conclusion. They also draw from a larger four-year data set at the HELM program, institutional and team levels, compiled from conceptualization of the HELM ARP initiative through its implementation and evaluation. Thus, the case studies have data generated within the projects themselves as well as reflective of them (Zuber-Skerritt ,1992). The ARP co-researchers have participated throughout in collection, generation, analysis and review of these data.

Preliminary findings show that ARP participants improved their skills in data use, piloting and evaluating innovation, and collaborating across sectors. Challenges included entrenchment of the status quo and fear of status disruption, gender dynamics, and human, facility and fiscal resource availability. The pressure to conform to externally defined standards confounded responsiveness to local conditions. For many, the most powerful insight was that large-scale change can begin with a small mid-level group that works together.

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Title: School Failure, Early Leaving and Youth Unemployment: The Crossroad of the Basic Vocational Education in Spain

Abstract: School failure, early leaving of the Compulsory Secondary Education and youth unemployment rates in Spain are among the highest in Europe. In order to contribute to alleviating this alarming situation, vocational education and training improvement policies have

been implemented over the last decades, aimed particularly at basic vocational training programmes. These programmes have undergone a number of amendments designed to increase students' continuity in the education system, to reduce social inequality and vulnerability of the weakest and most fragile sectors as well as to provide them with an easier access to an increasingly qualified and competitive job market. Moreover, all of this constitutes one of the main goals of the European Union Training Policies.

The objective of this paper is to study the consecutive reforms in this area of education and to discuss the degree in which they have achieved their goals. For this purpose, firstly, the various motives, logic and actions presented by each reform will by analysed, in order to identify the evolution of the political and educational discourse regarding vocational education and training in Spain. Secondly, the results of these policies will be analysed through those who enrolled in such courses.

In order to reach these objectives, the relevant documents (legislative norms, programmes, reports, speeches and interviews) and statistic data concerning the development and implementation of these programmes were collected and analysed.

Everything suggests that there have been significant changes in the political and educational discourse concerning vocational education and training, shifting from predominantly social logic towards the social and economic one, focused on youth employment. Indeed, the implemented reforms show clear growth of political interest in providing broader education opportunities to more vulnerable students and, in some cases, to those at evident risk of social exclusion. Nevertheless, the data repeatedly reflect that failure and dropout levels in Secondary Education, as well as young people's qualification and opportunities to access the job market, still leave much to be desired.

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Title: The logic of the gaze: on the art of visually assembling education comparisons

Abstract: The paper will examine the role of assembling transnational education comparisons as a visual enterprise. From the pedagogy of assembling the World Fairs of the 19th century and their education exhibits, all the way to the data visualisation techniques that have exploded over the last 10 years, governing by comparison can be examined as the art of collecting, selecting, classifying and visually representing assemblages of reality, carefully presented and narrated for an external audience. The logic of the gaze thus becomes the logic of comparison itself. Visualisation constructs a transparent transnational space where nothing is hidden; indeed, the visual image comes to represent the system itself. From the exhibitionary complex to contemporary data visualisation techniques and tools, visual assemblages become 'systems of objects' and thus 'systems of values' - 'a dimension of our life that is both essential and imaginary. As essential as dreams' (Baudrillard 1968; 135).

Building on the examination of two cases, the Edinburgh International Exhibition (1886) and the more recent OECD education tables and graphs, the paper will work with visual culture theorists (Jean Baudrillard, Roland Barthes and James Clifford, in particular) and critical discourse analysis methods, in order to explore education comparisons through the 'logic of the gaze'. Visual comparisons will be explored through analysis of two interrelated notions, those of spectatorship and identity-building (through constructions of 'us' and 'them'). The paper will show how all three are prevalent in the logic of constructing visual comparisons; crucially, they

are interdependent when constructing new comparative spectacles.

In more detail, the Edinburgh International Exhibition of 1886 was 'the first "international exhibition" in the ancient capital of the Scottish nation' (Scientific American, 1886). Amongst other 'classes', the exhibition featured 'educational apparatus' as well as reproductions of the streets and architectures of "Old Edinburgh"' (ibid). The second case, that of the OECD tables and graphs, will explore data visualisation methods more broadly before going into an analysis of the visual representation of some of the rating and ranking tables PISA used – there will also be an analysis of the 'archaeology' of these tables starting from those in 2001 all the way to 2016. The paper is exploratory and aims to go beyond analysis of comparison through textual discourse or numbers – thus, the focus is on an understanding of representation through images, objects, colours and examine the centrality of vision as an apparatus of comparative investigation, verification,
surveillance and cognition.

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Title: Securing Organisational Survival – a historical inquiry into the configurations and positions of the OECD's work in education, 1961-1992

Abstract: As a result of its country reviews, international assessment testing programmes and reports, the OECD has risen to prominence as one of the most powerful International Organisations (IOs) in the shaping a global education space. But while most research recognises the supremacy of the OECD as an education policy trendsetter, little effort has been put into understanding the history and events that brought the OECD to this important policy mediator role. This paper builds on two interdependent premises to study the case of the OECD in the production of education research and policy: first, it starts from the proposition that behind the universalistic rationality of the consensual world-visions such powerful policy actors apparently support, lays a field of tension and antagonism. This field does not only relate to the external environment that IOs need to adapt to; internal organisational structures and struggles are often as significant -if not more decisive- about the ways that an organisation may structure its thinking and work. Secondly, and perhaps more crucially, the paper argues that, at least in the field of transnational education policy, the role of quantification has played a crucial part in shaping and thus governing the field. Education metrics have infiltrated not only organisational cultures and the environments these organisations inhabit; crucially, they are reshaping the ways International Organisations compete and survive in an increasingly quantified, yet uncertain world.
Thus the paper takes a historical perspective to analyse the configurations and positions of OECD's work in education in relation to other powerful agents defining and shaping education policies with global impact. The agents treated are the European Commission, UNESCO and the United States. More specifically, the article examines two periods as its object of analysis. The first decade is the 1960s when the shock of the Soviet launch of the Sputnik satellite in 1957 reverberated in Western education planning; the 1960s is also the decade which saw the foundation of the OECD (in 1961) and the establishment of the Centre for Educational Research

and Innovation (CERI) in 1968. The second period we will investigate is the early 1980s till the early 1990s featuring the end of the Cold War, the establishment of the International Indicators of Educational Systems (INES) in 1988, and the groundwork of the large scale international comparisons of the early 1990s. In examining these historical junctures, the paper will ask the following questions: in the making of numbers, how did the OECD negotiate financial resources and knowledge production priorities? How did the OECD actively produce collective sense-making? How much do we know about the beginnings of the establishment of the OECD expert networks? Ultimately, if the OECD's rating and ranking practices are a 'zero-sum' game for the assessed, how much do we know about the rules of the game for the assessors?

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Title: The Mediatisation of Educational Governance: 'Brand PISA', the Press and Policy

Abstract: The use of data in educational governance has grown over the last two decades, and the OECD has been at the forefront of pioneering the international comparative testing which generates much of it. Through its PISA programme of student testing, it increasingly influences policy discourse throughout the developed world. Since the inception of the programme in 2000, the release of the results has gained greater prominence in both media and political spheres, and in many countries PISA is now the biggest event in the educational calendar. As well as the familiar 'league tables' which the OECD publishes to display the country-by-country rankings which are the main 'outcome' of PISA, there is now a steady stream of supporting materials produced by a large and efficient media department within the organisation. Regular policy 'notes', PISA in Focus reports and other materials are made available online, via social media, blogs, as well as more conventional formats
to ensure that the message of the PISA 'brand' is never far from the news. OECD apps are now available for smartphones and its 'GPS' is the latest in a stream of high-tech developments to make data instantly accessible. PISA in turn continues to grow and to widen its remit to include skills such as problem-solving and cooperation; there is also a plan to extend PISA into developing countries (PISA for Development). It is likely that the OECD will continue to use PISA as a form of 'soft governance' well into the next decade and beyond, with implications for national education systems and governments.

The role of the media in the promotion of PISA is little researched; and yet it is via the media that not only the results, but also the desired messages arising from the study are disseminated. The symbiotic relationship between the OECD and the media is the focus of my research and this paper looks in particular at the 'mediatisation' of PISA and its message. Focussing particularly on the use of press conferences, announcements and televised talks by Andreas Schleicher of the OECD, I will aim to elucidate some of the techniques by which the key messages of PISA are put across, the ways in which these are tailored to individual countries and the ways in which critique is dealt with. Using examples from England, Sweden and the United States, this paper will illustrate the interaction between the desired messages of the OECD, the ways in which criticism of PISA is deflected in this arena, as well as, crucially, the ways in which the local media chooses to cover the
'story' of PISA. This research will lead to a critical study of the effectiveness of the OECD's relationships with local media, as well as an evaluation of whether local or global agendas ultimately determine what filters into education policy.

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Title: Leadership Styles of School Principals: A Comparison among Principals of Governmental Schools, Private Language Schools and International Schools in Egypt.

Abstract: School leadership is an important aspect of the educational system. It has been the focus of much research because it affects many other factors in the educational process. Links are found in the literature between school leadership and other variables related to students' academic achievement and teachers' performance and teacher retention. The aim of the current study was to compare the leadership styles of school principals of three types of schools in the Egyptian context and to link their leadership style to their job responsibilities. A convenient sample (N=29) of 10 governmental schools' principals, 9 private language schools' principals, and 10 international schools' principals comprised the participants in this study. Two instruments were used; the first was Multifactor Leadership Questionnaire (MLQ) to measure the school principals' leadership styles and the second was an abridged form of The OECD (TALIS) Principal Questionnaire to determine the school principals job responsibilities. Statistical Package for the Social Sciences SPSS® v.19 was used for the quantitative data analysis. The major findings of the current study were that the transformational leadership style was the predominant style for all school principals in all three school types. Principals of governmental schools scored higher than principals of private language schools and international schools. Principals of governmental schools were not involved in any item of the school resources related to teachers and budgeting. Future studies could target the effect of different leadership styles on other variables such as students' academic achievement and teacher performance in the Egyptian context.

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Title: The Family as Change Agent: A Comparative Look at Family Capital

Abstract: This lecture presents a qualitative-comparative study of the family as change agent. The study focuses on three groups of young adults from lower-class, marginalized sectors in Israel: Mizrahi Jews (longtime immigrants from Islamic countries), Russian-speaking Jews (new immigrants from the former Soviet Union), and Palestinian citizens of Israel (a national minority next to the Jewish majority group).
As high-school students, the interviewees for this study had participated in a university educational intervention program designed to facilitate access to higher education among minority groups. Most were first-generation post-secondary students in their families. The interviews were conducted five to ten years after the university program and referred to the enabling factors they – now as university students – associated with their ability to pursue academic studies. Among these factors, the family played a key role.
Our findings reveal differential family practices through which each of the parent groups under

study encourages and pushes its children to higher education. The "Mizrahi" families adopt a meritocratic discourse to promote mobility through education. The Russian Jews have abandoned education as an instrument for acquiring unique cultural capital to repurpose it as a tool for economic mobility and social integration within the Jewish majority group. Finally, for the Palestinian Arab group education is associated with a shift from a traditional society concept to one that emphasizes individuation.

As opposed to the prevalent tendency in the literature which views the family as an agent of social reproduction and focuses on the class category, the present study contributes two major insights. The first is emphasizing the family as an agent of social change, rather than primarily as an agent of social reproduction. The second is expanding our view of the family beyond socioeconomic class and assessing it against the intersection of three additional key variables: ethnicity, nationality and immigration status. Accordingly, the term "family capital" is used to explain the significance of intergenerational mobility in families and the differential ways in which families are invested in children's education according to their intersectional status on these three variables, in relation to the Israeli society as a whole.

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Title: Discontinuities in the education policy making process in England: implications for education policy infrastructure

Abstract: In this paper, we examine the role of policy referencing in the process of education policy making in England in the past 15 years. 2010 – the year the Conservatives took control of education policy – represents a significant change in the process of education policy making. There was a marked shift towards the use of international comparisons including data from international tests, as well as the use of special advisors, not only from within, but particularly from without the education establishment. Prior to this, education secretaries had often shown interest in education policy and practice internationally; they had also – in addition to the civil service and educational institutions - increasing sought input from policy special advisors

The paper draws on data collected as part of an ESRC-RGC funded research project which analysed the agents, mechanisms, and processes of external policy referencing in England and Hong Kong (2013 - 2016). We will draw on ten interviews conducted with key policy makers and policy advisors in England, and an analysis of a range of influential policy documents.

We focus on identifying the distinctive features of the policy making process that has emerged from 2010. A core feature is that the educational establishment has been depicted as comprising ideologically driven institutions, viz. education departments in universities and local education authorities, and policy makers have sought to minimise their influence on policy by invoking comparative evidence as to 'what works' as a source of objective and non ideological evidence. They also see the civil servants and members of other educational institutions who

have traditionally provided policy advice, too trapped within 'received wisdom' to be able to effect reform and devise policy accordingly. Ball (2013) refers to the 'staged but unequivocal abandonment of the current educational policy infrastructure' (p. 37). We will show that education policy making has traditionally been supported by an infrastructure comprising institutions and individuals that provides a repository of accumulated knowledge and wisdom, and that that the actions that the Conservatives have taken in sidelining, attacking, even dissolving the institutions that make up this infrastructure risks vandalising this repository which, once destroyed, may never be recovered.

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Title: The history of grading - some lessons

Abstract: When focussing on fairness and equity in educational systems, one might immediately ask which achievement standards and examination practices are involved and how they are used to ensure these noble aims. In summarising different positions, one might then find two extreme poles: one would be that fairness and equity are achievable via standardisation and centralised regulations; the contrary would claim that regulations, by nature, cannot bring high performers to the top and identify low performers. Both poles share the assumption that underlying plans – whether imposed or allowed to develop freely – will decide on success. However, it remains unclear as to the sphere in which one fails or succeeds in schools. The history of grading practices (see Tocci 2010; Hemetsberger 2015) shows that such open questions have in fact been approached from the perspective of constructed planning. A large number of legislative texts (see Curenton 1971, Smallwood 1935, Hemetsberger 2015) help declare how fairness and equal examination practices should enable pupils to finish school. But at which level can this be guaranteed? Labaree (2010) shows the "unwelcome" side effect that someone has to fail at some stage. Western and especially European expansion of the tertiary sector in educational systems guarantees equal "rights" to higher graduation (see Nida-Rümelin 2014) but in so doing gives rise to outside-school selection factors for the job market, like socio-economic and socio-cultural ones (Hopmann/Bauer-Hofmann 2014). The same logic operates when extending and regulating achievement standards internationally in that the message of success or failure as represented by grades is too restrictive for pupils, parents and interested groups outside school to appreciate activities inside the establishment. I posit that a re-regionalisation of grading practices can increase the value of such messages and contribute to tempering the dream of believing that grades alone determine pupils' success in life.

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Title: What a difference a visit makes? An evaluative analysis of the politics and practicalities of two short-term doctoral mobility schemes

Abstract: If a doctoral student is dropped into another academic context for a matter of weeks, with a strict set of guidelines, an elaborate plan of action, and a limited budget, what is the result? What is the impact of this mobility on the student's research and thinking, and their

career? How can we understand the relationship between funded opportunity and (un)expected outcomes? Which factors affect the student's experience, and the perceived success of the scheme? This paper addresses these questions from the perspective of research on academic mobility (Kim, 2010; 2014), and more widely from a mobilities paradigm (Büscher and Urry, 2009; Urry, 2007; Urry and Larsen, 2011). While research on the mobility of students tends to focus on longer stays, whether for the entirety of a qualification (Bilecen, 2013; van Oorschot, 2014) or for a study abroad programme (Green et al., 2014; Pitts, 2009), academics and students also engage in funded international travel for shorter durations, such as conferences and visits (Henderson, 2015; Parker and Weik, 2014). Short-term mobility may appear to constitute less of an upheaval and potentially less of a learning and networking opportunity for those involved, but processes of accountability and value-for-money nonetheless apply. Short-term academic mobility schemes are conceived in this paper as embedded in and contributing to the globalisation of academic scholarship.

This paper explores two doctoral mobility schemes which are funded by the UK Economic and Social Research Council as opportunities available to funded PhD students: the Overseas Institutional Visit and the PhD Partnering Scheme. The paper explores these two schemes as micro-examples of mobility, and presents a critical evaluation of the relationship between the schemes in question and their intended outcomes. The author participated in both schemes as a doctoral student; this involved a series of three visits to Université Paris 8, France, and a partnership with the Centre for Higher Education and Development at the University of the Free State, South Africa. The paper involves discursive document analysis of the conditions and expectations of the schemes, including the application process and guidance, the funding and the reporting process. The paper then moves on to discuss autoethnographic analyses of the experience of participating in the schemes, by mapping and evaluating the activities that were engaged in and the challenges and opportunities that arose, as well as the outcomes of participation, including scholarly outputs, future collaborations, and impact on thinking and research trajectory.

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Title: Student figures in international comparison. Theoretical and methodological questions.

The last decades saw a sharp increase of participation in higher education all over the world (Schofer & Meyer 2005). Many international organisations see this as a necessary trend to support economic competitiveness in the knowledge society, and the OECD criticised Germany, for example, for not promoting access to higher education enough. On the other hand, we find a discussion in Germany that labels the current situation as "Akademikerwahn", the illusion that we need more and more higher education graduates (Nida-Rümelin 2013).

Within this political and social context, the proposed paper will in a first step analyse student figures from a theoretical point of view. The Varieties of Capitalism approach (Hall & Soskice 2001) claims that so-called liberal market economies (LME), such as Great Britain or the USA, should have higher shares of HE graduates, while so-called coordinated market economies

(CME), such as Germany or Austria, should have lower shares in HE and larger shares in vocational education and training. The main reason is the latter's focus on specific opposed to general skill provision (Hoelscher 2012). From this perspective, lower student figures in some countries might be justified and even beneficial because of complementarities with the overall economic system.

In a second step, empirical evidence is sought to support this theoretical claim. It can be shown that student figures are indeed smaller in Germany compared to the UK, as well as in a larger sample of CME compared to LME.
A third step questions these empirical findings, though. Looking at the available data in more detail, it becomes apparent that even such a straightforward comparison is not as easy as it seems. An important reason are methodological problems with the comparability of the data.

A final section will present a conclusion and an outlook of what can be learned from this study.

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Title: Comparatively Viable Critical Problematization of European Educational Leadership Challenges: The Dilemmas of Misrecognized Multidimensional Mobilities

Abstract: The purpose of this paper is a critically-framed policy analysis. Our work illuminates misrecognised multidimensional mobilities and spotlights six unresolved leadership dilemmas across European higher education. These dilemmas map on social challenges, both established and emergent. The perspective advanced is comparatively viable, critical problematisation, grounded in our recent research and contextualized within state-of-the-art critique. We argue, following Hoffman, Lee, Rhoades & Shajahan (2013) that current approaches to Europe's most important challenges are ill-suited to the complexity driven by transnational structural dynamics – across countries. These challenges are rendered 'invisible' by methodological nationalism(s) and the zombie jargon in daily use by policy makers, researchers, the media and the general public. In a cross-cutting nexus analysis, the authors, following Robertson (2015), conceptually problematise and empirically ground contemporary contested complexities within 21st century European higher education. Specifically, a spectrum of misrecognised multidimensional mobilities in which global power relations are transformed – in some cases – and reproduced – in most cases – in ways which daily elude the grasp of higher education actors who routinely

confuse, conflate and ironically cause much of difficulties they purport to be addressing. Our nexus analysis is grounded by, contrasts and problematises comparative analysis of higher education institutions across the globe's most affluent societies; with field work in Iraqi Kurdistan, where next generation scholars live with the consequences of decisions made within the context of European refugee and asylum programs; to ethnographic research in CERN that looks beneath the oversimplified valorisation of internationalisation and the mobility of the scientific elite; to the health care sector across the Russian/EU border and finally the way in which transnational scholarly precariousness plays out within what is often uncritically billed as 'the world's most advanced education system'. Across the concrete focal settings on which our research is focused what 'goes missing' is, in a word: equality. The contemporary nature of equality is far from understood within the settings we have become most familiar with. Social stratification within and because of higher is not terribly difficult to explain. The central challenge facing higher education is firstly a far better understanding of the role education currently plays in social stratification within contemporary societies: comparatively speaking. Secondly, is engagement and impact based on understandings of contemporary contested complexities within higher education. To this end we advance our critical analysis of the misrecognised, multidimensional mobilities that come into view when the unresolved leadership dilemmas cutting across global higher education become clear in a manner which is actionable.

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Title: Career Education at University in Japan : Case Study from the Active Learning

Abstract: In this paper, I will show the overview of the current status of career education in Japan. We are lagging behind the career education. I will analyze the consciousness of working for the students by the past research result. I will hypothesis the need for career education at university in Japan. I will discuss how we utilize the overseas trainings which were implemented in my university for career education by active learning.

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Title: Access To Higher Education For Chinese Students With Disabilities

Abstract: This paper aims to examine the issue of higher education access for people with disabilities in China. Over the years, people with disabilities are greatly underrepresented and underserved in the Chinese higher education (HE) setting. Various barriers remain for people with disabilities to gain access to HE. In general, there is a lack of research in examining the access to HE for students with disabilities. The paper's examination on the HE access for people with disabilities in China offers an analysis of various issues including the legislations, trends and policies in the Chinese HE system, and social attitudes for people with disabilities.

Three theoretical frameworks were used: education as a basic human right, inclusive education, and the social model of disability. Education is a basic human right and essential for human

development. People with disabilities should enjoy the equal opportunity to a quality education. Inclusive education holds that all children can learn. The paper also focuses on the capacities of people with disabilities and advocates for the social model of disability. The social model believes that disability is a social construct rather than an individual deficit. A society that lacks inclusion can be more disabling than the physical condition for people with disabilities.

The paper mainly conducts literature review and synthesis. It critically reflects and makes sense of the data collected from various data sources. They are mainly from the China's Ministry of Education, the annual reports produced by China's Disabled Persons' Federation, and the Second National Survey of People with Disabilities in 2006.

The reasons for underrepresentation for people with disabilities in Chinese HEIs are multifold.
1) The poverty issues among households with disabled member results in less monetary investment in further education and therefore less educational attainment.
2) Many of the College Entrance Examination (CEE) policies are help reproducing the existing familial socioeconomic status. The CEE further marginalizes students with disabilities.
3) The state-established physical eligibility standards create further regulatory and attitudinal barrier to people with disabilities who desire to further study in HE.
4) Laws on people with disabilities in China emphasize on the basic education level. Negligence among relevant laws exists in addressing the needs of people with disabilities' to proceed to HE level.
5) The strong influence of medical model contributes to a strong stigma for people with disabilities. Disabled people are viewed as less competent. The stigma produces an attitudinal obstacle for people with disabilities to participate in various aspects in life.

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Title: Equity and Imperfections in Education

Abstract: Purpose and Objective: The purpose of this article is to identify the imperfections of educational systems with regard equity and to measure their impact on equity to discern the priority action by the State to achieve a higher equity in education.
Theoretical framework: Mirroring the term used for markets by economic theory, one can reflect on the concept of perfection for an education system. Now, whether in terms of efficiency or equity, few education systems are perfect , i.e. suffering no imperfection. In economics, the theory says that when markets are imperfect, unless you believe they will regulate itself, it is the responsibility of the authorities to intervene to reduce these imperfections or delete them. Inspired by the economic theory of market imperfection, the paper proposes a theory of educational system imperfection. The thesis advanced here is that in order for educational equity to improve, education imperfections need to be reduced.
Mode of inquiry: The methodology consists in the identification of the main educational system imperfections and the measure of their respective impact on education equity in order to identify priority for public action. Four imperfections seem particularly significant:
Inequality: this is where student performance is dependent on the institution they attend and even more obviously when pupils from modest backgrounds have access to an education that is on average of a lower quality that received by other students.

Impartiality: there are two cases here. In the first one, young people from poorer backgrounds are more oriented towards professional studies than others simply because they are of humble origin. In the second, the teachers tend to underestimate the performance of these students.

Iniquity: this is the situation where the school does not compensate the impact of social background on student performance, so that students of modest origin have academic performance below that of other students.

Disparity: this is the situation where studying in a renowned establishment in the city center or in a facility in a poor suburb does not lead to the same social outcome even if one succeeds every time his exams brilliantly.

Data sources: OECD, PISA, UNESCO, French Evaluation, Forecasting and Perspective Directorate (DEPP) and others as specified.

