Identities are made and unmade and this is especially true in our current times of crisis. Depending on one’s perspective and location, this moment may be about enduring conflicts, deepening poverty and inequalities, dislocations of peoples, or for example, the rise of post-factual information flows. It may also be about the resurgence of populist movements that are fuelling new forms of border protectionism, cultural closure and anti-cosmopolitan identity displays.

But crises are not only about identity disruption and anxiety. They are also moments of possibility and potential. Not only do they trigger discussion about the causes of our current situation, but they also facilitate debate about our possible futures. Education, central to the project of individual and collective identity formation, national development and international relations, is at the heart of these moments. Whilst education has undoubtedly contributed to creating these moments, it is uniquely placed to engage with them. What should be the agenda of study and action for education in such times?

The conference offers the chance to examine and problematise our contemporary moment. Through the heuristic of identity, the conference aims at creating a platform for understanding our current challenges and considering the potential of education to address them. As an intellectual strategy, comparative education is well suited to explore the intersections of local, regional and global history, social structures and biographies of persons that interact to produce uncertainty as well as opportunity. As a palimpsest of history, cultures, aesthetics, geopolitics and disputed meanings, Cyprus and its capital city of Nicosia are one of the most suitable locations for exploring identity and education in interdisciplinary, inter-sectional, relational and eclectic ways.

The following key speakers will unfold the conference theme through Plenary Lectures:

- António Nóvoa, University of Lisbon, Portugal
- Noah W. Sobe, Loyola University Chicago, USA
- Nelly Stromquist, University of Maryland, USA
- Ruth Wodak, Lancaster University, UK, and University of Vienna, Austria
- Michalinos Zembylas, Open University of Cyprus, Cyprus

The following sub-themes, organised as Working Groups and reflecting diverse perspectives, institutional sites and professional groups, have been also established to explore the broad landscape of identity and education in times of crisis:

- History, theory, and identity in/of comparative education
- Governance, nation state and the new transnational order
- Curricula, textbooks and citizenship
- Practitioners, pedagogies and professional identities
- Higher education
- Vocational education and training and lifelong learning
- Identities beyond formal education

In addition to these Working Groups, there will be a New Scholars Working Group, as well as a number of Thematically-Focused Panels where identity will be in perspective. These panels are:

- Identities, crisis and education in Europe
- Migration, refugees and intercultural education
- Conflict, peace and the promise of education
- Gender and social class identities

Finally, the conference includes Cross-Thematic Sessions where papers dealing with broader issues and themes within the fields of comparative education, international education policy and development, multicultural and intercultural education (to name but a few areas) are grouped together in ways that facilitate discussion and reflection.

The Local Organising Committee and the Executive Committee of CESE look forward to welcoming our Members and academic colleagues from across Europe and the world. We are sure that you will enjoy our intellectually intensive programme of plenary lectures, working groups, thematically-focused panels and cross-thematic sessions, as well as our lively social programme.
About CESE

Founded in 1961 in London, the Comparative Education Society in Europe (CESE) is an international non-profit making association of scientific and educational character.

The Society has traditionally promoted a space for dialogue amongst scholars, specialists and young researchers from the field of education and other disciplines. More specifically, its purpose is to encourage and promote comparative and international studies in education by:

- promoting and improving the teaching of comparative education in institutions of higher learning;
- stimulating research;
- facilitating the publication and distribution of comparative studies in education;
- interesting professors and teachers of other disciplines in the comparative and international dimension of their work;
- encouraging visits by educators to study educational institutions and systems throughout the world;
- co-operating with those who in other disciplines attempt to interpret educational developments in a broad context;
- organising conferences and meetings;
- collaborating with other Comparative Education Societies across the world in order to further international action in this field.

CESE is administered by an Executive Committee consisting of a President, the immediate Past President, two Vice Presidents, and two other Members. The Committee is elected by the General Assembly every two years. The Assembly has all powers for achieving the purposes of the Society. A Secretary-Treasurer is appointed every years by the Executive Committee.

Every two years the Society organises an international conference of high scholarly standards which attracts academics, scholars, practitioners and students from all parts of Europe and around the world. Throughout its history, CESE has organised twenty-seven such conferences, a special conference for the 25th anniversary of the Society, a symposium, and two ‘CESE In-Betweens’. Volumes of selected (reviewed) conference and symposium papers are often published by the Society in association with various publishing houses and institutions. The Society has recently established a CESE Series with Sense Publishers devoted to publish studies on comparative and international education. The Society has also established recently an affiliation with the Journal of European Education: Issues and Studies.
Welcome Message from Local Organiser

On behalf of the Local Organising Committee and the Executive Committee of CESE, I would like to welcome you warmly to the historic city of Nicosia and to our XXVIII CESE Conference. We are very happy that the Department of Education of the University of Cyprus is hosting our very first CESE Conference in Cyprus. Despite its short history, the University and the Department have made impressive strides in terms of international achievements. According to the 2017 Times Higher Education World University Rankings, the University of Cyprus is the 52nd ‘best young university’ in the world, while the Department of Education is ranked 151-200 in the QS World University Rankings for the year of 2017. An ambitious internationalisation strategy is at the core of this success, making the University and the Department a very appropriate setting for a CESE Conference. I am extremely grateful to the President and the Executive Committee of the Society for trusting us with the task of hosting and co-organising its XXVIII Conference and General Assembly.

As a palimpsest of temporalities, geopolitics, aesthetics and disputed meanings, Cyprus and its divided capital city of Nicosia are fascinating locations for studying and problematising education comparatively. When the Executive Committee of CESE met in Rome in the autumn of 2016 to discuss possible themes for our 2018 conference, we were convinced that we live in difficult moments of change, but also in moments of possibility and potential. We were also convinced that identity is an analytically powerful concept to explore these moments in different places and spaces. Finally, we believed that comparative education is well situated to examine the intersections of local, regional and global history, socio-political structures and biographies of persons that interact to produce moments of uncertainty and opportunity.

It was within the context of this thinking that we came up with the theme of our XXVIII Conference: “Identities and Education: Comparative Perspectives in an Age of Crisis”. With this frame, we hope that our Conference will be intellectually stimulating and exciting, creating a platform for understanding our current problems and challenges and considering the potential of education to address them. As always, the programme of the Conference provides ample space to debate these issues. Our conference structure comprising plenary lectures, working groups, thematically-focused panels and cross-themed sessions, is aimed at providing a stimulating set of contexts for in-depth discussion, academic networking and the development of enriching new friendships.

We look forward to welcoming you in Nicosia and at the University of Cyprus!

Dr. Eleftherios Klerides
Chair of the Local Organising Committee and CESE Secretary-Treasurer
University of Cyprus, Cyprus

Welcome Message from CESE President

It is a great pleasure to welcome you to one of the most fascinating cities in the world, and at a time of global and regional change, uncertainty and potential. As CESE President I am proud and grateful that the University of Cyprus has invested so much energy to ensure that your experience here will be memorable. I wish to thank our colleagues in the Department of Education for their excitement and energy in taking up the challenge of creating a context where scholars and practitioners from across the world can come together to discuss issues of common concern. In this regard, I wish to express particular gratitude on behalf of the CESE Executive Committee to the Head of the Department of Education (Prof. Leonidas Kyriakides) and to our local organizer and CESE Secretary-Treasurer (Dr. Eleftheris Klerides). Their support has been central to planning what I am sure will be a highly rewarding week of engagements. We are particularly excited to have the opportunity to experience cutting-edge teaching and learning facilities that reflect the University’s ambition to be a global leader in the higher education field.

CESE is a well-established society charged with furthering the study of education in a comparative perspective. Of course, as all scholars know, the academic world is awash with opportunities to present one’s work, meet new people and to be visible. A CESE conference provides those same possibilities as well as much more. Over 50 years and 27 bi-annual conferences, we have developed and maintained a unique structure centered around a series of working groups: a form of extended seminar where scholars engage with each other as peers, discussing, challenging and refining arguments and perspectives. The sessions of the working groups unfold over many days and often lead to much longer-term dialogues. Many of Europe’s leading comparativists have ‘cut their teeth’ here. CESE is also aware that academic culture is on the move. Not everyone can engage on such terms and not everyone considers themselves to be comparativists by primary academic identity. As such, we also offer a set of thematically-focused panels where educationalists of all types – including comparativists – can present their work in ways that unfold our conference theme further. We also have dedicated space in our program – the cross-themed sessions - for other outstanding papers that speak to the conference theme but which we arrange into sessions where additional synergies can be made. On top of these structural features, the Conference has a range of keynote speakers charged with the task of presenting their work but in ways that probe the conference theme and force us into dialogue about its multiple potentials. All in a relatively intimate setting where authentic and substantial dialogue is at the core of the conference experience.

A CESE conference is thus familiar but, also, quite unique. It reflects a commitment to scholarship, enquiry and deep engagement as well as an explicit invitation to develop your ideas and create meaningful relations. We are glad to welcome you to Cyprus, to CESE 2018 and to our intellectual community!

Dr. Stephen Carney
CESE President
Roskilde University, Denmark
## Conference outline programme

### Monday, 28th May

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>14:00-17:00</td>
<td>CESE Executive Committee Meeting</td>
<td>A xothea Mansion</td>
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<tr>
<td>17:00-18:00</td>
<td>CESE Women’s Network Meeting</td>
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<tr>
<td>18:00-20:30</td>
<td>Registration</td>
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<tr>
<td>20:30-21:30</td>
<td>&quot;The Ballad of the Bridge&quot;, Cyprus University Theatrical Workshop (THEPAK)</td>
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<tr>
<td>21:30-22:00</td>
<td>Reception, sponsored by the Greek Comparative and International Education Society (CESE)</td>
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### Tuesday, 29th May

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>08:00-09:00</td>
<td>Registration</td>
<td>Foyer, UCY Medical School</td>
</tr>
<tr>
<td>09:00-09:45</td>
<td>Opening of the Conference, Stephen Carney, CESE President</td>
<td>Amphitheatre B115, UCY Medical School</td>
</tr>
<tr>
<td>09:45-11:00</td>
<td>Plenary 1: Comparative education: the difference, the public, and the common</td>
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<tr>
<td></td>
<td>António Nóvoa, University of Lisbon</td>
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<tr>
<td></td>
<td>Chairs: Michele Schwesturfth, University of Glasgow/ Paul Morris, UCL Institute of Education</td>
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</tr>
<tr>
<td>11:00-11:30</td>
<td>Coffee break</td>
<td>Foyer, Medical School</td>
</tr>
<tr>
<td>11:30-12:45</td>
<td>Plenary 2: Villainification and victimization as affective technologies in the Cyprus</td>
<td>Amphitheatre B115, Medical School</td>
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<tr>
<td></td>
<td>conflict: Unmaking the affective orthodoxies of identity in/through critical education</td>
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<td></td>
<td>Michalinos Zembyla, Open University of Cyprus</td>
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<tr>
<td></td>
<td>Chairs: Athena Michaelidou, Cyprus Pedagogical Institute/ Maria Eliphothou,</td>
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<tr>
<td></td>
<td>Cyprus Pedagogical Association and University of Cyprus</td>
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<tr>
<td>13:00-14:00</td>
<td>Lunch</td>
<td>University Main Restaurant, Social Facilities (08)</td>
</tr>
<tr>
<td>14:00-16:00</td>
<td>Parallel Sessions 1</td>
<td></td>
</tr>
<tr>
<td>16:00-16:30</td>
<td>Coffee break</td>
<td>Terrace, CTF 02</td>
</tr>
<tr>
<td>16:30-18:00</td>
<td>Book launch: Childhood and schooling in (post) social societies</td>
<td>Terrace, CTF 02</td>
</tr>
<tr>
<td>18:00-19:00</td>
<td>Welcome Reception, co-sponsored by the Cyprus Pedagogical Institute, the Cyprus Pedagogical</td>
<td>Foyer, University House A.G. Leventis</td>
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<tr>
<td></td>
<td>Association and the Department of Education, University of Cyprus</td>
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<td></td>
<td>University House Gardens</td>
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### Wednesday, 30th May

<table>
<thead>
<tr>
<th>Time</th>
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<th>Location</th>
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<tbody>
<tr>
<td>08:30-09:30</td>
<td>Registration</td>
<td>Ground Floor Foyer, CTF 02</td>
</tr>
<tr>
<td>09:00-11:00</td>
<td>Parallel Sessions 3</td>
<td>CTF 02, See ‘Day by Day’ programme</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Coffee break</td>
<td>Terrace, CTF 02</td>
</tr>
<tr>
<td>11:30-13:00</td>
<td>Parallel Sessions 4</td>
<td>CTF 02, See ‘Day by Day’ programme</td>
</tr>
<tr>
<td>13:00-14:00</td>
<td>Lunch</td>
<td>University Main Restaurant, Social Facilities (08)</td>
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### Thursday, 31st May

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>08:30-09:30</td>
<td>Registration</td>
<td>Ground Floor Foyer, CTF 02</td>
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<tr>
<td>09:00-11:00</td>
<td>Parallel Sessions 6</td>
<td>CTF 02, See ‘Day by Day’ programme</td>
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<tr>
<td>11:30-13:00</td>
<td>Coffee break</td>
<td>Terrace, CTF 02</td>
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<tr>
<td>13:00-14:00</td>
<td>Lunch</td>
<td>University Main Restaurant, Social Facilities (08)</td>
</tr>
<tr>
<td>14:00-16:00</td>
<td>Parallel Sessions 8</td>
<td>CTF 02, See ‘Day by Day’ programme</td>
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### Friday, 1st June

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>08:30-10:00</td>
<td>Parallel Sessions 9</td>
<td>Amphi theatre B205, CTF 02</td>
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<tr>
<td>10:15-11:30</td>
<td>Plenary 3: Professoriate identity in the dispossessed university: Persistence and resistance</td>
<td>Amphitheatre B205, CTF 02</td>
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<tr>
<td>11:30-12:00</td>
<td>Coffee break</td>
<td>Terrace, CTF 02</td>
</tr>
<tr>
<td>12:00-13:00</td>
<td>The Lauwerys Lecture: The slowing global order: Changing contexts of education and comparative research</td>
<td>Amphitheatre B205, CTF 02</td>
</tr>
<tr>
<td>13:00-13:30</td>
<td>Closing of the Conference</td>
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<tr>
<td>13:30-15:00</td>
<td>CESE Executive Committee Meeting</td>
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Victimization produced through relations and connections among material, affective and conceptual elements in educational practices and policies. As technologies of affect, villainification and victimization are of differentiation, we will fail to appreciate the tenacity and force of some manifestations of identity in schools, and understand how these formations and doings come to be operationalized as technologies of villainification and victimization as affective formations and “doings” that have material consequences bodies, binding them together or apart. As it is argued, unless we grapple with the complexities of these narratives, we may inadvertently or unintentionally. Thus, as it is shown in my long-term ethnographic research, the instrumental sentimentality or superficiality emerging in the policy of ‘I don’t forget’ over the years may sometimes subvert the process of cooptation of national memory, fading away the emotional power of vilification and victimization.

Rethinking vilification and victimization as technologies of affect in schools can be the starting point for a vision of an educational politics and practice that might attend to the multiplicity and complexity of affective encounters and identity perceptions. If our commitment is to make a critical intervention in schools that challenges essentialist understandings of identity—that is, interventions that would dissolve the normative technologies tied up with certain “structures of feeling” in school practices—then this work must also occur at the affective level.

Villainification and victimization as affective technologies in the Cyprus Conflict: Unmaking the Affective Orthodoxies of Identity In/Through Critical Education

Plenary Session 2, Tuesday, May 29, 11:30-12:45, B115
Speaker: Michalinos Zembylas, Open University of Cyprus, Cyprus

Looking at the recent history of Cyprus, especially how it’s taught in Greek-Cypriot and Turkish-Cypriot educational systems—one can easily find compelling discourses of how the Other is represented. The Greek-Cypriots and the Turkish Cypriots construct narratives that are different with respect to how the Other is portrayed, yet the common themes that emerge highlight the suffering, violence and historical trauma that one side has inflicted on the other. These narratives are grounded in notions of villainification of the Other—the creation of the (ethnic) Other as the single actor who becomes the face of systemic harm—and victimization of the (ethnic) Self—the creation of the Self as the ultimate victim of the Other’s barbarity.

This presentation draws on affect theories to analyze the processes of villainification and victimization as technologies of affect that are being used to establish inclusion/exclusion categorizations between bodies, binding them together or apart. As it is argued, unless we grapple with the complexities of villainification and victimization as affective formations and “doings” that have material consequences in schools, and understand how these formations and doings come to be operationalized as technologies of differentiation, we will fail to appreciate the tenacity and force of some manifestations of identity in educational practices and policies. As technologies of affect, villainization and victimization are produced through relations and connections among material, affective and conceptual elements.
Plenaries and Keynote Speakers

Professoriate Identity in the Dispossessed University: Persistence and Resistance

Plenary Session 3, Friday, June 1, 10:15-11:30, B205
Speaker: Nelly P. Stromquist, University of Maryland, USA

The explosive combination of globalization and neoliberalism has changed universities forever. Some changes are positive, such as more student access to all forms of tertiary education, ICs are ubiquitous and significantly ease the development of new understandings, and universities have become essential sites for research and development. Other changes have been negative; among them is the downplaying of teaching as a core function, the constant search for revenues to meet operational needs, the growing differentiation and hierarchies among and within tertiary education institutions, and the enormous increase of casualized (or contingent) faculty.

Throughout the world, it is clear that permanent faculty are becoming a minority. This situation has not been sufficiently problematized despite its importance as a key factor affecting both institutional and professorial identity. Principles of shared governance become perfunctory when administrators—those with greater knowledge of the institution and greater responsibility for its everyday conduct—gradually gain greater decision-making roles in substantial functions and strategies shaping its future. Academic freedom by the tenure and tenure-track minority is often constrained by policies that put a premium on research productivity and entrepreneurship, as opposed to reflection and social critique.

Among casualized faculty, precarity prevails. Against the myth of contingents as older professionals taking time from their “day jobs” to share their expertise, the reality is that of the contingent faculty today in fact depend on university employment for their livelihood and live in the hope of one day securing full time and permanent jobs. Often, contingent faculty do not—or are not allowed to—participate in institutional decision-making, even in matters pertaining to that which they do most—teaching.

In this scenario, there is a pressing need for all of us to examine our identities as members of the professoriate. So far, the permanent faculty clings (by default) to perceptions of a reality that is no longer in place. Paradoxically, although university professors have traditionally invoked the principles of democracy and social justice in their work, many of us remain insensitive to the plight of the “new majority” in our departments. The permanent faculty has so far failed to express solidarity with our suffering colleagues, and usually endorses the discourse of economic crisis and expediency when hiring faculty in short-term, fixed-contracts. Not surprisingly, contingent faculty have begun moving into new ways of collective action to protect their interests. What does it mean to be a member of the professoriate today? What identities are we claiming, if any? What would it take to be proactive in shaping a new reality? This talk explores developments in research universities across the world, with a particular emphasis on the United States, a country that claims to have superior higher education systems, as validated by ranking systems.

Nelly P. Stromquist (Ph.D., Stanford University) is H.W. R. Benjamin Professor of International Education at the College of Education, University of Maryland, USA. She explores the education world from a critical sociological and political perspective. Her research covers a wide range of issues: gender and education, globalization and higher education, popular and non-formal education, and public policies. She is author of several books and numerous articles on women’s literacy and non-governmental organizations, globalization’s impact on education, and the professoriate. Nelly is former president of the Comparative and International Education Society (CIES). Her honors include the Kerstin Hesselgren prize, visiting professorship by the Swedish Research Council, serving as a Fulbright New Century Scholar, and being appointed CIES honorary fellow in 2017.

The Lauwers’ Lecture

The Slowing Global Order: Changing Contexts of Education and Comparative Research

Friday, June 1, 12:00-13:00
Speaker: Noah W. Sobe, Loyola University Chicago, USA

In both academic and popular conversations globalization is commonly associated with speed, acceleration and the intensification of economic, cultural and social interactions and processes. The crises of our current moment invive attention to the slowing of global exchange, international cooperation and transnational mobility. Nonetheless, at the same time, it seems prudent to reflect on uneven temporalities in the global order. A review of economic, social and educational inequities around the globe suggests that recent decades have seen time-spaces where the fast and the slow both coexist and contradict one another. Paying attention to global tempo is, in part, to recognize the argument proposed by some historians that globalization be approached from a long durée perspective which sees human societies as experiencing broad periods of globalization and de-globalization. While offering a historical examination of time and temporalities in education, this lecture also seeks to grapple with new, emergent uneven temporalities in education.

Globalization scholarship often claims that transnational and/or world-spanning processes, phenomena and entities have profoundly reshaped the context(s) in which schooling occurs. From international student flows to new dynamics of knowledge creation and a trans-nationalizing reshaping of the spatialities and locations of education, globalization seems to have profoundly reconfigured educational policies and practices. Notwithstanding such dynamics, this lecture directs attention to deceleration and disengagement within the global order. It examines the role that comparative education plays in these processes and dynamics—which involve both the construction and denial of coevaly, commensurability, and one-worldliness. The coloniality of power is enacted through educational comparisons, particularly as comparisons hierarchically order societies and groups in relation to movement across time towards modernity, development or even a less freighted notion of “improvement”. In tandem with the tendency to divide and differentiate temporalities, comparative education has also been complicit in the smoothing of time-space: the construction of apparent “universalisms”, commonsenses and “best practices” that erase and invalidate difference and diversity. Alongside a discussion of the active role education plays in these contradictory global processes and dynamics, this lecture examines the opportunities, risks, and challenges for comparative education in a slowing global order.

Noah W. Sobe is Professor of Cultural and Educational Policy Studies at Loyola University Chicago where he also directs the Center for Comparative Education. He is a historian of education who studies the global circulation of educational policies and practices with a particular interest in the ways that schools function as contested sites of cultural production for the making up of peoples, societies and worlds. His recent research includes work on education in post-socialist contexts, affect and emotion in education, and educational merit and meritocracy. Professor Sobe is President (2017-18) of the US-based Comparative and International Education Society (CIES) and also serves on the Executive Committee of the International Standing Conference on the History of Education (ISCHE). He is the author of over 35 journal articles and book chapters, with publications appearing in journals such as Paedagogica Historica, History of Education, Current Issues in Comparative Education (CICE), and the Harvard Education Review. Professor Sobe also serves as co-editor of European Education, an Associate Editor of Cadernos de História da Educação (Brazil) and is on a number of editorial boards including Paedagogica Historica and Educational Policy Analysis Abstracts (EPAA).
Special Presidential Symposium

Europe beyond education: Implications for education

Wednesday, May 30, 16:30-18:00, B205

Chair: Stephen Carney, Roskilde University, Denmark

Sir Michael Sadler, in his Oxford Speech at the turn of the 20th century, stated that “the things outside the schools matter even more than the things inside the schools, and govern and interpret the things inside”. Despite, over a century later, the increasing influence of an applied form of Comparative Education which claims to identify universal and transferable policy solutions, for many of us Sadler’s assumption has remained a constant tenet of our academic field. This conference is designed to provide a site to explore that aspect of our academic identity. In particular, we invited an acknowledged ‘outsider’ to frame the current ‘situation’ in Europe beyond education and what that means for identity formation projects in general. At the Symposium we will invite you to act as ‘insiders’ of education and discuss and extract educational implications out of this ‘situation’. You should not to take for granted our long-standing and largely under-theorised assumption that “the things outside the schools are more important than the things inside”. Instead you are encouraged to problematise and rethink it.