Results and conclusions: The article shows that if the four imperfections all have an impact on equity, inequity and inequality are the two imperfections that impact most equity. It is on these two imperfections that should focus the authorities.

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Title: Private provision of pre-primary education (and beyond) in Mozambique: what role is the non-state education sector playing in poor neighbourhoods in Maputo?

Abstract: Low-fee private schools are finding market demand in many contexts where the government sector is failing, mostly in urban areas, in several countries in sub-Saharan Africa and South Asia. But is a market developing in all contexts where government struggles to provide sufficient school places, of acceptable quality? Mozambican government education is of poor quality and learning outcomes are low, and it is a very poor country. This study investigates whether and to what extent any type of non-government provision has developed, and at what levels of education. A key purpose was to find out if the type of development taking place in Nairobi and Lagos, for example is also taking place in Maputo (and possibly, by implication, in other un-studied contexts). The study, commissioned by UK-DFID was carried out from a very practical perspective, to find out if private schools are making a contribution and whether there is scope for partnership to further the goal of educational expansion and improvement as envisaged by Sustainable Development Goal 4. Data collection employed a school census approach to find all schools existing in two slum areas of Maputo, and all schools found were surveyed to understand the models of non-state provision that exist. The results indicate that non-state provision is playing some role in providing places at the secondary level where government under-provides, but relatively little access at the primary level where most families use fee-free government schools. Purely private (user fee-dependent) schools are providing the only access available at the pre-primary level, where government does not provide at all. The greatest expansion is found at this lowest, most crucial level, having serious implications for educational and social equity. There is a growing recognition that early educational opportunities, as well as a host of other aspects to early childhood development, are crucial to children doing will in primary as well as secondary schooling. Leaving all early childhood education to the market therefore has stark implications for national development in Mozambique. Most people are too poor to pay for private provision, but engaging in public-private partnerships involving demand-side financial support, could lead the way to rapidly expanded access to this crucial level of

education.

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Title: Swiss Teachers Abroad: An Empirical Research considering a Postcolonial Perspective

Abstract: The aim of my master thesis is to draw near an understanding why some teachers nowadays leave Switzerland to work as professionals in another country of the global South.

Since the mid 19th century teachers from Europe and Northern America went abroad to non-western countries to build up schools, teach children, or train locals to improve their school systems (Zimmerman, 2006; Tikly, 2009). What started from missions and colonials is being continued by developing organizations to these days. That rises the questions: What are the reasons and the goals of teachers going abroad today? And how are the intentions brought into practice?

In my thesis I focus on teachers who go to southern Africa and South America through a Swiss organization which sends professionals to work on developing projects for at least three years. Through narrative-biographical interviews with teachers who returned to Switzerland after their mission I try to find out what their reasons were before they left. Apart from that I am interested in how the educators value their initial motives today. I am curious to find out if the three years abroad shifted the perception of their own motives.

To embed the empirical work I give a summary about the historical background of Western teachers with a focus on Swiss educators who went abroad as professionals. And as this phenomenon has its roots in the colonialism, I will bring aspects of the postcolonial theory (Jeffress, 2012; Castro Varela & Dhawan, 2015) into the discussion and interpretation of the interview data. A second theoretical frame builds the capability approach (Sen, 1980; Nussbaum & Sen, 1993). This is currently the base of international development cooperation of the UN and equivalent Switzerland. The organization I am doing my research about integrates the main ideas of the approach in a training course before sending the professionals abroad. This will be considered as well while discussing and interpreting the data.

As I am currently in the process of interpreting my data, I am not yet able to discuss results. By the end of May however, I will be ready to present conclusions.

This specific issue was rarely an object of research so far. As the role of teachers going abroad or coming from another cultural context into a new society is becoming more and more topical, I am convinced that this needs to be carefully looked at and more often discussed in future.

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Title: Comparative Research about SEN between Japan and Scotland

Abstract: This presentation aims to demonstrate how teachers identify children with "special educational needs" (SEN) by comparing "shindoi" children in Japan and children with additional support needs in Scotland. This research on inclusive education in Japan and Scotland will be undertaken over 5 years. We aim to investigate the influence of policies, legislation and culture on how teachers include children with special or additional support needs and how they teach them in the school. This research project started since April 2015 by conducting participatory observation each week in a primary school in Osaka, Japan. We also collected some document data on school management at a research institution and have undertaken observation at a primary school in Scotland. Through this research we have found the difference of attitudes towards "special educational needs" in Japan and Scotland. In Kanssai area in Japan, including Osaka, many schools have been conducting educational practices utilized to overcome the disparities of academic achievement. The targets of these practices are the children with educational or social needs, called "shindoi" children. However, there has not been detailed explanation of what "shindoi" actually means in practice. It appears that in a class the teacher separates "general" children and "shindoi" children, and some children are regarded as "shindoi" children from the perspective of their academic achievement, behavior and family background. In Japan, teachers regard "particular" children as "shindoi" children, and schools have been aimed to support them. In Scotland, Education (Additional Support for Learning) (Scotland) Act 2004 (ASL), amended 2009, introduced the term Additional Support Need (ASN). The term SEN was replaced. ASN are long or short-term needs that pose a substantial barrier to participation in the school life and learning, indicating support that is required to get through a difficult period in the life of a child. There is also a philosophical shift in the conceptualization of support needs, with a move away from a medical model of within-child needs to the social model of needs emerging due to environmental factors. ASN can include factors related to disability or health , the learning environment , family circumstances, and social and emotional factors. Any child might have a support need emerging during their learning journey. Teachers teach all children based on their individual needs through differentiated education. In the future we will demonstrate how teachers and schools include all children from the perspective of term policy and culture and so on.

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Title: Diversity in Hong Kong's History Curriculum: A Historical Analysis

Abstract: Across societies multicultural education is increasingly deemed essential, as populations shift and change in relation to globalisation (Banks, 2009). In Hong Kong, education has had a related role to ameliorate political tensions between different communities. For much of the colonial era, such education was characterised by "depoliticisation" (Fairbrother, 2003). In the period since the handover of Hong Kong to the People's Republic of China, the curriculum has had a role as a kind of peacemaker between Hong Kong and China. Content has been added to promote positive views and feelings of affection in Hong Kong students toward China (Fairbrother, 2003), though this increase has been accompanied by some reticence and

controversy (Chou, 2012). Beyond historical and cultural binaries of British and Chinese, and Hong Kong and Mainland, Hong Kong has always been ethnically and culturally diverse. However, Hong Kong people have varying, not altogether positive, views
about racial and ethnic diversity in society (UNISON, 2012; UNISON, 2015). The need to respond to this situation is acknowledged by the Curriculum Development Council, which aims in the curriculum to enable students to respect diverse people and views (2014).

As Edward Vickers's research shows, the history curriculum is a major place where the cultural identity and values of Hong Kong society have historically been reflected on, in relation to larger changes in the society (2005). However, while Vickers' research briefly comments on multicultural attitudes in history, he has focused primarily on the relationship between China, Hong Kong, and the United Kingdom/British Empire in the curriculum, rather than on the subject's treatment of diversity specifically. This study will seek to answer the question: How has the extent and substance of multicultural elements (focusing particularly on ethnic and religious minorities) in Hong Kong's history curricula evolved from 1970-2009? The study uses quantitative and qualitative content analysis of representations of ethnic and religious minorities in past and present history textbooks, primary resources used for teaching and learning in Hong Kong schools. This work, still in progress, provides a foundation for understanding how multicultural education has developed in Hong Kong historically, in relation to educational elite's views of diversity (as elites regulate the textbooks). The findings also enable preliminary comparisons of multiculturalism within the history curriculum in Hong Kong with that in other relevant local subjects (notably the new Liberal Studies; Jackson 2014), and of multiculturalism within Hong Kong's curriculum with that of other societies.

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Title: The transformation and enhancement of vocational training in Spain in a context of national and international economic crisis

Abstract: Over the last decade there has been an historical transformation in Spanish education: the extraordinary increase in demand for vocational training. In the past six years, this demand has progressively accelerated: indeed, the number of students who apply for this type of training has increased by 43.6% in that short period. In Spain, as in other southern European countries, general education oriented to admission to the university, has prevailed, which manifested itself in a notable disproportion in the number of students in the two educational "modalities". For the first time in the history of Spanish education, the proportions have been reversed in favor of vocational training, albeit only slightly at present. It seems, however, that this trend is consequential and will widen. This paper aims to study this process and explore the causes of this change in educational demand in Spain.
Undoubtedly, the relationship between education, vocational training and work are being redefined in the context of economic crisis and a reformulation of theo-ries of human capital developed in the framework of a new political economy of skills driven principally by the

OECD. Hence, vocational training, so linked to the creation of human capital, has been at the center of the debate and has been a subject of growing interest to various political, academic and business actors. In this context, two noteworthy trends can be observed in Spain: first, the enhancement of vocational training through educational policies that prioritize this type of training versus the more traditional or general form of education; and, second, the introduction (at the moment only in some autonomous communities or only on an experimental basis) of the model of dual vocational training system so ingrained in the German system. These policies are already having a visible impact.

This paper examines how this major transformation emerged in the Spanish edu-cational system, and considers what consequences it is bringing about. Our argu-ment pays special attention to the "policy transfer" of the dual training approach of German origin to Spain, seeking to assess its impact there while keeping in mind that its implementation is both recent and as yet only partial. To meet these objectives, we proceed to an analysis of those new policies so far carried out by means of the study of policy documents, scientific reports and information from relevant actors in the system.

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Title: Being outsiders and disempowered: marginalized youth

Abstract: The purpose of our study was to explore eighth- and ninth-graders' views on outsiderness in school through an ethnographic study combined with an action research study. The ethnographic study was conducted in two lower secondary schools for 1,5 years in an urban area. The fieldworkers focused on understanding how the students perceived belonging and marginalization and their own position in relation to these processes in school. We were especially interested in if, and if so how, the school contributed to the belonging or marginalization of students. We did participant observations of classes, interviews with students, teachers and other school staff. We studied the othering at school as well as how teachers talked about ethnic Finnish students as opposed to students with migrant background or general education students as opposed to special needs students. After the ethnographic study we engaged in an action research project with small groups of students and some teachers. The students participated in focus group interviews to construct a list of the things that were most important with regard to belonging and marginalization in school. The idea was for the teachers to then start working with students on their concerns. Some changes were worked on but overall the teachers and the school did not prioritize or think they had any time to work on the concerns requiring more profound structural changes.

In constructing the study and interpreting the results we leaned on previous research focusing on belonging and normality (Pihl, 2015, XXX, forthcoming 2016). For individual issues like

bullying we also use previous research on bullying (Walton, 2011).

In the change process it became clear that students have to a large extent given up with regard to hoping for substantial changes and improvements in the school. Students perceive that no one has time for or interest in listening to them and their concerns, still they cannot accomplish changes by themselves. Students are disempowered in the sense that it is not possible to accomplish change in school without collaboration and engagement with adults in school. They have concerns with regard to the actual teaching like that there is too much noise to actually be able to study. It is quite clear that some students are outsiders to the school community because they, by teachers, are considered to be loners by nature or because they look, dress or behave differently from others.

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Title: Challenges of Education Assessment Reforms in Tanzania: Teachers' Conceptions and Practices

Abstract: The potential that formative assessment can have in promoting student learning and performance has been emphasized in educational assessment reform, specifically when assessment information is used as feedback for improving teaching and regulating student learning. However, differences in education cultures, policies, politics and structures impend the implementation of this reforms. This study uses a sociocultural perspective to explore the challenges of education assessment reforms in Tanzania. Specifically, it focused on teachers' conceptions and practices of assessment and their influencing factors. Ethnographic-oriented methodologies (interviews, classroom observations and document reviews) were used. A total of fifteen teachers, five education elites, four teachers' training tutors, and ten students were involved in this study. The researcher found that both teachers and students conceived that assessment was for accountability purposes, as they are both held accountable for the national examinations' results. Teachers are reluctant to adopt and embrace the reforms, as they do not perceive the assessment changes to be intelligible, but instead find them challenging to their teaching roles and learning demands. In relation, students demand high marks in the national examination to compete for jobs in the labour market and to enter higher education. Thus, assessment is use for assessing students mastering of the subject content, and the assessment data is used for improving purposes, improving teaching instructional practices and materials towards improvement of students' performance in national examinations, rather than for supporting learners in self-regulated learning. Such assessment practices neglect the learning aims of critical and problem solving skills, which are the focus of Tanzania's 2025 education vision. This also challenges assessment innovation processes. Teachers and students' conceptions of assessment thus significantly limit the success of these assessment reforms. The presentation concludes observing the need for different education stakeholders and teachers to work together in education reform processes. This can ensure that innovations in assessment reforms will better match existing societal and institutional demands for assessment, and make assessment reforms meaningful and sustainable in Tanzania.

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Title: Post-colonial education between equitable access to higher education and state-building: Worker-Peasant education in the Democratic Republic of Vietnam in comparative perspective

Abstract: Colonial educational systems and their universities in particular were ill suited to the newly independent states' needs and visions that included making access to (higher) education more equitable as well as using higher education to train parts of the local population for tasks needed in the building of an independent state. In this presentation, tensions in post-colonial education between more equitable access to higher education on one hand and the needs of state-building on the other are investigated using a comparative perspective that focuses on the Democratic Republic of Vietnam's (DRV) worker-peasant education in the period 1954-1964. The presentation thereby contributes to the understanding of possible trade-offs between educational equity and other policy goals. More generally, it contributes to research on the shift from colonial to post-colonial educational policies. To advance its arguments, the presentation builds on archival research as well as on interviews carried out in Vietnam in the framework of the DFG-funded project "Globalization of an Educational Idea: Workers' Faculties in Vietnam, Cuba and Mozambique".

When the DRV gained independence in 1954, a socialist revolution was propagated to place the newly independent state firmly in the hands of workers and peasants. In this context, the Workers-Peasant Complementary Education program was created to make access to education more equitable and to prepare workers and peasants for new positions in the independent socialist state. To fill also high-level positions in the administration and economy, the program included fast-track institutions preparing their students for higher education. These institutions aimed at both making access to higher education more equitable, as well as at placing a group of "core" worker-peasant students in higher education institutions who would subsequently fill high-level positions contributing to the building of the socialist state.

The specific combination of goals in these institutions embodies a tension between educational equity and education for state-building that also marked educational systems in other states that sought a socialist path to development. To illustrate this point comparisons are drawn with worker-peasant education in other countries, particularly in Cuba and Mozambique. The presentation concludes that in the DRV, educational institutions specifically aimed at preparing workers and peasants for higher education served more to fill high-level positions in the newly independent state, than to make higher education access more equitable.

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Title: Comparing policy response to Pisa in England and Germany and their effect on mathematics teaching

In this paper we analyse the national policy response in England and Germany to PISA and in particular the 2012 PISA results, which focussed on mathematics. We then use this analysis to anticipate the effect on pedagogic practice in mathematics and briefly report the findings of a pilot study in which we have begun to explore these.

The comparative foci of this study, Germany and England, provide contrasting education cultures, traditions and recent policy histories. For the most part, the English education tradition promotes individualised, child-centred teaching and regards children as requiring different types and levels of schooling, whilst in Germany there remains a greater focus on groups and subject-centred teaching. A documentary review of policy development in each country, reveals that over the past two decades schools in England have been subject to much reform driven by the processes or, in Ball's terms, policy technologies, of marketization, managerialism and performativity (Ball, 2012), and, as a result, have become largely techno-rationalist in form. In recent years these have also begun to influence schools Germany. Following the 2002 Pisa 'shock', the discourse of global market competitiveness and personal competences emerged to challenge the longstanding humanist tradition; promoting the autonomy of school principals has become a concern for some; and output data from standardised testing and school inspections is now increasingly used in school evaluation. So, as expected, in both countries, but to different extents, PISA was used as both a vehicle to inform attempts at policy borrowing, independently or through OECD suggestions, and to forward other political agendas. Although, superficially, there were similarities in policy responses at a macro level, these were nationally mediated, limiting policy convergence in areas such as national testing and schools inspection.

To consider the effects of policy reform on practice we conducted a pilot study in England and Germany in which lesson observations, teacher interviews and group pupil interviews identified the range of goals towards which lower-secondary mathematics teachers in each country worked and the actions these prompted. These were clustered to provide a view of pedagogy. Comparison allowed variations in policy and pedagogy across the two countries to be identified and implications drawn. Findings suggest significant differences in mathematics pedagogy remain in practice; in Germany the humanist influence leads teachers and students to emphasise learning mathematics for its own sake, and this contrasts starkly with the English focus on utility and exam performance.

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Title: Reaching the Unreached: The Key to Access and Quality Education for All

Abstract: Objectives:

This comparative study explores the application of multigrade education in the Egyptian context. It aims to provide an overall picture of multigrade education globally, examine its adequacy to the Egyptian social context and assess multigrade schooling as an alternative that promotes access and equity.

Perspective:

Multigrade teaching is not a new trend; it is a 'renewed interest'. Developed countries such as Finland, England and Switzerland adopt multigrade education for its positive effects on students' performance. In poor rural areas in Egypt, children do not go to school due to social, economic or demographic constraints. Multigrade schooling, with its peculiar nature, is a golden chance to reach out to the children who are living in remote impoverished areas. This could help developing countries that are striving to meet their commitment towards achieving EFA goals.

Methods:
This exploratory analytical study uses mixed-methods research design to explore and examine the application of multigrade education in the Egyptian context. The study uses a cluster sample of schools in Egypt. The qualitative emphasis is on interviewing teachers, and reviewing students' achievement documents. The quantitative aspect is based on observations of in-class activities through tally sheets and checklists. Having access to schools and documents is authorized by governmental and institutional research bodies.

Data Sources:
Egypt has few schools that are implementing the multigrade system. The cluster sample of schools in Egypt is the unit of analysis of this study. Data sources will comprise enrollment rates, achievement records, students' portfolios and teachers' viewpoints. Triangulation and SPSS will be used for analysis.

Conclusions
Multigrade schooling has proved its success in many parts of the world. In summary, multigrade education could be a viable alternative to 'reach the unreached', to achieve access, and enhance quality education for all. This research study provides a comprehensive view concerning the application of the cost-effective multigrade system to suit the circumstances of the Egyptian community, as the bridge to provide 'education for all'. Multigrade education guarantees more access and equity to as many learners of all ages as possible; especially in the impoverished and remote areas. With multigrade schooling, dropout status will decrease, and enrollment rates will escalate.

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Title: Paideia of the Soul for All-The Educational Imperative in the Knowledge Cosmopolis

Abstract: The purpose of this presentation is twofold: First, it critically analyzes the following comparative education discourses (policy talk and policy action): UNESCO's Education for All (EFA), the World Bank's Learning for All (LFA) Education Strategy; America's No Child Left Behind Act (NCLB) and the European Commission's Toward a Europe of Knowledge (EOK). It is argued: (a) that all discourses, to a degree more or less, are saturated with what may be called the "cognitive hypothesis syndrome" (P. Tough, How Children Succeed, 2012), by emphasizing "cognitive skills" or "tools of mind", and in the case of EFA and LFA, vocational and social skills, mainly for "instrumental purposes", viz. "sustainable/economic development", elimination of poverty, development of measurable skills of literacy and numeracy,   and (b) they underemphasize "non-cognitive skills" or "tools of the heart", viz. aesthetic knowledge, ethical dispositions and civic virtues, what I call "paideia of the soul",

a quintessential attribute of being a democratic citizen. Second, in this presentation it is argued that what is needed in the contemporary "dehumanized" Knowledge Cosmopolis is an education in the broader sense of "paideia", one that involves the cultivation of both "cognitive" and "non-cognitive" skills, or both "tools of the mind" and "tools of the heart", for the formation of a homo civilis/ homo humanus type of democratic citizen rather than a homo economicus type. It is argued that "a holistic and humanistic vision of quality education worldwide", the stated mission of UNESCO's EFA movement, signifies more than the cultivation of "knowledge, skills and competencies" for sustainable development, or achievement in literacy and numeracy for a "sustainable life". For a "flourishing life"—in Aristotle's terminology for a "good/happy life (eudemonia)—it signifies the development of both "intellectual character" and "ethical/ moral character", as well as what Martha Nussbaum, the eminent American philosopher, has called "cultivating humanity" and "creating capabilities", and what I call "paideia of the soul". The Paideia of the Soul for All (POSA), that I am advocating may be epitomized in terms of the following key ideas: Knowing what to feel; aesthetic knowledge and aesthetic dispositions; critical aesthetic pedagogy; Socratic pedagogy; ethical dispositions and civic virtues; character formation; education for "happiness", for a "good life", for a "flourishing life." Such paideia, I shall argue, is best cultivated through the Humanities and the Arts.

Epilogue: "Educating the mind without educating the soul is no education at all"-Aristotle.

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Title: Education and Society in the USA and India: A Comparative Analysis of Outdoor-Oriented Education

Abstract: The purpose of this paper is to examine the interrelationship between education and society during the twentieth century. It follows the developmental trends of educational policy within a social context in the light of the social, economic, and political factors of national identity. The examination focuses on the historical development, educational aims and procedures, and philosophical background of outdoor-oriented education, specifically in socially different countries. Accordingly, this study compares outdoor-oriented education in the United States and India, particularly from the standpoint of work and activity education. The overall aim of this study is to demonstrate the existence of fundamental social and educational policies, patterns, and trends. A historico-hermeneutical approach is applied in the comparative educational method. The source material is interpreted using the hermeneutic-dialectic method. The methodological decisions are primarily based on the ideas of Kandel, Hans, Ulich, Mallinson, King, Kazamias, Danner, and Betti.

The twentieth century saw extensive social changes in the United States and India. These changes, caused by complex dialectical dynamics relating to the social, economic, and political structure, have also influenced education. Alternatively, they could simply be regarded as a reflection of leadership changes and turnovers. This study considers the spread of new ideas from one country to another as evident. Reformist ideas concerning education have entered the

international trends within educational theory and been assimilated into national education thinking in both countries. However, the different views are mutually contradictory since they are linked to different background value objectives and the concepts held by the people that are associated with them. Furthermore, these contradictions are intimately linked with broader social changes in these socially different countries.

The subject of study demonstrated itself to be dialectical by nature. The society-centered and school-centered patterns of outdoor-oriented education alternate with one another throughout the development of the American and Indian educational policies. This study shows that the development has progressed toward the school-centered pattern of outdoor-oriented education, which emphasizes intellectual aims and school-centered procedures. The essential feature here is now socialization based on externalization and internalization. This, in turn, produces the experts in science and technology required in a developed society where intellectual work is part of modern production.

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Title: Communication in a Multicultural Virtual Learning Environment: a case on intercultural communication competence

Abstract: Higher education institutes and global, transnational work life networks have created a real need for intercultural communication skills where using a foreign language is essential for successful communication. In higher education institutes courses are often organized virtually in a transnational environment that has an effect on the communication process.
This article introduces a case study focusing on dimensions of intercultural communication competence in a virtual learning environment, on a pilot virtual course shared between three Finnish Universities of Applied Sciences (FUAS) and taught by the authors in spring 2012. The empirical data were gathered from learning diaries, forums and videos from the virtual course as well as questionnaires before and after the course. By investigating the perceptions, attitudes and experiences of individuals of foreign origin and their Finnish peers participating in the course, we aimed to understand the existing capabilities as well as the capabilities needed for different agents to cooperate and work side by side in environments that are becoming even more transnational.
From our findings the whole culture of e-learning needs to be rethought, since some people view it as something in addition to their studies that encroaches on extra-curricular time. Results also indicate that attitudinal orientation is crucial in intercultural communication: this course was seemingly task-oriented, but ultimately it aimed at enhancing personal skills. As expected, acquiring new IT skills was seen as challenging but rewarding and learning the other party's native language was seen as an asset in being accepted to the surrounding community. The crucial role of time-orientation in nonverbal communication for resolving communicative conflicts was also illustrated and highlighted more in the virtual environment.

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Title: The implementation of the Bologna reform on teacher education in Germany, and its effects: an empirical case study on policy borrowing in education

Over the past 20 years national education systems have been influenced more and more by different international education policies and initiatives. Prominent examples for Germany are: (1) the impact of the PISA results on public awareness of the general education system and on national education policy; (2) the subtle influence of EU policy tools such as the European Qualifications Framework (EQF) on the perspectives and discussions of the social partners such as trade unions and business associations concerning future developments in Vocational Education and Training (VET) and the design and regulations of training leading to state-recognized qualifications; (3) the transformations within the German Higher Education (HE) sector caused by the Bologna reform based on policy borrowing from Anglo-Saxon countries.

This paper looks at the last of these examples in more detail. Using empirical data from Humboldt University, Berlin, it examines the implementation and internalization processes of the Bologna reform in university-based teacher education. The empirical data are drawn from interviews with 29 stakeholders directly involved in the reform of teacher education within the Federal State of Berlin and at Humboldt University, Berlin. These stakeholders are members of the Senate of the Federal State of Berlin and its administration, and the vice presidents of Humboldt University, Berlin, professors responsible for the design of the study programmes as well as selected lecturers and students teaching and learning within those study programmes. The data are also triangulated with empirical data generated through an Online-Journal study with 80 student teachers, which examines their approaches to studying and learning within the redesigned study programmes.

The data indicate the different perspectives and understanding of the stakeholders with regard both to reform ideas, philosophies and tools such as outcome- and competence-orientation, and to teacher education as such and its university context. They also show how those different perspectives influence the actions of these stakeholders within the processes of implementation and internalization of the reform and, hence, their effects. The student teachers' approaches to studying and learning show the strong impact of the traditional university characteristics and conditions for the internalization of the reform on the one hand, and the relevance of individual ways to adapt to the demands of the study programmes on the other.

Once again, the example of the Bologna reform shows the problematic issues of policy borrowing in education, and the need for detailed analysis and comparisons of educational characteristics to understand national education systems and their functioning. The use of identical terms and formal features, as in the case of Bachelor and Masters programmes, does not necessarily lead to more transparency and mutual understanding, especially when looking at the grassroots level.

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Title: Aesthetical modernization and exhibitions: exploring the grammar of early international school comparisons

Abstract: During a period of slightly more than two decades, two very different methods of drawing instruction were imported in Sweden, during the last part of the 19th century. At the end of the 1870s the Hamburg method, developed by Adolf Stuhlmann, was introduced. The method was significant at a time when drawing was still a novelty as a compulsory subject in elementary schools, but it became rather short lived. Soon the method became criticized for being mechanical and for giving too little space for the imagination of the child, and a search for new methods began. At the Exhibition Universelle in Paris 1900, Swedish school teacher and sloyd inspector Hjalmar Berg was present. He was himself participating as an exhibitor, but was also commissioned by the Swedish state to study methods of drawing instruction in other countries. He found that almost all countries with educational exhibitions showcased vast collections of children drawings, and became particularly impressed by the exhibitions of France, the United States and England. After returning from Paris he developed a new method (the Stockholm method), influenced by what he had seen at the exhibition in Paris. The new method was formulated in opposition to the Hamburg method, and was focused on the ability for children to observe real objects. Drawing was still about copying, but copying real objects, instead of copying abstract patterns or copying ready-made drawings.
These two innovations were both results of international influences, and are two examples, out of many, of the role that aesthetics played in the process of modernizing early elementary schooling. In this paper I will discuss how we can understand this phenomena of aesthetical modernization and how it is related to transnational networks and techniques for comparisons. Focusing on the exhibition in Paris 1900 I will discuss the preconditions for how certain educational ideals travel across national boundaries.
One might speak of a grammar of international school comparisons created by the different media used to compare education. The analysis is guided by the assumption that the educational sections of the world exhibitions were spaces of international comparisons of a very specific kind with important implications for how curriculum, methods and ideas of educational modernization were understood, thereby affecting what transnational influences consisted of. The exhibition abided to a grammar that made it fluent in the language of aesthetical modernization.

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Title: Inequality and Reform in Models of Formation of Competence – an analysis of PIAAC

Explorative analyses of the comparative data about literacy and numeracy from PIAAC (Programme for the International Assessment of Adult Competencies) address the following questions:
- How are structural traits of education systems related to the distribution of PIAAC competence scores among the population?
- Can we trace signs of past reforms in different countries in the competences of the population along different age groups?
- How does the position of vocational education in the education structures influence the distribution of competences?
A main objective is to understand how the 'educational policy time' transforms into the distribution of results of education, considering different educational structures and the different welfare regimes.

Perspective, conceptual framework
The stock of competences of the adult population was acquired in different periods of 'education policy time', in which certain changes and reforms have taken place between the 1950s for the oldest cohorts until the 2000s for the youngest. The age specific competence distributions are then related to 'education policy time'. The PIAAC data include the whole initial skills formation process, and thus allow looking simultaneously on results from general education, vocational education, and tertiary education (which are otherwise mostly analysed separately).

The education reforms are related to the age specific competences, to explore patterns in them which might signify consequences of two waves of reforms (1) the social democratic reforms during the 1960s till 1980s, (2) the neoliberal reforms of the 1980s and later. Countries were selected by 'welfare regimes' with different reform experiences (Nordic countries; Anglo-Saxon countries; and continental countries).

Methods, techniques, modes of inquiry
The following steps are performed: (1) a framework relates the age structure to the flow through the education system, (2) the timeline of education reforms is analysed for Finland, Sweden, Denmark; U.K., Canada, US; Netherlands, Germany, Austria, (3) structural traits concerning differentiation ('tracking') are analysed, (4) a detailed cross-sectional analysis relates the structural patterns to the patterns of observed competences, 95/5 and 75/25 perc.ratios indicating inequality, (5) the age specific patterns of these indicators are explored.

Data sources, evidence framework
The comparative PIAAC data are ameded by literature analyses of the reform patterns, and additional indicators from PISA. Currently the analysis is performed at a descriptive level, provides a pool of hypotheses for further steps of causal analysis, and invites discussion.

Results, conclusions, and/or implications
Beside the uncovering of patterns how reforms translate into skills formation, findings are: (1) the differentiated vocational systems are not correlated with a greater degree of inequalities of competences, (2) reform policies show only for Finland a correlation to the competences, the US do not show any positive results (3) the relationship between tertiarisation of education and competences seems quite loose, (4) the 'tracked' systems do not show (much) more inequalities than 'comprehensive' systems.
Literature: Material in German relating to the project: http://www.equi.at/dateien/lassnigg-vogtenhuber_2014_ko.pdf;http://www.equi.at/dateien/IHS-PIAAC.pdf

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Title: Understanding influence and trade in education: the case of Swedish Sloyd

Abstract: Our aim is to explore the ways in which national systems and their innovations influenced, constructed and traded outside their borders in the field of education. Using a transnational history approach, the elements of 'flow' between nations can be unpicked and a complex understanding of the formation of national and international policy, and the movement of pedagogic objects and routines developed.

In this presentation, I want to study non-government actors, working scientifically and entrepreneurially, whose work and influence is produced in a national context, sometimes supported by government actors and interests, but which is constantly recreated in transnational contexts. The range of conceptual foci which we can use include the following – the connectors, the intermediaries and brokers who have operated as agents or elite members or experts, and yet have been seen as peripheral or incidental, or even invisible. These actors work with texts and guides, and create regulations and standards, all items of immobility that connect together [Saunier p57).

In the late 19thC, Sweden appeared to be exporting a significant school subject and pedagogy, called handwork or sloyd. It appears in the school timetable in the UK, Germany, Denmark and parts of the US; it has established training centres, which act nationally and internationally; and it transforms from a vocational practice into an educational movement. Starting with the ideas of connectors and tools, we can see that the idea of Sweden can be opened up and we can see in the export of sloyd, significant actors, private funding, networks and systems present in the success of school sloyd. It begins with the systematization of sloyd by Salomon [from a Finnish philosophy], the establishment of a privately funded specialist training centre at Nääs, the production of key training texts [in English etc], and the formation of key 'disciples' in other countries. Between 1870 and 1900, Sloyd appeared as a significant part of the Swedish entry into the Great Exhibitions and was heavily promoted by Salomon and his sponsors.
The presentation will try to analyse the reasons for success in its international presence, and the subsequent problems with its order and clarity, and its relation to other school systems.

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Title: French language support to migrant pupils in the Dordogne: north/south divide

Abstract: Active social inclusion of migrant children in the French State education system is an educational priority and the development of French language skills is considered crucial for full mainstream integration of migrant children into French society. Consequently, teachers welcoming non-French-speaking pupils into their classes receive on-site specialist language support. Adopting a comparative perspective, this presentation focuses on the work of two

teachers who between them deliver language support to newly arrived non-French-speaking migrant pupils at primary level in the south-west of France across the Dordogne département. One teacher covers the north of the département where clusters of migrant children of refugee status tend to be found in its built-up urban areas and the second teacher is assigned to the southern part of the Dordogne more popular with European migrant families attracted by the rural French lifestyle and the possibility of more affordable housing. In contrast, push factors have resulted in the arrival of children from refugee migrant families. For instance, as a consequence of the ongoing refugee crisis, French President Francois Hollande declared in September 2015 that France would accept 30,000 Syrian refugees over the next two years. Several Dordogne mayors rose to the humanitarian call and made a commitment to welcome these refugees into the département. How does the French education system deal with providing extra language support to migrant children from such diverse backgrounds at primary level?

Interview data indicates that a number of challenges face the two informants: high numbers of new arrivals (approximately 300 a year), very little teaching time over a very short period, obstacles involving cultural and language barriers when attempting to develop home-school links and mounting tensions between the migrant communities and the local French community. Teacher beliefs seem to indicate that the status of a migrants' home language within the local French community and the socio-economic status (Landry and Allard, 2000) of the migrant family have a far greater impact on successful French language learning and subsequent integration (Hall, 1997; Charadeau, 2005) than state provided French language tuition in this specific context. This research raises questions regarding the nature of French language support to non-French-speaking pupils at primary level and the extent to which each group of migrant children in this study receives their fair share of support in relation to their specific needs.

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Title: The changing orientations and objectives of TVET policies in Chile: a political economy analysis

Abstract: Chile has experienced considerable educational expansion over the past few decades as a result of the growing demand for education from individuals and families and the positional competition for qualified jobs in the formal sector of the economy. While in the past TVET policies were designed to offer educational opportunities for disadvantaged youth seeking a quick insertion in the labour market, today the orientations and the objectives of these policies are less clear given the larger number of secondary TVET graduates that pursue tertiary education and combine education and work in their trajectories after schooling. Drawing on political economy and poststructuralist strands of critical policy studies (Jessop, 2002; 2010, Ball 2006; 2015) the paper aims to understand the contradictory orientations and objectives of TVET policies in Chile during the last ten years; with a specific focus on the changing educational, economic and social goals and functions attributed to TVET, the social expectations generated

over secondary TVET graduates, and their potential implications and effects on post-school trajectories. The paper analyses the content of a selection of TVET policy texts (regulations, strategic documents, media debates) produced by national policymakers, educational stakeholders and international organisations in Chile during the period under study. Initial findings suggest that TVET policy actors are discursively tensioned by several political and economic transformations occurred in the educational, economic and state domains. In the educational domain: the growing educational aspirations of young adults and their families, the massification and vocationalisation of higher education institutions, the expansion of the private sector, and the political contestation from the student movement. In the labour market: the turn to a service and knowledge economy with a concomitant dismantling of workers' unions and protection, the scarcity of qualified jobs and the growing precarisation of working conditions among young adults. Finally, in the state domain: a turn from government to technocratic/depoliticised modes of governance, where the coordination of the different governance activities and the definition of the aims of TVET have been centralised under the control of national governmental bodies but the political responsibility of realising these aims has been passed to lower levels of government and the civil society.

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Title: Who is Easier to go to Colleges? An Empirical Study on the Relationship between Student's Social Economic Status (SES) and Access to Higher Education in China

Abstract: 1. Objectives
Higher education in China has experienced an unprecedented expansion since 1999 (Wang, 2006). Despite the heated public debate on equity in access to higher education, little anecdotal evidence has been presented to show the impact of SES on students in access to higher education, particularly for those with low socioeconomic status background, mainly due to the unavailability of appropriate data (Ding, 2004). Based on a national graduate's survey and using parent's occupation, education, and family annual income as indicators of students' family SES, this study aims at exploring student's retrospective information on family socioeconomic backgrounds and its impact on higher education opportunities.

2. Theoretical Framework
The Social Stratification Theory gets frequent used in explaining the issues concerned the relationship between social class and education. In this study, the three-component theory of stratification (more widely known as Weberian Stratification) is selected as the theoretical framework. In addition, the theory of higher education equity is also involved.

3. Data Source
The data used in this study primarily comes from a national graduate survey – "Longitudinal Survey of College Student's Development", which circulated in 31 provinces (municipalities and autonomous regions) of Mainland China. The respondents were the freshmen of Year 2011 from 175 colleges and 46,879 valid questionnaires were finally collected with a success rate of 83.4%. The questionnaire covered items like gender, school, discipline, major, parent's education, parent's occupation, family annul income, college admission, and etc. The China's Occupation Classification System issued by the National Bureau of Statistics of China is employed in this

research for parent's occupation. Moreover, the indicator of stratification mobility rate is utilized to explore the differences of students from various family backgrounds in entering colleges.

4. Methods
The univariate and multivariate descriptive statistical methods are adopted in this study to analyze family socioeconomic background distribution of college students and respective stratification mobility rate of higher education opportunity. Moreover, the multinomial logistic regression and linear regression models are employed in the analysis to explore student's SES background's impact on their access to colleges.

5. Preliminary Results
It is found that there are substantial disparities among different SES students in higher education opportunity, access to different higher education institutions, and access to different disciplines and majors. There exists a positive and significant correlation between students' access to higher education and their family annual income. Fathers' occupation hierarchy status and education level have a significant influence on their children's access to higher education, while the mothers' does not.

6. Significance of the Study
The study has the potential to make a significant contribution to the development of methodological approaches in Chinese educational research, where quantitative studies are still rare. It thus provides an empirical quantitative study for other Chinese educational researchers, when there are limited examples. This research focused on the student's SES impact on their access to colleges and the barriers for children with low SES background to access to higher education, which contributes to understand the inequity still exists in Chinese current higher education system.

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Title: Equity In Education About Gender Issues: Using The International Declaration Of Children's Rights As A Grid Of Assessment For Projects Against 'Homophobia' Inside The School

Abstract: The issue of equity permeates education across phases and sectors, from early childhood, through compulsory schooling and higher education. Equity issue when related to gender differences presents as particularly critical because it is located at the intersection of sex education, the struggle against so called homophobia and the acceptance of diversity. The council of europe, therefore, acknowledging the invitation of the UN, decided to consider gender mainstreaming as an issue for social and educational policies. In Italy, the issue (THEME) is particularly controversial and is giving rise to a heated political and cultural debate also involving parents' associations, who want to exercise the right enshrined in art. 26th of the Declaration of Human Rights, 'Parents have a prior right to choose the kind of education that shall be given to their children'. In Italy, UNAR has provided for the period 2013-2015 a pervasive strategy to promote projects aimed to contrast gender violence and homophobia (new term created to identify the hostile attitude against non-heterosexual people), in schools at all levels. These projects sponsored by LGBT associations, in many cases, have been carried out

without prior parental consent. Proponents in some cases, have not taken into account the parameters of pedagogical and medical science, and the observance of the rights of children and their families in drafting projects. The declaration of the rights of children and adolescents is a binding legal instrument that has received the approval of 52 state parties. The Convention refers to the 'superior interest of the child' in education and development areas, through a series of articles that, if properly developed , In this context that lacks precise pedagogical guidelines, can be useful as a reference grid, in drafting and evaluating gender equity projects, that respect both pluralism, different cultural and religious sensitivities, as well as children and their families.The research, still in progress, has selected the Convention's main articles concerning these themes, drawing a grid over three levels of qualitative assessment, that allows teachers to analyze projects , expressing their opinions, especially when activities proposed are to be refused. The grid will concentrate on supplementary school activities as follows:

primary school - reading
compulsory school - theater
high school - Cinema
The grid will be tested in teacher training workshops for the different levels of education.

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Title: Becoming international in the late 19th century - arguments for and against the Swedish participation in the World's fairs 1851-1904

Abstract: "The Swedish state should not finance what best can be described as a sun trip to London"

Whereas early 19th century international comparisons were mainly found in travelling accounts, the second half of the 19th century offered new ways of comparison through international exhibitions (Dittrich 2010). The international World's fairs were among the "few genuinely international cultural institutions" of their time (ibid., 17). When opening the first World's fair exhibition in London in 1851, Prince Albert of the United Kingdom declared the importance of education, but it was in London in 1862 that education first got its own department at a World's fair (Giberti 2002, Werner 2008, Ekström 2010, Lundahl & Lawn 2014). From the start, the international exhibitions contributed to make comparisons between states, based around identity and production, increasingly transparent and organized. Together they constituted a new mode of production in education, parallel to that of schooling.

Investigating the history of comparative education implies a transnational perspective on history. A transnational perspective on history pays interest to contacts between communities, polities and societies and their exchanges, interactions, integrations and de-coupling. We also need to look at the trends, patterns, organisations, individuals that exist between and within our different historical entities (Saunier 2013) – the ones mainly representative for being transnational.

This paper is about the people "allowed" to become transnational in the sense of learning and sharing at the international scenery constituted by the World's fair. More specifically it is about the parliamentary debates in Sweden were it was decided how much Sweden could afford to pay for participating with own exhibits at ten major World's fairs (1851 – 1904), and how much

Sweden was prepared to fund "learning journeys" to these fairs.

The analyses of the parliamentary debates show that becoming international was not an obvious thing – who was supposed to go and what interest would it gain? Even pedagogical issues were raised: is it possible to learn something from just studying it at an exhibition? How much can we say about Sweden without claiming too much, and what if we "loose" compared to other countries? These are questions about representations in international comparison and about who should have access to it. We can easily find them in the history of international comparisons, but they are just as important today.

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Title: Italian Education and Vocational Training. A complex system of "meanings" among culture, philosophy, educational theory and policy

Abstract: Recent studies show that nowadays Italian education and vocational training (EaVT) is improving in term of education/training and social aspect (especially employability) when compared to traditional secondary school.

How has it arrived at this situation? Furthermore, have the historical social and cultural question found an answer? Has Italy surpassed the ancient dichotomies otium/neg-otium or schola/officina? Is the current Italian educational system really democratic or does it remain a class structure of education?

The contribution tries to explore some of the above-mentioned questions. More precisely, I argue it is important to reflect about the history of vocational training. However, before it is crucial to understand the different meanings of "work", "job", "duty", "vocation", which are terms all present also within Italian language. Furthermore, it is basic to understand which philosophy, pedagogy and policy have been significantly implemented in Italy, during the last two century, for understanding the concept of "work". At the same time, it is useful to understand the idea of vocational training referring to economic and educational system.

History explains the reasons why in Italy the EaVT still "suffers" an ideological educational policy and economic scarcity in comparison the traditional educational system. Nevertheless, in Italy the EaVT is a part of the educational system, which according to the standard European models, is based mostly on the concept of competence. Not only, the EaVT. recovers drop-out students from other curricula. Moreover the EaVT is an inclusive educational system for migrants, handicap and disadvantage young people and it has a meaningful added value in terms of "intergenerational interaction".

Finally the EaVT attempts to link the achievement (competence) to well-being of the students, especially for disadvantage young people.

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Title: Interrupting Integration: Immigrant and Refugee Schooling

Abstract: Purpose of the study
Since 2000 the number of immigrant children and children of immigrants in OECD countries has grown by approximately 30 percent. The refugee crisis of 2015, during which the UNHCR registered over 2 million refugee children, has de-stabilized European countries and thrown teachers and school systems into a tailspin, with educators searching for guidance on meeting immigrant and refugee needs from governments and organizations that do not have answers. Immigrant and especially refugee children have often faced traumatic violence, family upheaval, and major interruptions in their education. Where they are enrolled in school, even in "developed" country contexts, the quality of the education they are receiving is highly suspect. UN agencies, international NGOs, and grassroots associations argue that educating refugees provides important job and language skills while promoting long-term peace, economic development, and social cohesion. How host countries, many of which are currently receiving unprecedented numbers of migrants, implement education for immigrant and refugee children is the focus of this paper.

We therefore investigate the following research questions: How are migrant students being integrated into schools? How do students negotiate their identities with intersections of race, ethnicity, religion, migration status, gender, etc., in their host communities? What are the structural factors in schools and communities that facilitate or prohibit the integration process?

Theoretical framework
A growing number of intergovernmental and international nongovernmental policy reports address integration and service provision for immigrants and refugees (OECD; INEE). In parallel there is a growing body of empirical research on international migration and acculturation theory of children of immigrants and refugees in the USA and Europe (Gans, 1992; Hirschman & Wong, 1989; Portes & Rumbaut, 1996; Portes & Zhou, 1993). Notwithstanding the importance of the two bodies of work, there is almost no intersection among the two areas. In our work, we will attempt to merge the two in order to better inform both theory and practice in the service of teachers and students.

Analytical methods and research design
Our qualitative research design uses comparative case study methodology. We will interview students, educators, and parents connected with schools with a minimum of 10% immigrant and refugee populations.

Results and conclusions
The results will be derived from a comparative analysis of family and institutional responses across the country contexts of inquiry. Preliminary findings will be presented along with a plan for a larger follow-on study.
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Title: Learning in the shadows: To what extent and why do Bangladeshi secondary students receive private supplementary tutoring in English?

Abstract: Shadow education imitates official school systems and provides academic teaching outside school hours. As the syllabus of the regular school system changes, so does that in the shadow. Usually, private supplementary tutoring with additional fee is called shadow education. Shadow education is a growing phenomenon not only in Bangladesh but also in other parts of the world. The study examines underlying factors which determine students' demand for private tutoring in English. It discusses learners' social and educational implications.

The study used a mixed-methods approach that combines quantitative and qualitative data. A sample of 802 participants including students and parents was chosen for the investigation in Bangladesh. The research instruments were survey questionnaire and individual interview. Secondary students and their parents attended the questionnaire survey as well as students, parents and teachers participated in individual interviews. Among the 401 students, 71.3% received private tutoring in English and 28.7% did not receive it. It showed inequality between urban and rural students and identified tutoring providers, costs and patterns of private tuition.

The study attempts to contribute to the understanding of students' demand for tutoring and its implications for students' socio-economic positions. It identifies the extent to which parents feel that tutoring cost becomes a burden to their families. As fee-paying private tutoring relates to learners' family economic, cultural and social backgrounds, the author employs the theories of Bourdieu (1986, 1990) that address capital and habitus. Thus the study explores students' social and educational impact for receiving tutoring in English in secondary schooling.

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Title: Syrian Refugees in Canada. How educational concerns are addressed

Abstract: Canada is a country built on immigration. Every year, Canada accepts 250 000 newcomers to its shores. In addition, Canada also accepts about 25 000 refugees per year who fulfil the United Nations definition of a refugee as someone who "owing to a well-grounded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country." (UN Refugee Convention). Over the years, Canada has accepted people from conflict-torn areas such as from Vietnam in the 70s, the Balkans in the 90s, Latin America and Sub-Saharan Africa, and hence has developed expertise in working with refugees. In 2014 the number one source country for refugees accepted to Canada was Iraq, followed by Eritrea, Iran, Congo, Somalia and Syria (CBC report, October 2015). However, with the recent crisis in Syria, public attention shifted to the plight of Syrian refugees. The new Liberal Government under Justin Trudeau, elected in October 2015, declared that Canada would accept 25 000 Syrian refugees by the end of February

2016. Planeloads of Syrian refugees have been arriving daily since December and once in Canada, no matter whether privately sponsored or government assisted, they need immediate help with finding suitable accommodations, clothing, food, medical attention, access to educational programs and counselling to find employment.

In this paper, I discuss what agencies and private groups have been doing in Ontario with a focus on meeting educational needs of the refugees. Language is a particular concern. The paper is informed by publications of such agencies as the Cross-Cultural Learning Centre of London, as well as by research on language acquisition by Cummins, and Bournot-Trites. In addition information from Statistics Canada regarding immigrants and refugees in Canada will be reviewed. The intention is to present a description of the current situation, analyse the effectiveness of the procedures undertaken to assist refugees particularly with regard to educational and language needs and to suggest how challenges that have arisen given the sudden influx of so many newcomers with such diverse needs may be met.

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Title: Doctors' use of Wikipedia as an aid to Clinical Decision-making: an international study

Abstract: This study has been prompted by a growing perception of increased use of online resources in clinical decision-making and the need to evaluate the accuracy of this perception.

In 2010 we carried out a small scale survey of doctors' use of Wikipedia as an aid to clinical decision-making. This involved a snowball survey of doctors in two large acute care hospital Trusts in the East Midlands of England. A report on the results can be found at: https://blog.wikimedia.org.uk/2012/04/doctors-use-but-dont-rely-totally-on-wikipedia/ The present study aims to use similar methodology but on an international scale, using the DR-ED network of medical and healthcare educators as the distribution means of the survey.