Re/nationalizing Europe: A Politics of Fear and Hope

Speaker: Ruth Wodak, Lancaster University, UK, and University of Vienna, Austria

Currently, we are experiencing the rise of right-wing populist parties, accompanied by a virulent (nativist) nationalism and related body and border politics, in most EU member states and beyond. Not only are borders being closed and walls constructed, in order to keep specific groups of people (refugees and immigrants) out; the programs also contain many elements of anachronistic and apocalyptic imaginaries of impending destruction, decadence and decay – should nothing be changed. Exclusive identities are being propagated, on national and EU levels, frequently associated with the traditional metaphor of “Fortress Europe”.

Thus, across Europe, we are confronted with political rhetoric adjusted to changing national and, to some extent also international, political conditions: new topics and arguments (Islamophobia, strong Euroscepticism, migration and asylum restrictions, and a return to monolingualism [knowledge of German/English/Danish required before migrants are allowed to enter the country; see Wodak 2011, 2015, 2017; Rheindorf & Wodak 2017, 2018]) have become salient. Moreover, by electing media-savvy leaders, these parties convey their messages by intensifying the use of comics, posters, social media, and even ‘pop’ (rap-songs).

In my lecture, I will first discuss the politics of fear, as promoted by far-right parties; and then turn to a counter-discourse, the politics of hope, as presented by so-called “progressive” movements. I will discuss and extract educational implications out of this ‘situation’. You should not to take for granted our long-standing and largely under-theorised assumption that “the things outside the schools are more important than the things inside”. Instead you are encouraged to problematise and rethink it.

Ruth Wodak is Emeritus Distinguished Professor and Chair in Discourse Studies at Lancaster University, United Kingdom, and Professor in Linguistics at the University of Vienna, Austria. Her research focuses on the development of theoretical approaches in discourse studies, organizational communication, identity politics and politics of the past, language and/in politics, gender studies, and, racism, prejudice and discrimination. Combining several fields in discourse studies, she continues to develop the Discourse-Historical Approach (DHA), an interdisciplinary, problem-oriented approach which analyses the changes of discursive practices over time and in various genres. She is member of the editorial board of a range of linguistic journals and co-editor of the journals Discourse and Society, Critical Discourse Studies, and Language and Politics. During her career, Professor Wodak has received numerous awards and honours. In 2013, she became a member of the British Academy of Social Sciences and in 2016, member of the Academia Europaea. In 2011, she was awarded the Grand Decoration of Honour in Silver for Services to the Republic of Austria; in 2010, an Honorary Doctorate from University of Örebro in Sweden; in 2008, the Kerstin Hesselgren Chair of the Swedish Parliament; in 2006, the Woman’s Prize of the City of Vienna; and, in 1996 the Wittgenstein Award for Elite Researchers. She is past-President of Linguistica Europaea. Ruth has held visiting professorships and distinguished fellowships in Malmo and Uppsala (Sweden), Stanford University, University of Minnesota, Georgetown University, University of East Anglia, Carleton University in Ottawa, and, the European University in Florence. Ruth Wodak has published 10 monographs, 27 co-authored monographs, over 60 edited volumes and special issues of journals, and ca 400 peer reviewed journal articles and book chapters.

CESE History Project: Conversation with Past Presidents

Thursday 31st May, 14:00-16:00, Amphitheatre B108, University House A.G. Leventis

CESE is one of the oldest academic societies in the field of education. It was established in 1961 with the aim of providing a space for dialogue amongst individual ‘voices’ from the field of comparative educational research and other associated fields. But the collective ‘voice’ of the Society has remained unheard. The Executive Committee of CESE decided that it was time to write a history of the Society attempting to highlight its position in the academic and political worlds, as well as its impact on the development of the field. This session provides the opportunity for Past Presidents to reflect on the past, present and future of the Society, and help us to launch and shape this ambitious project.

Chairs and project leaders:
Bettelheris Kierides, University Of Cyprus, Cyprus
Hans-Georg Kothoff, Freiburg University of Education, Germany

Participants:
Juergen Schriewer, Humboldt University of Berlin, CESE President 1992-1996
Thyge Winther-Jensen, Aarhus University, CESE President 1996-2000
Donatela Palomba, University of Rome Tor Vergata, CESE President 2000-2004
Robert Cowen, UCL Institute of Education, CESE President 2004-2008
Hans-Georg Kothoff, Freiburg University of Education, CESE President 2012-2016

Concluding remarks:
Stephen Carney, Roskilde University, CESE President

Childhood and Schooling in (Post)Socialist Societies: Memories of Everyday Life (Palgrave MacMillan, 2018), edited by Iveta Silova, Nelli Piattoeva and Zsuzsa Millei

Book launch by Jeremy Rappleye, Kyoto University
Foyer, University House A.G. Leventis, Tuesday 19th May, 18:00-19:00

This book explores childhood and schooling in late socialist societies by bringing into dialogue public narratives and personal memories that move beyond imaginaries of Cold War divisions between the East and West. Written by cultural insiders who were brought up and educated on the eastern side of the Iron Curtain – spanning from Central Europe to mainland Asia – the book offers insights into the diverse spaces of socialist childhoods interweaving with broader political, economic, and social life. These evocative memories explore the experiences of children in navigating state expectations to embody “model socialist citizens” and their mixed feelings of attachment, optimism, dullness, and alienation associated with participation in “building” socialist futures. Drawing on the research traditions of autobiography, autoethnography, and collective biography, the authors challenge what is often considered ‘normal’ and ‘natural’ in the historical accounts of socialist childhoods, and engage in (re)writing histories that open space for new knowledges and vast webs of interconnections to emerge.

Iveta Silova is Professor at Mary Lou Fulton Teachers College at Arizona State University, USA.
Nelli Piattoeva is a Senior Lecturer at the Faculty of Education, University of Tampere, Finland.
Zsuzsa Millei is a Senior Research Fellow at the Institute for Advanced Social Research, University of Tampere, Finland.
Working Groups

Working Groups (WGs) are central to CESE conferences and take the form of an extended seminar where scholars engage with each other as peers, discussing, challenging and refining arguments and perspectives. The sessions of WGs often unfold over two (or three) days and lead to much longer-term dialogues. Seven WGs, reflecting diverse points of news, institutional sites and professional groups, have been created to explore the landscape of identity and education in times of crisis.

Working Group 1: History, Theory, and Identity in/of Comparative Education

Chair: Carlo Cappa, University of Rome ‘Tor Vergata’, Italy

By pairing “history” and “theory”, WG1 invites analyses in which the two elements, in a comparative perspective, are closely linked with each other.

Identity and education are and have always been strictly interwoven – a crucial issue for comparative education. Education, in conversation with social and cultural conditions, proposes a number of different images of the human being, especially in terms of identity. Traditionally, one of the most relevant aspects of each of these different identities has been to try creating univocal profiles, providing common elements of recognition, of “sameness”, among those belonging to it. In this respect, each identity is conceptualised as alternative to the others, leading to a clash that is all the more apparent in periods marked by uncertainty, when many paradigms compete for the same terrain.

In current times, the complexity of society, acceleration of change processes and rising uncertainty present a difficult task for education. In a framework characterized by political and economic challenges, a tension arises between different possible identities in Europe as well as elsewhere, with the notion of multiple identities coming to the fore.

The concept of crisis can be a powerful heuristic to interrogate our current situation, involving, as it does, an opportunity, or even an obligation, to make choices. The concept of crisis defines not only a difficult moment or period, but an important turning point as well. Crisis can be read as an open question, an invitation; a moment requiring analysis and judgment about one (or many) possible way(s) for imagining change or resistance.

How can a comparative approach contribute to this problématique? And is the identity – or the multiple identities - of comparative education itself worth investigating in order to explore the diverse ways in which history and theory are linked in comparative education[s]?

Whilst encouraging a broad array of papers, the WG is particularly interested in papers that address the following issues:

- Highlighting moments in which we can find a consolidation or a contestation – through education – of a specific notion of “identity”.
- Understanding the building of identity through education or the fight against it in relation to previous traditions of enquiry or with other phenomena such as the economy, politics or society.
- Exploring transformation/s and continuity/ies in educational concepts for thinking about identity/identities in comparative education.

Working Group 2: Governance, Nation State and the New Transnational Order

Chairs: Nelli Piattoeva, University of Tampere, Finland
Elaine Unterhalter, UCL Institute of Education, England

Education and identities are being (re)articulated by forces that are well beyond the control of national states. Many of these are corporate, shaped by the logic of market reach and profit-accumulation. Others reflect the collective political and cultural desires and commitments of regional bodies such as the European Union, the Arab League, the Organisation of American States or the African Union. A third and growing voice comes from the voluntary or philanthropic sector where new donors are shaping development priorities to reflect more idiosyncratic views and interests. Irrespective of the focus one adopts, educational identities can now be understood as reflecting a heightened sense of economic self-interest and autonomy, an awareness of regional and global interconnectivity and belonging, as well as a growing sense of disconnect and confusion. Forms of governance and organisation do not merely respond to our contemporary political landscape but, rather, have been central in shaping it.

This Working Group (WG) deals with some of the most profound and complex challenges or even contestations facing education and identity formation in Europe and elsewhere. Whilst encouraging a broad array of papers, the WG is particularly interested in papers that address the following issues:

- Techniques and technologies: the rise and implications of new governance methods and systems. This might include the application of ‘big data’ to education as well as new developments regarding measurement, performance and surveillance systems. How are these new regimes of visibility (re)shaping notions of the educated person in national, regional and global terms?
- Actors and organisations: the role of international agencies and new scalar relations (for example regional and transnational configurations) in recalibrating and challenging the role of nation states in the field of education and identity formation. Who is setting the agenda for education and what does it mean to be educated in an age of fluidity? In what ways does this new agenda differ from earlier ones?
- Subject positions and identity politics: the prospects for education in an age of uncertain transnationalism. What types of education become possible as the state is displaced from its historically privileged position in educating populaces? What new educated subjectivities and positionalities are emerging (or under erasure) as new actors and processes attempt to redefine (historically contested) notions of the educated person?

The WG welcomes contributions from a wide range of disciplinary backgrounds and conceptual orientations aimed at understanding the interests driving such transformations and how these are affecting educational identities nationally and beyond.
Working Groups

Working Group 3: Curricula, Textbooks and Citizenship

Chairs: Paul Morris, UCL Institute of Education, England
Miri Yemini, Tel Aviv University, Israel

Many of the longstanding dilemmas which educators have sought to address have their roots in the multiple and sometimes contradictory purposes of schooling. For example: the quest to educate an obedient citizenry had to be balanced against the need to encourage criticality and creativity; promoting skills for employment had to be balanced by a desire to develop social and moral attributes; competition was promoted whilst in parallel seeking to encourage cooperation and compassion. More recent variations of these dilemmas include the quest to educate citizens who will lead the nation to compete in the ‘global knowledge economy’ whilst in parallel expecting schools to ensure pupils are patriotic promoters of their own national and/or cultural traditions. The rapidly increasing influence of global agencies and of global education businesses and their claim to measure ‘quality education’ creates another layer of complexity which is now manifested in school systems seeking to provide a broad and balanced curriculum which serves the needs of the nation whilst at the same time ensuring rapid improvement in pupils’ performance on cross national tests in a narrow range of subjects.

It is within the concrete manifestations of school curricula that these various dilemmas are ‘resolved’ and delivered to school pupils. Decisions concerning curricula, textbooks and citizenship education are especially critical and represent the historical outcome of the struggles to control education. Other examples are:

- The time allocated to school subjects.
- The changing value of subjects in systems of high stakes assessment, what is included and excluded from the curriculum as well as what is assessed.
- The content of school textbooks and the politics of who decides which textbooks are used.
- The role of common curricula.
- The Medium of Instruction.
- The overall conception of the ‘educated’ person and the ‘good’ citizen that the curriculum seeks to develop.

These decisions are central to the operation of school systems and take on added significance in light of the various shifts identified in the Conference rubric. Thus, inter alia, the movement of refugees and migrants across borders, the rise of nationalist and sometimes xenophobic political movements and the emergence of increasingly polarised and populist political environments have had a powerful impact on school curricula.

This Working group explore these issues with a focus on curricula at all levels of formal education.

Working Group 4: Practitioners, Pedagogies and Professional Identities

Chairs: Michele Schweisfurth, University of Glasgow, Scotland
Stavroula Philippou, University of Cyprus, Cyprus

Practitioners in education are under fire on a number of fronts. Accountability regimes in many countries are shaped by narrowed understandings of learner attainment and of teachers’ roles in improving it. The outcomes of national – and, increasingly, international – standardised tests not only generate large sets of data: they set new standards by which teachers are judged. Control is centralised; responsibility and blame are delegated. This regime incorporates new sets of actors, including international organisations such as the OECD, and private interests in the form of ‘Edubusiness’. In contexts of resource constraint, including large parts of southern Europe, practitioners are expected to do more with less and with little job security. In settings where teachers have traditionally been respected members of the community and an important component of the intelligentsia, such shifts in identity are particularly painful.

Education practitioners include those working at all levels of the system and outside of it, from early childhood care and education through schooling and higher education, and in adult education and training. For practitioners involved in teaching and learning, pedagogy is more than what they can be observed doing: it is an expression of what they believe, and of their own human and professional identities. Embedded as it is in individual’s beliefs and identity and in cultural norms, pedagogy remains one of the hardest things to change through policy. Yet it is often targeted as a lever for improvement, with ready-made imported solutions, and with little attention to practitioner voices and cultural and resource realities.

In these challenging times, glimmers of hope include individual and collective resistance to the blunt instruments of policy change. While the educational agenda for practitioners is arguably narrowing and converging overall, there are new policy foci in some contexts, bringing attention to areas such as wellbeing and equity. These come with new responsibilities but also opportunities. And practitioners are not always right. Sometimes other marginalised voices, including those of learners and parents, are part of the call for change. Key themes to be addressed within this working group include:

- Practitioner identity in contemporary contexts including: resource stringency; migration; political shifts; technological innovation; and new understandings of accountability and autonomy.
- The construction of ‘best practice’ pedagogy through, for example, the washback effects of standardised international tests such as PISA or PISA for Development, the workings of aid organisations in the Global South, and new forms of governance that emphasise performativity and measurement. How is improvement defined, and how are practitioners engaged (or not) to work towards it?
- Sites of renewal and resistance. How do practitioners work individually and collectively to uphold values which they perceive to be under threat? What are the roles, for example, of teacher unions, practitioner voices in policy formation, and subtext forms of non-compliance or mediation at the grassroots level?

The working group invites contributions which address or question any of the themes above and which explore the tensions and competing imperatives that practitioners face in the contemporary context. We especially welcome comparative studies but strongly encourage all submissions to set their work rigorously in national and international contexts.
Working Groups

Working Group 5a: Higher Education
Chair: Eleni Prokou, Panteion University of Social and Political Sciences, Greece

Working Group 5b: Vocational Education and Training, and Lifelong Learning
Chair: Irene Psifidou, European Centre for the Development of Vocational Training, Cedefop

Higher education in Europe has been under transformation for the last two decades or so. Globalisation forces, as these are promoted by international and transnational organisations (the OECD, the EU etc.), have exerted pressures for the promotion of the so-called “market-driven” university across the European regions. Along with the imperative for market responsiveness come notions of university productivity, the attribution of greater autonomy to universities to meet certain pre-specified objectives, evaluation, accountability and quality assurance. In the framework of a retreat from welfare states, especially at the current time of economic and social crisis, privatisation trends increase, while the concept of lifelong learning is becoming more and more important along with the individualisation of the responsibility for learning. Employability, as a central aim of the EU education and training policies, is becoming a basic mission of higher education institutions, challenging the Humboldtian model of the University with its unity of research and teaching, in its turn, continuing vocational education and training is further promoted, at the expense of general adult education, albeit increasingly privatised in parallel with the promotion of accreditation policies (e.g. the EQF).

This Working Group (WG) deals with some of the most profound and complex challenges or even contestations facing higher education and vocational education and training / lifelong learning in Europe and elsewhere. Whilst encouraging a broad array of papers, the WG is particularly interested in papers addressing the following issues:

- Analysis and interpretation of higher education policies across the European regions. What policies challenge “equity” goals in higher education? What are the consequences of the growing emphasis on “market” responsiveness? What forms of “evaluation” and “quality assurance” are taking root? Has the employability of graduates become a central aim? At what cost? What types of “privatisation of higher education” are taking place across Europe and beyond and to what effect?
- Analysis and interpretation of vocational education and training / lifelong learning and adult education policies in European regions. What is the balance between the notions of employability and equity? How are systems of vocational education and training / lifelong learning changing in view of their increasing privatisation? What is the role of general adult education in view of the emphasis being placed in continuing vocational education and training?
- Analysis of the policy agendas of EU and international organisations (e.g. Bologna Process, Lisbon Strategy, Copenhagen Process etc.). How do these policies influence nation states or regions in formulating their policies in higher education and /or vocational education and training / lifelong learning?

The WG welcomes contributions from a wide range of social science backgrounds and conceptual orientations aimed at understanding the interests driving the transformations of higher education and vocational education and training / lifelong learning institutions at national and international level.

Working Group 6: Identities beyond Formal Education
Chair: Yiannis Roussakis, University of Thessaly, Greece
Aristotelis Zmas, European University Cyprus, Cyprus

In modern times, children and youth identities and subjectivities were habitually played out, shaped and channelled within and through the boundaries of formal education. Ministries and policies, classrooms and teachers, curricula and textbooks, as well as teaching aids and commemorative rituals, all were invented to play a key role in the making of individual and collective identity and the subject. In all these institutions and practices of the ‘grammar’ of formal education, subject positions tended to be defined along masculine, white, heterosexual and middle-class lines, to the detriment of those contesting these norms and identified as women and LGBT+, of black and minority ethnic groups, of working classes, as well as of colonised groups, those with disability and migrant communities.

Today, formal education is losing its privileged position as key location of “identity-work”, existing alongside non-formal and informal sites and techniques of learning and socialisation. Advancements in technology and the rise of social media, changes in capitalist accumulation and the workplace, shifts in international politics and the emergence of new governing forms, new lifestyles, and new patterns of entertainment and leisure are some of the phenomena at play here, opening up new possibilities for identity-making beyond formal education. Taken together, such forces suggest a new era of both personal and collective uncertainty as well as opportunity. What non-formal and informal spaces and technologies of identity-work are emerging today? How are they employed and by whom? What new imaginings of the subject are articulated and enacted? How are these imaginings entangled negotiated alongside those produced in formal practices and via formal strategies of education?

The Working Group (WG) opens up historical and contemporary themes related to identities beyond formal education. Papers might include the following:

- The new spatial architecture of/for identity-making: here, papers might explore the ways that changes in technology, capitalism and geopolitics, as well as in lifestyle and leisure redefine subjectivities and the tools and sites of their making.
- The implications of new notions of the “self” in/for society: papers might examine how formal, informal and non-formal, national/local and transnational imaginings of the subject are intersecting and what this means for the nature of the notion of identity itself.
- Actors and concepts: here, papers might consider subjects and subject positions that are creating and contesting the new times of fluidity and opportunity, as well as how we might theorise them.

WG participants might frame their analyses by region, country and/or community and could engage with a range of intellectual perspectives and interpretative positions. It would be especially pertinent if some analyses focus on how categories such as gender, class, ability, occupation, race, caste, ethnicity, religion, and sexual orientation intersect to contribute to the enactment of a growing sense of threat and resistance on the one hand, and potential and renewal on the other.

New Scholars Working Group
Chair: Hans-Georg Kotthoff, Freiburg University of Education, Germany

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

The Thematically-Focused Panels (TFPs) are a new feature of the CESE conference and provide an opportunity for leading educationalists of all types – including comparativists – to present their work in ways that unfold our conference theme further. Typically, a TFP comprises three or four papers which all refer to a certain aspect of the main conference theme and brought together into one coherent session.

TFPs 1: Identities, crisis and education in Europe

- Moulding identities at times of (post)crisis: Higher education governance and knowledge transformations in Europe | Chairs: Antigone Sarakinioti & Stavroula Philippou, University of Cyprus
- Shaping new European educational and research identities: Insights from research on the global education industry | Chair: Marcelo Parreira do Amaral, University of Munster
- Shaping young adult identities through LLL policies: Between standardisation and individualisation | Chairs: Sarah Schaufler, University of Munster, and, Judith Jacovkis, Autonomous University of Barcelona
- Minority education and identities in post-communist Europe | Chairs: Hristo Kyuchukov, University of Silesia in Katowice, and, William New, Beloit College
- Teacher professionalism and identities and the quest for inclusion | Chairs: Monica Mincu, University of Turin, and, Régis Malet, University of Bordeaux

TFPs 2: Migration, refugees and intercultural education

Chairs: Marta Moskal, Durham University, and, Eleni Theodorou, European University Cyprus

TFPs 3: Conflict, peace and the promise of education

Chair: Constandina Charalambous, European University Cyprus

TFPs 4: Gender and social class identities

Chair: Miranda Christou, University of Cyprus

Cross-Thematic Sessions

Cross-Thematic Sessions (CTSS) provide space for papers that are relevant to the broader field of comparative education but that do not necessarily relate closely to the focus in any of the working groups or the main conference theme.

CTSS also provide space for a group of three or four papers which go beyond the conference theme by touching on theoretical and/or methodological issues related to comparative education, and which would therefore profit from being grouped together.