The aim of the study is to ascertain the extent to which doctors use Wikipedia as an aid to clinical decision-making and to seek to respond to the following questions:
a)   What use is made of Wikipedia as a source of medical information?
b)   In which contexts is Wikipedia used as a source of medical information?
c)   How much trust is put in Wikipedia as a source of medical information?
d)   Are there significant differences in use of Wikipedia as a source of medical information according to respondents' demographic characteristics and/or their range of experience?

The likely benefit of the study will be to inform clinicians of all grades across the world of the use of Wikipedia and may prompt the development of training in the critical use of online resources and how to evaluate their accuracy.

Doctors who are members of the online medical education forum DR-ED are being invited to take part. Members of DR-ED are invited to pass the invitation to their colleagues in order to

acquire a snowball sample.

In our 2010 study we found that 77% of respondents had used Wikipedia as a source of medical information; 10% said they never used Wikipedia at all, preferring more reliable sources such as peer-reviewed journals, and then went on to say that they used Wikipedia to check background information; 7.5% said they had based patient management on information found on Wikipedia.

In our present study, we shall compare across and between subpopulations, according to demographic comparators, work setting etc. and report our findings to conference.

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Title: Mentoring in Widening Access to Higher Education

Abstract: Widening access to higher education for young people from areas of social and economic disadvantage has become a prominent policy issue in Scotland. Researchers have investigated the efficacy of interventions aimed at addressing the under-representation of this group, but few have focused on the use of engaging student mentors as role models to these young people. 'Mentoring' is seen as a quick and cost-effective solution to show the inequality gap being redressed, but little is understood about different models of mentoring and how they could be used to their full potential within inclusion initiatives.
This interpretivist case study examines the 'Accelerate' programme at the University of Strathclyde, for secondary school pupils in S4-S6 interested in studying a specific subject area at University. Participating pupils engage with student 'mentors', through challenge-based activities, alongside University staff and industry professionals, to gain a full picture of their potential higher education experience.
Interviews were conducted with senior management within the widening access field, student mentors and previous Accelerate participants, who are now current students at the University. The study examined the impact of using mentors as facilitators and investigated if engagement with mentors influenced a young person's decision to apply to and enter higher education. In addition to seeking the mentors' perception of their impact on the young people being mentored, the nature and nurture of mentor-pupil relationships were also examined.
The study found that the combination of the programme structure and the powerful mentor-pupil relationships created did have a positive impact on the decision making process. By sharing their own experience, mentors have the potential to contribute to raising the social and cultural capital of the young people and show a holistic view of what studying at University can offer both in terms of academic and social life.
In the drive to interrupt the cycle of disadvantage for young people from widening access backgrounds, student mentoring provides an exciting opportunity for young people to see an honest and realistic perspective of University life and to feel confident about their ability to pursue higher education. The study recommends the engagement of mentors within future widening access initiatives, selected through rigorous recruitment and training practices, paired with the implementation of robust programme evaluation procedures. By doing so, practitioners will be able to provide the strongest support to ensure all young people, no matter their background, are able to realise their aspiration for higher education.

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Title: Living in two worlds: Students and the work-education relationship

Abstract: Research has shown that the majority of school students in Britain will have experience of combining part-time work with education before they leave secondary education. There is little recognition of this work experience within the education sector. In many cases teachers perceive such experience as detracting from educational achievement. In this paper we draw on recent research into the part-time employment experiences of pre and post-16 year olds within the secondary school system. The research focuses on a detailed analysis of the work experience gained by young employees in two of the main employment sectors, retail and hotel and catering. The study adopts a unique methodology drawing on event recording, interviews and observations of young workers. The analysis of this data demonstrates the value of this employment in terms of learning and skill acquisition. We consider these findings in the context of the wider work-education debate with particular focus on our 'balance model'. This model acknowledges the potential costs and benefits for school students of combining these activities. However, the evaluation of the outcomes of these experiences has to be considered across different timeframes.

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Title: Gender Equity and Women's Participation in Higher Education in the Arab Region with Reference to Egypt

Abstract: Education as a human right has received global attention. For more than two decades the international "Education for All" (EFA) movement has emphasized equality of education. In 1990 the World Conference on Education for All in Jomtien, Thailand, sought to provide a new direction in education by creating flexible and inclusive educational systems, in addition to achieving education for all by the year 2000. However, slow progress was made, thus the Dakar Framework for Action reaffirmed the commitments of EFA and with a focus on female education, pledged to provide quality education for all by 2015. Furthermore, EFA sought to achieve gender parity by 2015 and called for a new direction in education, with special focus on cultural diversity, problem solving and the interdependence of the global world. In the context of

post 2015 global development goal of gender equity and women empowerment, this study focuses on education and gender equality and equity in the Arab region, with a special emphasis given to access to the university and women's participation in higher education in Egypt. The study is contextualized in the notions of democracy and gender educational equality and equity. Then a comparative review of international, regional and national documents and scholarly publications is employed to allocate the position of Arab countries in the global and Arab democracy indexes as well as in the gender gap index prior to and post the Arab uprisings of 2011. In addition, the case of Egypt is presented with a focus on access to the university and gender equity in higher education. The Egyptian case incorporates "gender analysis" where secondary quantitative and qualitative data are analyzed in order to define the actual cost of university education for males and females in Egypt and to determine the socioeconomic and cultural factors that continue to hinder the achievement of gender equity and prevent many young Egyptian women from pursuing

university education. The study concludes by offering recommendations for higher education policy reforms towards achieving gender equity in Egypt and similar Arab countries.

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Title: Evidence of the Imagination: Pedagogical Implications for Reflexive Comparative Education(s) in a Skittish World

Abstract: Abstract:
This paper takes its inspiration, and very much of its spirit, from Robert Cowen's continued call to examine our comparative education(s), even while scholarship in the field interprets and re-interprets the world that comparative education 'sees'. Like Cowen, I remain 'captivated by the conviction that a serious education of comparative education releases the imagination…'(Cowen, 2015) , and would like to ask how indeed, do we articulate a process that allows for not only re-interpretations but also for openings, rather than the closing of imagination in articulating the world that comparative education(s) and comparative educators, may see? This becomes an important issue in a world that is changing, and for educations that are changing as well. Therefore, this paper is an analysis of the discourse of pedagogy in the field. Looking within, I attempt to ask a set of questions of the field about the place, the meaning and the deployment of the term 'pedagogy' within the scholarship of the field. From among the comparing of school practice, teaching and learning methods cross-nationally, and comparative methodologies, I focus on the more intimate community space of teaching and learning comparative education itself. In other (Cowen's) words, I attempt to investigate the 'serious education of comparative education' (itself).
I suspect a dearth of pedagogical introspection as well as of imagination; however, I also detect evidence of both these; and so move on to constructing a discourse (and analysis) of pedagogical desires, motivation, and lacunae in the scholarship of the field. This paper ends with discussions of perhaps alternative courses of pedagogy that would perhaps respond to these lacunae. To do so, I will attempt to investigate 'silences' as well as voiced alternatives within the field; and pedagogical struggles elsewhere that may have lessons to share.
This paper is meant to begin a discussion on the construction of processes that construct our field. What messages and ideas about education in global perspective are carried across the teaching and learning of comparative education? And finally, what kinds of imaginations,

educations, what impetus and what action, what openings, is it possible to configure through such an analysis. Thus this analytical framework stems from comparative education as a field of influence.

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Title: Psychosocial Interventions in Conflict-Affected Educational Settings: A call for integrating theory and practice

Abstract: Practitioners, scholars and funders understand that an evidence gap between theory, practice and outcomes in psychosocial interventions exists in refugee educational programming. What is less well understood, however, is the connection between psychosocial strategies, justifications made for education in emergencies based on children's wellbeing, and the scholarship surrounding psychosocial wellbeing and socioemotional learning for children affected by armed conflict.

In undertaking a critical discourse analysis of educational programming in emergency settings, we found that the four rationales for schooling explicitly connect education in conflict-affected settings with psychosocial well being of children and communities. However, we also found conflicting evidence that the rationales are justified, and in some cases, that the programming in fact negatively impacts psychosocial well-being of conflict-affected populations. Based on an extensive review of grey literature, data collected from IRC's programs in Northern Iraq and the Democratic Republic of Congo, and academic scholarship, we developed a framework for a research agenda exploring the theory and practice of psychosocial implications and interventions in education in emergencies.

The International Rescue Committee is widely respected for contributing to the evidence base of what is known about educational programming in refugee contexts, both explicitly funded (through DFID) and internally driven. Using data from IRC programs in DRC and Iraq, we explore ways in which to connect research, evidence and scholarship in order to provide more effective services to children and youth affected by armed conflict. Our initial findings point to a harmony between the scholarship and perceived needs on the ground, yet a disjuncture with programming constraints.

Research must be undertaken on a holistic level that brings together education and child protection teams to critically examine the scholarship, promising practices and lessons learned from past and current programming, as well as psychosocial assumptions and the role of culture in designing interventions. Concurrently, the evidence-base must be bolstered and participative ranking methodology employed to bring together external and internal stakeholders in ongoing

program design and implementation. In this presentation, we call for a renewed vision to build the research base on how best to protect children and youth through the provision of educational services that meet their psychosocial needs.

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Title: Teacher quality and school improvement: what is the role of research?

Abstract: Effective teaching plays the role of a unique protective factor that may reduce and even close the achievement gap. A broad research question structures this thematic article that engages with equity: Which elements of teacher quality support school improvement and are most effective with underperforming students? As one driver of school improvement, teacher quality is especially pertinent for underperforming students, while school improvement is much more likely to emerge through collective capacity building. More specifically, I will argue that research-derived knowledge is key to ensuring both effective learning processes and whole school improvement. An initial decision to produce a meta-review has been reconsidered in order to include the breadth of scholarship illuminating this complex conceptual nexus. The rather wide-ranging inclusion criteria in this study are: (1) data collected world-wide, particularly in European and English speaking countries; (2) studies, research reviews and meta-analysis reporting correlations between various concepts under investigation; (3) scholarship reporting best practice in some key contexts of school improvement. The findings draw upon research reviews, handbooks in the fields under consideration, peer-reviewed articles and practitioner-focused materials reporting relevant experience in the field of the school improvement. OECD studies (2011, 2012) and best practice in school improvement research, in contexts such as the Canadian AISI project, belong in this later category.

The argument advanced in this article is twofold: on the one hand, the issue of teacher quality as a driver of school improvement is especially pertinent for 'low achieving' students and for those schools that are viewed as 'underperforming'. The role of expert knowledge, whether it results from external intervention or internal generation, is vital. On the other hand, school improvement is much more likely to emerge as a result of collective capacity building than through the application of a series of 'external' accountability measures. For such improvement to take place there needs to be a focus on the development of teachers' knowledge, skills and commitment. The findings from this study show that a continuous infusion of new knowledge is important to ensuring effective learning processes in the classroom and whole school improvement—inspired by distributed, instructional and inquiry-minded leadership. The greatest beneficiaries of this kind of 'research-rich' approach are likely to be those who are defined as lower achievers and those in marginalised communities.

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Title: Educational Inequality in the post-Soviet world: an analytical framework

Abstract: The presentation introduces an original analytical framework for contrasting trends in educational inequality in secondary school systems of fifteen post-Soviet republics. While following the collapse of the USSR most former republics introduced similar reform measures aimed at greater educational equality, including per capita financing and standardised testing, their implementation followed distinct context-dependent paths. In Georgia, for instance, reform measures were designed and carried out as part of the broader shift towards decentralisation, and greater school autonomy, in Kazakhstan the focus has been on greater inclusion of rural and socially disadvantaged students, while in Russia educational equality was conceptualised in terms of fighting corruption, providing state guarantees of quality and accessibility of schooling as well as improving quality and efficiency through inter-school and individual competition.

While variables associated with parental socio-economic background are widely used in educational studies to trace and identify inequality trends, the proposed framework brings together less researched school-specific and region-specific characteristics of educational (in)equality from 1991 onwards. As a fundamental principle of Soviet education equality was realised through a variety of organisational forms as unified system of school financing and school typology, standardised testing and admission mechanisms, textbook content and common language of instruction. This study describes, measures and contrasts these organisational forms through a series of context-specific qualitative and quantitative indicators, including: differences in costs of education across the country, school typology and geographical distribution of schools, degree of diversification and territorial deprivation within the country/region, drop-out and college admission statistics, the availability of tracking mechanisms, the content of state-adopted educational standards and quality insurance mechanisms, special needs education policies, the institute of private tutoring, inclusive education policies, and national and Russian language policies. On the basis of the indicator-based matrix the study traces the evolution of the fifteen systems from the shared Soviet condition to divergent trajectories of change in terms of genesis and reproduction of inequality.

Informed by the theoretical frameworks of neo-institutionalism and path dependence the study draws on a mixed-method case study design and builds on an innovative framework for a cross-country comparison developed by the HSE and the World Bank. The findings generated through a multi-case comparison will be used to identify specific areas for intervention aimed at dismantling exclusionary and discriminatory assumptions and practices by the grassroots agents.

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Title: Contemporary forms of policy borrowing: A comparative analysis of education reforms in the countries of the Arabian Gulf Cooperation Council (GCC)

Abstract: Education is increasingly being seen as an economical investment; one that would enable a country to build a competitive 'knowledge-based economy'. The influences of globalisation and the role played by international organisations and consultancies promoted the

need for evidence-based policy solutions and stimulated the practices of policy borrowing. Over the last 15 years, the countries of the Arabian Gulf Cooperation Council (GCC), invested heavily in their education systems with the aim to better prepare their 'human capital' and diversify their oil-based economies. System-wide education reforms that are aligned with national economic visions were launched in the GCC region to prepare for the future challenges. The context of the region presented common characteristics that influenced a distinctive approach to education reform, with an intensive model of policy borrowing and heavy reliance on private sector consultancies.

This paper seeks to explore the approach to education reform in the GCC region. The paper argues that the approach in the GCC presents a distinctive model of policy borrowing facilitated by private sector consultancies; one that is distinguished from the traditional forms of policy borrowing found in the EU and the USA or between the Far East and the West. A comparative study will analyse key policy documents from the six GCC countries over the last 15 years and will draw on interviews with key policy-makers and other stakeholders involved in the education reforms in each country to identify commonalities and differences that supports the proposition of a distinctive policy-borrowing model in the GCC. The paper will also contribute to the body of academic literature on the topics of education reform in the GCC region and the contemporary forms of policy borrowing as a strand of the comparative education field.

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Joanna Nair
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Title: Discourse and Desire: Wellbeing as Education for Escape from Nepali Village Life

Abstract: This paper is based on the understandings of individuals connected with a remote, rural school of Far West Nepal regarding the wellbeing of the community resulting from: a) the provision of accommodation and extra education for those students able to afford it, including recipients of scholarships; and b) the community's increasing geographical and social mobility.

The paper takes an ethnographic, interpretive, discourse-oriented and dialogic approach, incorporating the voices of community members both within and without the school and including my own. The data was collected during eight months of PhD fieldwork (in 2011 and 2012) through participant observation, semi-structured interviews and informal conversations. It is also sourced through my connection with the school since 1993, as a teacher there and subsequently as a member of staff working for the scholarship-providing trust.

Informed by White (2010; 2013), the paper considers wellbeing as a social construct and a relational process. It explores the interplay of institutional structures and human agency and the mediating role of intersecting social identities (including gender, caste, ability, positions of relative power and powerlessness and geographical mobility) in shaping often contradictory and multiple understandings. Meanwhile, it reveals the processes which lead to the dominance of some narratives and the marginalisation of others, hence revealing the mechanisms which lead to the power of formal education to reinforce and challenge inequalities in wellbeing by contributing to both social reproduction and to social transformation.

My findings suggest that institutionalized discourses and those derived through human agency contribute to the desire to escape the local community. However, aspects of both can contribute

to its regeneration. For this reason I conclude that education should provide students with the 'liberating literacy' described by Gee (1996) as 'a meta-Discourse', enabling critique of other discourses and how they shape us. This need not necessarily be with the aim of displacing any particular discourses, but to empower people to choose whether to subscribe to them or not, and to resist them where necessary (ibid).

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Title: Teacher Competences in a Changing School Culture: A Comparative Analysis of Teacher Professionalism in Finland and England

Abstract: This paper examines the professional development of teachers in the process of ongoing school change. The objective is to clarify the type of pedagogical and dispositional competences teachers are required to possess in the process of change undergone by the school culture. The findings reported in this paper form part of wider comparative research projects investigating the process of curriculum change and the theme of teacher professionalism in Finland and England. The present paper attempts to elaborate the interview material and results produced within the Teacher Professionalism research project of the Universities of York, UK and Jyvaskyla, Finland. The teachers who participated in this study were previously involved in the qualitative case study-based research projects.

The results indicate that pedagogical competence includes skills and knowledge that can be part of the pre-active, interactive and post-active phases of teaching. During the pre-active phase, the teacher forms plans that affect the objectives, contents and teaching methods guided by his or her own practicality ethic and theory in practice. The interactive phase competences include such abilities as effectively applying teaching methods and acting intentionally in a teaching situation. The central competences of the post-active phase are the ability to evaluate learning and self-evaluate teaching, as well as the ability to develop a school-based curriculum. Dispositional competences represent the teacher's qualifications for professional practice and for action as a member of a working community. The foundation of dispositional competences is formed by ethical and moral inclinations. Some part of dispositional competences, for instance cognitive competence, is acquired during
pre-service teacher training.

From the perspective of professional development, it is essential that teachers commit themselves to lifelong learning and form their own theory-in-use. The competence to reflect on and study their professional practice also enables teachers to participate in developing collaborative school culture. We can conclude that the ultimate purpose of teacher education is to support teacher competence development.

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Title: Supporting equal access to quality education of Roma and socially disadvantaged students by creating creative learning environments

Abstract: A Creative Partnerships programme, originated from UK, is focused on the long-term relationship between creative practitioners and schools. Creative professionals from various branches (of arts) help students to master different types of knowledge and skills. Creative Partnerships has developed a pedagogical approach known as 'high functioning classroom' where students are engaged physically and socially, as well as emotionally and intellectually; and where students' own experiences, observations and questions take centre stage. What the Creative Partnerships programme does is to prepare artists to work with teachers and students to bring about sustainable changes in teachers' teaching practice. The aim of the present paper is to present the main results of qualitative and quantitative research measuring the impact of the first Hungarian Creative Partnerships pilot programme on certain competencies, reading skills development and maths knowledge of the participating students. The CP programme has been invited to Hungary by a private research institute and started to function in cooperation with University of Pécs in order to test if this innovative method can narrow the gap between socially disadvantaged and non-disadvantaged pupils, and support the equal access to quality education of Roma in heterogeneous learning environments. The analysis explores the results of fifth-grade students from five classes of seven primary schools. The assessment was conducted in the spring semester of the 2014-2015 school year. Students were surveyed at both the input and the output ends. The fifth-graders were divided into a pilot and a control group; both groups were broken down further by family income and type of educational institution. Results revealed that the self-image of the students participating in the pilot improved, as did their social competence, to an extent that exceeded the improvement of control group students. But analysis based on the students' financial background highlighted the fact that the self-image of students in the lowest income categories did not improve. The improvement in the reading level of students in the pilot group exceeded that of the control group. The improvement in their rate of correctly solved mathematical exercises also exceeded that of the control group, their mathematical confidence increased. Students from more affluent backgrounds gave significantly more correct answers in the output test than upon input, but is conspicuous that student with more disadvantaged backgrounds also tried harder and had greater confidence when faced with the maths test, even if they could not solve the problems correctly.

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Amy North
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Title: Learning to read and write across transnational space: An exploration of the experiences of a group of migrant domestic workers in London

Abstract: This paper is concerned with the learning experiences of trans-migrants, who, despite experiencing exclusion from formal education in their countries of origin, have sought out opportunities to participate in educational spaces in the UK. The paper focuses in particular on the literacy learning of a group of female migrant domestic workers from Nepal and India, who, between June 2008 and July 2011, attended a learning support group at the Migrant Resource Centre, London. It reports on the analysis of ethnographic data collected over this period through the observation of group sessions, the recording of texts, and life history interviews. Drawing on insights from the New Literacy Studies and the conceptualisation of literacy as a social practice, the paper seeks to examine the way in which the women's participation in learning, and their emerging literacy practices in English affected and were affected by the dislocations and tensions that, as migrant domestic workers, they experienced as they moved and made connections between different transnational spaces. In doing so it engages with and contributes to recent debates within literacy research regarding how to understand and conceptualise the relationship between the global and the local, and considers the implications of this for understanding the learning needs and experiences of migrant adult learners such as those in the case study group. It argues that understanding the transnational nature of the women's lives, and the way in which their literacy practices interact with processes of power and agency as they navigate and negotiate identities across different contexts, is essential to understanding the complex ways in which literacy is threaded through their social and material practices, and therefore the sort of learning support they want and need. The paper's analysis points to the need for a more complex conceptualisation of context and of the relationship between the local and global within literacy research which pays attention to the way in which literacy practices may interact with processes entailing, movement, connection and disconnection between transnational spaces, in order to enable the provision of meaningful and inclusive support for often marginalised groups of migrant learners.

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Title: Promoting school success for female Roma/Gypsy students in Hungary

Abstract: Roma and Gypsy women in Europe suffer from multiple deprivations (Council of the European Union 2011): firstly, their different cultural/ethnic traditions often lead to discrimination in school education. Secondly, a large part of Roma and Gypsy people live in poverty.Thirdly, they also have disadvantages through the gender aspect, because the traditional Roma/Gypsy culture defines the place of women in the family and an educational carrier is not necessary for that (Forray/Hegedűs 2003). Despite of these multiple deprivations Roma and Gypsy women are (not only in Hungary) more successful in the education system than men (Forray/Hegedűs 1991).

The research study focuses on Roma and Gypsy women, who have come from a background of multiple deprivations but managed successful educational careers (defined by their higher education graduation). To answer the research question: "Which factors are regarded as beneficial for success in education from the perspective of Roma and Gypsy women?",we chose the method of biographical narrative interviews. Additionally we analyzed statistical and empirical studies and used expert interviews as well. The aim of the research was to learn about the subjective theories of the interviewed women. The selection of the respondents was done with the snowball-system. The analysis of the interviews was based on the methodology of Fritz Schütze (Schütze 1983).

The underclass theory of William Julius Wilson (Wilson 1978, 1987) adapted by Iván Szelényi and János Ladányi for the Hungarian situation (Szelényi/Ladányi 2004), the theory of Helmut Fend about the functions of the school in society (Fend 1980, 2003) and the theory of Walter R. Heinz about the gate-keeper-role of teachers (Heinz 1996) served as the theoretical framework for our study.

This presentation discusses the role and impact of teachers in learning success and shows through concrete cases, how they can promote disadvantaged students, especially female Roma and Gypsy students.

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Title: The Early Childhood Education teacher in refugee contexts. A comparision with the role in normalized contexts.

Abstract: Perspective
Since the middle of 2015, due to the Syrian war and the worsening of armed conflicts already existing in the Middle East and Africa, millions of people have been forced to leave their home. Half of them are minors and they will have to survive for years in refugee camps, without any hope of returning to their countries. This is leading to a situation in which millions of children do not receive any kind of education, with the consequences this entails for their future and that of society. The most abandoned educative level is Early Childhood: the most forgotten one in emergencies, where survival takes precedence.
On the other hand, a lack of specific training of teachers who must act in these situations has been detected. Usually teachers are trained for formal educative contexts or non-formal contexts, but not for these hybrid situations of formal teaching in a non-formal context.

Purpose and methodology
For this reason, throughout this paper, using comparative methodology with a functional and ethnographic approach, the following objectives are dealt with:
-Characterize the framework in which an infant teacher works in a refugee context.
-Determine the role of the Infant Teacher in this kind of educational action.
-Elaborate a series of educative recommendations to put into practice with refugee children under six years old.

Evidence framework and conclusion/implications

Regarding the first objective, we conclude that is not possible act in an unknown context. For this reason the causes that make a person become a refugee and it consequences are analysed, above all, among the youngest, as well as the States' duties and the work undertaken by humanitary agencies, like UNHCR.

The conclusions reached with regard to the second objective are related to the fact that, usually, a teacher is prepared to work in prefixed contexts, with a national curriculum framework which, in these cases, loses the sense of "guidelines of a general cultural framework", which a person needs to understand the society in which he/she lives.

As a result of the third objective, basic methodological proposals and some activities are offered which may be useful as guidelines and as a first approach about how Early Childhood Education should be dealt with in these contexts.

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Title: Sound education and sustainability. From *sound studies* to *bio-acoustics*.

Abstract:
Sound education can be tied to *sustainability* at least at two different levels: first, there is an individual level, in which sound contributes to the development of fundamental aspects of personality, especially in the perinatal period and in early childhood; at this level, a correct "sound education" improves the sustainability of psychological and relational life. Then, there is a social and environmental level, which is that of educating people to the understanding of the complexity and frailty of the environment and of ecosystems, through an "environmental sounds" education. This latter level is becoming relevant to other research approaches, both in the biological realm and in that of economic geography. The "sound landscape" is becoming relevant in the study of local economic development and the risks it poses to the environment. At both levels, and during the lifelong education of the individual, the sound universe contributes to the construction and the protection of man's completeness and well-being. But in spite of this, Western education seems not to care much for the aural development of the individual, and is much more concentrated on developing his sense of sight. On the contrary, the sense of hearing, tends to be left in a condition of relative spontaneity and passivity. This cultural and educational unbalance, which conditions many aspects of contemporary life, seems to have developed especially since the invention of print, and has been boosted by the preeminence accorded by education to what is written and visual, a trend which has permeated Western society at least since Reformation.

The *sound studies* approach, which is rapidly gaining ground in social and human sciences, seems to be a promising tool to help correcting the unbalance and fully re-establishing the educational importance of hearing and of sound. Building on a perspective in which man-made sounds (such as music or industrial noise) and natural sounds belong to a *continuum*, *sound studies* give us an opportunity to focus on the plexuses we have mentioned (where sound is tied to sustainability both at an individual and at social-environmental level) and to understanding their important and articulate implications. The paper will focus especially on two emblematic aspects of sound education/sound studies: the role of sound in the individuation of the child (sustainability in a psychological meaning) and sounds as a tool to understand and monitor environmental sustainability (*bio-acoustics* and its educational implications), and will show the possible ties and interactions between these two levels.

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Title: Women and Children: Global Realities and Ways to Change the Future

Abstract:
Purpose
The purpose of this presentation is twofold: Analysis of the historical context to patriarchy, war, and religion that has led to the systemic power dynamics that women and children are subjugated economically, culturally, and politically; and reviews four countries and the current indices on women and children. Implications for educators are presented.

Perspective
Well-being and happiness are what most parents and grandparents want for their children. As the community grows to focus on the state's families and children, it grows into the nation/state with a concern for the myriad of ways families and children are blighted from a sense of well-being (Papa 2016a, Papa, 2016b). And, along the ubiquitous corridor of the internet that by the minute can tell one of disasters, the corrosive effects of climate change, drought, and war, the realization, pragmatic and real, tells all of us that not every woman and child in the world is safe, cared for, and loved (Papa, 2016a, p. 1).

From the Paleolithic early Stone Age period historians mostly agree that gender relates to "broader formulations of culture, including religion (Adams, Langer, Hwa, Stearns, & Wiesner-Hanks, 2000, p. 66). Sandberg and Grant (2015) do not believe that equality is a zero sum game. "Today, economists estimate that raising women's participating in the work force to the same level as men could raise B.D.P. by another 5% in the U.S. – and by 9% in Japan and 34% in Egypt" (p. 5).

The United Nations Transforming our World: The 2030 Agenda for Sustainable Development issued in 2015 followed the U.N. Millennium Development Goals that had set targets in 2000 that were not all met by 2015 (Papa, 2016, p. 15). In the 2030 document, 17 sustainable goals and 169 targets which the U.N. hopes to "eradicate poverty…heal and secure the planet…build on the human rights of all and to achieve gender equality and the empowerment of all women and girls" (U.N. Sustainable Development Goals, 2015a, p. 3).

Modes of Inquiry, Data Sources, and Implications
The primary mode of inquiry was an extensive review of literature, and the analysis of 4 countries using the World Bank economic indicators on women and children: Afghanistan, India, Brazil, and United States.

Implications for educators are discussed: local actions, such as, Poverty is Sexist (One, 2015) to global actions, such as, Educational Leaders Without Borders (Papa & English, 2014).

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Attila Papp
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Title: Equity dimension of minority education. A case study in a Hungarian language school in Romania.

Abstract: In order to understand minority school choice, one needs to make it clear that besides the labour market considerations typical in any system of education, the schooling of minority ethnic groups has two unique elements: a community and an equity feature. The community element of minority education in the mother tongue means that education in the mother tongue is carried out in an institutional framework that serves the long-term survival of the minority community. The mere existence of education in the mother tongue is the guarantee of community survival, and this fact is accepted by the stakeholders (the majority of minority politicians, experts, parents, and learners) more or less consciously.

At the same time, minority education has another element that is less elaborated on: the so-called equity element. This equity dimension implies that the schooling of all the members of the minority is assured. That statement is valid on a "minority-free" social level as well, but in a minority context, it has an increased relevance because the human resources of a minority group are inevitably more limited than those of an entire state or society. Commitment for education in the mother-tongue in an interethnic environment goes hand in hand with a limited range of educational options, which, from the perspective of the school, puts equity even more into focus. Since a school or class in the minority mother tongue can select students to a much lesser extent than a majority school, greater emphasis has to be laid on the improvement of learners with respect to their own achievements. Generally speaking, a minority school cannot afford to let certain students lag behind in the same way as a minority community cannot allow itself to give up any of its elements and social subgroups. (Papp 2013, 2014).

My presentation will focus on a case study carried out in a minority Hungarian language school in a Ronanian village. By a detailed qualitative and quantitative description of the school, I try to argue that minority school decision makers are not aware of the role of equity in education. It is intriguing because at the same time there is a strong demographic decline which supposedly would increase the schooling of all students in the settlements.

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Title: Lifelong Learning Policies for Young Adults: The Governance Perspective

Abstract: A governance perspective calls attention to important shifts in perspective in the political field. These shifts in perspective refer to using the term to conceptualize the coordination of social activities for which traditionally terms such as 'steering', 'governing', 'control', 'interdependence' had been preferred hitherto. Renate Mayntz defines Governance as "the sum of all concurrent forms of collective regulation of social issues: from the institutionalized self-regulation of civil society, through the diverse forms of cooperation among state and private actors, up to the action of sovereign state agents" (2004, p. 66, own translation).

This theoretic-analytical model helps us address issues of coordination of action among the different agents within the state, the economy, the labour market, civil society, and not least young people as what refers negotiation processes of skill supply and demand. With a focus on the regional level, the paper reflects on the heuristic capacity of the governance perspective to analyse the interrelation of enterprises/employers, training/skill providers and individuals in the supply and demand of skills as well as in terms of assessing what competences and skills are valued and defined as needed, but also in terms of well-functioning arrangements that aim at avoiding further inequalities between high-skilled groups and vulnerable groups. The paper argues that this approach allows to investigate and compare how countries govern the relationship (match and mismatch) between the supply and demand of skills and support the transitions of young people across education, training and the labour market. In order to do so, researchers need to identify the structures and main actors involved in the governance of skills systems and transitions; to evaluate the level of coordination between governance activities across different areas and scales of government, and beyond government; and to systematize comparative evidence on the quality and the relevance of the skills developed by young people through education and training and on the level of skills (mis)utilisation in the workplace.

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Alison Phipps (convenor)
Institutional affiliation: University of Glasgow

Katja Frimberger and **Lyn Ma**: Creative Learning with Refugee Young People, University of Glasgow and Glasgow Clyde College
Maria Grazia Imperiale: Gaza Teaches Back, University of Glasgow
Nazmi Al Masri: Online Teaching as a Form of Resistance, Islamic University Gaza.

Title: Under Pain and Pressure: Education through the Creative Arts and Linguistic Resistance in Glasgow and Gaza. GRAMNet (Glasgow Refugee, Asylum and Migrant Network)

This panel brings together GRAMNet scholars working in Glasgow and Gaza to consider appropriate methodologies for education in contexts under war and siege, and for those displaced by war, violence and persecution.

The panel draws on the work of the AHRC funded Large Grant Project: Researching Multilingually at the Borders of the Body, Languages, Law and the State: http://researching-multilingually-at-borders.com

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Nelli Piattoeva
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Title: Producing knowledge through greater transparency. Conceptualising the emerging surveillance assemblage.

Abstract: Institutions at different levels of the education system undergo systematic outcome-based monitoring and are expected to report on and meet predetermined metrics. The practices of audit and accountability operate within the larger context of scientization and datafication of

education governance (Grek & Ozga 2010; Selwyn 2015) and come together to shape the main conditions of contemporary education (Shore 2008). The accountability policies operate through hard and soft regimes of regulation. On the one hand, monitoring is intertwined with 'performance budgeting' or 'performance funding', meaning that the prospect of defunding or other forms of punishment attach substantially high stakes to performance reporting. On the other hand, monitoring and reporting, which often utilize technologies of comparison and ranking, are in themselves important, deceptively soft means of regulation. They re-orient actors towards what is counted, and in this manner, prompt adjustment to the
norms and behavior patterns valued in the indicators of good performance.
New accountability policies induce surveillance practices that contribute to and rely upon the production of greater transparency (Piattoeva 2016). Transparency is treated as a precondition for producing a superior form of knowledge that is thought to be unmediated, that is, uncontaminated by subjective, context-bound judgment and interference. Researchers highlight the multi-directional nature of contemporary surveillance, meaning that as surveillance is becoming increasingly automated, it is undertaken from multiple angles and social positions (Hansen and Flyverbom 2014). In this manner, the surveillant assemblage consists of distinct but well-integrated elements (Haggerty and Ericson, 2000) that in concert offer possibilities for layered observations through e.g. watching, monitoring, tracking and "data analyzing" for the purposes of control (Monahan and Torres 2010). This development also leads to a situation in which groups previously exempt from surveillance are
increasingly being monitored.

This paper is concerned with the production of transparency through different surveillance techniques that are embedded in and contribute to the ongoing processes of data production on education. Within this broad question, I specifically seek to further our understating on the complexity of the surveillance assemblage that manufactures transparency. Finally, the production of transparency is said to often conceal more than it can reveal, and thus, the last point of the paper discusses the question as to what is it that transparency masterfully hides from view. In general, the paper is concerned with the processes of knowledge production in contemporary societies and the premises and effects that the current drive for governing knowledge yield.

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David Post
Institutional affiliation: Penn State

Title: Sustainable Development and a New Agenda for Comparative Education

Abstract: The United Nations General Assembly has adopted Sustainable Development Goals (SDGs) for the year 2030. These include goals could revitalize an older research agenda on the benefits of education while at the same time offering critically-important and urgent new questions that should become a central focus in our field of study. The objective of this essay is to review the theory and evidence for a causal impact on environmental stewardship from expanded schooling, since the universal completion of secondary schooling is the audacious target set under the SDG's goal 4 on education. Recent international data from the Pew Research Center and from the World Values Survey are analized to illuminate the complexities of the relation. In sum, there is no simple, crossnational relationship uncovered that is not dependent on local context. Just as the 2003 PISA revealed no consistent relation between the environmental attitudes of 15-year-olds and their skills proficiency, so too among adults the

impact of educational attainment varies cross-nationally. It is likely that schooling becomes an indicator of identity in some countries but not in others of world citizenship. In the United States, one of the world's greatest sources of greenhouse gases, annual surveys since 1992 reveal no connection between schooling and environmental attitudes. However, since 1992, a huge chasm in attitudes has emerged between those identifying with each of the two major political parties. This illustrates that, unless educators carefully plan environmental education curricula, "sustainability" could take on the character of a religious creed in a polarized civic society.

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David Post
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Title: Sixth-grade Student Employment and Academic Achievement: First Findings from Latin America's TERCE

Abstract: Combining work with schooling could negatively affect children's learning and future earnings if working harms proficiency in academic skills. Alternatively, work outside of school might also provide be developmental if it offers another route to adult socialization and to material welfare in communities where school systems do not serve children's needs. In many poorer countries, estimating of the skills/work relationship is far from an "academic" question only, for the matter is of crucial policy importance. This paper illuminates debates over after-school student employment by analysing newly-available student testing data from fifteen American countries. The first findings from this analysis show that there is no level of employment, paid or unpaid, for the family or for others, that is not associated with reduced mathematics and reading proficiency. Although primary schooling is now universal in the region, sociologists of education and labour can advance a policy debate by illuminating the trade-offs when young students work.

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Title: The implementation of learner centred education in Ethiopia: Contradictions for democratic pedagogies.

Abstract: Purpose
This paper offers an analysis of the process and politics related to the introduction of Learner Centred Education (LCE) in Ethiopia. The objective of this paper is to undertake a detailed critique of the undemocratic implementation of supposedly democratic LCE pedagogies in Ethiopia as a case study. In doing so it calls into question the validity, viability and consequences of uncritically transferring pedagogies without regard for existing epistemologies, culture and values.

Methods and Perspective
The paper uses secondary source literature, both key international contributions and those emerging from Ethiopia, together with the author's own in-depth field experience of working in Ethiopia in an educational context. During a year long position as a 'cluster co-ordinator', he was

part of the implementation of an overarching quality improvement programme. This experience involved working with a variety of stakeholders, including ministry officials and teachers, enabled him to gain key insights into the methods and realities of implementing the programme of which of LCE was a fundamental element.

Analysis
Drawing on the work of Guthrie, Crossley, and others, the very real potential benefits and the existing perceived limitations of LCE are outlined. Existing research data and documentary evidence is then drawn upon to chart Ethiopia's post civil-war educational achievements of mass enrolment, illustrating how LCE has been increasingly woven into the fabric of successive Education policies (most notably from 2008). Drawing on the research from international and Ethiopian scholars this study leads to the identification and critical analysis of the limiting factors to LCEs implementation in Ethiopia. Chief amongst these, it is argued, is the undemocratic and mono-pedagogical application of LCE, the inherent conflict with existing cultural based knowledge and the resulting contradiction with LCEs own foundations. This line of argument leads to the key epistemological challenge for LCE and progressive education; that democratic outcomes are being sought through multi-layered and multi-actor driven undemocratic means.

Conclusions
In concluding, this paper draws on the work of Schweisfurth and Barrett in asserting the need for a more nuanced understanding of learner centred pedagogies and their relationship to context based culture. Finally, it advocates the need for integration of LCE only on a consensual democratic model. Such a model, it claims, is necessary if LCE is to be effective, whilst avoiding the imposition of a culturally violent, mono-pedagogical geography, imposed through structures of the knowledge economy.

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Eleni Prokou
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Title: The European Qualifications Framework as an EU policy instrument for the marketisation of lifelong and adult education

Abstract: The purpose of this paper is to analyse accreditation policies in lifelong learning, with special reference to the introduction and promotion of the European Qualifications Framework (EQF). Since the 1990s, the European Union (EU) stresses the aim of employability; since the early 2000s, the EU emphasises the validation of nonformal competences and the formation of a 'reliable accreditation system' of skills. The introduction of the European Credit Transfer System for Vocational Education and Training (ECVET) by the Copenhagen Process led to the development of the EQF, which sought to improve 'transparency, comparability and portability' of qualifications, as part of a discourse of promoting workers' mobility among the European member states.
The paper argues that the EQF marks a shift in responsibility from institutions (as service providers) to the individuals. The economic function of lifelong learning is dominant not only in the emphasis being placed in employability, but also in the shift in responsibility away from the state towards the private sector. As social welfare states decline, individuals are encouraged to

utilise their skills to improve their standards of living, while minimising their cost to the state. Lifelong learning has thus become part of a 'government strategy' (in Griffin's terms) to privatise the welfare system. Equity may still be stressed, but the role of the state to secure it is diminished precisely because of the crisis of the welfare state and the retreat from public education policy towards lifelong learning. Welfare state regimes can affect a person's capability to participate, while structural inequalities may persist in the labour market despite individuals' possession of

highly developed skills. Stressing accredited learning means that the responsibility for learning falls on the individual, while it is the situation in the labour market that plays a crucial role. In a labour market offering few jobs, only few individuals benefit from the EQF. Political efforts of boosting the labour market are thus underestimated. Furthermore, through the construction of a highly individualistic neo-liberal subject, notions of collective learning and wider social justice are becoming less important. Accreditation policies focus on learning outcomes and pre-determined objectives and aim at employability, which means that the aims of social inclusion and active citizenship (more closely associated with general adult education) are not given equal importance. Traditions of popular education in Europe, with their notions of social transformation through the development of 'critical conscientisation' (in Freire's terms) are thus marginalised.

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Title: Changing conceptions of comprehensive schooling and equity in education – a comparison of centre-left parties in England and Austria

Abstract: Purpose or objectives
The paper presents first findings from a PhD project on the changes in educational thinking within centre-left parties in Britain (England) and Austria since the 1980s. Centre-left parties have belonged to the key supporters of abolishing selective systems of secondary schooling in many European countries in the 1960s and 1970s. The introduction of comprehensive schooling was seen as a major step towards a fairer and equitable education system. Since the 1980s and 1990s, many centre-left parties have, however, begun to endorse market mechanisms and the formerly conservative agenda on educational standards. Directly or indirectly, the policy of comprehensive schooling has become politically challenged. This project aims to shed light on: how do centre-left parties interpret the policy of comprehensive schooling? How and why has this changed since the 1980s? Comprehensive schooling is used as a lens for broader changes educational thinking: the dominant interpretation of issues such
as equity, fairness or meritocracy; the purpose of education and how responsibilities between state, market and families should be shared.

Perspective or theoretical framework;
European centre-left parties have experienced important changes in voter and ideological profile, including changing assumptions on the means and goals of public intervention and the interpretation of 'equality/equity'. However, there is considerable difference in how parties adapt to changing economic, political and discursive contexts. This study links insights from comparative education studies and political science by analysing the influences on educational thinking stemming from national educational institutions and traditions, party ideologies, the

current political situation and party competition and the influence of the international education discourse.

Methods, techniques, or modes of inquiry;
The study empirically analyses the process of how shared meanings are constructed and preferences are formed within parties exploring the interplay between institutionalist and ideational factors. The design is a comparative qualitative case study of centre-left parties in two national contexts – Austria and England, 1980-2010 – involving both a cross-temporal as well as a cross-national comparison.

Data sources, evidence framework; and,
Data sources are policy and party documents and 40 interviews with key individuals in and outside of the two parties.

Results, conclusions, and/or implications
Although the data collection is concluded, the analysis is still on-going. There is, however, already evidence of the strong contextual and historical grounding of actors' understandings and meanings of equity in education.

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Title: Negotiated and Constrained Interdependencies: Interplay between Children's Work, Education, Migration and Relationships

Abstract: This paper explores the interplay between youth transitions, work, education, migration and relationships. It uses the notion of 'negotiated and constrained interdependencies within and across the generations' as a way of conceptualising youth transitions in a context of migrant work from rural southern Bolivia. It considers the complex ways in which rural Bolivian children move back and forth between work and education, between home and migrant destinations as they strive to form their own household and develop new relationships, whilst continuing to maintain interdependent relations with their parents and siblings. The paper argues that the concept of negotiated and constrained interdependencies is a useful way of understanding the flexible and opportunistic yet limited nature of youth transitions in both majority world and minority world contexts. The similarities of global youth transitions include the increased emphasis on education but the subsequent lack of employment opportunities and the fragmented transitions which young people face in a context of uncertainty. The paper is based on a longitudinal and multi-sited ethnographic study. The fieldwork included tracking down 14 of the 18 households who had been involved in ethnographic research 10 years previously, and of these 14 households one or both parents and two or three of the siblings were interviewed.

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Title: Equity and Quality Trends from PISA 2003 to 2012

Abstract: This paper aims to explore the complex relationship between quality and education from an international point of view, using PISA data from 2003 to 2012. The first step is going beyond the ranking of the mean scores of student performances of each country or "economy" in two different directions: a) taking into account other indicators, as the variation of student performance and the correlation between the economic, social and cultural status (ESCS) and the performance, and b) comparing all these indicators from 2003 to 2012 in order to discover the evolution of both quality and equity and their relationship.

Whereas PISA usually highlights the success stories, it is nevertheless necessary to identify the national cases were student performance is consistently declining and look for the causes. Whereas the most notable successes happen in a well defined geographical area, Asia Far East, and, to a much lesser extent, to the countries placed at the bottom of the ranking in the first editions, the decline seems to affect mostly top ranking countries in PISA first editions (though they still keep enjoying good positions).

When looking at the effects a positive or negative variation in equity may have on students' performance at country level, the international panorama looks rather chaotic, at least at the moment. Tough it is true that in a significant group of countries a lesser pressure of the social, economical and cultural status of students (ESCS) is related to an improvement of their performances, whereas the opposite is also true, i.e. more pressure is associated to a worse performance, it is undeniable that in some countries performance has improved notwithstanding a growing pressure of ESCS: this group would exemplify an improvement of quality in spite of a deterioration of equity. The last group of countries, those raking at top positions in 2003 but sliding down to lower ones in 2012, notwithstanding a lighter burden of the students' social, economic and cultural background, attracts mostly our attention, as they can help to identify the trends that may endanger the good results reached in the recent past by those developed countries.

Which are those trends? Are they generated in the school system or do they act mostly from outside? If the latter, how could schools and the entire school system counteract them?

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Marcela Ramos
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Title: Parental involvement in disadvantaged districts of Santiago: Intergenerational consequences for equity of an education system organized as a market

Abstract: This paper reports the findings of my Doctoral research exploring how and why urban Chilean parents become involved in their children's education, attending to their conditions of choice. It focuses on a group of low middle class parents educated during Pinochet's dictatorship, whose children are growing up in a political democracy and within an education system tightly framed by Neoliberalism and organized as a market (Bellei, 2015). Parental involvement is approached broadly in terms of beliefs, reflections, aspirations and values in relation to children's education. The contextual factors that shape parental involvement is a crucial equity issue within Chile, which has one of the largest Gini coefficients in the world (OECD, 2014) and the most socially segregated school system (Valenzuela, Bellei and De los Rios, 2009).

Parental involvement is addressed using the capability approach, developed by Sen and Nussbaum, as a prospective tool. This allowed the researcher to approach parental involvement as a capability: a set of possibilities determined not just by parental means or resources but also by personal, social and political circumstances. Secondly, the capability approach views education as a flourishing experience (Walker, 2012) with both intrinsic and instrumental value.

A qualitative design was used to engage with parents' experiences and to understand how these were influenced by a changing context. Two rounds of semi-structured interviews were conducted with a purposive sample of 14 parents living in disadvantaged districts of Santiago, the capital of Chile. The policy environment for parental involvement was explored through interviews with policy makers and critical policy analysis of 6 policy documents purposively sampled.

Preliminary findings indicate that urban Chilean parents' involvement capabilities are strongly determined by a context where education is valued mainly for its instrumental benefits. Chilean parents' get involved in their children's education mainly through the strategic management of their educational pathways, which manifests through certain decisions/attitudes considered valuable: choosing a fee paying school; modelling their children on school/teachers' requirements and remaining informed about the opportunities their children are able to access. In line with an area of parental involvement literature that proposes to rethink the concept and expand its boundaries (Barton et.al, 2004; Jackson & Remillard, 2005; Schnee & Bose, 2010), this study concludes by discussing why a purely instrumental view of the value of education undermines parents' capability to get involved, narrows their repertoires of participation and ultimately diminishes the power of education to disrupt intergenerational cycles of disadvantage within Chilean families. Parental involvement literature from around the world suggests that a home environment that values education for its intrinsic worth is key to children's capability to be educated (Terzi, 2007).

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Title: Being prepared for the precariat or academic future: special education students negotiating and challenging possible educational paths

Abstract: Previous research shows that special education needs (SEN) classes prepare students more likely for vocational than academic further education and professions. Moreover, the students of SEN classes may circulate in 'specialized' programs and trainings, leading to precarious working class occupations and the position in surplus labor force. (e.g. Niemi et al. 2010; Tomlinson 2012; Dovemark & Beach 2015.)

While the different educational and professional futures between general and special needs classes have been widely documented, less interest has been paid on divisions inside of one SEN class. In our article we analyze the practice of one SEN class that divides students into vocationally and academically oriented groups. We ask how do teachers and other staff members reason the division and students' learner identities and educational paths and how do they explain the division to the students? How do the students reason the division and their own and their peers' learner identities and educational future? How do they, along with their families, negotiate their educational paths within the division and how that is responded by the teachers and staff members?