- CTS 1: Global Ethnography, Jean Baudrillard and comparative education | Jason Beech, University of San Andres
- CTS 2: Publishing in Comparative Education | David Phillips, Oxford University
- CTS 3: International and comparative education meets sustainability development: Four case examples from the Nordic rim? | Chair: Meeri Hellstén, Stockholm University
- CTS 4: Time to follow the white rabbit? The OECD’s happy schools, closed systems, and the return to wonderland | Chair: Jeremy Rappleye, Kyoto University
- CTS 5: The comparative education soul: Celebrating Andreas Kazamias on his 90th birthday | Chairs: Iveta Silova, Arizona State University, and, Noah W. Sobe, Loyola University Chicago
- CTS 6: Exploring gendered patterns of higher education participation and success in STEM and beyond: Initial findings from the network ‘Examining Gender in Higher Education’ | Barbara Read, University of Glasgow
- CTS 7: From matter of fact to matter of concern - context in comparative education research | Chair: Iveta Silova, Arizona State University
- CTS 8: Intercultural education policy and practice: Interplay, comparison and contrast in the case of Cyprus | Pavlina Hadjitheodoulou-Lozidou, Cyprus Pedagogical Institute
- CTS 9: Learner Centred Education (LCE) as a means for social change in adult education programmes for migrants in four European countries | Maria Gravani, Open University of Cyprus
- CTS 10: Free Sessions
- CTS 11: Educational policy as a transnational phenomenon: The case of curriculum making across European contexts | Stavroula Kontovourki, Stavroula Philippou & Eleni Theodorou, University of Cyprus
- CTS 12: Uneven time-spaces in education: Concepts, methods, and practices for comparative education research | Chair: Noah W. Sobe, Loyola University Chicago
### Working Groups

**Tuesday 29th May**

#### Session 1 | Time: 14:00-16:00

| WG 1: History, theory and identity in/of comparative education | Session 1: Educated identity and comparative education: Theoretical contours | Chair: Carlo Cappa | Time: 14:00-16:00 | Room: 007 |
| WG 2: Governance, nation state and the new transnational order | Session 1: Education policy and crisis | Chair: Nelli Piattoeva & Elaine Unterhalter | Time: 14:00-16:00 | Room: 009 |
| WG 3: Curriculum, textbooks and citizenship | Session 1: Promoting unity from diversity | Chairs: Paul Morris & Miri Yemini | Time: 14:00-16:00 | Room: 010 |
| WG 4: Practitioners, pedagogies and professional identities | Session 1: Concepts and methods | Chairs: Michele Schwesturrath & Stavroula Phtiaka | Time: 14:00-16:00 | Room: 011 |
| WG 5a: Higher education | Session 1: Internationalisation and academic identities | Chair: Eleni Prokou | Time: 14:00-16:00 | Room: 016 |
| WG 5b: Vocational education and training and lifelong learning | Session 1: VET for social inclusion and labour market integration | Chair: Irene Psifidou | Time: 14:00-16:00 | Room: 111 |
| WG 6: Identities beyond formal education | Session 1: Indigenous identities across space | Chairs: Yiannis Roussakis & Aristotelis Zmas | Time: 14:00-16:00 | Room: 112 |

**WG 1: History, theory and identity in/of comparative education**

- Comparison, translation and the paradoxes of identity, Donatella Palomba
- What happened to educational theory in general and to comparative education in particular?, Thyge Winther-Jensen
- Notes on paradigms and epistemologies in international comparative research, Rita Foss Lindblad, Sverker Lindblad
- Educated identity: Concepts, theories, and futures, Robert Cowen

**WG 2: Governance, nation state and the new transnational order**

- Public good, state formation, and transnational networks: Some reflections on education theorising in 1917 and 2016, Elaine Unterhalter
- The age of uncertainty: Silencing the knowledge of the ‘other’ and unmaking of identities in the contemporary moment, Adeela Anhad-Ayaz & Muhammad Nassem
- Temporal horizons of crisis in education, Bernhard Hemetsberger
- Towards a dialogical and progressive educational policy framework: Maneuvering a middle way among the polarized constructs, Solomon Atuqay David

**WG 3: Curriculum, textbooks and citizenship**

- Internal other or part of the national self? Representations of ethnic minorities in Singapore’s textbook narratives of the Japanese occupation, Khatera Khamsi
- The New Civics curriculum for high-schools in Israel: Neo-Zionism and the discursive construction of Palestinian identity and narratives, Halleli Pinson
- Re-constructing the nation: Struggles in portraying minority ethnic groups in Chinese mainstream history textbooks, Fei Yan

**WG 4: Practitioners, pedagogies and professional identities**

- Socio-cultural identity and PISA attainment: An exploration of the Finnish and Chinese cases, Jennifer Chung & Jun Li
- Sen and Bourdieu: A holistic framework to address social justice in education? Maria Manzon
- (Self-)Explorations of teachers’ professional identities in a cross-cultural comparative ethnography, Bettina Fritzshe
- What the United States education system can learn from Cuba: The need for critical border praxis, Timothy G. Cashman

**WG 5a: Higher education**

- Ticking the ‘other’ box: Positional identities of East Asian academics in UK universities – A comparative analysis, Tern Kim & Wilson Ng
- The impact of intercultural awareness on peer interaction: Views of MA students in a British University, Ming Cheng
- An international comparison on equity and social justice in technological and vocational education systems, Zhen-Kong Yang
- Bridging the skill divide in Europe: The role of vocational education and training to prevent and remedy early school leaving, Irene Psifidou
- The voice of adolescents at the edge of schooling: An ethnographic study of truancy at a technical and vocational school in Cyprus, Maria Iacovou Chalambous & Helen Phtiaka
- People and policy: A comparative study of apprenticeship across eight national contexts, Maia Chankeliani

**WG 5b: Vocational education and training and lifelong learning**

- The education interventions of the World Bank: Cyprus as a case study, Ioanna Siakalli
- Educational marginalisation of conflict-affected children in Syria: Politicisation of evidence, Tomoya Sonoda
- Bridging the skill divide in Europe: The role of vocational education and training to prevent and remedy early school leaving, Irene Psifidou
- The voice of adolescents at the edge of schooling: An ethnographic study of truancy at a technical and vocational school in Cyprus, Maria Iacovou Chalambous & Helen Phtiaka
- People and policy: A comparative study of apprenticeship across eight national contexts, Maia Chankeliani

**WG 6: Identities beyond formal education**

- Indigenous identities and education in Taiwan in the age of transitional and historical justice, Yulia Nesterova
- Indigenous identities and education in Taiwan in the age of transitional and historical justice, Yulia Nesterova
- The education interventions of the World Bank: Cyprus as a case study, Ioanna Siakalli
- Bridging the skill divide in Europe: The role of vocational education and training to prevent and remedy early school leaving, Irene Psifidou
- The voice of adolescents at the edge of schooling: An ethnographic study of truancy at a technical and vocational school in Cyprus, Maria Iacovou Chalambous & Helen Phtiaka
- People and policy: A comparative study of apprenticeship across eight national contexts, Maia Chankeliani

**Session 2 | Time: 16:30-18:00**

| WG 1: History, theory and identity in/of comparative education | Session 2: Theoretical contours of comparative education research | Chair: Carlo Cappa | Time: 16:30-18:00 | Room: 007 |
| WG 2: Governance, nation state and the new transnational order | Session 2: International hubs, aid and interventions | Chairs: Yiannis Roussakis & Aristotelis Zmas | Time: 14:00-16:00 | Room: 111 |
| WG 3: Curriculum, textbooks and citizenship | Session 2: Promoting unity from diversity | Chairs: Paul Morris & Miri Yemini | Time: 14:00-16:00 | Room: 010 |
| WG 4: Practitioners, pedagogies and professional identities | Session 2: Concepts and methods | Chairs: Michele Schwesturrath & Stavroula Phtiaka | Time: 14:00-16:00 | Room: 011 |
| WG 5a: Higher education | Session 2: Internationalisation and academic identities | Chair: Eleni Prokou | Time: 14:00-16:00 | Room: 016 |
| WG 5b: Vocational education and training and lifelong learning | Session 2: VET for social inclusion and labour market integration | Chair: Irene Psifidou | Time: 14:00-16:00 | Room: 111 |
| WG 6: Identities beyond formal education | Session 2: Indigenous identities across space | Chairs: Yiannis Roussakis & Aristotelis Zmas | Time: 14:00-16:00 | Room: 112 |

**WG 1: History, theory and identity in/of comparative education**

- Critical challenges in approaches and experience in comparative education research, Brian Derham
- Critical challenges in approaches and experience in comparative education research, Brian Derham
- Emergent theory and methodologies: Barriers and gateways, Allan Pitman

**WG 2: Governance, nation state and the new transnational order**

- Critical challenges in approaches and experience in comparative education research, Brian Derham
### Working Groups

**WG 2: Governance, nation state and the new transnational order | Session 2: Schooling and/ or distinction**
- Chair: Nelli Piattoeva & Miri Yemini | Time: 16:30-18:00 | Room: 009

Internationalizing national schools: The introduction of the International Baccalaureate in Argentina and Costa Rica, Julia Kesrik

Exclusive boarding schools and the "equality of opportunity" norm in England and Germany, Florian Waldow & Jakob Erichsen

“My pupils have been so weakened that they are causing me to abort my study”: Modalities of governmentality and pastoral power in colonial English learning – Rethinking neoliberalism’s mandate for lifelong learning, Zelia Gregoriou

**WG 3: Curricula, textbooks and citizenship | Session 2: European perspectives**
- Chair: Paul Morris & Miri Yemini | Time: 16:30-18:00 | Room: 010

Ancient history in the Modern Greek State: Curricula, textbooks, editorial practices and educational policy, Dimitris Charalampous & Konstantina Papakosta

An unbalanced curriculum which serves the needs of the nation: Teaching religious pluralism in Italian schools, Carlo Roserres

The European schools: Exploring national, European and intercultural dimensions of education and identity, Nicola Savvides

**WG 4: Practitioners, pedagogies and professional identities | Session 2: Early childhood care and education**
- Chair: Michele Schweisfurth & Stavroula Philippou | Time: 16:30-18:00 | Room: 011

Practitioner-parent partnerships: Rethinking roles and developing relationships, Maria Kambouri, Danos & Mytra Panteli

Strategies for encouraging creativity in preschool aged children, Eufemín Cinc, Tanja Nedaiovic & Aleksandar Stejanovic

Gender reproduction or gender transformation? A child-centred approach to gender and teacher-child interactions in Scottish and Chinese Early Childhood Education and Care (ECCE), Yuwei Xu & Michele Schweisfurth

**WG 5a: Higher education | Session 2: Higher education and employability**
- Chair: Eleni Prokou | Time: 16:30-18:00 | Room: 016

Professional doctoral education and preparation of high-skilled professionals: China’s perspective, Ya Liu, Bentao Yuan, Huijin Liu & Qiang Yao

Building researchers’ identity: Changing times call for rethinking research education, Ewelina Niemczyk & Johan Botha

Enhancing the employability of international students: Towards a more complex understanding of Chinese Students in UK universities, Xuemeng Cao

**WG 5b: Vocational education and training and lifelong learning | Session 2: LLL policies across countries and time**
- Chair: Irene Psifidou | Time: 16:30-18:00 | Room: 111

Lifelong learning policy initiatives in Singapore and Japan during the 1990’s: different forms of lifelong learning and contributing contextual factors, Nicole Vasilou

Adult and lifelong learning for sustainable economic development in the 21st century, Victor Osaghae

European ICT-re-learning projects and their implications for further policy development: An exploration of current trends, Ronin D. Salajan & Corina Todoran

**WG 6: Identities beyond formal education | Session 2: Work identities, entrepreneurship and education**
- Chair: Yiannis Roussakis & Aristotelis Zimas | Time: 16:30-18:00 | Room: 112

Self-care and entrepreneurship: Revisiting soft skills learning and development for staff through ethnography, Alison Fixsen, Steven Cranfield & Damien Ridge

**WG 7: New Scholars Working Group | Session 2: Coloniality, multiculturalism and biopolitics**
- Chair: Hans-Georg Kothoff | Time: 16:30-18:00 | Room: 113

Colonialism and biopolitics in History teaching and History thinking, Nicolas Nicolasou

Colonialism and biopolitics: Forging identities through colonial programs of social hygiene, Maria Georgiou

"Under Western Eyes": A talk about liberal multicultural education and biopolitics in a post-colonial era, Antoni Stavrinos

**Wednesday 30th May**

**Session 3 | Time: 09:00-11:00**

**WG 1: History, theory and identity in/of comparative education | Session 3: Histories and futures in comparative education research**
- Chair: Carlo Cappa | Time: 09:00-11:00 | Room: 007

Education and the perils of identity: Some comparative and historical observations, Leslie Bash

Education policy-making: Architecture and error, Christine Han

Comparative and international education: Survey of an infinite field. Discussion of forthcoming book, Chai Wahuter

Academic writing: A response to cultural variation, Salah Kuleteh

**WG 2: Governance, nation state and the new transnational order | Session 3: Education policy networks**
- Chair: Nelli Piattoeva & Miri Yemini | Time: 09:00-11:00 | Room: 009

How can transnational connection hold? An actor-network theory inspired approach to the materiality of transnational education governance, Nelli Piattoeva

How the ‘prescriptive organizations’ (supra or international) developed strategies to reduce resistance in education?, Jean Emile Chartier & Sarah Croché

A most improbable identification? The Netherlands as a “reference society” within the Chilean educational reform (2014-2015), Cástulo Alarcón

A historical review of the Japan Foundation: Strategies and actions, Elisa Gavari Starkie

**WG 3: Curricula, textbooks and citizenship | Session 3: Global and cosmopolitan perspectives on identity**
- Chair: Paul Morris & Miri Yemini | Time: 09:00-11:00 | Room: 010

Global citizenship in motion: Comparing practices and policies in German schools worldwide, Simona Szakacs

Navigating between global and European identities: The European Union’s conceptions of citizenship following the European migration crisis, Yuval Dvir

Prospects and perils: Differences in perceptions of global citizenship education among teachers from different education sectors in Israel, Heela Goren, Clare Maxwell & Miri Yemini

Paideia: The educated citizen in the knowledge cosmopolis, Andreas Kazamias
### Working Groups

**WG 4: Practitioners, pedagogies and professional identities** | Session 3: Extended professionalism  
Chair: Michele Schwestfurth & Stavroula Philippou | Time: 14:00-16:00 | Room: 011

- Social justice in the classroom: What teachers should and be able to do, Jia Li Huang
- Money versus the soul: Neoliberal economics and teacher professional identities in post-Soviet Russia, Elena Minina & Maria Yunkalien
- Team co-teaching: A "tool" for teachers' professional development and the improvement of students' academic performance and social interaction in an inclusive classroom, Emily Polydorou & Simoni Symeonidou

**WG 5a: Higher Education** | Session 3: European Union higher education policy  
Chair: Eleni Prokou | Time: 09:00-11:00 | Room: 016

- Learning outcomes and the Bologna Process - Issues of implementation: The case of the Department of Primary Education, Andreas Vassilopoulos & Dimitra Stamotopoulou
- The European Union higher education policy in an age of crisis, Eleni Prokou

**WG 6: Identities beyond formal education** | Session 3: Performance and socialization in non-formal sites of education  
Chair: Yiannis Roussakis & Aristotelis Zmas | Time: 14:00-16:00 | Room: 011

- Money versus the soul: Neoliberal economics and teacher professional identities in post-Soviet Russia, Elena Minina & Maria Yunkalien
- Team co-teaching: A "tool" for teachers' professional development and the improvement of students' academic performance and social interaction in an inclusive classroom, Emily Polydorou & Simoni Symeonidou

### Wednesday 30th May

**Session 4 | Time: 11:30-13:00**

**WG 1: History, theory and identity in/of comparative education** | Session 4: Negotiating historical agendas of comparative education  
Chair: Carlo Cappa | Time: 11:30-13:00 | Room: 007

- On the intellectual organisation of international comparative research in Sweden, Sverker Lindblad & Daniel Persson
- The peripherals in the core of international knowledge production - acknowledging the work of a managing editor in the 1980s Comparative education, Christian Lundahl & Franziska Primus
- The 'practice of best practice' in European education governance: Insights from a political ethnography, Natalie Papapastassaki

**WG 2: Governance, nation state and the new transnational order** | Session 4: Governance networks in education  
Chair: Nelli Piattoeva & Elaine Unterhalter | Time: 11:30-13:00 | Room: 009

- Deconstructing "Preventing Violent Extremism through Education": A critical analysis of UNESCO discourses, Eleni Christodoulou & Simona Škaraitė

**WG 3: Curricula, textbooks and citizenship** | Session 4: Promoting 'good citizens' in kindergartens and primary schools  
Chair: Paul Morris & Miri Yemini | Time: 11:30-13:00 | Room: 010

- How history should feel: Empathy and normalization in Colombian textbooks, Paula Mantilla-Blanco
- The political in remembering and teaching history: Introducing the Cold War in a German and Swiss history classroom, Barbara Christophe
- Reflections on history education in Cyprus and UK: Similarities, differences, and imitations, Maria Georgiou

**WG 4: Practitioners, pedagogies and professional identities** | Session 4: Teacher careers and professional identities in context  
Chair: Michele Schwestfurth & Stavroula Philippou | Time: 11:30-13:00 | Room: 011

- Teacher’s perception about their educational needs, the effectiveness of their training and their motives for participation in lifelong learning activities in Greece, Konstantina Kitsakou & Albania Sfandrou
- A psychological-juridical perspective on educator identity in an insecure work environment, J.P. Rossouw & Elmaré Mong

**WG 5a: Higher Education** | Session 4: Internationalisation and privatisation  
Chair: Eleni Prokou | Time: 11:30-13:00 | Room: 016

- Urban secondary physical education teachers’ careers and professional identities, Panos Constantinides
- Opportunities and challenges for cross-border higher education in China under the Belt and Road Initiative, Wang Lu

**WG 5c: Higher Education** | Session 3: Extended professionalism  
Chair: Eleni Prokou | Time: 11:30-13:00 | Room: 016

- Hybrid identities in higher education: Oscillating between public and private sector, Aristotelis Zimas
- Hybrid identities in higher education: Oscillating between public and private sector, Aristotelis Zimas
Working Groups

WG 6: Identities beyond formal education | Session 4: Historical cases of identity-making in Cyprus
Chair: Yiannis Rousakis & Aristoteles Zmas | Time: 11:30-13:00 | Room: 112

Making the moral orthopedic teacher in late 19th century Cyprus: elites and newspaper, Costas Constantinou

The curricular formation of non-elite subjects during British rule: Educating adult prisoners of the Nicosa Central Prison 1946-1959, Anthi Sakkas

New Scholars Working Group | Session 4: Language/literacy education in Cyprus
Chair: Hans-Georg Kolloff | Time: 11:30-13:00 | Room: 113

Critical Literacy as a globalising network of meanings and actors: The case of the new curriculum of Modern Greek Language in Cyprus, Myrta Iona

Educational change as a sequence of choices, a ‘dialogue’ amongst stakeholders and a juxtaposition of dominant discourses: The case of the Language Education curriculum reform in Cyprus, Maria Athanasiou & Mary Koutaliani

Literacy teaching and teachers’ identity: A study of five elementary teachers’ life histories in the Republic Of Cyprus, Raffaella Maroulleti

Session 5 | Time: 14:00-16:00

WG 1: History, theory and identity in/of comparative education | Session 5: Theorising comparative education contextually
Chair: Carlo Cappa | Time: 14:00-16:00 | Room: 007

Luigi Romanini and “The pedagogic movement abroad”, Vincenzo Schimpio

The hidden foundations of the innovative Reggio Emilia approach in early childhood education: discovering its theoretical and historical roots in the life and the works of Loris Malaguzzi, Nicola Barberi

Comparative education discourse in Italy after WWII: The case of Giovanni Gozzer, Angelo Gaudio

WG 2: Governance, nation state and the new transnational order | Session 5: International reform and context
Chair: Nelli Piattoeva & Elaine Unterhalter | Time: 14:00-16:00 | Room: 009

‘National’ reforms by ‘international’ actors: Educational reforms in the GCC and the issue of identity, Maryam Mohamed

PSA performance, the media and the construction of national identity, Sue Grey

Democratic governance within the educational sphere, reality or fiction? The case of the educational reform in Mexico, Hale'yda Quiroz Reyes

What makes a ‘European teacher’? Comparing teacher education reforms in Austria, Greece and Hungary from a European perspective, Vaskios Symeonidis

WG 3: Curricula, textbooks and citizenship | Session 5: Constructing identity: the role of history and history education
Chair: Paul Morris & Miri Yemini | Time: 14:00-16:00 | Room: 010

Promoting friendship in the kindergarten, Marina Vasilaidou & Simoni Symeonidou

History education textbooks in Greek Cypriot primary education: Suits to explore the intersections of local, regional and global history, dialect and manage identities issues that arise, Myria A. Constantinidou

WG 4: Practitioners, pedagogies and professional identities | Session 5: Teacher identity and status in contexts of change
Chair: Michele Schwestfurth & Stavroula Philippou | Time: 14:00-16:00 | Room: 011

Professionalization, governance and teachers’ self-perceptions: Accountability processes in international comparison, Claudia Rupp

Session 6 | Time: 09:00 – 11:00

WG 1: History, theory and identity in/of comparative education | Session 6: Theorising values and identities
Chair: Carlo Cappa | Time: 09:00-11:00 | Room: 007

Comparative study of the curriculum of religious lesson in the Greek primary school, Ioannis Fykaris & Giannopoulou Konstantina

Exploring Quebec’s ethics and religious culture program, Elvira Sanatullova-Allison

Towards a complex and post-relativistic comparative education, Maria José García Ruiz

The rise of the Chinese “Schooled Society”: Schooling and identity in three generations, Fengshu Liu

Thursday 31st May

WG 6a: Higher education | Session 5: Higher education policy and governance, and student experience
Chair: Hans-Georg Kolloff | Time: 14:00-16:00 | Room: 016

A comparative study of national policy on international students in Australia, Canada and England, Min Hong

The restructuring field of Italian HE and its impact on students’ experiences, Marco Romito

Students in university mergers: Identity issues, Kenna Romanenko

Comparative study between Brazil and Spain: The transition from Secondary School to University in students of education, Ariadne Runte Geidel & Miguel Perez Ferra

WG 6: Identities beyond formal education | Session 5: Populism, postmodernism and post-school identities
Chair: Yiannis Rousakis & Aristoteles Zmas | Time: 14:00-16:00 | Room: 112

Populism, educational media, and schools in times of crisis, Christoph Kohl & Barbara Christophe

Right wing ideology and the appropriation of postmodern concepts, Miranda Christou

A new vision of nationalhood and cultural identity and their role in modern Greek education in light of the postmodern theoretical accounts about nationalhood and identity, Panayiotis Pernitsis

The role of schooling in ethno-national identity learning: Young adults’ narratives from the Greek-Cypriot and the Turkish-Cypriot communities, Christos Anagnostos

New Scholars Working Group | Session 5: Policy manipulation and policy transformations
Chair: Hans-Georg Kolloff | 14:00-16:00 | Room: 113

Teaching Unions as a “filter” of international policies: A genealogy of the proposal for a new teacher recruitment system in the Greek-Cypriot education, Christina Kyprianidou

Comparative data and education policy in Cyprus: the reform proposal of new school timetables, Chara Tritoou

The role of the teacher in the transfer of new history: An ethnographic approach to new governance in education, Angela Ioannou