The theoretical background brings together theories on subjectification and learner identities (e.g. Youdell 2003, 2006), social reproduction theories (e.g. Bourdieu & Passeron 1977) and studies about the intersections of disability, social class and whiteness in the subjectification and reproduction processes (e.g. Tomlinson 1982; Leonardo & Broderick 2011). The resulting theoretical lens focuses on what kind of cultural knowledge one needs to understand the outcomes of the division for students' educational, professional and economic future? Who is conceived as a reasonable subject in the negotiations with the school? How differences like ethnicity, social class and disability influence who is heard in those negotiations?

The data consist of field notes and student and teacher interviews produced in a SEN class as part of a wider ethnographic and action research oriented research project that examines marginalisation and belonging in a lower secondary school in the capital region of Finland in 2013–2015. The data analysis includes thematic content analysis and discourse analysis. Results: Although the division was justified with students' different educational plans, the grouping was actually based on achievements and behaving that together with ethnic and class background were used to indicate students' (in)capability to pass academic further education. The two groups were offered different stories about the reasons and the meaning of the division and their negotiations were responded differently.

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Title: The Child Labour Policy Regulation Architecture and Its Implications for School Success Internationally

Abstract: Schools are gaining recognition within the labour movement for their importance in leading to decent adult work, not just as an alternative to child labour, and this change in perspective makes child labour research relevant for education researchers. ILO research summarized here has focused on delayed labour force entry as a strategy to promote decent work. "Decent" work is based on the understanding that work can be "a source of personal dignity, family stability, peace in the community, democracies that deliver for people, and economic growth that expands opportunities for productive jobs and economic growth" (World Report, p. 2). In this strategy, schooling not only is an alternative goal but is also a pathway toward the ultimate goal of decent work. Good schooling helps ensure the physical and mental health of children as well as skills ultimately needed to receive a fair income, security in the

workplace, social protection for families, better prospects for
personal development, and social integration. The challenge is now to engage schools as
partners in the reduction of harm from premature employment. This paper brings international
education researchers up to date with a range of views on child labour and possible solutions.

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Title: The development of equal opportunities in Islamic feminism of Fatema Mernissi

Abstract: Purpose
The research aims to investigate the development of equal opportunities between men and
women in the thinking of a Moroccan Islamic feminist, sociologist Fatema Mernissi (1940-
2015).
The equal dignity of gender and thus equal opportunities are not a Western product or a form of
Westernization, are a universal value. Mernissi shows that gender issues about equality are
intertwined with religion, with patriarchy and misogyny contributing to systematic social
injustice and inequality, insofar as do not recognize the changes that have occurred in the
Moroccan society and in life of women and men of this land. Mernissi believes that the liberation
of women, and its same dignity to man, are not an idea of colonial and French import, but an
indigenous claim. As it is known, in Islam there is not a complete equality between men and
women in terms of rights and duties, but the total explicit and absolute submission of women to
men.
In Islam there are several opinions around woman question. The 'Islamic feminists' are interested
in a reinterpretation of the sacred texts and of Islamic history, with the aim of showing that
oppression of women in Muslim world, would not be attributed to Islam but rather an
interpretation of sacred texts (Qur'an and Sunna) characterized by misogyny.

Perspective or theoretical framework
Mernissi is completely consistent with Islamic feminist and postcolonial women scholars,
refuses male superiority as totally anti-Muslim. Her deconstructive criticism is against
patriarchal Islam, but also against nationalist state inattentive to poverty and ignorance, and
against the West nurtured of stereotypes towards Orient and Oriental women.
The thought of Mernissi, attentive to gender and class, is free from theoretical dogmatic or
orthodox affiliations, is intended and willed as an action, as a commitment to change the world.

Data sources
The sources are the writings of Fatema Mernissi.

Implications
According to Mernissi "radical revolution in the relationship between the sexes is one of the
most spectacular results of the new civic Morocco". Social change in a country can not be
achieved without gender equality. Mernissi pursues his militancy for a more cohesive society
through civic engagement rather than political. She promotes a humanistic Islam, nurtured
democracy and the right to criticism, which dialogues with the West for social justice.

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Title: Beg, Borrow, or Steal: Determinants of Student Engagement with Bribery in Higher Education

Abstract: Actions underpinned by the lack of academic integrity are increasingly impacting academic processes within higher education sector around the world. Bribery, plagiarism and other forms of deception that enable students to obtain undeserved grades or degree certificates not only undermine the purpose and mission of higher education but also jeopardizes fairness and equality of opportunity (Heyneman, 2013). The process and the mechanisms by which such dynamics in higher education are able to sustain themselves are poorly understood to this date. Building on the earlier work by Shaw, Katsaiti and Pecoraro (2015), the purpose of this paper is to empirically explore individual level student characteristics that may have an impact on the likelihood of students' personal experience with bribery in the educational process in universities. In contrast to existing experimental studies that looked at international groups of students to identify to what extent cultural norms can explain inclinations to part-take in bribery (Barr and Serra, 2010), this paper looks at a culturally homogenous student sample from Ukrainian higher education sector. Drawing on studies that investigate various motivational aspects behind bribery in and out of educational sector we assemble a range of factors that have been shown to have an impact on the level and frequency of dishonest behaviour. We test the propositions via ordinal regression analysis.

The data for this study comes from a large data set collected in 4 public universities in the Western Ukraine with nearly equal distribution across four disciplines: humanities, social sciences, technical and natural sciences.

Our preliminary findings indicate that students who have higher levels of perception that others around them engage in corruption are more likely to report personal participation in bribery. Students who believe that formal ways of job search are likely to yield positive outcomes are less likely to report personal involvement in bribery. More academic hardworking students report less involvement, whereas students who hold jobs and work long hours report more. These findings place the issue of student involvement with academic bribery into a wider context and point to more targeted policy interventions that can enable positive shifts for the higher education sector. The paper will also discuss differences among disciplines and some controversial findings.

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Title: Comparative study on shadow education in Spain: exploratory study

Abstract: Objectives:
The aim of this study is to collect data on shadow education in Spain with a specific

questionnaire on "Use of private tutoring in Secondary Education", and compare its result with those obtained by the PISA student questionnaire.

Perspective:

The scientific interest in Shadow education and in the use of private tutoring in basic education has increased substantially in recent years, especially at international level. These classes offer outside school activities that are intended to supplement or expand knowledge in curricular subjects. However, they are private educational activities and therefore affect equal opportunities among students. In Spain the studies on this subject are still scarce and lack of a suitable instrument that is both reliable and valid. Some researches carried out in this country have used data from the PISA student questionnaire and the results indicate unequal socioeconomic status in the use of private tutoring. The criticisms of this methodology have led to the search of a more appropriate instrument to measure private tutoring. This questionnaire was translated and culturally adapted and validated in Spain in 2015.

Methods:

We applied a specific questionnaire to collect information on the use of private tutoring (PT-Uni-Questionnaire, Silova 2010) from a sample of students in their first year of college in different university degrees (medicine and education) at two Spanish universities in 2014.

Results and implications:

The results indicate that the trend on differences in socioeconomic status about the use of private tutoring in compulsory secondary education verified in previous studies continues. Spain is one of the countries in its geographical context that makes most use of private tutoring for secondary education, though without legislation and regulation of this educational field yet.

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Title: Has the Educational Field Been Left Behind? Entrepreneurship Policy in Education - The Israeli Case

Abstract: Though the entrepreneurial discourse has emerged as a global phenomenon in the education sector in recent decades, very little is known about the means, rationales and attitudes towards entrepreneurship policy in national education systems. Through open-focused interviews conducted with five major governmental policy makers involved in the creation and formulation of educational policy in Israel over more than a decade, this study aims to reveal, analyze and characterize the governmental discourse of entrepreneurship policy in education in Israel, its formation and development, and how the governmental policy makers perceive the government's role regarding the promotion of entrepreneurship in the education system.

The conceptual framework of the study discusses entrepreneurship as a multidimensional phenomenon that crosses a multitude of disciplinary boundaries, outlines the various attitudes towards entrepreneurship in the business sector as well as in the education sector, the attitudes towards entrepreneurship policy and the challenges in this field of research as raised from the literature.

We based our data analysis on a "grounded theory" method, which enabled us to create the policy makers' "intellectual maps" regarding the term "entrepreneurship in education" and

"entrepreneurship policy in education".

The study provides a unique glimpse into the mindset where decisions that shape the entire Israeli education system are made, and provides new insights regarding the components of entrepreneurship policy in education in Israel, as well as the characteristics of such policy, its expressions and the construction of entrepreneurship as a field of policy in the education sector. The first insight refers to the way policy makers perceive the term "entrepreneurship in education." The second insight refers to the perceptions of the policy makers regarding the role of the government in promoting entrepreneurship in the education system. The third insight refers to the place entrepreneurship should take in the education system and the fourth insight, refers to the difficulty in expressing an explicit statement about entrepreneurship policy in the education system due to the public criticism regarding the penetration of a neoliberal discourse to the education sector.

The consequences of the study are multifaceted and may promote research and governmental discussions in many states around the world. The study can be used as a tool to assist in understanding the field of entrepreneurship policy in education, and therefore it is useful for government policy makers, researches and educators.

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Title: Factors Leading to Learner-Centred Practices – A Case of Tanzanian Primary Schools

Abstract: The paper examines what factors might influence educational processes, taking leaner-centred pedagogy (LCP) as an example. The international community and the national governments in developing countries have considered LCP as an ideal means to educate children; but the existing studies have revealed mixed and inconclusive results of LCP implementation and its effectiveness. However, most research has primarily investigated the outcomes of implementation effort – such as teachers' practices and their views toward LCP. Little is known what makes LCP work or not work at schools. Given this knowledge gap, the present paper seeks to uncover the pathways to the implementation of learner-centred practices.

Extracting one aspect of PhD research, the paper analyses what contributes to the execution of LCP at primary schools in Tanzania. The overall study has applied the vertical case study design (Bartlett & Vavrus, 2014) with mixed methods as its methodological framework, but the focus of this paper is on the comparison of different schools in relation to characteristics associated with LCP implementation. Drawing on fieldwork data collected at 13 primary schools in two regions of Tanzania, the data sources comprise 17 systematic lesson observations as well as questionnaire responses from 13 head teachers, 17 teachers and 1,025 pupils.

The questionnaires explored factors that might explain varying levels of LCP implementation. They asked the respondents' socioeconomic and educational backgrounds, views toward school climate, and knowledge and perspectives of their classroom experiences. The systematic observations were intended to capture the extent of LCP implementation by quantifying the time allocated to certain learning activities as well as different kinds of pupil-teacher interactions.

The study has not yet found conclusive results. Multiple regression analysis will seek what, if any, observable factors are associated with varied levels of LCP implementation. I also intend to

explain the level of LCP implementation based on case study data unique to each school and region.

Through the presentation, I aim to demonstrate what makes educational processes different between schools in terms of learner-centredness. The study may inform a successful pathway to LCP implementation, particularly at schools in sub-Saharan Africa which has become the latest frontier for efforts to implement LCP.

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Title: Education for sustainability in Scottish and Spanish compulsory education

Abstract: Education for Sustainable Development (ESD) first gained widespread attention during the UN Conference on Environment and Development held in Rio de Janeiro in 1992. Chapter 36 of Agenda 21 (UN, 1992) described ESD and identified the need to reorient current national educational systems to it. As a result of that, many countries in the world initiated the implementation of changes in their curricula and two initial stages can be identified: in the first stage, each country introduced ESD in their curricula using different terminologies and following different approaches, mainly by creating a new subject or treating ESD as a cross-curricular area (Granados, 2010, Lee and Williams, 2006). In a second stage there was a process aimed at reorienting all subjects to ESD (Haubrich, Reinfried and Schleicher, 2007). In order to support national education systems in achieving those goals, the United Nations implemented the Decade of ESD (2005—2014). Recently, in The Future We Want
there is a new call to improve the capacity of our education systems to prepare people to pursue sustainable development (UN, 2012, Article 230), what places us in a third stage of ESD implementation, characterised by interdisciplinarity.

This paper presents the results of a research that aims to compare how ESD is embedded in the current Scottish and Spanish compulsary education. The methodology of this research consists in a documentary analysis of both curricula. A conceptual framework based on the Sustainability Principles and the Sustainable Development Goals (UN, 2014) has been developed in order to guide and structure the documentary analysis . The main questions guiding this research are: What is the place of ESD in each curriculum and education system? How the reorientation of the curriculum is interpreted in these two different cultural contexts? How sustainability is conceptualised? Which concepts and terms related to sustainability are used? What kind of sustainability and ESD are promoted in the Scottish and Spanish compulsary education?

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Title: Governing European higher education quality assurance/evaluation policy and practice? – the case of Sweden

Abstract: Purpose
Efforts have been made to develop, and strengthen the European Higher Education Area through the Bologna process. One of these initiatives is the European Association for Quality Assurance in Higher Education (ENQA). Its mission is to promote quality assurance in higher education in order for European higher education to support "…social cohesion, economic growth and global competiveness." (ENQA, 2015). This is done through their standards and guidelines for quality assurance (ESG). Once a full member of ENQA, Sweden's membership terminated in 2012, due to lack of compliance to the ESG. Sweden has now decided on a new national QA system that should be in accordance with ENQA requirements.

The aim of this study is to explore the governing potential of ENQA's quality assurance (QA) policy on Swedish quality assurance policy and practice in higher education, particularly focusing on ideas on pedagogy, i.e. how education, teaching and learning are supposed to be carried out.
- What signs are there of ENQA influence in the Swedish system?

Perspective
QA is part of educational governing. "Governing" points to actual work, actions, processes, and actors (Clarke, 2015). Here policy texts are used, and "real" actions not possible to capture. Policy texts express expected actions, and point to certain directions of what kind of work that is anticipated. Texts are not neutral in that respect, but part of governing. European policy is not expected to be "implemented" straight forward, but adjusted to particular national, and university contexts (Ozga et al. 2010; Sassen, 2007), through processes of translation and learning (Grek & Lindgren 2014).

Methods
A qualitative content analysis of the pedagogical ideas is performed by:
a) describing and analysing ENQA's standards and guidelines with respect to ideas on pedagogy,
b) comparing ENQA's ideas on pedagogy to the new Swedish national quality assurance system. ENQA and national policy documents are used.

Results
The ESG stipulate that higher education should be directed to "student-centred learning" and "flexible learning". General issues related to the ENQA's membership requirements, such as the requirement for a national system to assess universities' internal QA systems are mentioned in the Swedish parliamentary decision (Utbildningsutskottet 2016, p. 14-15). A government communication concerning the universities' internal QA systems also says: "…the principles for quality assurance that have been developed within the Bologna process need to be taken into account" (Regeringen 2015, p. 13). This suggests that ENQA standards and guidelines influence Swedish QA policy, also the parts that concern ideas on pedagogy.

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Title: School Choice in Chile and Finland: policies undermine equity

Abstract: • purpose or objectives;
This presentation is based on concluding remarks of a book Contrasting Dynamics in Education Politics of Extremes: school choice in Chile and Finland (Seppänen, Carrasco, Kalalahti, Rinne, Simola & Raczynski (eds.) 2015, Sense Publishers). We will discuss how the travelling policy of school choice has become embedded in two very different socio-historical, political and cultural contexts: its trailblazer country Latin American Chile and Finland that persists in keeping Nordic comprehensive schooling tradition. Outcomes are discussed in relation to equity.

• perspective or theoretical framework;
The three dimensions for analysing dynamics in education politics (Kauko, Corvalán, Simola & Carrasco, 2015) are utilised: first, what was opportune in a specific socio-historical situation for a school-choice policy to emerge, and what forms it took; second, what was and was not politicised in the discourses as a possibility for action promoting school choice; and third, how the relevant actors capitalised on the existing situations and possibilities of 'choice'.

• methods, techniques, or modes of inquiry; • data sources, evidence framework; and,
In the book a wide range of sociologists of education, 19 contributors, offer novel analyses of and perspectives on the operation of school-choice policies using methodological triangulation with quantitative and qualitative data.

• results, conclusions, and/or implications.
First, although education reforms towards school choice have carried similar policy names attached to neoliberalism, there are fundamental differences between Finland and Chile in terms of their features. Policy of school choice boosted the development of education as a private good in Chile in the early 1990s. The principle of education as a public good has dominated basic education politics in Finland although it introduced policies of school choice since mid-1990s. Secondly, the rise of 'individuality' discourse legitimated choice and selection in both countries, although the dominant discourses framing the space of political possibilities have been strikingly different in Chile and Finland. As the third and final dimension of dynamics it is outlined, focusing around 2010, how the actors involved in developing pupil-allocation policies, the actions of the families and the role of education in social reproduction. In the book we argue that both versions of school choice – hard and soft – manifest in Chile as the necessity of choice (i.e. every family 'must choose') and in Finland as the option for choice (i.e. in addition to pupil allocation by residence and selection by schools) create exclusivity in compulsory schooling in both countries: families end up educating their children at some distance from the predominant lower classes. (Seppänen et al. 2015)

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Title: Challenges of education in Egypt

Abstract: This paper aims to examine the current challenges facing the Egyptian education system. The paper entails a brief description about Egypt, its demographic indicators, the social system, and history of education, education objectives and the education ladder. and the major reasons behind the challenges that led to the impoverished quality of education among which are technological changes and transformation, mismatch between education and market, large number of students, lack of interest in vocational education, poor teaching quality, gender gap between females and males, centralized control or curriculums and lesson plans provided by the ministry of education, inspectors add to the pressure of the teachers as they instruct them to adhere to the only given curriculum, which mostly relies on rote learning and the low salaries of teachers forces them to resort to private tutoring to increase their income. The paper sheds light on teacher education and professional development its impact on quality of education. A questionnaire was devised and distributed among a convenient sample of 50 respondents (teachers, department heads, school principals) to prioritize the challenges facing education, open ended question to express their views about professional development of teachers, and a 5 point Likert scale to conduce the degree of influence of each factor affecting education. It becomes vital to include courses such as classroom management, and positive disciplines. It is highly necessary to develop the educational institutions that impact the minds of the youth and prepare them to the demands and skills of the job market and evidently this requires a strong move towards educational reform. Recommendations focused on empowering and steering teachers towards 21st century skills such as creativity, student centered learning and other attributes that cater for a better education system. Teacher training and workshops should be fostered at least once per year to sustain professional development not only in main cities, but also in rural and far reached villages. In additions, the society plays a pivotal role in expanding and increasing the number of schools through donations of business men and entrepreneurs to enhance the infrastructure of schools and to develop the capacity of teachers and leaders.

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Title: Knowledge Creation and Transfer: Universities, their embedded Traditional Roles and Changing Context.

Abstract: ABSTRACT
Organisational theories of knowledge management highlights the role of knowledge creation and knowledge transfer, wherein knowledge creation is an academic output and its marketeability potential is a determinant for the application of this knowledge in diverse contexts. Knowledge created at the academic level attains two distinct forms that further determine the application of different bits of knowledge. The first form is the explicit and can be easily coded as well as decoded when transferred into other systems and contexts. The other form of knowledge is tacit and rests in the thought processes of the academia that is involved on knowledge creation. Tacit knowledge finds its application only when it is supported by the mobilisation of resources (primarily people). The key differentiator of knowledge creation and transfer capacity across institutions is the rate of specialisation and differentiation. This specialised form of knowledge assets demand special forms of transfer

channels so that they find appropriate industry partner for commercialisation. It is only academic institutions that not only provides basic infrastructure for knowledge creation but also appropriate networking facilities in order to get in connect with suitable industry partners. The present paper ails to introspect the knowledge creation and transfer mechanisms in the select Indian academic institute and further diagnose the relevant context for nurturing the knowledge management model of academic varsity.

PERSPECTIVES
Most of the literary studies depict that academia-industry collaborations has helped organisations to solve emerging problems related to innovations and research. It further depends upon the institutional efficiency to create concrete and cohesive forms of knowledge networks so that not only explicit but tacit slices of knowledge get transferred. The transfer mechanism further is impacted by the process efficiency in terms of partner characteristics, type of knowledge and intent. All these factors determine that the form in which knowledge was created gets transferred in the same form and content without diluting the knowledge content. Knowledge transfer is further facilitated by the industry-industry collaboration that provides the basic insights related to the absorptive capacity of other partner, tacit knowledge that is embedded within individuals, trust that determines intention to solve problems and relationship building.

PURPOSE:
The purpose of this paper is to review Knowledge Management Theory in general and Knowledge Creation and Transfer literature specifically and it's connect with the traditional academic Knowledge Setups. The empirical evidence on knowledge creation and transfer will further help in diagnosing the potential gaps in terms of role competency and changing academic contexts.

DESIGN/METHODOLOGY/APPROACH
The paper is empirical based on multidisciplinary review of literature on knowledge management, knowledge creation and transfer theory that filters the most relevant dimensions of knowledge management across academic setups. The paper aims to elucidate the theoretical concepts, empirical findings, constructs, critics and findings of Knowledge Creation and Transfer mechanisms in traditional academic setup. Important implications for changing academic contexts and academia-industry need gaps will be presented.

DATA SOURCES
The data for the current paper is primary and has been drawn from academic institution namely University of Delhi which is one of the prestigious academic varsities of country in terms of teaching and research. Its research friendly policies, funding and governance models make it a pioneer for other institutions to benchmark and adopt the funding and governance model for research facilitation. The University is vested with 16 faculties and 86 academic departments that offers a huge scope for investigating knowledge creation and transfer variables across the institution.

PRACTICAL IMPLICATIONS
The knowledge creation and transfer issues related to academic varsities in Indian academic setup will come to light in light of empirical observations from the institute undertaken for the study (University of Delhi). The findings can help to develop an understanding of the overall Knowledge Management practices followed by the institute and the suitable policy recommendations that can be drawn. Further the literature review will provide suitable

comparisons between traditional and modern academic institutions and the changing role of academia in terms of teaching and research.

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Title: Teaching Holocaust History in Europe: A transnational perspective

Abstract: The purpose of this paper is to analyse the backgrounds of changes in the treatment of Holocaust history in education in the light of the political contextual changes in Europe. There, in the past few decades after the end of World War II, the history of the Holocaust had been viewed almost solely as Germany's national history. During the period, her neighbouring countries, while appreciating Germany's policy of Vergangenheitsbewältigung, they had been adopting so-called bystanders' approaches to the history. However, a number of European countries came to recognise their responsibility for taking by-standers' attitude to, or even their direct co-operation with, the extermination of 600 million Jewish people in Europe. Such changes are recognisable, for example, in France, Sweden and, to a lesser extent, Britain. What is theoretically framing of this policy change is transnationalism in collective memory. From the end of the twentieth century, there have been apparent changes or a tendency in historical interpretation about the national past, especially the dark side of it. A number of the governments or political leaders in countries, which had heavily been involved in past wars or international conflicts, began to review the conventionally and broadly accepted views about aggressions and violence conducted by them towards other countries and peoples. Often, they now offer official apologies and compensation to the victims. In this so-called 'age of apology', such tendencies are observable not in particular areas, but in many places in the world, particularly in Europe.
Given this trend in history education, this paper argues that the background of such pacifist-inclined movements is political prudence and tactics in which the consequent construction of international relationships of harmony is regarded not only as peaceful but also 'productive'. It further argues that such inclination has been brought about by the end of the Cold War and the subsequent regional unification of Europe.
In order to test the arguments, this paper looks at how such changes have influenced on educational policy and practices in Britain, where such changes have relatively been slow among countries in Europe, arguably because of her subtle relationship with European Union and European history. For this purpose, the paper investigates the examinations for the certificate of secondary education in Britain as well as its National Curriculum after its introduction in 1988.
Key words: history education, the Holocaust, the age of apology

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Title: Migrant Workers in Japan: A Cross-Sectoral Research

Abstract: In the midst of the advancing aging society, declining birthrate and globalization, Japan faces a challenge of opening its borders to migrant workers. Debates on policy to tackle such a complex issue require a collaboration of different sectors. The purpose of this research is to address the need for cross-sector collaborations by analyzing a policy of migrant workers from different perspectives.

Cross-sectoral collaboration in research involves researchers whose fields of study are not usually related to each other. Sharing information and merging their capabilities may be effective in dealing with complex phenomena. This research is an on-going experimental cross-sectoral collaboration with researchers from various perspectives which include socio-economic, educational, policy, and fiscal analyses.