School Year Objectives in Cyprus education: Studying policy transformations in time, Kika Kattamis

WG 5: Higher education | Session 5: Impact of Higher Education on Society
Chair: Paul Morris & Miri Yemini | Time: 14:00-16:00 | Room: 010

A comparative study of national policy on international students in Australia, Canada and England, Min Hong

The restructuring field of Italian HE and its impact on students’ experiences, Marco Romito

Students in university mergers: Identity issues, Kenna Romanenko

Comparative study between Brazil and Spain: The transition from Secondary School to University in students of education, Ariadne Runte Geidel & Miguel Perez Ferra

WG 6: Identities beyond formal education | Session 5: Populism, postmodernism and post-school identities
Chair: Yiannis Rousakis & Aristoteles Zmas | Time: 14:00-16:00 | Room: 112

Populism, educational media, and schools in times of crisis, Christoph Kohl & Barbara Christophe

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The role of the teacher in the transfer of new history: An ethnographic approach to new governance in education, Angela Ioannou

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### Working Groups

**WG 2: Governance, nation state and the new transnational order | Session 6: Agenda setting and the role of supranational bodies**

Chair: Nelli Piattoeva & Elaine Unterhalter  |  Time: 09:00-11:00  |  Room: 009

Who is setting the agenda? OECD, PISA, and the Southern cone: Circulation, policies and standardised tests in Argentina, Chile and Uruguay. Felicita Acosta

Fabricating Chinese education through PISA. Helena Hinke Dobrochinski Candido, Anyara Granaskog & Lai Cheuk Tung

A critical analysis of the OECD’s emergence in the arena of education for development. Xiaomin Li

On OECD’s analysis of social justice policy in educational system and its implications for the education reform in Taiwan. Chou-Sung Yang

**WG 3: Curricula, textbooks and citizenship | Session 6: Reforms and citizenship**

Chair: Paul Morris & Miri Yemini  |  Time: 09:00-11:00  |  Room: 010

Rooted cosmopolitanism: A theoretical tool for conceptualizing the ontologies between globalization, education, and citizenship. Joyce Kim

Abiding by the curriculum: Implications for inclusion. Beni Damianidou


Saying goodbye to the strong state? Educational decentralisation initiatives in developmental states’. Floor (Flora) Maaskant

**WG 4: Practitioners, pedagogies and professional identities | Session 6: Continuing professional development**

Chair: Michele Schweisfurth & Stavroula Philippou  |  Time: 09:00-11:00  |  Room: 011

Making sense of CPD policy: The quest for transformation of teacher professionalism and professional identity in Malaysia. Fabuluzami Osmun

Greek teachers’ perceptions of teacher evaluation, professional identities and educational institutions: An exploratory analysis of symbolic dynamics in the educational context in connection with effective policy making. Anastassios Matopoulous, Polvias Panas, Artemis-Margarita Griva & Irene Monastirioti

Teachers’ professional learning in Cyprus reality: A decentralising teachers’ empowerment as researchers and reflective practitioners in a centralised educational system. Pavlina Hadjithodorou-Latsidou, Ell-Papastamadorou, Christina Stavrou, Maria Platia & Maria Eracleous

Teachers’ continuous professional development and students’ civic and citizenship knowledge. Aihsa Hu & JiHong Huang

**WG 5a: Higher education | Session 6: Equity and diversity**

Chair: Eleni Prokou  |  Time: 09:00-11:00  |  Room: 016

Comparative studies of international and interdisciplinary undergraduate programs in Japan, South Korea and the Netherlands. Sae Shimauchi

The impact of liberal arts education on Egyptian student identity and worldview: A study of the core curriculum of AUC. Rami W. M. Guind

The university-as-machine “must fall”: A case for humanizing the “post-apartheid”. Sahar D. Sattarzadeh

### Session 7 | 11:30 – 13:00

**WG 2: Governance, nation state and the new transnational order | Session 7: Education policy and exclusion**

Chair: Nelli Piattoeva & Elaine Unterhalter  |  Time: 11:30-13:00  |  Room: 009

Identity and education: Culture, power and subjectivity in Ethiopia and Australia. Lorraine Towers

The “Pedagogy-of-Debt” and “Debt-as-Pedagogy”: Biopolitics of education and economic crisis in European countries. George Pascas & Yiannis Rousakis

School and community resilience in the contexts of austerity. Easter Neumann

**WG 4: Practitioners, pedagogies and professional identities | Session 7: Teacher professional identity in a diverse and mobile world**

Chair: Michele Schweisfurth & Stavroula Philippou  |  Time: 11:30-13:00  |  Room: 011

Professional integration of internationally educated teachers in Germany. Anatol Rakhojkine

The role of university to educate teachers for fostering social progress in the world of diversity. Sari Hosoya

Education for sustainable development for people and planet in the initial teacher training. Olga Bombardelli

**WG 5a: Higher education | Session 7: Internationalisation and interdisciplinarity**

Chair: Eleni Prokou  |  Time: 11:30-13:00  |  Room: 016

Comparative studies of international and interdisciplinary undergraduate programs in Japan, South Korea and the Netherlands. Sae Shimauchi

The impact of liberal arts education on Egyptian student identity and worldview: A study of the core curriculum of AUC. Rami W. M. Guind

The university-as-machine “must fall”: A case for humanizing the “post-apartheid”. Sahar D. Sattarzadeh

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A.G. Leventis Gallery
**Thematically-Focused Panels**

**Tuesday 29th May**

**Time 14:00-16:00**

| TFPs 1: Identities, crisis and education in Europe | Session 1: Moulding identities at times of (post)crisis: Higher education governance and knowledge transformations in Europe  
Chairs: Marta Moskal & Daniela Sime | Time: 14:00-16:00 | Room: 111 |
| Greek higher education and the implementation of a decade-long quality assurance policies: The impact (R) on Greek higher education institutions, Aggeliki Kavasakali |  |
| National frameworks for quality assurance and accreditation in Cyprus and Greece: New “voices” and boundaries in the processes of higher education identity formation, Antigone Sarakinioti & Stavroula Philippou |  |
| Internationalisation, language-related knowledge recontextualisations and academic identities in the context of Greek higher education quality assurance processes, Areti Vogopoulou |  |
| The ‘employability’ shift in higher education policy: From new governance to changing identities in academia, Sophia Stavrou |  |

**Wednesday 30th May**

**Time 09:00-11:00**

| TFPs 1: Identities, crisis and education in Europe | Session 2: Migration, refugees and intercultural education | Embedding education in the European economic imaginary?, Marcelo Panreza do Amaral | Time: 09:00-11:00 | Room: 111 |
| The education policy-industry complex: Exploring the strategies of the philanthropic and corporate sectors in the promotion of education reform, Clara Fontdevila & Antoni Verger |  |
| UNESCO, education, and the private sector: A relationship on whose terms?, Natasha Ridge & Susan Kippels |  |
| Reimagining European higher education: A tightrope between public service and academic capitalism, Marvin Erfruth |  |
| TFPs 2: Migration, refugees and intercultural education | Session 1: Migrant’s identity in intercultural society | Identity in intercultural school development: Conflicting dimensions in the German migration society, Ewald Kiel & Sabine Weiß | Time: 09:00-11:00 | Room: 111 |
| The participation of Kichwa female migrant students and the recognition of knowledge in intercultural education: A study of social inequalities, Pamela Dumet Paredes |  |
| Migration rhetoric and reality: Interweaving history and identity in Switzerland, Cathryn Magno, Nicole Schaefer & Michèle Ryatt |  |
| Researching identity with Eastern European migrant youth in the UK in uncertain times, Marta Moskal & Daniela Sime |  |

**Time 11:30-13:00**

| TFPs 2: Migration, refugees and intercultural education | Session 2: Migration and social inclusion/exclusion | Chairs: Marta Moskal & Beni Theodorou | Time: 11:30-13:00 | Room: 111 |
| The socio-analysis of oppression: First results from an action research project, Melinda Kovai & Eszter Neumann |  |
| Modes of exclusion and strategies of survival in education: Experiences of different generations of immigrants in Germany, Meral Apak Kaya |  |
| Multi-field analyses on education for migrant Brazilians in Japan, Daisuke Fuji, Takayuki Ogawa, Mie Shigemitsu & Fumitake Tsukatani |  |

**Time 14:00-16:00**

| TFPs 1: Identities, crisis and education in Europe | Session 3: Shaping young adult identities through LLL policies: Between standardisation and individualisation  
Chairs: Sarah Schaufler & Judith Jacovkis | Time: 14:00-16:00 | Room: 111 |
| The regional governance of skills and its implications for young adults’ transitions, Oscar Valente, Queralt Capsada-Munesch & Jan Peter Ganter de Otero |  |
| A picture of the LLL policies and their consequences in Vale do Ave region: A pathway to de-standardisation?, Mariana Rechatyvet. Ana Beta Ribeiro & Tiago Neves |  |
| Young adults’ needs and experiences from LLL programs, Silvia Kavacheva & Borislava Petkova |  |
| TFPs 1: Identities, crisis and education in Europe | Session 4: Minority education and identities in post-communist Europe (Part A)  
Chairs: Hristo Kyuchukov & William New | Time: 14:00-16:00 | Room: 111 |
| The socio-analysis of oppression: First results from an action research project, Melinda Kovai & Eszter Neumann |  |
| Modes of exclusion and strategies of survival in education: Experiences of different generations of immigrants in Germany, Meral Apak Kaya |  |
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| Researching identity with Eastern European migrant youth in the UK in uncertain times, Marta Moskal & Daniela Sime |  |
### Thematically-Focused Panels

#### TFPs 3: Conflict, peace and the promise of education | Session 1: People’s perspectives & first-hand experiences
- Chair: Constantina Charalambous | Time: 09:00-11:00 | Room: 119

- Peace-building and citizenship learning, feet-first and in school: Youth in Mexico, Bangladesh, and Canada, Kathy Bickmore & Rim Fatallah
- Examining citizenship in the context of violent conflict and war in Pakistan: Implications for the global citizenship curriculum, Laila Kadriwal & Naureen Dumani
- Community-based school governance and social cohesion in Bosnia and Herzegovina: School board members’ perception of its functions and legitimacy, Faro Komatsu

#### TFPs 4: Gender and social class identities | Session 1: Gender in higher education
- Chair: Miranda Chrissou | Time: 09:00-11:00 | Room: 112

- The reverse gender gap in adolescents’ expectation of higher education: Analysis of 49 education systems, Jon Lauqog & Fenghu Liu
- The existential self: Challenging and renegotiating gender identity through higher education in England, Carol Fuller
- Teaching gender, inclusion and exclusion in a Turkish university, Adam Walton
- Identity and access to higher education of women asylum seekers and refugees, Rumana Hashem

### Thursday 31st May

**Time: 09:00-11:00**

- **TFPs 1: Identities, crisis and education in Europe | Session 4: Minority education and identities in post-communist Europe (Part B)**
  - Chair: Hristo Kyuchukov & William New | Time: 09:00-11:00 | Room: 8105
  - Cross-cultural competence of young Poles from northern eastern Poland, Karol Konaszewski, Wioleta Danilewicz & Tomasz Sosnowski
  - The perception of the “Migration Crisis” by future teachers from the Eastern borderland of Poland, Tomasz Sosnowski, Karol Konaszewski & Wioleta Danilewicz
  - The big five personality traits and environmental factors as predictors of identity among socially maladjusted youth, Karol Konaszewski, Wioleta Danilewicz & Tomasz Sosnowski
  - Family-place community: The sense of family coherence and the sense of community residents of the north-eastern Polish borderland, Jolanta Muszynska & Tomasz Bajkowski

#### TFPs 4: Gender and social class identities | Session 2: Class identity and mobility
- Chair: Miranda Chrissou | Time: 11:30-13:00 | Room: 112

- Aspirations for the future and class identities in Italian art school students, Mbikyo Mulinga Damien
- Beyond ‘best practice’: Challenging the perspective of teaching in multicultural classrooms, Isabella Pescarmona
- Managing a “conflicted heritage” in language education; Turkish language learning in Greek-Cypriot classrooms, Constandina Charalambous
- Transfer and rejection to the peace education rhetoric in Colombia and Germany, 1970-2017, Pedro Pineda
- Promise of education for counter radicalization and counter-extremism education, Muhammad Naseem & Adeela Ashad Ayyaz
- Education and politics: The role of the teacher in conflict resolution, Mbilky Muïnga Damien
- Identity and access to higher education of women asylum seekers and refugees, Rumana Hashem
### Cross-Thematic Sessions

#### Time: 14:00-16:00

**TFP 4: Gender and social class identities | Session 3: Gender, culture and education**

**Chair:** Miranda Christou | **Time:** 14:00-16:00 | **Room:** 112

- **Beyond culture: Understanding gender based violence in schools in Ethiopia**, Mareile Le Mat, Hülya Koser Allnöykeien, Henly Bas & Monique Vroman
- **School-parent relationship as a way to counteract gender discrimination**, Elvira Lazoupone & Mario Matchanego
- **Gender and national identity in a “value-centered” curriculum**, Sezen Bayhan, Canan Aratemur-Çimen & Söner Şimşek
- **Children’s engagement with sexualized consumer culture: Investigating parents’ views**, Galatia Kallitsi

#### Time: 11:30-13:00

**CTS 4: Time to follow the white rabbit? The OECD’s happy schools, closed systems, and the return to wonderland**

**Chair:** Jeremy Rappleye | **Time:** 11:30-13:00 | **Room:** B104

- **Assessment, self & pedagogy: constructive critique of the OECD’s Happy Schools**, Jeremy Rappleye
- **Metrics and the metaxy: Moving from closed systems to open horizons in comparative education**, Euan Auld
- **Toward a wonderland of comparative education**, Iveta Silova

### Tuesday 29th May

#### Time: 16:30-18:00

**CTS 1: Global Ethnography, Jean Baudrillard and comparative education**

**Chair:** Jason Beech | **Time:** 16:30-18:00 | **Room:** B104

- **Escaping the Real: Baudrillard’s object in education research**, Ulla Ambrosius Madsen
- **A world in/ of fragments: method after madness**, Stephen Carney
- **Writing as a fatal strategy**, Anselmo R. Paolone

**CTS 2: Publishing in Comparative Education**

**Chair:** David Phillips | **Time:** 16:30-18:00 | **Room:** B105

- **Participants:** David Phillips (Editor of Comparative Education), Robert Cowen (Chair of the Editorial Board), Terri Kim, Paul Morris, Jürgen Schriewer, Michele Schweisfurth & Elaine Unterhalter (Editorial Board Members)

### Wednesday 30th May

#### Time: 09:00-11:00

**CTS 3: International and comparative education meets sustainability development: Four case examples from the Nordic rim**

**Chair:** Meeri Helstén | **Time:** 09:00-11:00 | **Room:** B104

- **Education for sustainable development – a comparative study of school curricula and education policy in Japan and Sweden**, Ulf Fredriksson, Petros Gougoulakis, Konako Kusunagi & Yoko Matsuda
- **Education for sustainable development – a comparative study of schools in Japan and Sweden**, Petros Gougoulakis, Ulf Fredriksson, Konako Kusunagi & Yoko Matsuda
- **In search of social sustainability: Promotion of equity and diversity in Nordic teacher education**, Susanne Kreiz-Sandberg
- **Identifying sustainability indicators in internationalization of higher education: Comparing national policy strategies**, Meeri Helstén

#### Time: 11:30-13:00

**CTS 5: The comparative education soul: Celebrating Andreas Kazamias on his 90th birthday**

**Chairs:** Iveta Silova & Noah W. Sobe | **Time:** 11:30-13:00 | **Room:** B204

- **Searching for comparative education’s soul: An Owl’s journey across time and space**, Iveta Silova
- **What’s this about being an historian?**, Robert Cowen
- **The possibilities and potential of transnational history: A response to Kazamias’ call for historical research**, Marianne A. Larsen
- **Reflections on “Paideia of the Soul”**, Nelly P. Stromquist
- **Andreas Kazamias: Socratic gadfly of comparative education**, Maria Manzon
- **Reflections: Andreas Kazamias; Closing remarks: Stephen Carney**

### Thursday 31st May

#### Time: 09:00-11:00

**CTS 6: Exploring gendered patterns of higher education participation and success in STEM and beyond: Initial findings from the network ‘Examining Gender in Higher Education (EGHE)’**

**Chair:** Barbara Read | **Time:** 09:00-11:00 | **Room:** 113

- **Participants:** Josephine Munthali, Michele Schweisfurth, Liz Tanner, Jane Umutoni, Marguerite Khakhaza Mheso-O’Connor, Euzobia Baine Mugisha, Isatou Ndow, Hendrina Doroba, and Barbara Read

#### Time: 11:30-13:00

**CTS 7: From matter of fact to matter of concern - context in comparative education research**

**Chair:** Iveta Silova | **Time:** 11:30-13:00 | **Room:** B204

- **Context, entanglement and relationality**, Noah W. Sobe
- **From contextualization to contextualizing: Navigating context with actor-network theory**, Nelli Piattoeva
- **Practices, connections and boundaries: Destabilizing the notion of context through alternative spatial metaphors**, Jason Beech
- **Discussant:** Marcella Milana
### Cross-Thematic Sessions

#### CTS 8: Intercultural education policy and practice: Interplay, comparison and contrast in the case of Cyprus
**Chair:** Pavlina Hadjitheodoulou-Loizidou  |  **Time:** 11:30-13:00  |  **Room:** 113

- Examining the macro-level: Intercultural education policy in Cyprus, Evgenia Preece
- From macro- to meso- and micro-level: Empowering teachers in moving from policy to practice in the Cyprus intercultural learning context, Despo Kyriacou, Elena Papamichelakis, Pavlina Hadjitheodoulou-Loizidou
- A look through the keyhole: Teaching Greek as a Second Language through the experiences of GSL learners at a Greek Cypriot school, Stavroula Kontovourki & Eleni Theodorou

#### CTS 9: Learner Centred Education (LCE) as a means for social change in adult education programmes for migrants in four European Countries
**Chair:** Maria Gravani  |  **Time:** 11:30-13:00  |  **Room:** 010

- Northern-Southern European policies and provisions for adult migrants: Cyprus, Malta, Scotland, Estonia, Maria Gravani, Pavlos Chatzopoulos, Bonnie Stade, Nicola Dickson, Larissa Jogi, Katin Karu, Peter Mayo & Maria Brown
- Comparing programmes for adult migrants in four European countries: to what extent are being informed by the learner-centred education (LCE) paradigm?, Maria Gravani, Eleni Papadopoulos, Bonnie Stade, Nicola Dickson, Larissa Jogi, Katin Karu, Peter Mayo & Maria Brown

#### CTS 10 Part A
**Chair:** Christos Anagiotos  |  **Time:** 11:30-13:00  |  **Room:** 007

- A critical analysis of discursive structures of an online forum according to a communicative model: online strategy, Louise Postma
- New theories on management and marketing in the functioning of educational institutions: efforts at improving the operation and performance, Stamatis Gargalianos
- CHAT and anatheism going walk-about in search of new (educational) memories for religious hospitality, Ferdinand J Potgieter

#### CTS 10 Part B
**Chair:** Aristotle Zmas  |  **Time:** 11:30-13:00  |  **Room:** Β104

- Learning strategies of school students as a factor of educational inequality: the case of Russia, Natalia Chernyshova
- Promoting identity for persons with disabilities. A literature review of the construct of “self-determination” in educational studies, Mabel Giraldo
- Deliberating international trends and domestic paradigms of policy evaluation: The case of Sarva Shiksha Abhiyan in Odisha, India, Angeline Dharmaraj-Savicks

#### CTS 10 Part C
**Chair:** Pavlina Hadjitheodoulou-Loizidou  |  **Time:** 14:00-16:00  |  **Room:** B104

- Students’ English learning motivation and achievement in rural Nepal. Pramila Neupane & Jeet Bahadur Sapkota
- Identity, expressing emotions, and cognitive process of bilingual children: the comparison of two focus group interviews of Polish and Ukrainian mothers, Miroslawa Cykowska-Nowak
- Vignettes in comparative education research: Interviewer as a Storyteller, Natalia Sopromadze
- The pliability of pre-primary education: A consideration of the dual-immersion (Estonian-Russian) kindergarten initiative in Estonia, Kara Brown

### Friday 1st June

**Time:** 08:30-10:00

#### CTS 11: Educational policy as a transnational phenomenon: The case of curriculum making across European contexts
**Chair:** Stavroula Kontovourki, Stavroula Philippou & Eleni Theodorou  |  **Time:** 08:30-10:00  |  **Room:** Β205

- Understanding transnational curriculum policies on local municipal and school arenas in Sweden, Daniel Alvunger & Ninvi Wahism
- How do teachers perceive curriculum coherence in large-scale Finnish curriculum reform?, Jenni Sullanmaa, Tiina Soini, Janne Pietarinen & Kris Pyrhönen
- Curriculum narrowing in Scotland: Un-making the curriculum, Marina Shapira & Mark Priestley
- (Dis)locating curriculum-making. Elementary teachers’ negotiations of the local and the transnational in official curriculum review committees, Eleni Theodorou, Stavroula Kontovourki & Stavroula Philippou

#### CTS 12: Uneven time-spaces in education: Concepts, methods, and practices for comparative education research
**Chair:** Noah W. Sobe  |  **Time:** 08:30-10:00  |  **Room:** Β205

- The warp and weft of comparative education: Time and space, Robert Cowen
- Governing (im)mobile academics in global times: An analysis through spatial/mobilities historical sociology, Marianne Larsen
- Towards a mobile sociology of education, Paolo Lanari
- History education, identity formation and international relations, Eleftherios Klerides

**Discussant:** Jason Beech
Of central concern to the discussion is the notion as to what constitutes “quality” as it relates to institutions and content (typically, but not always, in more than one language). To this is added problematics of this field epistemologies (Epstein, 2008), or paradigms in transition (Paulston, 2009). The aim of this paper is to map the conceptual field in terms of identity and intellectual organization (e.g. Woltuuer, 1989).

The purpose of this paper, which is part of an ongoing study of comparative education research is to analyze different ways to intellectually grasp the organization of the field of international comparative studies. What are the conceptions and distinctions used, and what are the notions of context in terms of time and space? How do we locate the field in the social and intellectual organisation of Academia (Whitley, 2000). Our research approach is inspired by science and technology studies (Novoyt et al, 2003), it is organized as a review of research literature and research communication as a continuation and use of previous studies of international comparative studies (e.g. Lindblad, Petterson & Popkewitz, 2015). So far we have identified similarities to the developments of the social sciences as well as contradictions in this development, firstly in relation to the humanities, and secondly, in relation to different tendencies in welfare state organization and policy-making.