The methods and data sources used in this research vary according to each field. We empirically assess the demographic distribution of migrants in Japan. Using a macroeconomic model in which aggregate output is endogenously determined, we analyze effects of inflows of workers from abroad. Also, the socio-cultural contexts are examined using 'politics of educational planning framework'. Regarding the fiscal analysis, by utilizing public spending data, we analyze the fiscal scheme for support programs by the government. From the standpoint of law, we focus on legal system for employers and review the present legal system and situations in Japan.

We define the migrant workers in Japan as "foreigners admitted by the receiving State for the specific purpose of exercising an economic activity remunerated from within the receiving country. (OECD, 2003)". According to the Japan Institute for Labour Policy and Training (JIL) (2015),) there are approximately 718 thousand foreigners working in Japan as of 2013.

Preliminary findings show that there are spatial clusters of migrant workers. If migrant workers improve the productivity of domestic workers and full employment holds, the migrant policy is beneficial. In the presence of demand shortages, however, it is harmful since unemployment increases. In terms of planning and implementing the educational policy, the multiple layers of Japan's system makes generating consensus difficult, which leads to passivity. Regarding the

fiscal scheme, although the government programs allow migrant workers to access affordable housing and education, public spending for these is only a tiny fraction of the overall budget. As for the legal perspective, it seems to be still challenging for Japanese companies to hire foreign workers although the demands exist. Finally, we propose an employment support program which provides necessary conditions to realize desirable environment.

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Title: The Futures of Post-Socialist Childhood: Reconceptiualizing Space, Time, and National Identities after Socialism

Despite the primacy of children in the Soviet project, most scholarship on postsocialist "transition" has paid scant attention to the lives of children -- real or imagined. This presentation recasts the focus to the discursive construction of the "child" in early literacy textbooks published the late Soviet (1980s) and post-Soviet (1990s and 2000s) periods in Armenia, Latvia, Kazakhstan, Russia, and Ukraine. Using Foucauldian analysis, this study traces educational narratives, or literacies, that construct and/or constrain the meanings of "childhood" in the (post)Soviet education space. The study problematizes the assumption that the socialist legacy of childhood has abruptly (and irreversibly) transitioned into that of "post-socialist childhood," with its neoliberal or cosmopolitan or post-national subjectivities. Far more complex, this research reveals how the features of socialist discourses of childhood have evolved - rather than vanished - through geopolitical change. While the meanings of "childhood" have changed during (post)Soviet transitions, it is hardly toward the disciplining of the entrepreneurial, commodified, and self-maximizing individual subject of market adaption, and hardly the making of post-national cosmopolitan. From the Soviet to the post-Soviet, the child remains bound to and conditioned by her membership and participation in community - whether it is the future world of socialist society as in the Soviet books, or, paradoxically, in the idealized past of the ethnocultural nation as represented in the post-Soviet books of independent Armenia, Latvia, Kazakhstan, Russia, and Ukraine. Of particular interest is how discourses of post-Soviet "childhood" translate into/through a national literacy, eliding the disciplinary regimes of a neoliberal and cosmopolitan "post-socialist" subjectivity.

The analysis centers on the examination of two interrelated areas which illuminate the discursive construction of childhood and the child-as-future-subject within the relatively stable field of the literacy textbooks. In particular, the analysis is concerned with space, how the physical landscape inhabited by the child is represented and how children's relation to this space is constrained and conducted; and time, how the construction of the child is premised upon particular epistemologies of time and its progression. It is at the intersection of these two dimensions – space and time – that we can explore childhood as 'the symbolic and practical material' through which alternative futures are envisioned, projected, and enacted.

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Title: European educational governance and its influence on the perception of equity and efficiency of the Slovenian educational system

Abstract: The scientific framework of the paper is provided by contemporary discussions on policy instruments (including international comparative assessment studies) by means of which the European Commission leads, steers and supervises member states with the aim of the states achieving common EU goals through collective problem solving. Many authors (e.g. Rizvi and Lingard, 2009) point out that European Commission's recommendations to member states base improvement measures primarily on the principle of efficiency, while other important education related principles, such as the principle of equity, are left aside. In the current educational science discussions this concerns not only the relationship between efficiency and equity of educational policies and practices, but also the question of their (non) complementarity (Baye and Demeuse, 2008; Woessmann, 2008; Forssbaeck and Oxelheim, 2014).

The main aim of the paper is to explicate the European educational governance influence on the (changing) perception of efficiency and equity of the national educational system on the case study of Slovenia. Slovenia presents an interesting case of studying interference between traditional post-socialist values of equity and western EU model of efficiency in education.

The paper originates within the national basic research project »Neoliberalism in the European educational space: between the efficiency and equity of Slovenian education policies and practices«. Project's methodological framework is based on a) innovative selection and combination of complex education theories and concepts combined with philosophical, political, anthropological, feminist and psychological theories; b) a critical discourse analysis; c) three case studies in which new indicators are being developing, focused not only on the efficiency (student's achievements in international comparative assessment studies) but also on the significance of background factors as indicators of equity of the educational system (the socioeconomic gradient, actual gender equality and wellbeing). In the paper political science part of the 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, will be elaborated as well as the framework of three empirical studies introduced.

By means of theoretical discussions and introduction to the case studies, the paper examine the (non) complementarity between efficiency and equity of education policies and practices, whereby going beyond the narrowness and simplification of some previous interpretations and providing a platform for the (alternative) development of national and European education policies.

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Title: The Professoriate: The Challenged Subject in Higher Education

Abstract: My presentation examines current developments in research universities in the United States so that they may continue to serve as a point of comparison with developments in

European universities. At a time of intensifying globalization, when many external pressures are felt across countries and as policy ideas travel easily internationally, the analysis of American universities offers conceptual and empirical contributions.

Perspective

Universities are complex systems with a dissipative structure, i.e., have a semi-stable configuration that does not match external pressures in a linear form; therefore, emerging properties often abound in their change process (Amagoh, 2008; Louis & Sieber, 1979). In academic environments, in which strong emphasis is placed on professional autonomy and shared governance, strategies based on low decision-making transparency and gradual redefinition of faculty performance offer considerable advantage to managers.

The United States prides itself on having more than half of the top 100 universities in the world. Ironically, changes in the US academic world—particularly among elite universities—have been shifting higher education institutions toward structures and practices that are defying the values of equity and quality they profess to uphold. This is evident in the considerable and increasing stratification of the professoriate into permanent and contingent employment as well as in the increasing quantification of scholarly productivity. These two developments feed upon each other to produce a stark differentiation of organizational functions, with research separated from teaching, with teaching devalued, and with shared governance a convenient but empty trope. A variety of factors, at work for more than three decades, renders most members of the professoriate as "knowledge workers" rather than engaged intellectuals.

Methodology

This paper draws on multiple sources. On academic productivity, the paper relies primarily on examining one of the largest and most influential academic productivity firms, Academic Analytics, which shapes institutional and individual performance evaluation in close to 400 universities. Its Faculty Academic Productivity Index is described in detail so that its exclusively quantitative approach is made explicit. On the growing stratification of the professoriate, this paper synthesizes data from four nationwide surveys of contingent faculty and survey data of contingent faculty at one research university. It combines statistical data with critical analysis of documents and practices.

Conclusions

Findings indicate a growing narrowness in the definition of academic productivity in ways that tend to favor the physical sciences and consider productivity mostly in quantified research products, while paying little attention to teaching and service functions. Confronted by definitions that frame academics essentially as researchers, the professoriate is dividing itself into permanent and contingent, with increasing teaching responsibilities falling into short-term and part-time instructional staff with limited degrees of institutional identification. From the perspective of administrators, minimal transparency in hiring and in the overall change process functions as a powerful managerial tool; this, accompanied by gradual but constant recomposition of the professoriate, paves the way for the university to position itself as a much more competitive organization.

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Title: Negotiating queer and religious identities in Higher Education: Progressing the 'University experience'?

Abstract: The 'university experience' has generally been characterised as a period of intense transformation and self-exploration, with complex and overlapping personal, social, political influences significantly shaping educational spaces, subjects and subjectivities. Engaging with ideas about progressive tolerance and becoming, often contrasted against 'backwards' religious-homophobia as a sentiment/space/subject 'outside' of education, this paper follows the experiences and expectations of queer Christian students. It explores how educational choices are narrated and made sense of as 'progressive' trajectories. Educational transitions allow (some) sexual-religious subjects to negotiate identities more freely, albeit with ongoing constraints. Yet perceptions of what, where and who, is deemed 'progressive' and 'backwards' with regard to sexuality and religion needs to be met with caution, where the 'university experience' can shape and shake
sexual-religious identity. How, then do notions of 'queering higher education' (Renn, 2010; Case et al., 2012; Rumens, 2014) 'fit' with queer identifying religious youth? This paper specifically focuses on the university experiences of interviewees who identify as queer and religious, probing at the descriptions of educational spaces and subjects as generating critical and complicit thought; as offering choices and imposing constraints; and as resourced and resourcing transitions.

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Title: Recent publications in Comparative Education

The paper will reflect on two recent publications in comparative education which contribute to Anglo-German perspectives: (1) the newly rediscovered text by Hechtius, De Re Scholastica Anglica cum Germanica Comparata (1795-1798), edited by Volker Lenhart (2015) and constituting an earlier comparative text than Jullien's Esquisse; and (2) David Phillips's collection Investigating Education in Germany (2016).

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Title: European governance and education policy in Cyprus: the selective use of comparative data in the reform proposal of new school timetables

Abstract: In the recent times, education policy and the governance of education in Europe have been reshaped according to the needs of the so-called 'knowledge society' and the cultivation of a European identity. New forms and patterns of policy-making and governance are emerging or have emerged and these include the use (and misuse) of comparative data as a legitimization tool for the introduction of controversial educational reforms. The justification of the usage of comparative data lays in that these constitute a common point of reference for measuring

education quality in Europe and a means of self-regulation for each member-state, thus achieving harmonization amongst European educational systems.

This paper, which is part of my ongoing postgraduate research, seeks to examine the "Final Proposal of the Scientific Committee of the Cypriot Ministry of Education and Culture for the Reform of the Primary and Secondary School Timetables in Cyprus" with the aim of identifying if and how comparative data are used in this policy document. My argument is developed in two layers. The first asserts that comparative data are indeed evident throughout this proposal in the form of averages (percentages) and these are presented in a way to 'scientifically' substantiate the need to change current school timetables. That is, comparisons are constantly made between the average of instruction time for each school subject in Cyprus and the average in the EU countries and the countries of the OECD, and, this juxtaposition serves to produce and legitimise the need for improving the Cypriot educational system according to 'European standards'. The second layers of my argument suggests that comparative data are selectively used in this policy document, that is, they are used to justify changes in certain school subjects, while in other school subjects, especially in relation to the teaching of Ancient Greek, are ignored. Their selective use, I argue, is defined by the historical, cultural and ideological orientations of education in Cyprus. Therefore, the point that comparative data constitute the common measurement instrument of educational quality and effectiveness in Europe is refuted.

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Title: Curricula, grades, tracks, and transitions regimes: Creating national equality and social inequalities across Europe

Abstract: Within the century between the foundation of the United States of America in 1787 and the foundation of the German Empire in 1871, the territorial landscape of the Western world changed fundamentally. As compared to the time before, territorial entities had been clearly defined and mutually accepted by international treaties, guaranteeing the sovereignties of the-se territorial entities called nation-states. In its interconnection the compound noun "nation-state" unites feelings of equality, commonality and togetherness with political principles and institutions, thereby ensuring the people a permanent and ordered coexistence in a clearly de-fined territory. Nation-state thus combines territorial power politics and its tendency to make social distinctions with the idea of equality, community and unity.
The thesis of the paper is, that the erection of mass schooling in the above-mentioned century was meant to contribute significantly to this mental or cultural disposition of equity, that is national equality and togetherness, accepting or even fostering, at the same time, social dis-tinction and inequalities. This helps to explain why that in almost every country, each time a modern nation-state passed its new constitution, it also passed within very few years a new school law that was to redeem the dominant visions of political and social order. Whereas this erection of the mass school systems contributed to national equity with regard to unity and national citizenship, the distinct grades and tracks with their respective curricula and the tran-sition regimes between them served the idea and practice of social stratification.
Within the public school system, designed to serve equity and national unity, transitions re-flect the idea of social distinction; they decide about the first enrolment, the class, the school track, level of schooling, and placement in vocational or tertiary education any student may access.

Given the outstanding role schooling plays in realizing ideals of progress and social order as well as in providing more equal life chances for all, transitions are ethically and polit-ically highly sensitive, representing dominant visions of social order. Yet, despite their central role in the realization of the respective common good, transitions are not often examined in integrated and comparative ways, especially not comparatively with regard to the curricula offered in the different school classes, levels and tracks in education systems.

Against this background the proposed paper will engage with both, an outline of a compara-tive European research agenda by using short examples from Prussia and Switzerland, and one case study, taking the example of Luxembourg, depicting in more details the subtle mechanism of the integration and national equity and stratification and social inequality.

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Marc Turu
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Title: Newly Qualified Teachers' preparedness from a colleague perspective: exploring the notion of expertise within schools.

Abstract: In 2015-16, for the first time, school-centred initial teacher education (ITE) has recruited more student teachers than higher education institutions did. It seems that schools and teachers are gaining more power to control and decide about the future of ITE and to shape teachers' practice. Different teacher training routes recruit different student profiles: Teach First is targeted to high achievers or School direct salaried to people with working experience. This opens several questions in terms of quality and effectiveness, but also in terms of equity and social justice.

This study aims to explore teachers' perceptions of Newly Qualified Teachers' (NQT) preparedness for two reasons. First, to explore the perceived level of preparedness among colleagues. And second, to gain understanding of teachers' conceptions of expertise.

This project will involve a two phase explanatory sequential design including primary and secondary teachers from the North of England. Phase one will employ a survey about the perceptions about NQTs' preparedness using a newly designed questionnaire. Phase two will consist of following-up interviews to gain an in-depth understanding about the different conceptualisations of expertise.

By the date of the conference, it is expected to have preliminary findings of the first phase of this study. Eliciting teachers' perceptions of readiness and understandings of teaching practice could raise awareness among school-centred programmes and teachers about their teaching positions and potential areas of improvement, but also help HEIs to reposition themselves as providers and role in ITE, particularly in school-HEIs partnerships (Furlong, 2013).

In recent years, Lewins' dictum that 'there is nothing so practical as a good theory' seems ignored by policy makers: "teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman" (Michael Gove). The DfE argues that the quality of teaching is rising and pupils' results are improving. However, others argue that the new policies are leading to a deintellectualisation of teachers and teaching that will impoverish teachers' preparedness and the English school system (Ellis and Orchard, 2014). In the current market driven educational system, what is the space in ITE for conceptions such as equity or social justice?

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Title: aspirations and projects for the future of high school students: a discussion about of TVET in Chile

Abstract: In Chile the diagnosis of technical and vocational education and postgraduate trajectories has raised the need of a deep discussion of this training model. In order to explore the processes experienced by students and their families, this research analyzes aspirations and post graduate trajectories of 1888 young people. The results show that these students have a rationality that articulates, in a flexible manner, handling labor skills with aspirations of continuing studies. They have the ambition to achieve higher education, resulting distant conception of technical education as a model for early entry into to work. Data also show nonlinear trajectories, that combines work with studies activities. The complexity and heterogeneity of the productive sectors reveal substantial differences in vocational guidance and future prospects of students. From these results, it is seen as relevant a training model that emphasizes the development of general skills and specific competencies, according to student's interests.

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Title: Lifelong Learning Policies for Young Adults: The Cultural Political Economy Perspective

Abstract: Political economy analysis has proven to be a very powerful framework to criticize the underlying assumptions behind the knowledge economy discourse; to unveil the ideological nature of the global education policies resulted from this discourse; and to expose the major mechanisms used by international actors to disseminate and promote the implementation of these policies all over the world. However, political economy authors have traditionally focused on the macro processes and factors that shape national education policymaking and have paid little attention to the micro-dynamics that explain how and why national and local actors define new educational problems, selectively adopt policy solutions and effectively enact them in a particular context. The recent push for a cultural political economy of education try remedy this deficit by recognizing the relevance of the cultural dimension in understanding and analysing the complexity of social formations such as national lifelong learning policies. It points to the fact that lifelong learning policies always reflect selective interpretations of problems, explanations of their cause, and preferred solutions. It highlights how the global competition to become a 'knowledge economy' oblige national policymakers to revisit and vary existing policies and practices, how these national actors resort to global role models and succumb to the persuasion of policy entrepreneurs and knowledge brokers, and how these global solutions materialize in heterogeneous institutional forms after the opposition and negotiation with key national and local stakeholders. By emphasizing aspects of variation, selectivity and retention of policies' focus

and approach, their objectives and orientations as well as their definitions of target groups, cultural political economy invites us to analyse policies as the articulation of semiotic (cultural) and extra-semiotic (structural) moments, thus focusing on aspects of semiosis, agency, technologies, and structuration and their interaction. Some of the questions this approach helps us address, amongst others, are: What are the different orientations and objectives of lifelong learning policies in the participating countries? Since they differ in terms of sectorial focus and approach, are their objectives and orientations mutually compatible? How do they construct their target groups? How the objectives of these policies are re-contextualized from the global to the national and the local scales? What are the specific contexts and conditions for these policies to succeed?

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Title: Educational transference and equity among students: peer tutoring case.

Abstract: Among the purposes of this research, there is the analysis of the status of research developed at national and international levels regarding peer tutoring, under the terms of educational transference and as a mean that allows to establish favorable conditions for equity. Also, our aim is to present the main characteristics of an educational transference experience under peer tutoring, applied at the University of Salamanca, Spain.
As well as analyze the benefits and improvements reporting peer tutoring applied in higher education levels.
In the context of the university reforms carried out in the current educational model and developed inside the European Higher Education Area, the learning process focused on the student has been highlighted and has led to the creation of new educational environments where students have higher levels of participation, autonomy and decision power in the teaching-learning process. Peer tutoring has become a pedagogical strategy that not only brings back the lead role of the student's education but also makes him take participation, being active, collaborate and build a path to equity and social cohesion.
For some years, peer tutoring has been expanded quickly, highlighted in Anglo-Saxon countries. Nonetheless, research about this topic is gaining more strength around the world. Contributions from authors like Keith J. Topping and David Duran, in Europe, support that peer tutoring is widely used in many countries, in all educational levels, programs and curriculum áreas, and being recommended as a highly effective practice.
Similarly the concept of transference as reciprocal influences is analysed, understood from the pedagogical aspect and working commitment to promote internal transformation of the student through mutual aid, cooperation and social development.
The methodology to use in the study and analysis of these matters has been mapping. Or social

mapping from Paulston Rolland, conceived in the 90s which seemed to us a very suitable instrument.which allowed us to identify and represent reality through a series of maps about authors, institutions and peer tutoring experiences that later will be examined and understood. As to the results and conclusions, it is necessary to indicate that this research is under development and they will be shown during a presentation in the XXVII CESE Conference.

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Title: To what extend is there any chance to combine democratization (equity) and quality in the higher education arena? Towards a new narrative through the analysis of the internal development process of EHEA (European Higher Education Area) in Spain

Abstract: The starting point of this paper seeks to better understand the so-called Bologna Process, from a critical approach, not only with regard the institutionalization processes of the new higher education degrees (Bachelor and Master degrees), but also providing an analysis about what we underline as institutional and pedagogical inertia that has occurred during the EHEA setting up in our home country.
When it comes to democratization, we are thinking in terms of college-for-all policies and practices, that is, a set of measures that are grounded on the right to education and, needless to say, linked to a sort of equity of opportunities theory, assuming to be the great tools in order to achieve both equity and social justice.
It is worth noting that the second issue –quality-, comprises both practices and processes with the focus on improving the training of prospective teachers. All of this is better understood through items such as who the management works, class size reduction, objective-base planning, commitment of every actors involved, assessment according with measurable criteria (standards, benchmarks…), high-stakes, etc…
With regard to theoretical framework this paper takes into account key sources such as academic literature and regulating rules concerning the Bologna process in Spain. That is, the political discourse grounded on three major issues such as professionalization, employability and flexibility.
The paper is organized into four sections in order to address some fundamental issues as follows. The political design (á la carte) of higher education organization that begins with two features such as open-access model and also in reference to the academic background of the students (general education and vocational education). Secondly, we focus on who the Bolognia process is carried out. Likewise, we express our concerns about the way the pedagogical is being developed through tools such as the teachers tab programming activities, didactic methods or even the presence of alienation forces like on-line tools and portfolio, to name just a few. Finally, we take into consideration the relationship among equity and quality reflecting on its consequences over the higher education across the board.
Our findings are oriented to understand and explain how the red tape is an artifact devised to protect equity. There is another subject to discussion, that is, the steady rise of resources as an alienation variable of pedagogy. Finally, this paper supports the idea that if we are to take

advantage of the link between equity and quality in reference to higher education, a turn around is needed with regard to both admission-policies and pedagogical practices

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Title: Thinking from Another Perspective in an Intercultural Bilingual Teacher Education Programme

Abstract: This paper discusses how and in what ways teacher educators integrate indigenous knowledges in their instructional practices in an intercultural bilingual teacher education programme. The paper focuses on how the educators bridge school knowledge and indigenous community knowledges, and act as mediators between knowledge systems.

In this paper we draw on concepts and theoretical thinking that emerge from critical literature on indigenous education and postcolonialism. Based on indigenous scholars such as Battiste (2002) and Brayboy and Maughan (2009) we understand that Western and indigenous knowledges should be understood as complementary and not contradictory to one another. However, indigenous scholars and postcolonial theorists, among others, have continuously brought forward that the encounter between different knowledge systems and epistemologies has been characterized by the dominance of Western knowledge (Mignolo 2000). In this paper we make use of the concepts of abyssal thinking (Santos 2007) and border thinking (Mignolo 2000) in examining how the teacher educators manage to help their indigenous students to break with modern Western ways of thinking, and to think from the indigenous perspectives.

This study is based on ethnographic fieldwork at one Intercultural Bilingual Teacher Education Institute in the Ecuadorian Amazonia. Data production methods included observations at school and outside school, interviews with teacher educators (N=16) and students (N=22), participatory photography and photo-elicitation interviews.

Based on interviews and observations, the teacher educators tried to mediate between indigenous and non-indigenous knowledge systems in multiple ways. The indigenous educators used their own life experiences, knowledgeability about indigenous knowledge and ways of knowing and their linguistic skills. However, the space for thinking and creating new knowledge in indigenous languages was limited, because Spanish was the language of instruction throughout this teacher education programme. The Spanish speaking educators sought indigenous knowledge from books, the indigenous community and the students, and facilitated contacts between their students and the local indigenous community. At the least, all the educators presented indigenous knowledges as a serious theme to discuss in class and, thus, created spaces where indigenous knowledges were valued and revived. These educators were showing that the classroom is no longer a space reserved for Western science and book knowledge alone,
but can be a space that invites diverse ways of thinking.

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Title: Informational justice in educational assessment: pupils' and teachers' conceptions in Sweden and Germany

Abstract:
Pupil assessment is the key operation through which life chances are distributed in societies adhering to the meritocratic myth. Therefore, educational assessment is intimately bound up with questions of equity and social justice. However, what is considered "just" or "fair" is far from self-evident. Depending on which context we look at and which actors we ask, answers to the question of what is considered "just" or "fair" differ significantly.

Taking this observation as a starting point, the paper aims to reconstruct part of the conceptions of justice held by Swedish and German pupils and teachers in relation to educational assessment. It focuses particularly on "informational justice", which is concerned with the "extent to which procedures are honestly and adequately explained" (Colquitt & Shaw, 2005). The paper uses a qualitative approach, applying concepts from the field of empirical justice research to interview material collected among German and Swedish pupils and teachers at the lower secondary level.

The results obtained so far show that there are significant differences in how teachers and pupils in Sweden and Germany view informational justice, framed by the differing institutional logics of the two systems. This leads to wider questions about differing interpretations of "meritocracy" itself in different contexts and among different groups of actors.