**Educated Identity: concepts, theories, and futures**

Robert Cowen

UCL Institute of Education, London

This paper is mainly about the future: but to get there it has to look at the past. Within the theme of the CESE-Cyprus Conference, it addresses ‘educated identity’ in different times and spaces, and finally, the theme of educated identity in this journal. It does not mean, however, that the theme is given for that most of the time since 1815 comparative educationalists have tended to think they were in one. A “concept of ‘educated identity’” is taken for granted until the last motif of the paper. Firstly, the paper will locate the theme of ‘educated identity’ within the ‘unit ideas’ of academic comparative education. Secondly, the analysis will show how the traditional way of thinking about ‘educated identity’ within academic comparative education are axiomatically deficient. Thirdly, the paper will stress why we, as academics, still need the concept of ‘educated identity’. However, the politics of educated identity – particularly those who are interpreted within the apparatus as it moves, or morphs – are brutal. Why this was so, is so, and will continue to be so, is the final theme of the paper: the double crisis of ‘the age’ and of academic comparative education.

**What is Comparative Education?**

David Turner

Institute for International and Comparative Education, Beijing Normal University

In the past attempts have been made to describe or define comparative education in terms of static characteristics. Indeed other attempts to define comparative education is the study that involves this field in terms of identity and intellectual organization. (e.g. Woltuuer, 1989). The purpose of this paper, which is part of an ongoing study of comparative education research is to analyze different ways to intellectually grasp the organization of the field of international comparative studies. What are the conceptions and distinctions used, and what are the notions of context in terms of time and space? How do we locate the field in the social and intellectual organisation of Academia (Whitley, 2000). Our research approach is inspired by science and technology studies (Novoyt et al, 2003), it is organized as a review of research literature and research communication as a continuation and use of previous studies of international comparative studies (e.g. Lindblad, Petterson & Popkewitz, 2015).

II. Of things

- An attribute, property, special feature or characteristic. Primary, secondary, etc. qualities: see adj.

- The nature, kind, or character (of something). Now restricted to cases in which there is comparison (expressed or implied) with other things of the same type, quality, degree or grade of excellence, etc. (Oxford English Dictionary, 1971, p. 2383).

The first definition is comparative in the sense that one individual or institution is able to display more or less of a specific variable characteristic. The second describes an individual in terms of its characteristic(s) which make(s) it unique.

**Critical challenges in approaches and experience in comparative education research**

Brian Damman

University of New England

Using a combination of Mertensson et al’s hierarchy of research quality (2016, p. 599) and Paulston’s conceptual map of perspectives (1997, p. 118), this paper aims to use a metanarrative analysis to map paradigmatic methodological approaches and modes of discourse by a select set of comparative education scholars with the aim of differentiating methodological and methodological frames of reference and translating them into ‘specialised research’ trajectories.

Within this framework, we can read Amin Maslouf’s “identités meurtrières”, or Francesco Remotti’s peroration “Understand our debates. Understand there is no ‘right’ position in our debates. Understand your own position in our debates. Engage in our debates.” Developing an account of comparative education in terms of its recurrent debates is addressed rather more systematically in this paper.

Based on a review of the development of comparative education, this paper presents the argument that the major international debates have been ignored or underdeveloped in recent decades, to the detriment of the field. It will attempt to formulate the formative core around which scholarly concerns in comparative education move, in a dynamic construction of the field. And it will never point ways in which the neglect of certain important debates that are constitutive of the field has led to certain weaknesses in contemporary scholarship.

The paper is based on work that is on-going.

**Emergent theory and methodologies: Barriers and gateways**

Allan Pitman

University of Western Ontario

This is a time for are-evaluation of the theories and methods which have, historically held sway in comparative and international education. This paper explores some of the institutional priorities and possible gateways for approaches alternative to those generally holding sway. Of central concern to the discussion is the notion as to what constitutes “quality” as it relates to institutions and to the research and practice of individuals. The Oxford Dictionary offers two contradictory meanings:

- For the purpose of an ongoing study of comparative education research is to analyze different ways to intellectually grasp the organization of the field of international comparative studies. What are the conceptions and distinctions used, and what are the notions of context in terms of time and space? How do we locate the field in the social and intellectual organisation of Academia (Whitley, 2000). Our research approach is inspired by science and technology studies (Novoyt et al, 2003), it is organized as a review of research literature and research communication as a continuation and use of previous studies of international comparative studies (e.g. Lindblad, Petterson & Popkewitz, 2015).

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Education and the perils of identity: some comparative and historical observations

Leslie Bash
UCL Institute of Education, University College London

This paper considers collective identity as a problematic category, in which, in the context of culture, ethnicity and national/hood, frequently psychologises and mythologises collective historical events. In education this has significant implications for the assumptions which underpin national systems and curricula. It is argued that collective identities are frequently reified in this way, as an exercise of a more exercise of a more competitive and individualistic character and, as such, seek to maintain an exclusiveness based on the exercise of a degree of power. As a corollary, collective identities are increasingly coming to be a problematic, rather than a progressively developed identity, in terms of social and intellectual capital. It similarly suggests stability and (academic) solidarity, or a tacitly or explicitly employed as a tool of suppression and a perception that they are habitual plagiarists’. This can be attributable to knowledge acquisition and a perception that they are habitual plagiarists’. This can be attributable to knowledge acquisition and academic performance. This is particularly the case when students incorporate in their own work the ideas and practices of others, particularly where those ideas and practices are not accredited or acknowledged. This paper presents a prescriptive template of meaning making in the penultimate section. This implies a particular attitude to teaching programmes and as a field of scholarship, and is part of a wider phenomenon in which governments and the input of commercial consultancies. The second section is an analysis of policy making in the field of Comparative Education and its theory and methodology and Comparative and International Education societies. The paper will focus on the main lines of historical development of the field in the various world regions, its present state at universities, in teaching programmes and as a field of scholarship, and its outlook and challenges it faces.

Academic Writing: A response to cultural relativism

Salah Kutleleh
Flinders University

Many international students in Western higher education settings are challenged by Western academic processes. This can be attributable to knowledge acquisition and academic performance. This is particularly the case when students incorporate in their own work the ideas and practices of others, particularly where those ideas and practices are not accredited or acknowledged. This paper presents a prescriptive template of meaning making in the penultimate section. This implies a particular attitude to teaching programmes and as a field of scholarship, and is part of a wider phenomenon in which governments and the input of commercial consultancies. The second section is an analysis of policy making in the field of Comparative Education and its theory and methodology and Comparative and International Education societies. The paper will focus on the main lines of historical development of the field in the various world regions, its present state at universities, in teaching programmes and as a field of scholarship, and its outlook and challenges it faces.

Comparative and International Education: Survey of an infinite field. Discussion of forthcoming book

Charl Woltcher
North-West University

This paper discusses the forthcoming volume Comparative and International Education: Survey of an infinite field, and argues that the book aims to take stock of the evolution and current state of the scholarly field of Comparative Education after over 200 years of development. In the first part of the text, the paper is dedicated to a critical evaluation of the field of Comparative Education and its theory and methodology and Comparative and International Education societies. The paper will focus on the main lines of historical development of the field in the various world regions, its present state at universities, in teaching programmes and as a field of scholarship, and its outlook and challenges it faces.

Over recent decades in England, two phenomena have been at work with implications for policy making. The first is domestic, and involves a fundamental shift in the way policy making is carried out – away from the institutions that have traditionally been involved, and towards a greater reliance on the person and judgement of the policy maker, the perspectives and input of commercial agencies. The second is part of a wider phenomenon in which governments refer to international education league tables to justify policy, and to identify best practice in the field. In the past, education policy was made according to the instructions of policy makers; there were institutions that supported the education policy making process, including education commissions, Her Majesty’s Inspectorate, Local Education Authorities; and there were university education departments (which were a resource for policy makers, and which also carried out initial teacher education and education research). Many of these institutions have been undermined, marginalised, or done away with.

In this paper, I will take a historical look at educational policy making in the penultimate section. This implies a particular attitude to teaching programmes and as a field of scholarship, and is part of a wider phenomenon in which governments and the input of commercial consultancies. The second section is an analysis of policy making in the field of Comparative Education and its theory and methodology and Comparative and International Education societies. The paper will focus on the main lines of historical development of the field in the various world regions, its present state at universities, in teaching programmes and as a field of scholarship, and its outlook and challenges it faces.

Paper Abstracts
workforce required to achieve long-term objectives for sustainable development. The CESE’s first General Meeting was organized under the theme of “Comparative education research and the determination of key dimensions” and proceedings include papers on relevant background data (by G. Holmes, B. Robinson and L. Ferrig), the difficulties of comparative thinking, scale and inequality in education (by B. Suchodolski), comprehensive schools (by T. Husen), education policies in multi-party systems (by G. Haussmann) and discussions conducted by L. Stenhouse, V. Garcia Haz, H. H. Stern and J. A. Lauverdy. This paper proposing to intersect two concomitant views and if it therefore structures key dimensions. On the other hand, it aims to analyze the theoretical trends that shaped the field of comparative education in the mid-1960s in order to confront the OECD’s model of comparability (as a mode of governance) with other cognitive models (also transnationally-oriented) related to comparative studies in education. From an analysis of the issues discussed at the first CESE General Meeting.

The peripheries in the core of international knowledge production - acknowledging the work of a managing editor in the 1980s Comparative education

Christian Lundahl Örebro University
Franziska Pirim Humboldt University

In his influential book A social history of knowledge Peter Burke (1987) reflects on the relevance of some kinds of knowledge, but other fields of expertise or ‘know-how’ are cultivated by such groups as bureaucrats, artisans, peasants and others. People like Luigi Romanini and ‘the pedagogic movement’ who are still awaiting a full and appropriate scientific investigation. The state of the studies and the interpretation of Italian educational studies and the considerable reform have contributed to spread an image of a lagging and largely isolated Italy. The presentation of the figure of Gozzer could be shown not as the quintessence of the educational process but, on the contrary, what could be usefully distilled and adapted to other environments in order to gain quality in early childhood education all over the world.

Luigi Romanini and “the pedagogic movement abroad”

Vincenzo Schirripa
Università Lumsa, Roma

Luigi Romanini (1892-1941) was an Italian teacher and school director. He was involved in national administration, in professional associations and in teachers: in such a role, he wrote books and articles to present “the many facets” (a title of one of his books, 1950): he dedicated many pages to the main school innovators of the XIXth and XXth centuries, divided by geographical areas, capable of influencing the policy agendas of its member countries, according to its first transnational project on education for development (IAEP). On the other hand, it aims to analyze the theoretical trends that shaped the field of comparative education in the mid-1960s in order to confront the OECD’s model of comparability (as a mode of governance) with other cognitive models (also transnationally-oriented) related to comparative studies in education. From an analysis of the issues discussed at the first CESE General Meeting.

The hidden foundations of the innovative Reggio Emilia Approach in early childhood education: discovering its theoretical and historical roots in the life and works of Malaguzzi

Nicola S. Barbieri
University of Modena and Reggio Emilia

The so-called “Reggio Emilia Approach” in early childhood education, promoted by Lois Malaguzzi and his team since the early Sixties, is today very popular, but its historical roots are quite hidden. This paper is an attempt to provide a historical glance to the growth and the developmental process of this educational approach, starting from the many and various experiences that Lois Malaguzzi had during the building of his career as a teacher and a pedagogical researcher. We will see how many insights, coming from many fields of life, are now the basis of the Reggio Emilia Approach: everything comes from the educational relationships in a primary school last in the mountains, the self-managed building of a kindergarten in the post-war climate, the implementation of innovative ideas starting in the 1970s and the revolution of the sum-mer camps for low-income-family children, the engagement of the local policy-makers in promoting the social and public approach to early childhood education. It is a unique and fascinating process of stratification of experiences and reflections on those ones, an inextricable mix of theory and practice, less studied and deepened still today. The highlighting of this long, slow and complex process is necessary to ununderstand which of the pages of the educational adventure that many educators today would like to transform can have different social content and environment, often far to be updated and not fully conscious of the unavoidable transformations needed for the success of the enterprise. It is needed a broader perspective in order to evaluate an educational approach, pinpointing what is inadequately linked to the uniqueness of the real historical process and, on the contrary, what could be usefully distilled and adapted to other environments in order to gain quality in early childhood education all over the world.

Comparative education discourse in Italy after WWII. The case of Giovanni Gozzer

Angelo Gaudio
University of Udine

The aim of the paper is to present comparative works by Giovanni Gozzer (1915-2006) official and Italian scholar who is still awaiting a full and appropriate scientific investigation. The state of the studies and the interpretation of Italian educational studies and the considerable reform have contributed to spread an image of a lagging and largely isolated Italy. The presentation of the figure of Gozzer could be shown not as the quintessence of the educational process but, on the contrary, what could be usefully distilled and adapted to other environments in order to gain quality in early childhood education all over the world.

Exploring Quebec’s Ethics and Religious Culture Program

Eliana Sanatuliuva-Allison
Shepherd University

Contemporary theories of liberal democratic education hold that public schools are at once cultural microcosms of their surrounding societies as well as places where young people should develop the knowledge, skills, and dispositions needed to actively and continuously reform and improve those societies. Quebec’s Ethics and Religious Culture (ERC) Program, which focuses on teaching students about ethics and comparative correlation of the curriculum of the Religious Course on a longitudinal level to the emergence of possible differentiated conceptual approaches. The main research question is the search for the basic structural characteristics of the curriculum of the Religious Course. The primary data is the curriculum of the Religious lesson in the Greek Primary School over time. The research method used for this study was inductive and the analysis is based on the hermeneutic concept of deconstructive and empathic understanding of the three communications dimensions. The theoretical framework for this study is the social construction of knowledge and the discipline of historical comparative methodology.

Comparative study of the curriculum of religious lesson in the Greek primary school

Ioannis Fykaris
University of Ioannina

Giannopoulou Konstantina
University of Makedonia

In Greek society, the teaching of the Religious lesson has very particular importance and requires a careful and documented research approach. For this reason, the comparative study of the curriculum of the Greek Primary School for the Religious lesson in the period 1936-2018, during which period the religious education program has been subject to significant variations in the structure of the curriculum of the Religious lesson due to various political and socio-cultural developments and events in Greece. The innovation of the presented study is the comparative and comparative correlation of the curriculum of the Religious Course on a longitudinal level to the emergence of possible differentiated conceptual approaches. The main research question is the search for the basic structural characteristics of the curriculum of the Religious Course. The primary data is the curriculum of the Religious lesson in the Greek Primary School over time. The research method used for this study was inductive and the analysis is based on the hermeneutic concept of deconstructive and empathic understanding of the three communications dimensions. The theoretical framework for this study is the social construction of knowledge and the discipline of historical comparative methodology.

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Toward a complex and post-relativistic Comparative Education

María José García Ruiz
Universidad Nacional de Educación a Distancia (UNED)

The discipline of Comparative Education is a scientific field of great field of tradition and vintage initiated from the Greco-Roman period (Garcia Qamido, 1994). The comparative science has been, nonetheless, branded as a difficult and complex sphere, in so far [...], this field is not in its infancy, and there is ‘not one universal form of comparative education’ (Manzín, 2010). Additionally, recently Comparative Education has been berated as a field ‘with a low level of theoretical problematic’ (Berrnstein, quoted by Cowen, 2010), and there are academics that have denounced the ‘paradox’ and ‘irrelevance’ of comparative studies undertaken under fundamentalist paradigms (Carney, 2010).

In purity, Comparative Education is a method applied to the construction of comparative academics in a myriad of positions and approaches but, simultaneously, thoroughly modern and by the parameters. This heterogeneity is also based in the infinity of diverse epistemological approaches and orientations in the object of study of this scientific field. In purity, the current postmodernist, postneopositivist and postfunctionalistic stances, the object of study of this discipline is at present the postmodernistic state. Thus, for academics such as Cowen, terms and concepts such as transference, mobility, transitivity, flow, and innovative thinking on time, space and mobility, gain a special attention.

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others could have been chosen by sales figures, influential critics, or any other factors indicating them as influential. A comparative perspective is used to compare time conceptions, narrative styles, national priorities and as an argument within the sources themselves.

My research question is: How do these books frame their time conception and time conceptualization crisis? The presentation will show results in the case of time conceptions. Operating within Implications, they call for immediate actions or reforms to avoid dangerous conditions. These dangerous conditions are narrated as crises in education. Karl Jaspers (1955) found that crises refer to those who were touched by its narration. They are thrilling and comparative in structure (see Zemke 1975, Waldow 2013). Another result eminently hinted by Jaspers (1928: 57) “If men define situations as real, they are real in their consequences.” Crisis narratives (White 1994a,b) in its narration. They are thrilling and comparative in crises were relevant to those who were touched by conditions. These dangerous conditions are narrated for immediate actions or reforms to avoid dangerous situations. The study is in progress and the progressive educational policy framework is under construction. The study is ongoing and the paper contribution is expected receive expert’s evaluation before it is disseminated.

Towards a dialogical and progressive educational policy framework: Maneuvering a middle way among the polarized constructs

Solomon Arulraj David The British University in Dubai

Education policy across the world have been increasingly embraced by the emergence of managerialism that favors neo-liberal, market driven educational policy frameworks. Such a convergence is often counteracted by critical approaches, such as an argumentative educational policy frameworks. The growing liberal post-Fordist capitalism, where the market gains greater ability to influence public policy making and analysis. This leads to the antagonism between agency and structure, individual and institution, public and state, market and state. The discontentment of the managerial and the polarized critical revolution will disclose the space in the search of a progressive educational policy framework. The dialogical progressive educational policy framework is a middle way stimulating dialogue among polarized framework. The third space (Lynham 2004) in this study is more an ideological polar rather a geographical one. The fundamental assumption of the study is that “if it is possible for us to have the polarized managerial and critical argumentative educational policy frameworks, it should be then possible to have a middle way dialogical, progressive educational policy framework.” Exploring through some of the established theories such as the Habermean communicative act or social contract tradition, Engels claim ‘state as a necessary institution’ for social order, Proudhon’s list of the ‘domestic inconveniences of the family’ Foucault’s bio-political and social control, Buchanan & Tullock’s public choice theory and some others, the study aims to establish arguments built in various ways. The study streams away from classical empirical approach and embrace rationalist and hermeneutic approaches. The study follows the general method of theory building in applied disciplines approach by following the five phases of conceptual development: preliminary ruminations, preparation, theory formulation, application and continuous refinement. The research begins by map out dominant existing policy frameworks for conceptual development and the underlying dynamics, cross-cutting discourses and uses discourse analysis to operationalize. It further accounts for an understanding through a comparative approach to confirm and disconfirm. And marks the emerging patterns and trends for application and continuous refinement and context, interpretation and rationalization. The study is in progress and the progressive educational policy framework is under construction. The study is ongoing and the paper contribution is expected receive expert’s evaluation before it is disseminated.

Internationalizing national schools: the introduction of the International Baccalaureate in Argentina and Costa Rica

Julia Resnik Hebrew University of Jerusalem

In most cases, international programs are incorporated into the national education system as a result of national and international agencies’ initiative. However, over the last few years we have noted that a number of education ministries in Central and South America have integrated international programs at the local or national level. This paper intends to understand this new phenomenon. The number of international schools and international programs incorporated in private and state schools has grown rapidly in the last two decades (Tarc 2013; Weenink 2008). The increase in international programs responds mainly to neoliberal policies including school choice, competition between schools and accountability adopted in many countries around the world. Schools integrate international programs as a result of the improved level of the education that stimulates the government to initiate a large 18 project in state schools (Resnik 2014). International schools is a global development that the reasons behind internationalization of education systems are multiple and complex. It is through a global-comparative approach that follows the actors of the institutional education structures in each country (Resnik 2016) that this research attempts to capture the social movements in international schools by focusing on the integration of the DP in Ciudad Autonoma de Buenos Aires and Costa Rica.

Interviews were conducted with principals and 18 coordinators in eight state high schools in the Ciudad Autonoma de Buenos Aires and twelve schools in two different provinces of Costa Rica by face-to-face interviews with the assistant chief accountant who in support of national policies, “grounds of weak evidence” (Farrell 2002), they collaborated in order to “avoid the passion of his Eyes/Pupils”, as requested, will not attend the English Exam like many other Cypriot students in order to avoid the possibility of being failed in the English Exam which was relevant to those who were touched by conditions. These dangerous conditions are narrated for immediate actions or reforms to avoid dangerous situations. The study is in progress and the progressive educational policy framework is under construction. The study is ongoing and the paper contribution is expected receive expert’s evaluation before it is disseminated.

“My pupils have been so weakly that they are causing me to abort my study.” Modalities of Governmentality and Pastoral Power in Colonial English Learning, Rethinking Neoliberalism’s Mandate for Lifelong Learning

Zelia Gregoriou University of Cyprus

In a petition to the Colonial Secretary of the British Government of Cyprus, dated August 28 1901, voluntary clerks Sophocles Nicolaou pleads to be exempted from the study of English. The request was countersigned by the Assistant Chief Accountant who in support of national policies, “grounds of weak evidence” (Farrell 2002), they collaborated in order to “avoid the passion of his Eyes/Pupils”, as requested, will not attend the English Exam like many other Cypriot students in order to avoid the possibility of being failed in the English Exam which was relevant to those who were touched by conditions. These dangerous conditions are narrated for immediate actions or reforms to avoid dangerous situations. The study is in progress and the progressive educational policy framework is under construction. The study is ongoing and the paper contribution is expected receive expert’s evaluation before it is disseminated.

The study found two differences: a. In Buenos Aires the DP is adopted mainly in technical school and in Costa Rica in academic ones. This reflects different modalities of functioning of the systems, b. In Buenos Aires the mode of incorporation was voluntary, following the rationale of outside influence on the institutional education hierarchy, whereas in Costa Rica it was a strong integration. Following the five phases of conceptual development (Maroy 2012) that includes the cooperation of a ONGs in the integration of the DP. Through the global comparative approach, this study analyses the ways international programs are integrated into local/ national structures and curricula. The arguments derived in the study is better to capture the worldwide process of international schooling via the internationalization of national schools.

Exclusive boarding schools and the “equality of opportunity”-norm in England and Germany

Florian Waldow & Jakob Eriksen Humboldt-Universität zu Berlin

The paper will look at how exclusive boarding schools in England and Germany handle the tension between being attractive to clients interested in acquiring a competitive advantage for their children while simultaneously not seeming to violate the norm that schools should provide equal opportunities to all pupils. Exclusive boarding schools are caught up in this tension between the competing demands of their clientele and wider social norms. On the one hand, they need to justify to families that the high fees they charge – often equivalent to a full-fee state school – will actually lead to benefits for the pupils. For English boarding schools, this is much easier to achieve than for their German counterparts, since in contrast to the British case, English boarding schools play such an important role for elite reproduction. On the other hand, the importance of the “equality of opportunity”-norm in both contexts means that both English and German boarding schools must not create the impression that it is simply possible to buy privilege and competitive advantages for one’s children by sending your child to such a school, since this would compromise their legitimacy.

The paper compares how two exclusive boarding schools situated in different national contexts deal with the need of reconciling these conflicting demands. The cases are English boarding school Eton College in England and Schule Schliss Salem in Germany. English boarding schools have an easier time playing the role of exclusive educational providers, since they play such an important role for elite reproduction. For English boarding schools, this is much easier to achieve than for their German counterparts, since in contrast to the British case, English boarding schools play such an important role for elite reproduction. On the other hand, the importance of the “equality of opportunity”-norm in both contexts means that both English and German boarding schools must not create the impression that it is simply possible to buy privilege and competitive advantages for one’s children by sending your child to such a school, since this would compromise their legitimacy.

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unspeakable sacrifices) interlocks with the constitution of the desiring (and confessing) subject, subject to produce a material and affective network of power relations around the desired futurity of new knowledge and entrepreneurial self-becoming.

How can transnational connection hold? An actor-network theory inspired approach to the materiality of transnational education governance

Nelli Platoeva
Faculty of Education University of Tampere

Transnational governance is a networked structure that builds on allies and connections to spread particular policy messages. This presentation asks how such a structure is held together, and how it yields influence by focusing on educational assessments as central elements of the global agenda on education. It applies Actor-Network Theory’s sensibility towards the heterogeneity of actors in networked relations to foreground the materiality of connections and the role of non-humans in forging associations across (varied) distances. Following this interest, I experiment with a method of ‘following metrics’ to map, using the Russian Education Aid for Development (READ) Trust Fund as a case study, how educational assessments circulate and help to assemble extended and dense networks. I show how the assessments of learning outcomes are important not only because they are the circulating messages of the global education agenda. Educational assessments join with other products to produce transnational policy networks, which extend across and draw together broad spaces, distances and times. The analysis also shows how the material, technical, and political power relations are produced through the labour of developing and circulating assessment metrics. The perspective that highlights the role of non-humans represents an important contribution to the literature on governance, which has predominantly given precedence to the descriptive social sciences of understanding the role of the material and non-human.

How the ‘prescriptive organizations’ (supra or international) developed strategies to reduce resistance in education?

Jean Emile Charlier
Catholic University of Louvain

Sarah Croché
University Picardie Jules Verne

In this contribution, we will analyze the work developed by the prescriptive organizations (supra or international) to reduce resistance. The objective is to treat the way in which the supra or international organizations, which try to frame the teaching policies, developed, through time, multiple tools (or public policy instruments) to make resistance difficult, even impossible. The paper applies historical approach. It wants to show that, since the years 1960, when an orientation is ‘suggested’ (in the communications of the European Commission, published by UNESCO, etc.) and that it meets resistances (which also appeared as reappropriations and tricks) to the national or local level, the supra or international organizations tend quickly to produce the possible frameworks in their different documents. Our hypothesis is that “by re-integrating the diversity and the specificities or real policies in an theoretically operationalized and efficient the different organizations aim to circumvent resistances thus even stifle them by passing them under silence”. This work was inspired by the supra or international organizations from 1960 to 2017. We will draw especially our examples in the Bologna Process (initiated in European Union in 1998), in the strategies of the UNESCO (in particular as regards the Education For All project) and of the United Nations (with the Sustainable development Goals or SDG’s adopted in 2015) or in the imposition, by the European Commission, of the use of the technical instruments (the so-called ‘GTZ’ (Deutsche Gesellschaft für Internationale Zusammenarbeit) in all the cooperative projects in education.

This paper comprises also a theoretical work on the place of the resistances in the reformulation of the policies of education in Europe and beyond. It takes support on Foucault’s work and its concepts of apparatus and governmentality (conduct of the board). The theoretical results wants to show 1) the different kind of resistances and 2) that the resistance is creative and reinforce the apparatus by integrating new ways of governance.

A most improbable identification? The Netherlands as a “reference society” within the Chilean educational reform (2014-2015)

Cristina Alarcón
Humboldt-Universität Berlin

The paper discusses the construction of reference societies in the context of controversial educational reforms. It uses the psychological concept of “identification” to designate a process that is indispensable for any form of external reference construction: the adoption of norms, attitudes and behaviors from a respected or admired group. The paper refers specifically to a unprecedented education policy reform that took place between 2013 and 2014 in Chile. This reform, which was promoted by the government of the center-left coalition “Nueva Mayoría”. This government coalition attempted, at least in the rhetorical sense, a structural change of the privatized and commercial school system. The reform had to deal with the school voucher system that existed for over 35 years. This mechanism represents not only the most prolonged but also has the most radical implementation of the theories of Milton Friedman. The government coalition endeavored politically to transform its members’ school owners, of student selection (segregation) and of school fees (capage). However, the constitutional foundations of the education system, instituted under the military dictatorship (1973-1990) were left untouched. Remarkably, during this decade, the government constructed the Netherlands as a reference society. This process is characterized strange due to two factors: On the one hand, the European Council did not share cultural traditions, a common language; nor had they had any close political relations with each other. On the other hand, the Netherlands did not have a similar problem, as its PSA results has not been considered the “world’s best schools system” as for example Finland. Three phenomena are therefore evident in this reform debate for the first time, the government’s identification with the Netherlands overlooked all historical and cultural aspects of the country and its trajectory. The reform was conceived as an efficient solution for implementing a gatastrophic strategy: secondly, the right-wing parties and their think tanks reacted by confronting the Dutch results comes from the reference to “The Coeey” (Waldow, 2016) and thirdly, by developing an operation of “externalization to the legal system”, arguing the “unconstitutionality” of the reform agenda. Based on the theoretical framework of externalization in comparative education, it is the purpose to reconstruct the Chilean reform by analyzing government documents, policy papers and print news media.

A historical review of the Japan Foundation: strategies and actions

Elza Gavari Starkie
United Nations

Japan has been admired by the European elites since the end of the 19th Century. In the XIX th century Japan the Japanese management models has a very strong impact. In this paper we discuss around the new strategies of the so called Softpower and in particular the setting up of the Japan Foundation in the seventies. The text will provide an analysis of the Japanese foreign policies of softpower, by offering very clear explanation about the innovative language situation strategies. In fact, the Japanese government has made a huge investment to foster the strategy that is called Japan soft power. This soft power is based in the idea that Japan has a global impact in a society where the youth looks to the orient and western as profoundly interconnected.

European Governance in Adult Education: On the comparative advantage of joining working groups and networks

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University of Verona

Gosia Klett
Melbourne University

In Europe, in the wake of the 2009 global financial crisis, complex intergovernmental policies have brought about new opportunities and structures in European education governance. Conceptualized as policy mixes (Del Rio and Howlett, 2013), these policies embed ‘horizontal’ complexity – as each mix relates to different policy instruments and actors within a level of policy-making, as well as ‘vertical’ complexity – as each mix adds a number of policy goals, domains and/or groups. We argue that the Renewed European agenda for Adult Education, introduced by the European Council in 2011, is a policy mix performing three authoritative functions (i.e., legal, epistemic and procedural) that have put in motion a series of policy instruments in the adult education policy domain. Elsewhere, drawing on political sociology (Lascoumes and Le Galés, 2010), we examined the role and influence of the European Commission in the governance mechanisms and policy instruments through which this occurs (authors, unpublished). Our present contribution analyses how the complex European country composition, the capacity-building and financial redistribution, as its core governance mechanisms, operating under the ‘principal-agent’ model of the Open Method of Coordination (OMC), the policy instruments concur to their working (i.e. official working groups and networks, commissioned studies, multi- and peer learning arrangements, benchmarks, data generation, funding schemes).

In this paper, we center attention on a dataset (2-modematrix) created from five official working groups and networks. These are groups established and coordinated by the European Commission (EC), whose members are appointed by the GEC (German Education Council) to represent different elite positions, and are assembled to work on policy issues in the area of adult learning (4 groups over a period of time). 1 network permanently. Particularly, we examine what kind of network interactions was created among the organizations represented in these groups, its level of integration (density), and the organizations’ level of centrality (degree, betweenness). Our premise is that the structure of this coordination network is non-random, and that the network represents a form of comparative advantage for some organizations, e.g. as mediators between the other pairs of nodes. Using official data from the European Commission’s registry of committees and groups, we perform a Social Network Analysis through the Ucinet 6 software (Borgatti, Everett, Freeman, 2002). Using this form of network governance which was generated (Jones, Hesterly and Borgatti, 1997).

While the theoretical and empirical work is still in progress, we expect it to contribute novel knowledge on the implications of new policy instruments in configuring relations within the European region.

The practice of ‘best practice’ in European education governance: reflections from a political ethnography

Natalie Papanastasiou
Universitat Autònoma de Barcelona

This paper seeks to conceptually develop the notion of ‘best practice’ for studying the role of knowledge as a powerful tool in framing and transforming education policy. The paper takes a specific interest in the role of knowledge as a powerful tool for shaping policy processes and offers a contribution to how we have explored governing techniques of knowledge through the concepts of commensuration (e.g. Normand, 2010; Lingard, 2011: Lingard - following by numbers: e.g. Grek, 2009; Ozga et al., 2011) and, ‘governance by comparison’ (e.g. Fenwick et al., 2014; Núñez & Murray, 2016). In the paper, I am exploring how particular kinds of knowledge have assumed such powerful positions. However, this paper argues that the concept of ‘best practice’ needs to be used to explore the power of quantitative knowledge (such as metrics and benchmarks) which has left the role of qualitative knowledge in ‘best practice’ conceptually unaddressed. There is emerging work which shows signs that this balance has started to be addressed.
One form of qualitative knowledge that deserves more attention is ‘national’ educational reforms in the GCC countries. Based on a critical analysis of policy documents and existing literature, this paper offers a critical perspective on the nature and implications of these reforms. In order to delineate the various discursive constructs of PVE-E that are mobilised in the international arena, the paper identifies the key ‘logics’ underlying the sharing and development of alternative practices that challenge the legitimacy of traditional power relations in transnational education policymaking contexts.

National Reforms by ‘International’ Actors: Educational reforms in the GCC and the issue of ‘National Identity’
Maryam Mohamed
UCL Institute of Education

For more than 15 years, the six Arabian countries of the Gulf Cooperation Council (GCC) invested heavily in a large-scale ‘transformational’ reforms. Between 2000 and 2010, these ‘national’ economic vision statements and corresponding strategies of implementation which exhibit astonishing similarities across the GCC countries. These long-term modernising investments designed to address the economic challenges as well as promote the nation’s brand. Interestingly, these ‘national’ economic vision statements and strategies were all developed and implemented by ‘international’ organisations and management consultants. In all these visions, the economic statements and strategies have been portrayed as the key driver of economic growth through investment in education. However, it is asserted that any serious attempt to modernise the education system a consultation and critical evaluation of these discursive constructs, by asking, for example, what is the relationship between PVE-E and by its: the discursive and political contexts in which they are entangled? Is there consistency and convergence, or tensions and ambiguity in these constructs of PVE-E? Is there evidence of a critically reflective framework or are there problematic assumptions that might be counterproductive?

Deconstructing ‘Preventing Violent Extremism through Education’: a critical analysis of UNESCO discourses
Eleni Christodoulou & Simona Szakacs (Beijing)
Georg Eckert Institute for International Textbook Research

Over the past two decades, there has been a marked increase of violent extremism across the globe, ranging from radical religious movements to white nationalists. International organisations have since then increasingly highlighted the importance of education in preventing violent extremism and terrorism and fostering an identity of ‘resilience’. However, it was only in 2016, that ‘Preventing Violent Extremism through Education’ (PVE-E) was given a central role on the global stage by the UN. Since then, UNESCO’s actions in this area have been rapidly expanding with the creation of Global Citizenship Education (GCED) and Target 4.7 of Agenda 2030. There are unanswered questions as to which policy actors are involved in defining and selecting best practices? Are certain kinds of best practice more powerful than others? And what does this reveal about the politics of policymaking in education? This paper empirically explores the ‘practice of best practice’ through exploring the work of a European Commission team. The paper introduces Working Groups “to implement the Open Method of Coordination in education and training [...]” and offer a forum for the exchange of best practices” (European Commission 2016, p.3). Working Groups largely consist of national representatives from Ministries of Education, and their main activity involves attending quarterly meetings in Brussels. The paper presents rare insights from a political ethnography of one Working Group meeting involving researchers being non-participant observer of Working Group meetings in Brussels over the course of one year. Drawing on political ethnography, the paper identifies the key ‘logics’ underpinning the sharing and development of best practices in school governance, and by doing so reveals the underlying assumptions of alternative practices that threaten to challenge the legitimacy of best practice.

PISA performance, the Media and the construction of National Identity
Sue Grey
University College London (UCL) Institute of Education

From the 2000 PISA shock in Germany to the lauding of East Asian countries as the shining stars of education, International Large Scale Assessments (ILSAs) have brought the school systems of ‘other’ countries into the public domain as never before. Through the OECD’s own materials, as well as via the media, it is now possible for readers and visitors across the developed world and beyond to get a flavour of the ‘quality’ type of education children across the globe are experiencing, and to evaluate its outcomes without leaving their living rooms. But what is the nature of these messages? How does doing well, or badly, in ILSAs affect countries’ own views of themselves? And to what extent do portrayals by international global organisations and the media reinforce or challenge analytical images of the core elements of national identity: namely the ‘other’, and the self ... ’or ‘us and them’.

Using examples from Europe and Asia, this paper will examine reactions to success, failure and mediocrity in international comparisons, both in domestic contexts and how organisations involved in PVE-E are pointed at this level. In practice global educational governance might affect core values of national identity through media logic which creates ‘stories’ around the key news values of crisis, blame and potential solution. Using both OECD and media reports I will examine some of the potential implications for national identity of being judged as successful or otherwise, both within countries and outside them in the international arena.

I will explore the ways in which deeply held beliefs may be challenged or reinforced by competitive comparisons on an international stage, and ask whether the policy reference which arises in some contexts after results are published helps to inform national political and pedagogical decisions or merely to may reinforce both domestic and wider stereotypes and encourage provide a distinctive form of ‘banal nationalism’.

Democratic governance within the educational sphere, reality or fiction? The case of the Educational Reform in Mexico
Haleyda Quiroz Reyes
ISAL

Educational systems throughout the world are experiencing new and unprecedented challenges governed by global imperatives. Understanding the political changes that are taking place and their concretization in increasingly generational educational reforms, implications today, looking towards a global education market will be based on the set of standardized packages in a ‘European teacher education policy community’ (Hudson-Izgara, 2008) and the ‘European teacher’ (Schratz, 2014). Within this panorama, discourses of quality, management, effectiveness and efficiency are implemented and represent a viable option as an action for school governance; where the public authorities start a government at a distance, ceasing to be directly responsible through organizations, agencies and rigorous processes of accountability. This research questions the role of the actors involved in the configuration of educational discourses that are covered under a world order model. In the first axis of this text we make a general vision of school governance as a discourse model and the discursive and political contexts in which they are entangled? Is there consistency and convergence, or tensions and ambiguity in these constructs of PVE-E? Is there evidence of a critically reflective framework or are there problematic assumptions that might be counterproductive?

What makes a ‘European teacher’? Comparing teacher education reforms in Austria, Greece and Hungary: a comparative perspective
Vasiliki Symeonidi
University of Innsbruck

During the last decade, an accelerating process of Europeanisation of national policies related to teachers and teacher education has been witnessed (EDITE, IMPOLITICAL). However, the concept of ‘European teacher’ turns into a ‘European teacher education policy community’ (Hudson-Izgara, 2008) and the ‘European teacher’ (Schratz, 2014).
This study, conducted within the framework of the Economic Analysis and Development (EDiTE), aims to analyse the process of Europeanisation in the field of teacher education from an international comparative perspective. To what extent have educational reforms in three European countries (Austria, Greece, and Hungary) been influenced by contemporary European policy developments? Teacher education is examined by looking at policies and practices related to the following dimensions: (a) the creation of a continuum of teacher professional development; (b) the definition and use of teacher competencies; and (c) the role of teacher educators. Acknowledging the complexity of policy flows, the study examines perspectives of various actors in different levels of policy implementation, adopting a comparative and embedded case study design. Finally, the study looks at the international level to explore how Europeanisation emerged in the field of teacher education, considering global trends and the economically driven approach to education. Analysis at this level offers a mapping tool with indicators to help us study teacher education at the national level. Secondly, the study examines recent reforms and policy initiatives in three European countries to trace potential influences of Europeanisation at the national level. To this end, the study employs analysis of official documents, interviews with international and national policy experts, and as interviews with teachers and teacher educators. Moving beyond linear models of policy implementation, it is argued that Europeanisation plays a significant role in initiating and sustaining change through subtle mechanisms of downloading and uploading policies and indicators between different levels of governance (European, regional, national, sub-national, institutional). Studying Europeanisation in the specific field of teacher education helps us to better understand the national traits of what it means to teach in a particular country, contributing to the discussion of what makes a European ‘teacher’.

Who is setting the agenda? OECD, PISA, and the Southern Cone

Candice, Aryan and Trinh, Hung Tung
University of Helsinki

China outperformed the last PISA rankings, however, the Chinese participation differs from other countries as only China’s “first-level” entities of governance (OECD, 2016) take part in PISA. We aim to identify the policy discourses that sustain the changes in PISA methodology to accommodate the Chinese context. The new Public Management fomented changes in education, introducing ideas such as accountability, competitiveness and financial incentives. Although not a national field (Osborne & Gaebler, 1993; Hood & Jackson, 1991; Ball, 2012), initiatives such as PISA portray and reflect this. Competitiveness is the new instrument at hand and how the OECD manages to leverage itself and PISA-D into the center of the development business. This paper will analyze what this new instrument is about and how the OECD manages to leverage itself and PISA-D into the center of the development business. Following a Bourdieu’s perspective, a given country’s position in the global political arena relies on its volume of capital in relation to the distribution of capital among all the countries, considering countries as determined and determining agents, which make use of this volume of capital in different ways. We use data from OECD to map the Chinese participation in PISA, and socio-economic data from China to assess the situation of the Chinese educational context and its relation to the OECD’s PISA test results and recent guidelines of educational policy. The theoretical object of this work is the process of change related to the PISA process, aiming to understand the OECD and its standards. The empirical object is the relation between the countries, to its own and that towards the transnational sphere and the OECD through the standardized assessment program of PISA and the formulation of educational policies. The analysis is based on secondary sources: (1) Previous studies on the PISA tests in Argentina, Chile and Uruguay; (2) Reports produced by the OECD/PISA for four countries on the national Ministry of Education and measurement agencies from each state from the last two editions of these tests (2015 and 2016). Preliminary results indicate convergent and divergent processes in the ways of linking to the OECD and in the circulation of PISA and its impact on educational policies. All three cases, in different socio-economic and political contexts, show a growing interest over time to join the international assessment. Concerning the use of the results, Chile, and, to a lesser extent Uruguay, reflect a greater tendency to consider the recommendations of the OECD for their education systems. It is considered that this type of work contributes to a better understanding of the changes in the historical processes of institutional change in PISA. The OECD is a new object, does PISA represent the new form of materialization of the educationalization of social problems worldwide? (Tröhler, Popkewitz & Labaree, 2009) It is about a ‘geometry of insertion’ (Coven, 2017).
It argues that the "pedagogy of debt" is linked to the "pedagogy of debt" and produces new forms of biopolitics at individual power-knowledge relations. It also engages in a categorical difference of political interest out of the diversity of the nation.

Our research project, titled 'the school is not an island', aims to explore the ways in which the communities they serve interact and mutually form each other in multi-ethnic rural micro-regions of Hungary. The research design's key theoretical axes is the adaptation and testing of the concept of institutional and community resilience to the Hungarian context with the aim of identifying the factors that contribute to the resilience of "frend-bucking" communities and multi-ethnic schools. This project focuses on the portrayal of the role of resilient communities in the development of new educational frameworks in the current Hungarian National occupation. It examines all ten government-authored primary- and secondary-level history and social science textbooks from 1985 to 2015. For triangulation purposes, it also examines the permanent exhibitions of the Memorials at the Old Ford Factory and the National Museum of Hungary from 2006 to 2017. This study identifies and applies a new set of analytical categories for analyzing the self, the internal Other, and the external Other. It also employs a variety of commonly used civic-ethnic typology (ethnocultural, civic-ethnic, national) in institutional case studies with the aim of understanding and explaining the factors that contribute to the resilience of "frend-bucking" communities and multi-ethnic schools.

The concept of resilience originally refers to the individual's capacity to cope with unexpected shocks. It is frequently linked to contexts of political, economic, and social change, and there are various definitions of resilience. The concept of resilience is relevant to the resistance and mobilization of communities in the face of adversity. The concept of resilience is widely recognized in the field of education as a key component of students' ability to cope with challenges and overcome obstacles. It is frequently linked to contexts of political, economic, and social change, and there are various definitions of resilience. The concept of resilience is relevant to the resistance and mobilization of communities in the face of adversity. The concept of resilience is widely recognized in the field of education as a key component of students' ability to cope with challenges and overcome obstacles.
The challenge of unity among diversity: a comparative study of national identity education in China and Scotland
Shuqi Rao
School of Education, University of Glasgow

Traditionally speaking, the role of education in the process of individuals’ national identity formation has been widely discussed in the academic sphere. Nearly all nation-states use schooling to develop a distinctive national identity explicitly or implicitly. However, both of the landscapes for nation-states and national identity have shifted in an era of globalization. National identity education no longer enjoys the level of importance it used to have worldwide, hence being frequently questioned. Meanwhile, the discourse of global citizenship has been widely explored in the literature and are being used increasingly viable in various educational contexts, for cultivating students’ global identity. Hence, the research will explore how a sense of national identity is intended, implemented and attained in balance with global identity through a sense of national identity is intended, implemented and are being used increasingly.

The research will employ the case study research methodology as the approach to the research, it is necessary to consider each case, which refers to each primary school in China and Scotland; in richer depth and highlight cross-case analysis. Firstly, the main research question is how to explore how national identity and global identity have been constructed through related curriculum and teaching. The research will consist of two main parts: education policy makers/experts (3-5 per country) will be conducted to explore the underlying philosophy of the national identity education, also the thought processes that happen during the policy-making undertaking. Thirdly, interviews with each primary school (1 per case) will be conducted to explore how national identity education is currently implemented explicitly and implicitly in each case. The research will also attempt to incorporate its multi-ethnic population as ‘kinsmen’ or ‘relatives’ who have always formed an hermetic text, which is subject to minimal interpretation in historical science, the school narrative forms an hermetic text, which is subject to minimal interpretation in historical science, the school narrative and whether students’ understanding of national identity and global identity are compatible with the official frameworks. Focus groups will be employed to explore how national identity education is implemented implicitly through hidden curriculum in each case school. Finally, in order to explore how national identity education is attained in case school and whether students’ understanding of national identity and global identity are compatible with the official frameworks, focus groups will be employed in 3-4 focus groups per country, each group to contain no more than 8 students.