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Title: Rural Teacher Issues in China Based on Empirical Investigation and Policy Analysis

Abstract: Narrowing the gaps in quality education becomes a new priority in educational development and reform in the new era in China. Serious problem still exist in supply and quality of rural school teachers which affect the equal learning opportunities for rural children in compulsory education. Using balanced development theories and based on case study of three rural counties, this paper studies the rural teacher issue by focusing on the following aspects:

First, the dilemma of substitute teacher raise a series of concerns such as that they are more concentrated in remote teaching points and incomplete schools, lack of training opportunity and regular supervision and monitoring makes their teaching moral and quality is lower than the more qualified teachers who work in central and complete schools. Second, although teacher's wages and benefits, the qualified rate of teachers and their educational level, have improved greatly and the teaching force in the rural schools are relatively stable, the mobility of teaching force faces the problem of one way move in which more better teachers in the grass-root rural schools transfer to better quality central schools, leaving the quality of education in the grass-root schools suffer. Mechanisms to attract better teachers working in remote schools are not properly developed. Third, in the context of decrease of school-age population, in most of the rural schools, there is a surplus of teachers, it is expected that they can be deployed more effectively so that to reduce the class size and using more child-centered teaching methods instead of traditional big class teacher centered teaching. However the reality is that some surplus teachers become non-teaching staff making the proportion of teaching and non-teaching staff is very inappropriate. Based on the analysis of the above issues, the paper will provide recommendations for policy development concerning the construction of quality rural teaching force in China.

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Title: Intercultural classrooms as communities of practice: Identity negotiation in the changing context of UK higher education

Abstract: The number of international (non-UK) students in UK Higher Education (HE) has increased up to 435,500 in the academic year 2013-14, accounting for 18% of total HE student population (UKCISA, 2015). Encountering culturally and linguistically different new site of classroom, international students experience potential inequity and barriers to achieve successful study (Leathwood, 2003). To be recognised as competent and legitimate members in the new context, international students are exposed to challenges of negotiating their identities (Yeh, 2014). Duff (2010) claims a lack of fully examination of the construction of newcomers' voices and identities in mainstream classrooms of different disciplines. This research aims to provide insights into international students' construction of new identities and negotiation of legitimate participation in the new site of intercultural classrooms in the UK HE.
As the current research is still at planning stage, the researcher would like to present a rationale for the theoretical framework and research methodology. This research will be grounded in the theoretical framework of "Community of Practice" (CoP) (Lave & Wenger, 1991). Although originating from non-school learning, CoP has been widely used as a generative theoretical framework in second language classroom settings (Haneda, 2006). Within this framework, Lave and Wenger apply the concept of legitimate peripheral participation (LPP) to illustrate how newcomers move toward fully participation as legitimate members through acquiring skills and knowledge essential for a certain CoP (Morita, 2004). Meanwhile, they define identities as "long-term, living relations between persons and their place and participation in communities of practice" (1991, p53). A synthesis of the claims provides foundation to analyse how international students as newcomers construct identities as they change in how they participate in classrooms. This study will apply ethnographic study to explore the examined issue of postgraduate students at a British university. Ethnographic research is noted for in-depth and extensive findings about cultural and human behaviours (Robinson & Schulz, 2009). The research will select a diverse

group of 10 students and observe their classroom behaviors for one academic semester, interviewing them before and after the observations, while interviewing their instructors and peers for random. Focal students' perspective is the main focus, while different perspectives from their instructors and peers in complement with field notes of classroom observations will also be studied to better understand the examined phenomenon. At last, the research aims to make suggestions to HE institutions to facilitate international students' legitimate participation in their intercultural classrooms.

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Title: The Research on High Effective Factors of Principal Instructional Leadership in Liaoning, China

Abstract: This research is a part of the research project funded by National Social Science Foundation in China (BDA120028). This paper aims to find the effective factors of principal instructional leadership in Liaoning Province, China. The study has been divided into four parts. Firstly, the research defined the core concept "Instructional Leadership". Secondly, the research framework dimensions and indicators were derived from analysis of the instructional leadership theories. Thirdly, in the empirical part, 34 principals interviewed came from 13 cities, including Shenyang, Dalian, Anshan and so on, across the Liaoning Province in China. With frequency methods, the study found the effective factors of Principal Instructional leadership. Finally, the study found that both indicators of "Securing outside Resources in Support of School Goals" and "Forging Link between the Home and the School" should be eliminated. 3 indicators of "Adjusting School Target", "Effective System of Reward and Punishment" and "Communication with Teachers and Students" were added into the Instructional Leadership Framework (ILF). Although "Creative Management" was an effective factor based on the theory, few principals in China considered that this indictor could be used in their own school. Additionally, both positive factors and negative factors have been found, as well as the inspiration. 13 factors were approved by the principals, and 3 factors were disapproved. The inspiration included that the school mission and goals should be fit to the development of teachers, students and schools; the principal could effectively communicate goals with teachers. They could adjust school targets. The research also found other effective factors: supervision, evaluation, coordination, curriculum, protecting instructional time, promoting instructional quality, teachers' professional development and students' well-round development; motivating teachers and students, establishing an orderly learning environment, developing staff collaboration and cohesion; constructing a positive school climate; The factor "time allocation" should be adapted in the light of the concrete situation; the student-oriented instruction should be carried out according to each school's context; and the creative management should be fit to the school situation, etc

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Dr. Timothy Wotherspoon
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Title: Electronic voting systems in higher education: From Scotland to Hong Kong

Abstract: Electronic voting systems (EVS) technologies are recently emerging as tools for enhancing teaching and learning in universities around the world. This study considers how EVS can be used to (1) increase active learning in large classes and (2) increase interactivity in small tutorial classes. In particular, it compares best practices and educational possibilities of using EVS at a major university in Hong Kong with a major university in Scotland. Gathering data from international studies and from an inter-university collaboration at a university in Scotland, it considers how best practices can be used in the Hong Kong context to enhance interactivity in Hong Kong higher education in the future.

In Hong Kong, lecture halls can create a passive atmosphere for learning. EVS can increase student ownership of learning, offer formative feedback on concepts and generate teachable moments in terms of classroom response. The classroom EVS quiz creates an act of participation in which students can take ownership. Knowledge based questions can help students check their own progress. Ambiguously worded questions or questions with multiple reasonable responses can open conversations between the lecturer and students in a large classroom to highlight the mutability of knowledge and the ability to weigh controversial ideas. In smaller, more informal settings, again EVS can be used to make a more active environment. Active learning techniques such as "think-pair-share" (students first think about a difficult question on their own, discuss their ideas with a neighbor and then are asked to share those insights with the large group) are useful in such situations, but students are often timid to take risks with creative insights and often give knowledgeable answers that fail to evaluate or synthesize ideas. This limits the element of surprise that such activities seek to create in order to help students engage in a problem from new perspectives and fails to engage students in critical thinking and the ability to evaluate the quality of proposed solutions. EVS has potential to increase interactivity in tutorial sessions and encourage students to take risks.

This work in progress will be presented with hopes of moving from a reflective study in the form of action research to developing programs that will create quantifiable measures of success. The presentation will consider critical differences in context between Hong Kong and Scottish higher education, and briefly touch on relevant trends in higher education in Western and globalizing higher education spaces generally.

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Title: Male and female teachers' gender positioning in early childhood education and care (ECEC): A comparative study between Scotland, Hong Kong, and Mainland China

Abstract: • Purpose or objectives
This presentation wishes to inform about how teachers' gender positioning in ECEC environments would influence on children's gender development and wider wellbeing, in the context of calling for more men to work in ECEC. It will also explore if there are any cultural patterns reflected in male and female teachers' gender subjectivity.

• Perspective or theoretical framework:
Gender is neither fixed qualities that humans naturally possess, nor universal characteristics that individuals are socialized into. Gender is socially constructed as subjective positioning that one relates him-/herself to the social world. Research has shown that teachers are either consciously or unconsciously guiding their practices in ECEC classrooms according to their gender

understandings that they bring from their social experiences (Jacobson, 2011). It is therefore important to make teachers' gender positioning explicit for promotion of gender-sensitive ECEC.

• Methods, techniques, or modes of inquiry:
This presentation is derived from a larger project that uses qualitative research approach to compare gender and teacher-child interactions in ECEC settings in Scotland, Hong Kong, and Mainland China. Methods used in the project include: week-long observations of daily life in a number of ECEC classrooms taught by both male and female teachers; in-depth interviews with one male and one female teacher in each classroom; and pictorial discussions with children (individually) taught by those teachers.

• Data sources, evidence framework:
This presentation will only focus on analyzing how teachers of both gender reflect about their gender subjectivity in terms of their experiences of working in ECEC, their knowledge about teaching and caring, and their interpretations of observed practices in the interviews. Where necessary, children's perceptions are included to reveal the impacts of teachers' gender subjectivities.

• Results, conclusions, and/or implications:
This study (until so far) finds that teachers' gender positioning in ECEC is of significant importance to children's experiences. For example, both male and female teachers in China (including both Hong Kong and the Mainland) tend to reflect a cultural pattern of hegemonic masculinity which treats men as more powerful and privileged. There is abundant evidence in this study that boys and girls were socially and emotionally impeded by such positioning of their teachers (male or female). Whereas in Scotland, teachers seemed to be more careful of not practicing traditional gender stereotypes, partly due to the governmental agenda in Scotland that aims to promote gender sensitivity and diversity in ECEC. It is therefore implied that merely including men to work in ECEC does not appear to address gender problems. Meanwhile teachers, regardless of their gender, should be trained about gender-reflective practices.

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Title: Re-constructing the nation: the portrayal of ethnic minorities in history textbooks in China

Abstract: Research objectives:

The challenge of education for ethnic minorities has been an issue for Chinese government as it is closely related to problems of social equality, social mobility, social cohesion and more broadly, national identity and national security. This research examines how ethnic minorities have been portrayed in Chinese mainstream history textbooks. It hopes to reveal whether or not ethnic minorities have been presented unfavorably and to what extent the school curriculum has been used by the Chinese government to serve its nation-building purposes.

Theoretical framework:

This research mainly uses theories of nationalism studies. The writing of history and re-writing of it has been often used to create nationalist rhetoric and construction and re-construction of a

nation-state. However, the modern way of writing history has resulted the fact that nation often becomes of dominant subject of "history", and subsequently the establishment of "national history" has tended to "suppress" other historical narratives including ethnic, religious or cultural. This is particularly true when the dominant group holds power in defining what constitutes the nation and the rights and duties of citizenship. As a result, institutional discrimination might be widely practiced against ethic minorities in national education systems.

Research data and methods:

This research analyses seven versions of mainstream history textbooks for junior middle school students published from 1952 to 2001. Curricular textbooks of "Chinese History" in particular are examined as they are believed to convey the state's implicit views on ethnic minority culture and history in relation to the Central state or "China".

This research adopts a largely qualitative approach. It includes narrative and content analysis to explore what information relates to ethnicity and national identity in textbooks, i.e. histories, cultures, and stories. In order to assist the overall analysis, these is allocated to specific themes. For instance, the issue of how inter-ethnic "conflicts" are presented and illustrated and what language or vocabulary is used to describe them.

Conclusion

This research finds out that over time, due to changes in dominant political ideologies, ethnic minorities were portrayed differently in textbooks. Although there seems to be a trend of movement towards discourses of a "multicultural China", the prevailing ideologies embedded in textbooks still reflect the dominant Han vision and largely excludes the existence of ethnic minorities in the discursive construction of the nation state.

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Title: The birth of an 'interim quasi-state school system' for internal migrant children in Shanghai: towards an equitable education system?

Abstract: In some Chinese cities, rural-to-urban migrant children used to study in unregistered informal private (UIP) schools, since they had encountered many difficulties accessing free compulsory education in urban state schools and were not afford to access formal private schools. Since 2003, the government started to supervise the UIP schools and support them get registered. As a result, in Shanghai, three unique forms of schooling for migrant children have emerged, namely, government purchased private schools, government controlled private schools and adult learning center. For these schools, what has not been revealed by the existing literature is that: what kind of education are the children receiving? What are the problems with their education, and what are the sources of these problems?

In 2015, I have conducted fieldwork in Shanghai for two months. Semi-structured interviews have been conducted with 42 interviewees, asking a wide range of questions about their experiences, interpretations and attitudes about migrant children's schooling and related policies. The interviewees include: 3 officers in districts municipality of education, 12 headteachers and

senior leadership team members, 6 teachers, 13 migrant parents, 4 migrant children, 2 local parents and 2 local children. I also interviewed one officer in the Ministry of Education. The headteachers, teachers, parents and children are from all three types of schools.

  Adopting the theoretical perspective of 'policy as equilibrium of interests' (Truman, 1951; Dye, 2008), this paper deconstructs the formation of these schools as a production of the equilibrium of struggling among unregistered informal schools, state schools, central and local governments and migrants. It also conceptualizes the nature of these schools as an 'interim quasi-state school system' with three inter-related features: 'belongingness to state sector', 'offering quasi-state education' and 'interim nature'. What can be identified underlying this school system is the government's 'low cost and inferior schooling approach'. The government treats the whole system as an 'emergency mechanism' for solving the floating children's schooling problem, rather than as a regular school system offering high quality education. Further more, the existence of this isolated school system reinforces the state schools' exclusivity against migrant children. The above situations have brought further hardships to the migrant children's education.

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Title: The Relative Deprivation of Intercultural Resources in the Cross-cultural Communication of Chinese Master Students in School of Business in the United Kingdom

Abstract: This study examines the intercultural inclusion around university campus of Chinese students in their cross-cultural adaptation of United Kingdom. Taking master students in School of Business where the majority of students are Chinese as an example, it inquiries whether or not the opportunities of cross-cultural exploration and communication are relatively deprived as more and more Chinese students pursue degrees overseas but live in a Chinese community, particularly in terms of those schools that are popular with Chinese. Grounded on the network theory in the intercultural communication, it analyses the limitation issues of culture resources that Chinese students encounter and the role of the opportunity deprivation on the cross-cultural interaction compared with international students from other countries. The analysis utilises portions of data from semi-structural in depth interviews and the results indicated that 1) the large number of Chinese students in Business School to some extent restricts the approaches of culture resources in the intercultural context; and 2) the relatively deprivation of opportunities in international education plays a negative role on their cross-cultural communication and inclusion. Under the background that universities in the United Kingdom are devoted to the development of international education and the rapid increase of Chinese students especially in School of Business, it draws the attention on the ideal enrolment distribution of students from different countries in different majors to establish and balance the multicultural campus environment for international students, so that the cultural and educational resources are equally shared in their overseas study. In addition, it suggests that other efforts should be made to better engage international students into the cultural exploration and communication as compensation for the imbalanced students ratio based on nationalities in School of Business.

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Title: Analysis and Policy Recommendations for Better Access and Quality of Basic Education: The case of Egypt

Abstract: Using an equity lens the current paper views wealth-based, geography-based and gender based inequities in education in Egypt to depict what UNICEF has called "zones of exclusion". All three levels of inequity are usually intertwined and will normally signify that a poor girl from a deprived socio-economic background living in a remote rural area will be the most excluded from education and will be the least likely to have access, to learn in good conditions or to complete her education to a lower secondary level. The equity approach adopted does suggest a number of solutions to rectify the manifestations of all forms of disparities, including spatial geographical ones, by addressing issues of inclusion, relevance and participation in schools. Each of the strategies will be carefully outlined and will guide the analysis of the current situation. Moreover the approach will also guide the vision for the way forward while borrowing comparatively from some of the good practices regionally. The paper will be looking at pre-university education with the aim of understanding what opportunities are available for whom, what are the various equity gaps, what has been the reform agenda so far and what are targeted policies for the hard to reach in rural societies. All the various levels of education will be tackled starting from the very strategic Early Stimulation and Early Learning, moving on to basic and secondary education. Technical and Vocational Education will also be included in the analyses. Data will largely be obtained from existing formal statistics and will be complemented by other analytical secondary resources also writing on the issue. The forward looking strategies will be comprehensive, multi-disciplinary and based on both well tested good practices as well as innovative ideas needing testing on the ground. The forward strategies will benefit greatly from an international audience with strong comparative knowledge and analytical skills. Moreover fulfilling the equity agenda in a highly populated country such as Egypt, can only pave the ground for other countries in the region as well as constitute important steps towards the post 2015 sustainable development goals.

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Title: Rural-Urban Divide, Intergroup Relations and Social Identity Formation of Rural Migrant Children in Chinese Urban Schools

Abstract: With social identity theory as the theoretical framework, this study aimed to investigate how the rural migrant children in China perceived their identity in relation to their urban peers in the urban school context. Through ethnographic fieldwork in a Beijing public school, this study revealed that although the migrant children could enter urban schools and study side by side with the local children after the Two Mainlies policy, they continued to experience institutional exclusions and differential treatments, which led to increased self-consciousness about their inferior "Waidiren" status. In the process of categorizing and comparing self and others, the migrant child-ren drew clear boundaries between the migrants ("in-group") and the locals ("out-group") and developed a strong pan-migrant identity from which to draw emotional belongings. However, such identity based on group membership forestalled intergroup contact and prevented the migrant children from successfully integrating into the ur-ban society.

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Title: Post-Compulsory School Access Policy for Rural Migrant Students in China

Abstract: Since the 1990s, the number of rural migrant students has increased dramatically in Chinese urban cities. Due to the rigid Hukou system, the migrant students were not entitled to attend urban public schools. In recent years, the central government issued a so-called "Two Mainlies" policy, requiring urban governments and urban schools to take main responsibilities for migrant students' compulsory education up to the ninth grade, whereas urban schools beyond compulsory education are still not open to migrant students. The paper,with a perspective of relational justice,takes Beijing as a case to analyze the school access policy for migrant students in the post-compulsory education stage and to examine how the migrant students and parents respond to the policy. Based on in-depth interviews, this study found that migrant families have strong wishes to continue their children's study beyond the ninth grade in the cities. However, they could only apply for vocational schools after graduation from middle school according to the current school access policy in Beijing, which severely restricted migrant students' academic aspirations and hindered social mobility for the migrant families.

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Title: Research on developmental trend of educational groups and quality enhancement - based on three schools in Beijing

Abstract: In the year of 2015, Beijing has gone through one of the strongest educational reform ever, a balanced development strategy of regional compulsory education with goals of promoting equity in education and integrating the educational resources. As far as the nation's urban compulsory education is concerned, the reform of the implementing of the nearby enrollment policy is unprecedented. Since few years ago, we observed that the rename of schools with 4 general reasons: merge, co-operation, alliance and attachment to an elite university. The article seeks to find out whether these measures can really improve the quality of education.
The rapid development of educational groups results mainly from education industrialization. The articles use the common theories of economics of scope and economics of connections. The data and information indicate a cultural output, sharing of teachers and teaching resources in school A(merge) and school B(alliance). According to the interviews with principals, teachers and administrates, we also find out that the school A and school C(attachment to an elite university) introduce the new way of school management, creating innovative operating mechanisms of school running.   Teachers in school C are more motivated by the new way of management (scientific teaching method and equipment, better work environment and increased welfare). School A and B shows limited improvement of educational quality compared to school C, where shows a maximum efficiency in the integration of educational resources.

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Title: Shifting Discourses on Multilingual and Intercultural Education in in Sweden and Finland

Abstract: Finland and Sweden are internationally known for having education systems, which seek to forward equity and equality. However, societal and political changes linked to increased immigration and the recent wave of asylum seekers put these as many European countries at stake in regards to how they support diversity in education. Concepts such as multiculturalism, interculturality and multilingualism are well established in the Nordic educational field, but have been subject to constant re-conceptualizations. The present study explores Swedish and Finnish national school curricula, and aims at clarifying the conceptual frameworks of multicultural education and multilingual education in the two countries. The focus of the study is on how the discourses on multilingual and intercultural education have developed in the Finnish and the Swedish national curricula from 1994-2014. The study represents one part of the research project MINTED (Multilingual and Intercultural Education
in Sweden and Finland), investigating multilingual and intercultural education in national policies, teacher training and teaching practice.

The curricula and policy texts were analyzed using discourse analysis (Gee 2014). The Finnish documents included comprehensive school curricula from 1994, 2004 and 2014, as well as their amendments. Supporting documents included the government's five-year Development Plans for Education and Research from 1991-2016. The Swedish documents comprised the following: the Swedish Curriculum for the Compulsory School System, the Pre-School Class and the Leisure-time Centre (1994); the Swedish Curriculum for the compulsory school, preschool class and the recreation centre (2011); and the Education Act (2016).

Preliminary results reveal that in both contexts there has been a move away from a discourse on interculturality as comprising othering, towards seeing interculturality as an intrinsic part of the school. In the Finnish curricula, this discursive development appears explicitly, as a movement from tolerance-oriented to pluralist-oriented education. Likewise, there is a development in Finnish curricula from promoting language as enrichment to enhancing multilingualism. While language is key in the Swedish curricula, multilingual and intercultural education are not explicitly covered, but may be gleaned from the focus on human rights and democracy. Thus, while there clearly is a movement towards more critical approaches to multilingualism and interculturality in the Finnish context, this is not evident in the Swedish context. The implications for teacher education and educational practice stand out as the next important challenge in both countries.

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Title: MOVING TOWARDS DIFFERENT MODELS OF THE WELFARE STATE: EDUCATION IN THE BALTIC COUNTRIES

Abstract: The education systems of the European countries can be analysed using the distinction along different types of welfare states. The three ideal-types described by Esping-Andersen (1990) served as a theoretical framework for the current study. In his work „The Three Worlds of Welfare Capitalism" (1990) Esping-Andersen described the Scandinavian universalistic, Continental corporatist, and Anglo-Saxon liberal models. Some authors, in particular, Fenger (2007), claim that post-socialist countries do not quite fit into the three-type model and point out Central and Eastern European countries as a separate sub-group. However, our assumption is that the process of convergence is taking place as a result of the European integration and the new EU member states are gradually moving towards one or another model identified by Esping-Andersen (1990). The purpose of our study is to trace the directions of development of the educational systems in the Baltic states. The three Baltic states – Estonia, Latvia and Lithuania – are the only three former republics of the Soviet Union which joined the EU in 2004. We applied multilevel linear regression and descriptive analysis for the comparison of the countries and used the OECD PISA 2012 survey data in the study. For our comparison with the Baltic countries we selected three „old" EU member states, namely, UK as representing the Anglo-Saxon liberal model, Germany as representing the Continental corporatist model and Finland as perhaps the most successful example of the Scandinavian model. We considered seven important aspects of the organization of the national school systems – ability grouping in schools, the level of school autonomy, the level of responsibility for resource allocation, the level of responsibility for curriculum and assessment, the index of quality of physical infrastructures, the index of quality of educational infrastructures, and the student-teacher ratio. Results indicate that Lithuania and to a lesser extent Latvia in most of the aspects of school organization described above tend to move closer to the United Kingdom, thus developing their systems of education in line with the liberal Anglo-Saxon model. Seemingly Estonia has chosen another – Scandinavian – model and Estonian school organization comes closer to that of Finland. Our general conclusion is that in some aspects all three Baltic states still demonstrate similar approaches to school organization but the process of differentiation among the three of them is gaining momentum.

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Title: Higher education amidst the current financial crisis: two contrasting paradigms from Southern Europe

Abstract: The current financial crisis has prompted a discussion on the proliferation of neoliberal policies in higher education and the changing role of the universities. The latter often has to address different sets of aims, which seem contradictory. Universities need, for example, to match their programmes to the labour market requirements, while maintaining their orientation to the values of liberal education. Another contradiction manifests itself in universities' efforts to inte-nationalise their services, while meeting national and local needs.

The paper presents two instances of how universities implement different strategies to address these contradictory aims. We discuss the "Europeanisation" of the tertiary education sector in Greece and Cyprus; two countries in Southern Europe, which have responded differently to the current economic crisis. The practices of these two countries both in policy as well as in practice constitute two distinctive paradigms.

The first paradigm is the Greek one. Greece has attempted to modernise its tertiary education on the basis of influences from the European education discourse. However, this development has predominantly served the interests of the political parties and local communities, rather than the needs of the Greek universities to become competitive and attractive internationally. This has resulted in Greek universities not being able to overcome long-term problems, such as the suffocating central state control and the problem of nepotism; issues which have been exacerbated further by the underfunding of universities due to the prolonged economic crisis.

On the other hand, the Cypriot paradigm has delivered the programme of the "Europeanisation" of its tertiary sector, by moving a substantial portion of this sector away from state-control and by creating a more market-oriented infrastructure. This development started in 2007, when private universities were first established. However, the marketization of the Cypriot higher education has come along with a range of problems. Doubts have been expressed as to whether the overexpansion of the Cypriot tertiary education actually matches the real capabilities of the market of a small island. Moreover, the current economic crisis has enhanced the competition among Cypriot universities in order to attract more students while the goal of turning the country to a regional and/ or international educational hub is still not fully realized.

The paper will conclude with policy implications about the future of both examples in the light of Cyprus' gradual move away from the crisis and Greece's dead-end stalemate in it.