The research will not only enrich the theoretical interpretation of unity among diversity, but also promote the understanding of the classification of the context of the textbooks, their historiographical examples and epistemological approaches with schoolteachers. This research will be conducted with 32 interviews (1 per case) and 32 semi-structured interviews and 20 focus groups were conducted with students aged 16-18 across the three schools. Thematic analysis was used to analyse the data, which was informed by the idea that identities are shifting, contingent, context-dependent, multiple and hybrid and are discursively negotiated and renegotiated through interaction.

I discuss key aspects of the European dimension in education at the schools of our sample into insights students’ European and intercultural experiences, their sense of national and European identity and attitudes to cultural ‘others’. Eight semi-structured interviews and 20 focus groups were conducted with students aged 16-18 across the three schools. Thematic analysis was used to analyse the data, which was informed by the idea that identities are shifting, contingent, context-dependent, multiple and hybrid and are discursively negotiated and renegotiated through interaction.

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Global Citizenship in motion: Comparing Practices and Policies in German Schools worldwide

Simona Szakacs (Behling)  
Georg Eckert Institute for International Textbook Research

Global citizenship is currently a hot topic in international education research that takes transnational dimensions in education seriously. This paper will report initial findings from an ongoing comparative study investigating how policies and debates involving global citizenship ideals (e.g. social justice, environmentalism, diversity & inclusion, active participation in global communities) are variously engaged with in the daily practices of, inter alia, South Africa, and Europe. The wider project this paper builds upon asks how do students and teachers in DAS in different parts of the world creatively appropriate - or challenge - global citizenship in their daily practices? Methods of data collection include participant observation in schools, interviews with teachers and other staff, group interviews with students, and analysis of documents, curricular and educational media (curricula, education policy documents, textbooks, apps and other digital media used or produced in class). By comparing not countries but schools with similar ideals and structures across different local contexts (in Johannesberg, Buenos Aires, Silicone Valley, Seoul, Dublin and Cairo), the project aims to offer an empirical example of how "methodological nationalism" (Beck & Sznaider 2006; Wimmer & Glick Schiller 2002) might be tackled in comparative education. The concept of "transnational education space" bridging from the sociology of migration (Fait 1998) and used in education by Adick (2005) and Homberg (2014) will be called upon in making sense of the overlap between the local, doubly-national, and international contexts in which DAS are embedded. Finally, the paper aims not only to present findings from this broad project, but also to interrogate these findings' meaning to critically appraise their implications for our currently changing educational world, and, finally, to anchor them in current theoretical debates in comparative education.

Navegating between Global and European Identities: the European Union’s conceptions of citizenship following the European migration crisis

Yuval Dvir, Paul Morris & Miri Yemini  
UCL, Institute of Education

This study examines, within the context of the European migration crisis, the conceptions of citizenship embedded within the European Union’s (EU) current education policy. Education is often referred to Global Citizenship (GC) and its associated constructs as a means of mediation and integration when responding to large-scale migration flows. Yet, nonetheless, the EU has been actively promoting a conception of European Citizenship in its education policy for nearly four decades. While the inclusion and acceptance of migrants and minorities from outside the EU becomes the de jure foundational building blocks for a European citizenship, in de facto terms this has not materialised. The EU’s prominent policy initiatives regarding global citizenship education has not received any formal recognition by the Ministry of Education, in spite of the unique advantages it may offer in the European integration which is embedded in the cultural stagnation.

The current research utilized a comparative grounded theory analysis of twenty semi-structured interviews to compare the perceptions of principals in German, Swiss, and Danish schools, and additional educational media (curricula, education policy documents and websites) as they navigate their way between these different conceptions of citizenship. Our analysis demonstrates that the EU’s conception of refugee-migrants is more closely affiliated with an essentially exclusionary conception of ‘global’ citizens rather than with that envisaged by the Global Education Initiative (GEI), which places considerable importance on the future integration of refugee-migrants in Europe.

How to understand empathy and normalization in Colombian textbooks

Paideia: The Educated Citizen in the Knowledge Cosmopolis

Andreaz Kazamias  
University of Wisconsin

Paper Abstracts

Today we live in a Knowledge Cosmopols that has been characterized by high technology and finances and a neo-liberal market society constructed on a new information technological paradigm, a culture of real “virtuality” and a “network society” (Castells, 1998). By comparing not countries but schools with similar ideals and structures across different local contexts (in Johannesberg, Buenos Aires, Silicone Valley, Seoul, Dublin and Cairo), the project aims to offer an empirical example of how “methodological nationalism” (Beck & Sznaider 2006; Wimmer & Glick Schiller 2002) might be tackled in comparative education. The concept of “transnational education space” bridging from the sociology of migration (Fait 1998) and used in education by Adick (2005) and Homberg (2014) will be called upon in making sense of the overlap between the local, doubly-national, and international contexts in which DAS are embedded. Finally, the paper aims not only to present findings from this broad project, but also to interrogate these findings' meaning to critically appraise their implications for our currently changing educational world, and, finally, to anchor them in current theoretical debates in comparative education.

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partial and shaped by the perspective of the one who narrates. On the other hand, teachers are expected to bring about the miracle of presenting their students with historical narratives without imposing any perspective on their interpretation. These narrative variations are based on selection choices defining whose voice is to be heard and whose, not, they can never really hope to live up to.

Pursuing a twofold agenda, the paper shows empirically how struggling with this dilemma leads to serious reflection on the frames the two rather experienced teachers apply when teaching the Cold War, it firstly renders evident the complexly different stories on the origin of that conflict marking different events as important and coming to different conclusions about the political inherent to their treatment. While the German teacher refers to traditionalist frames, the Swiss teacher invokes revisionist ones. At the same time neither of them mentions alternative versions or reflects on the political inherent to their treatment.

Providing a close reading of dense moments of history, the paper is to critically discuss the two countries' history of our days, it is also an indispensable instrument for the handover, the cultural character of Hong Kong has remained ambiguous (Helen, 1996; Bundy, 2014). History education has been used there to reconstruct Hong Kong identity (Vickers, 2005). However, Hong Kong's complicated political situation leads to a unique feature of history education: the concurrence of two separate subjects on "History" and "Chinese History". Few researchers have focused on how history curriculum represents Hong Kong identity in the postcolonial era. This research aims to partly fill this gap by comparing textbooks for "Chinese History" and "History" in Hong Kong. Using qualitative content and discourse analysis, this study examines Hong Kong identity in the textbooks with a focus on "latent content" (Frawiak & Wallen, 2015). We find that in Chinese History texts, Hong Kong identity is defined and constructed as deeply rooted in traditional Chinese culture (especially Confucianism). In contrast, History textbooks represent Hong Kong from a historically British view, and identity and construct the cultural character of Hong Kong as looking, global, liberal democratic, and firmly committed to human rights.

Based on these findings, we conclude that two different senses of Hong Kong, as outward- versus inward-looking are constructed. At the same time, whether Hong Kong is best characterised as Chinese or British remains a key question students continue to face after receiving perspectives from both subjects. The educational implications of this concurrence of messages is thus analysed in this presentation, particularly the impact it can have on student development of civic and cultural identity.

Promoting Friendship in the Kindergarten

Marina Vasileiadou & Simoni Symeonidou
University of Cyprus

Our study takes the theoretical frameworks of Early Years Education (EYE) and Friendship Education (FD) as a starting point and explores how it can inform a friendship development (FD) program addressed to kindergarten children. The effects of the program on children's social behaviors and friendship qualities were measured by the Social Behavior Observation System (SBOS: Klinn, 2005).

Therefore, we set to explore the following research questions:

1. How can the principles of IE and EYE inform a FD program addressed to kindergarten children?
2. How do children who participate in such a program engage in the process of FD?
3. What is the quality of friendships and wider social relationships if any that have been developed in the context of such a program?

The FD program consisted of two parts: “Skills for Friendship and ‘Valuing Diversity’”. The first part focused on the development of skills necessary for FD. The second part focused on developing positive attitudes towards children, especially those belonging in vulnerable groups. Each part of the program consisted of ten lessons conducted within ten consecutive weeks. A total of 28 children, (4 to 6 years old) attending Class A and Class B participated. Both parts of the program were implemented in Class B whereas only the “Skills for Friendship” part was implemented in Class A.

Data collection was twofold. One set of data concerned the program: program outline, lesson plans/materials/ video/photographs. The second set of data concerned the participating children: sociometric measures; group interviews: observations during recess prior and after the implementation of the program; observations of already established friendships prior, and after the implementation of the program; observations of newly formed friendships.

Children’s peer relations were positively affected. Data analysis revealed that children who exhibited peer difficulties gained at least one reciprocated friend during the implementation of the program. Quality measures of newly formed friendships showed characteristics of positive social orientation, cohesionness and control whereas for already established friendships revealed a decline in control and rise of cooperative behavior. However, children who also participated in FD program showed greater degrees of inclusiveness in their friendship selections.

This may be linked to the attempt to coincide IE with EYE research in the field of peer relations. It is expected that the success of this targeted program on promoting friendships may be also influenced by the overlapping of FD program and making on the theory of peer relations in inclusive settings.

History Education Textbooks in Greek/Cypriot Primary Education: suited to explore the intersections of local, regional and global history, dialect and manage identity issues that arise

Myria A. Constantinidou
Teacher at Ministry of Education, Cyprus, PhD student at UOWM Greece

The presentation attempts to highlight how the genealogies and identities are presented or depicted in the History Textbooks for Primary Education in Cyprus. Both textual level and visual representations identified and analyzed while the research aims to detect if differences can be found between the teaching tools themselves according to the school grade to which they refer.

Rooted Cosmopolitanism: A Theoretical Tool for Conceptualizing the Ontologies between Globalization, Education, and Citizenship

Joyce Kim
University of Cambridge

This paper explores the ways we can understand how the emergence of global competencies and their social cohesion and peacekeeping functions fit into the evolving dynamics between globalization, education, and citizenship. The paper develops a theory of rooted cosmopolitanism, in a rapidly changing world, international organizations have recognized the importance of promoting values of ‘global citizenship’ through education for social cohesion. Through policies and frameworks, these organizations have introduced multiscale efforts to accommodate their influence around the world. For example, the OECD is creating a test section to measure “global competency” in the 2018 iteration of the Program for International Student Assessment (PISA). Examining the role of global competencies and their implications for citizenship provides an interesting site for understanding the way different societies in the world have addressed debates around the universal and particular when looking at the relationship between global processes and their effects on educational policy. This paper develops rooted cosmopolitanism from political philosopher Kwame Anthony Appiah, provides a useful framework to address the theoretical and empirical implications of the role education plays within a rapidly evolving world. Through a systematic review of prevailing schools of thought on the relationship of globalization and education, including world culture theory, world systems theory, critical theory, culturalist theory, and cultural political theory, the paper explores the ways in which these organizations have introduced multiscale efforts of global citizenship through education as a mechanism of rooted cosmopolitanism through education, and citizenship, and why this is important.

Abiding by the curriculum: implications for inclusion

Eni Damianidou
University of Cyprus

Even though following a fixed curriculum provides an accessible framework for an educational course and on an end goal good curricula can provide negative implications, too, because of imposed restrictions. Thus, restrictive and monolithic curricula may raise barriers to equity, diversity and participation, and therefore they discourage change and quiet innovation and flexibility, which are prerequisites for the inclusion of disabled children. Thus, the paper explores the extent to which equal opportunities in education are confirmed by the official curriculum in Cyprus. The research questions a), b) and c) are then established, and c) what are the implications of abiding by the curriculum on inclusion. To this end, mixed-method research was conducted, based on the first phase, questionnaires were delivered to a representative sample of 536 secondary education students.
The educational challenges in the knowledge society are different from the previous ones (industrial, financial, agrarian) Likewise, the role and place of education have been modified. The objective of this work was to investigate, how the governments in Colombia, since their educational policy, have prepared or are projected to meet these new demands, at the basic level, and the role that they have given to the school.

This is a qualitative research supported by the analysis of primary documents, and it is comparative between one government and another, and their respective national development plans, between 1995 and 2018. The used method is contrast of contexts (Skopcol and Somer 1980). Although the countries share several important commonalities such as a shared colonial history, educational decentralisation in both countries largely differed. The data used to investigate this issue has been gathered a document analysis of primary resources such as press releases and policy documents and secondary resources to complement where needed.

This paper has shown that decentralisation is mainly but not necessarily solely economically motivated. By wisely choosing a suitable form of decentralisation whether it be deconcentration, delegation or devolution, a state can retain different levels of control over the specific decentralised tasks and/or responsibilities depending on the form of decentralisation. Like a very active state is more likely to opt for delegation in favour of devolution in fear of losing its influence. Additionally, it has shown that the developmental state theory and neoliberalism aren’t mutually exclusive. They can be used simultaneously to explain a country’s economic development in the sense that developmental states can, to varying degrees, carry neoliberal features. This, however, also reflects in the political beliefs and perceptions of a state and thus the forms of decentralisation.
This paper aims to test a set of arguments in favour of integrating the philosophical approach of Aminarly Sen with the sociological approach of Bourdieu. Concretely it proposes an analytical framework that draws on the capabilities approach (Sen, 1999) and the construct of the ‘practical’ in Bourdieu’s practice (1984). Both approaches analyse social justice in education but with different emphases. Sen looks at the intrinsic ends of human existence and Bourdieu at the instrumental means. While both theories are concerned with critical social injustice, Bourdieu analyses inequity, Sen analysis social causality. This paper seeks to use philosophical argumentation as its method. It will describe the main aspects of both approaches and list their strengths and weaknesses. It will then discuss the pros and cons of integrating Sen and Bourdieu into an integrative framework.

The project framework will be applied to the context of parent engagement research for illustrative purposes. It will seek to elucidate how the integrated perspectives of Sen and Bourdieu may achieve a richer and more holistic understanding of the involvement of multidimensional poor parents in their children’s education compared to previous frameworks.

(Self-)Explorations of teachers’ professional identities in a cross-cultural and comparative ethnography

Bettna Fritzsch

PH Freiburg

This presentation will focus mainly on the results deriving from the interviews, as findings indicate that often participants’ rights), data was collected using pre and post- questionnaires with all participants, as well as face to face interviews and focus groups with some of them in order to explore personal experience in more detail. This presentation will focus mainly on the results deriving from the interviews, as findings indicate that often participants’ rights), data was collected using pre and post- questionnaires with all participants, as well as face to face interviews and focus groups with some of them in order to explore personal experience in more detail.

The project presented here was funded by The Froebel Trust and aspires to develop, implement and evaluate a series of partnership sessions specifically designed for early years practitioners and university students alike. Moreover, partnerships have a solid theoretical background and are supported both theoretically and by legislation by the Department of Education.

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Research indicates the importance of continuous professional development for preschool teachers awareness of the importance of modern didactic strategies and the application of materials which are used in the process of creative thinking are particularly important. This project addresses the influence of strategies for the encouragement of creativity effectively contribute to the development of creative potential in young children. The research topic is the preschool teachers' beliefs on the effectiveness of two didactic and methodic strategies for encouraging creativity in preschool-aged children: one individual strategy (control sheet) and one group strategy (brainstorming). A total of 115 preschool teachers from the Autonomous Province of Vojvodina participated in the study. The results indicate that preschool teachers have a more positive attitude towards the strategy of brainstorming. Furthermore, the frequency of usage of these two strategies in everyday work was measured. The preschool teachers believe that the brainstorming strategy and control sheet did not change in relation to the educational group in which they work their work experience nor their level of education. The preschool teachers who participated in seminars on working with gifted children and encouraging creativity had more positive beliefs about the effectiveness of the individual strategy, compared to the preschool teachers who did not participate in the aforementioned seminars. Furthermore, the preschool teachers who participated in seminars on working with gifted children more frequently used the brainstorming technique in their everyday work in comparison to those who did not. The situation was different in the strategy of control sheet. The preschool teachers who participated in the seminars had a more positive attitude towards this strategy than those who did not participate. This paper presents the project that preschool teachers who participated in the seminars used the control sheet strategy more frequently in their everyday work in comparison to those who did not participate in the seminars. The results of the study indicate that preschool teachers who participated in seminars in the area of work with gifted children and creatively encouraging had more positive beliefs and more often used individual and group techniques for encouraging creativity in preschool-aged children. Based on these results indicate the need for a different preparation of preschool teachers during the initial formal education, as well as the importance of helping children in professional development (formal and informal) of the existing professionals in preschool institutions in Serbia. This would be done with a goal to fully contribute to the children's development awareness on the importance of modern didactic strategies and methodic strategies for the encouragement of creativity, children's potential, and their application in the work with preschool children.

Strategies for encouraging creativity in preschool-aged children
Eudenj Cinc, Tanja Hedinovic & Aleksandar Jovanovic West University Timisoara - Preschool Teacher Training College Vrsac, Romania

Social Justice in the Classroom: What Teachers Should and Be Able to Do
Jia Li Huang College of Teacher Education, National Taiwan Normal University

Objectives
Since the adoption of the Universal Declaration of Human Rights in 1948, affirming dignity and equality for all human beings has become the general principle for world liberty. A closer examination shows that the concept of “social justice” may include “equity” that considers individual needs, abilities, contributions, or merits when distributing different resources. It may also refer to the “equality” of mathematically average distribution in qualifications: “Wealth shares” between each nation in their policy planning on education, but in the end, they all aim for everyone to be treated fairly and have dignity equally to others. However, education policies had social justice, how exactly can students be treated fairly by their teachers in class? The research objective is thus to study what teachers should know and be able to do in classroom. Therefore, the research question will focus on: What does “social justice” mean in the classroom? What should teachers know in order to implement social justice in the classroom? What should teachers be able to do in order to implement social justice in the classroom? This research fills the gap and provides guidelines for teachers to implement social justice in the classroom.

Social Justice and Teacher Education: What can TALIS teach us?
(Kent) Sheng Yao Cheng National Chung Cheng University, Taiwan

Along with the upcoming global competition of PISA, OECD started to conduct another international survey which aimed to collect data about the preparedness of teachers to implement social justice in the classroom. The authors of this paper presented a study on the social justice and teacher education. The paper starts by discussing the need for a different preparation of preschool teachers to implement social justice in the classroom. Furthermore, the paper highlights the importance of continuous professional development for preschool teachers awareness of the importance of modern didactic strategies and the application of materials which are used in the process of creative thinking are particularly important. This project addresses the influence of strategies for the encouragement of creativity effectively contribute to the development of creative potential in young children. The research topic is the preschool teachers' beliefs on the effectiveness of two didactic and methodic strategies for encouraging creativity in preschool-aged children: one individual strategy (control sheet) and one group strategy (brainstorming). A total of 115 preschool teachers from the Autonomous Province of Vojvodina participated in the study. The results indicate that preschool teachers have a more positive attitude towards the strategy of brainstorming. Furthermore, the frequency of usage of these two strategies in everyday work was measured. The preschool teachers believe that the brainstorming strategy and control sheet did not change in relation to the educational group in which they work their work experience nor their level of education. The preschool teachers who participated in seminars on working with gifted children and encouraging creativity had more positive beliefs about the effectiveness of the individual strategy, compared to the preschool teachers who did not participate in the aforementioned seminars. Furthermore, the preschool teachers who participated in seminars on working with gifted children more frequently used the brainstorming technique in their everyday work in comparison to those who did not. The situation was different in the strategy of control sheet. The preschool teachers who participated in the seminars used the control sheet strategy more frequently in their everyday work in comparison to those who did not participate in the seminars. The results of the study indicate that preschool teachers who participated in seminars in the area of work with gifted children and creatively encouraging had more positive beliefs and more often used individual and group techniques for encouraging creativity in preschool-aged children. Based on these results indicate the need for a different preparation of preschool teachers during the initial formal education, as well as the importance of helping children in professional development (formal and informal) of the existing professionals in preschool institutions in Serbia. This would be done with a goal to fully contribute to the children's development awareness on the importance of modern didactic strategies and methodic strategies for the encouragement of creativity, children's potential, and their application in the work with preschool children.

This presentation will present findings from a larger research project that investigates the influence of children’s gender on teacher-child interactions in the classroom. The project is part of the ECEC settings in Scotland and Canada. Adopting a poststructuralist theoretical framework, the project uses semi-structured interviews and pictorial conversations to explore how teachers’ (n=34) and children’s (n=280) gender subjectivities are shaped. The project will examine teachers’ and children’s gender performances in their daily interactions with each other. Both teachers’ and children’s gender subjectivities and performances are compared to each other to examine with reference to a variety of discourses that are either specific to or shared by Scottish and Chinese cultures.

This presentation will focus on the shared discourses of child-centredness that shapes teachers’ pedagogical values and practices in the research. Being a key concept that is interpreted globally (Campbell-Bar, 2017), child-centredness is interpreted differently in government, policy, and practice in Scottish and Chinese cultures (the Scottish Government, 2008; Ministry of Education of the PRC, 2012). It is indicative from this research that child-centredness is interpreted differently by Scottish and Chinese teachers (Schweisfurth, 2013; Georgeson et al., 2015). For Scottish teachers, children’s rights and interests are the discourse of individuality and democracy, and children are viewed as unique individuals who also enjoy the democratic rights to be ‘gender-flexible’ (Georgeson et al., 2015). For Chinese teachers, however, child-centredness is more of a normative discourse that perpetuates strong influences from developmental theories (Adriani & Wain, 2014; Georgeson et al., 2015). For instance, the Guidance to the Learning and Development of Children Aged 3-6 was frequently cited by Chinese teachers when they articulated how they support children’s needs. Chinese children’s gender development as suggested in this research, thus has been attempted by teachers to be normalized in accordance with dominant gender discourses.

This presentation argues that both Scottish and Chinese teachers need to understand and practice child-centred pedagogy in a way that enables opportunities for challenging gender stereotypes and transforming gender norms. It also argues for Scottish and Chinese teachers to understand child-centredness as a social justice issue (Schweisfurth, 2013) that focuses on both children’s and teachers’ agency and mutual influences in promoting a gender-diversified ECEC setting (Schweisfurth, 2013). This project will begin to develop a framework of understanding child-centred pedagogy that is defined by Sustainable Development Goal (SDG) 4 as inclusive and equitable for all (United Nations, 2015).

Money versus the Soul: Neoliberal Economies and Teacher Professional Identities in post-Soviet Russia
Elena Minina & Matia Yurinak Institute of Education, Higher School of Economics

Drawing on the case of Russia’s post-Soviet education reform, the presentation challenges the original resolution and effects of grassroots resistance to educational commercialisation among Russian school teachers. Building on discourse and policy-making frameworks, the analysis demonstrates how the market values of competitive individualism, material profit and entrepreneurship were left under-conceptualised in the...
official post-Soviet reform narrative and consequently twinned with an earlier move to reformulate the image of the schools as an avenue for the development of a new generation of rural youth (Barton & Armstrong, 2001).

The study further explores how the teachers’ perception about their educational needs, the effectiveness of their training and their motives for participation in lifelong learning are linked to the performance and the social interaction of all students. Teachers who work in inclusive settings, compared to those in traditional education settings, perceive their work as having a broader range of responsibilities and tasks. They consider themselves as facilitators, teachers, and mentors to students with special education needs, and as advocates for their inclusion in the classroom.

The implications of these findings are significant, as they suggest that future teacher preparation programs should focus on developing teachers’ understanding of the needs of students with special education needs and on providing them with effective strategies to support their inclusion. This includes the provision of ongoing professional development opportunities, such as coaching and mentoring, and the implementation of best practices in inclusive education.

The study also highlights the need for policy makers to recognize the barriers that teachers face in implementing inclusive education practices and to provide them with the necessary support and resources. This includes the provision of training programs that focus on the development of teachers’ pedagogical content knowledge, as well as on the provision of ongoing support and feedback.

Overall, the findings of this study suggest that inclusive education is a complex and challenging process, but one that has the potential to transform the lives of students with special education needs. The study also highlights the need for ongoing research to further our understanding of this critical area.


### Working Group 4

**Professionalization, Governance and teachers’ self-perceptions: Accountability processes in international comparison**

Claudia Rupp

Paedagogische Hochschule Freiburg

In the past few years and decades, accountability measures have gained more and more importance in the governance of school systems in England and in Germany. In my research project, I analyse how the governance of school systems and the professionalization of teachers are connected. In particular, I am interested in rethinking how accountability measures are related to the professional self-perception of teachers.

In order to gain a broader understanding of possible connections, I chose an international comparative research design. The English school system was chosen as it shares common accountability measures (school inspection, compulsive school curricula, greater school autonomy, and national assessment tests). Albeit, they offer a maximal contrast in terms of how accountability measures are framed. According to earlier (2015), the English educational system can be described as a “hard” accountability system with a high-stake testing system, whereas the German accountability system can be characterized as a “weak” accountability system with a low-stake testing system. The theoretical background lies in the respective literature (e.g., Schütte et al. 1994, Hesper 2002 and terhart 2011, 2015) and the discourses of Governance, particularly in the Educational Governance concept.

#### Construction of teacher identity in Post-Soviet educational context: Case of Azerbaijan

Guzel Babayeva

National Research University Higher School of Economics, Institute of Education

The paper aims to explore the construction of teacher identity in Post-Soviet educational context, from the case of Azerbaijan. Following the collapse of the Soviet Union, member states chose various trajectories for reform (Schütte et al. 1994) in their quest to implement these continuous changes. The focus group discussion with two teachers from each primary schools in Cyprus face a daunting challenge to describe aspects of transition, there is still lack of change. Teacher self-concept issue has not been given enough attention because of the main focus on reform of Azerbaijan. Following the collapse of the Soviet Union, member states chose various trajectories for reform (Schütte et al. 1994). In my research project, I analyse how the governance of school systems and the professionalization of teachers are connected. In particular, I am interested in rethinking how accountability measures are related to the professional self-perception of teachers.

### Paper Abstracts

#### Making sense of CPD Policy: The Quest for Transformation of Teachers’ Professionalism and Professional Identity in Malaysia

Faizulizami Osmin

University of Bristol / Ministry of Education, Malaysia

Interpreting professionals as an epistemological stance, this paper reports the findings of a doctoral research conducted at the University of Edinburgh. This research in Malaysia are experiencing recent changes in the direction of their Continuous Professional Development (CPD) which have shaped their sense of professionalism and their professional identity. The new CPD policy, which is contextualised and highly influenced by the results of international student assessments, is used as an instrument to develop teachers in the direction the Government thinks is most needed. Teachers, however, must relate to the choices made by the Government to make and accept, adapt or ignore the possibilities created for their professional development. The research is guided by a full analysis of domestic and international literature on educational change, influences of globalisation on policy trends and practices as well as teacher professionalism. Data were collected through documentary analysis, focus group and individual interviews. Exploring the rhetoric through the lens of the Triple-Lens Framework advocated by Fraser et al. (2007) is employed to analyse and evaluate the CPD policy. This is especially important to determine how teachers are expected to function in line with policy direction and its intended outcomes. Findings suggest that teachers generally harbour negative and unconstructive representations of the policy and these feelings negatively impact their involvement and commitment to implementing the policy. The CPD Model is positioned within the global context of teacher professionalism, it is argued that the dominant notion of professionalism reflects a managerial perspective and adopts a standard-based approach. In other words, professionalism narrows individual identity. The aim of this research is to present a framework useful in determining the synchronisation between the use of teacher identity from the perspective of the main and practices as well as teacher professionalism. Data collection, methodology and analysis are described in detail.

#### Changing Social Status and Identities of teachers in Taiwan

Bo-Ruey Huang

Dept. of Education, Chinese Culture University

Teachers play an important role in education, but identities and images of teachers in different societies are not exactly the same. In Europe, although the role of teacher is offer, prevent, refuse, offer insight into the school performance implies for the actors come to evaluate the school performance and clarify responsibilities. In the English and Germany sampling, various perceptions of the accountability process can be reconstructed. The account talk about changes in the teacher’s role in society, however, teacher status has not only been decreased from sacred status to one of many social occupations, but has constantly been questioned as to whether teacher is professional. Even more, teacher works are often proletarianized and normalised. This article describes the conflicts and contradictions between ideology and values of teacher quality in Taiwan. Specialisation is the direction of the development of occupational structures. Be it how to successfully transform teacher status and roles from a traditional image into a modernized and specialized occupation, has become a challenge for teachers in Taiwan.

#### Head teachers’ view regarding top-down changes in primary schools in Cyprus: a case study

Anisio Chardambis

Ministry of Education and Culture

Change in education as elsewhere has become increasingly rapid in recent years, with all educational organisations facing numerous innovations. Change is considered a determinant of the effectiveness of our people. The educational system in Cyprus is highly centralized and changes are introduced in schools mainly from the Ministry of Education. In public primary schools in Cyprus face a daunting challenge in their quest to implement these continuous changes (e.g., compulsory school curricula). This paper investigates the perceptions of head teachers regarding top-down changes and their role as change-makers in the school units.

For this purpose, this research employed a case study, in-depth semi-structured interviews with the head teachers and the focus group discussion with two teachers from each school took place outside school in the afternoon. This gave a broader picture of the schools’ view. This exploratory study led to some interesting findings regarding head teachers’ perceptions about top-down changes. Head teachers are not satisfied with the way that the Ministry of Education implement changes in their schools and they would like to have more power to implement innovations and changes needed for the specific schools. The perceptions of head teacher under investigation bear implications for policy and practices. This research narrates individual teacher meeting and maintaining a collaborative concept of professionalism within the Triple-Lens Framework advocated by Fraser et al. (2007) is employed to analyse and evaluate the CPD policy. This is especially important to determine how teachers are expected to function in line with policy direction and its intended outcomes. Findings suggest that teachers generally harbour negative and unconstructive representations of the policy and these feelings negatively impact their involvement and commitment to implementing the policy. The CPD Model is positioned within the global context of teacher professionalism, it is argued that the dominant notion of professionalism reflects a managerial perspective and adopts a standard-based approach. In other words, professionalism narrows individual identity. The aim of this research is to present a framework useful in determining the synchronisation between the use of teacher identity from the perspective of the main and practices as well as teacher professionalism. Data collection, methodology and analysis are described in detail.

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Greek Teachers’ Perceptions of Teacher Evaluation, Professional Identities and Educational Institutions: An Explanatory Analysis of Symbolic Dynamics in the Educational Context in Connection with Effective Policy Making
Anastasios Matsopoulos, Polivios Pilavis, Artemis-Margarita Kiriakidistili
School Psychology Lab/Unit, University of Crete Research Centre

The present study, conducted as part of the RE.CRI.RE. (Horizon 2020) research project, aims to investigate Greek teachers’ perceptions of teacher evaluation (TE) policies, in association with their views about their professional identities and the state’s role in TE policies. An attempt to introduce TE policies in Greece amid the economic crisis was met with fierce reactions by teachers, and the policy was never fully implemented. Thus, it is important to examine symbolic and identity dynamics that are associated with views about TE in the educational community. For this purpose, this study adopts the symbolic universes (SU) approach (Salvatore et al., 2018). Symbolic universes are theorized as affect-laden, generalized patterns of meaning, or worldviews, about the self and the social context and they include elements of identity, emotionality and representations about public policies in education.

The study examines various of these symbolic universes prevalent in teachers’ views about their professional identities and the state’s role in TE; it also examines whether these are associated with teachers’ reactions and the ineffectiveness of TE policy implementation. Twelve semi-structured individual interviews and three focus groups were conducted with Greek primary school teachers and education administrators. A qualitative analysis was conducted, based on the principles of thematic analysis, with the assistance of ATLAS.ti software. Codes were organized around three notions, namely teachers’ professional identities and roles, views about TE policy and views about the role of the state with regard to TE. Elements of different SU were subsequently sought in these conceptual categories. The teachers included exemplars of the SU interpersonal, whereby teachers’ identities are centered around positive school relationships, participation and personal motivation. In this context, TE is seen in a positive light, in terms of cooperation and collective improvement. However, views about the state’s role in TE were associated with the SU termed niches of belongingness. In this context, and in the way TE was implemented and in the time it was implemented, TE was seen as a threatening byproduct of unreliable and unrepresentative public institutions, with negative impact on teacher’s professional roles. Thus, teachers turn to personal and interpersonal professional resources as a defense against a mistrusted public administration and state. These results highlight the importance of symbolic and identity dynamics in policy implementation. Identities and attitudes towards the state may play an important role in the successful design and implementation of policies which seek to assure quality in education. Teachers’ Professional Learning in Cyprus reality: a decentralised model and its teaching profession as researchers and reflective practitioners in a centralised educational system
Pavlina Hadjitheliodou-Loioudi, Cyprus Pedagogical Institute
Eli Paparioladoumen, Christina Stavrou, Maria Filizti & Maria Eraclous
Cyprus Pedagogical Institute

The aim of this paper is to reflect on the introduction of a new policy for teachers’ professional learning in the Cyprus educational system since September 2015. A qualitative study based on the Sociocultural Framework and findings that in-service education for Cypriot teachers had not always supported teachers during their early education and working life. There is an emphasis on a new framework which focused on school-based teacher training, fostering discussions and collaboration among teachers in a collaborative and reflective approach. The framework suggested a process which included needs for assessment procedures, planning and implementation of actions, reflection for action, in-action and on-action and evaluation procedures.

Moreover, the process of creating professional learning experiences to promote school improvement in a systematic and research-based way was closely related to the participation of a facilitator. The role of facilitators was to facilitate interprofessional collaboration as a critical friend, in cooperation and collaboration with the school staff, for teachers’ empowerment as researchers and reflective practitioners of a community of practice.

In this paper, qualitative data from facilitators’ diaries, and interviews with teachers and head teachers are used to describe experiences, beliefs and feelings about the implementation of the TE. The reflection and research on topics related to decentralising professional learning in the centralised Cyprus educational system. Results shed light on good practices and challenges and proposals for semi-structured interviews regarding the use of such methodologies in school-based teachers’ professional learning at a local and global level. Teachers’ continuous professional development and students’ civic and citizenship knowledge
Aihua Hu
Western Norway University of Applied Sciences
Lihang Huang
NOVA – Norwegian Social Research OsloMet – Oslo Metropolitan University

This study examines teachers’ continuous professional development (CPD) in terms of subject matter knowledge (SMM) and pedagogical content knowledge (PCK) and their teaching practice of civic and citizenship education in lower secondary schools in Norway, Sweden, South Korea, and China. Data is drawn from the International Civic and Citizen Education Study (ICCS 2016) initiated by the International Association for the Evaluation of Educational Achievement (IEA). ICCS 2016 data from these four places contain responses from teachers (N=8,656), principals (N=5,533) and students (N=125,752, average age =12.4±8.3 years). We will first explore similarities and variations between the two Nordic welfare states in comparison with the two low-income, Asia Pacific Asian economies. Then our analysis will focus on how and to what extent teachers’ professional development is associated with their self-efficacy, they can use the professional practice which in turn influence students’ civic knowledge achievement. Professional Integration of Internationally Educated Teachers in Germany
Anatoli Rakotchkin
Friedrich-Alexander University Erlangen-Nürnberg

Because of the national orientation of the systems of education teachers are primarily prepared to function in the system of education they are trained for. However, views about international teacher migration demonstrate that the numbers of teachers who were educated in one country and move to another country to teach at schools are growing in different regions of the world. There are efforts to promote workforce mobility in the EU by means of recognition of qualifications and further measures. Recently, new initiatives and pilot projects have been established to facilitate the professional development and professional integration of teachers with a refugee background. The purpose of this paper is to analyze the TE migration in Germany, in association with their views about the SU termed SU. The theoretical framework of the paper refers to the concepts of professional identity and teacher professionalism. However, the specific situation of migrating teachers contests the partly implicit basic assumptions about teaching in Germany, that is, that TE is a technical practice (e.g. native-speakers) that are rooted in the traditional national orientation of the teaching profession. The paper is based on research data from current literature on international teacher mobility. 2) review of existing programs for further qualification of migrating teachers in Germany, and 3) developing a set of potential challenges and proposals for semi-structured interviews with internationally trained teachers internationally trained teachers who are completing compensation measures to prove their qualification in Germany (Lower Saxony), and 4) reports from workshops and interviews with stakeholders (educational authorities, trade unions etc.) who are concerned with the issue of international teacher mobility. The research demonstrates that recognition of degrees and acquisition of professional language are important but not sufficient conditions for the successful professional integration and further measures of professional development and support are needed. The paper seeks to contribute to the theoretical and empirical knowledge about teacher professionalism and teachers’ professional identity in contemporary context of global migration. The role of university to educate teachers for fostering social progress in the world of diversity
Sari Hosiya
Kanto Gakuin University

As we see in the situation of the world, economic growth is not enough to foster social progress, particularly if the growth dividend is not shared equitably. The social cost of the crisis continues to weigh heavily if we do not look for ways to make equitable societies which include all. It is now clear that education can be the key to foster social progress. Teachers can play an important role to change attitude of younger generation when schools work in inclusive manner. We need to look for the ways to prepare students who can understand the importance of “equity” and “inclusiveness”. Pre-service teachers should learn not only pedagogies but also theories including theories of education and of societies in which school education take place. Teacher education in Japan, however, seems to be changing toward the initiatives of Ministry of Education, Culture, Sports, Science and Technology (MEXT), board of education, and school. Its emphasis is more on practical knowledge and skills. Although teachers should be educated in collaboration with schools and board of education, we should not overlook the role of university teacher education. Good teachers in the world of diversity require more than simple practical knowledge and skills. We need to provide teacher education that is more than simple practical knowledge and skills. Although teachers should be educated in collaboration with schools and board of education, we should not overlook the role of university teacher education. Education for Sustainable Development for people and planet in the initial teacher Training
Olga Bombardelli
Università TRENTO, Italy

This paper has the purpose to describe a model for Teacher initial training aiming to prepare students teachers for ES (Education for Sustainable Development) in their future activity at educators at the secondary school. Implementation of ES requires competent and creative teachers who are informed, motivated, comfortable and skilled at teaching across disciplines. We follow the perspective or theoretical framework of the national guidelines for the Sustainable Development Goal (SDG) Target 4.7, by 2030, all learners should “acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of peaceful and non-violence, global citizenship and appreciation of cultural diversity.”. Working Group 4
National curricula in many countries prescribe ESD at school; in Italy both the Ministry of Education and the Ministry of the Environment foster ESD in the formal and non-formal education, anyway teacher training in Italy still doesn’t offer ESD courses. The Chair for pedagogy at the University of Trento includes ESD among the main educational topics, designing new learning and civic methods for sustainable development in the natural field, at school, and in the community.

The learning course aims to develop knowledge, skills and attitudes as related to and affecting a sustainable future. ESD includes specific concerns such as biodiversity, poverty reduction, and sustainable consumption. This presents interesting challenges for teaching and learning methods, with promotion of a participatory approach. Students examine what sustainable development entails and provides examples of the threats to quality of life that traditional approaches to development can generate, using qualitative (interview, focus groups) methods of inquiry and collecting quantitative data.

ESD by nature is holistic and interdisciplinary, takes into consideration the local environmental, economic, and societal conditions, so too must ESD programs consider these same conditions.

Engaging Traditional Disciplines in a Transdisciplinary Framework. As education, awareness, and training are essential tools for ESD, the result of this project aim to be a contribution to the Universities for reorganising curricula to educate future teachers in sustainability.

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This paper critically interrogates East Asian academics’ positional identities in UK universities, internationalisation and diversification against the Black and Minority Ethnic (BME) and Critical Race Theory (CRT) framework from a comparative and historical perspective. What does internationalisation and widening participation in universities mean in the context of racial and ethnic diversity? Recently there have been a number of evidence-based research reports on the under-representation of black and minority ethnic (BME) academic staff in leadership roles in UK Higher Education (UK HE). However, there remains a paucity of knowledge on the interface, or disparity, between ‘international’ and ‘minority-ethnic’ academic identities and their accompanying experiences, which can be strategically important for the future of HE.

It is argued that contemporary UK policy promoting racial equality and diversity is often over-generalised, while the critical race theory-based literature has focused on hegemonic nations of ‘white privilege’. This discourse does not provide an adequate, comparative perspective of power relations among whites and ethnic minorities.

Against the background, the paper examines selected East Asian academics’ lived experiences, positional identities and their (im-)mobilities in the UK. The initial proposition is that despite the legacy of ‘yellow peril’ (in the 19th and 20th centuries), East Asian ethno-national and cultural norms have now gained a new recognition and rationality in the contemporary rise of East Asian power (Cox, 2012; Jacques 2012). These norms are strong and distinct in their antecedents and developmental pathways and deviating from Western hegemonic narratives. However, how this meta-narrative change is translated into the micro-level of individual lived experiences requires attention.

To explore this proposition, the paper starts with a critical literature review and employs a narrative-constructivist methodology and an intersectional approach which recognises that ethnic-nationality, socio-economic class, gender, prior education and career trajectories, social and cultural identities, as well as age are all likely to influence perceptions and positional identities. The paper compares and contrasts the experiences of two groups of East Asian academics working in UK universities. The first group is foreign-born but has strong British identities following their English elite education since childhood. The other group came to the UK for postgraduate studies and /or have chosen to work in Britain.

The paper changes the picture of a static, white-dominated perspective of BME-CRT by offering a dynamic, fluid discourse involving East Asian academics’ positional identities and their broader comparative implications beyond the UK.

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The paper examines the implications of the extensive and increasingly significant Chinese knowledge diaspora for the Europe of Knowledge. Based on extensive fieldwork, the paper examines the size, significance and key issues surrounding the growth of the Chinese Knowledge Diaspora. A portrait is developed of a highly-skilled group, (bi-lingual and bi-cultural), who have the capacity to contribute to teaching and research both in China and their host nations, and who are often willing and eager to act as a bridge between both sides. Reference is also made to China’s numerous Overseas Talent Recruitment Schemes, which often target such individuals, and to the significance of this group to China’s dynamic, and ongoing, scientific rise.

Key issues are discussed, as well as some limitations and the prospects for the future. Based on available information, data on PRC students and academics in Europe is presented and an assessment made of both the potential, and of the relatively limited impact, compared to major English-language countries of origin such as the US, Canada and Australia. The analysis concludes with an assessment of prospects for a new epistemic Silk Road, and some of the barriers to its development.

The Impact of Intercultural Awareness on Peer Interaction: Views of MA students in a British University

This paper investigates the impact of intercultural awareness on MA students’ experience of peer interaction. Chinese students and their non-Chinese peers at a British university are selected for the study to explore and compare whether their peer interaction is affected by their understandings of different cultures and different approaches to learning.

Theoretical framework

The paper considers that there is increasing calls for intercultural awareness in higher education (Titus and Shyryaeva 2013). However, efforts to assess the development of student intercultural awareness have been anecdotal (Black and Duhon 2006). Using the model of intercultural awareness proposed by Baker (2011) as a framework, this paper explores how Chinese MA students interact with their non-Chinese peers in the classroom and whether peer interaction has been affected by students’ understandings of different cultures and approaches to learning.

Methodology

This research involves semi-structured interviews with 33 Chinese MA students and 16 peers from non-Chinese backgrounds at a British university. The students and interviewees are from engineering and business studies, because these are popular subject areas among Chinese students (HEFCE 2014). A theoretical
As a case study, a longitudinal study of the national "University-Industry Joint Showcase Bases in Professional Graduate Education" (UIJ-PGE) program is now being conducted. While the program proceeds, governance issues such as policy support, advisor management, quality assurance, and advanced professional experience are being increasingly imperative and require in-depth investigation. In the mixed-methods data, we closely collaborated on potential strategies that may hinder the implementation of global employability of international students. We believe that exploration of the identity formation of globally competent researchers can be informative to researchers, students, and educators, and in implementing postgraduate students, and research management.

Enhancing the employability of international students: towards a more complex understanding of Chinese Students in UK universities

Qian Yang
University of Sussex

The employability of university graduates has been a topic heatedly discussed in educational and economic domains over the past decades. It is also attracting increasing interest among researchers who specialize in the education-to-work transition of new graduates. However, existing literature on employability has a strong narrative identifying only key measures for attaining individual international students’ employability. China is the country exporting the largest number of international students. The paper presents evidence of how international students experience the differences in cultural understanding and employability. The research is based on students’ perceptions and voices, and it reveals that China is facing a complex situation that requires multicultural analysis.

Professional Doctoral education and Preparation of High-skilled Professionals: China’s Perspective

Yrui Liu, Bin Tao Yuan & Huilin Liu
Institute of Education, Tsinghua University

Qing Yao
Graduate School, Peking University

How to prepare high-skilled workforce competent for the knowledge-based economy? Changes are especially vivid with respect to research productivity and research capability building. In fact, in the global knowledge economy, governments and research and policy agencies recognize universities as key instruments of national competitiveness in the global knowledge economy. China has been making considerable efforts in research including investment in training future researchers. Training the next generation of researchers involves process of becoming and identity building. It must be noted however that the roles and expectations of researchers have changed drastically in the past decades and so must be the training programs in mind. The study is also crucial that global research environment driven by globalization, technological advancements, and use of new methodologies calls for development of globally competent researchers.

Implications

This implies that the university needs to move beyond recruiting international students and bring students together in a classroom, towards encouraging practices that foster a genuine international learning environment.

Building Researchers’ identity: Changing Times call for Rethinking Research Education

Dr Ewelina K Niemczyk & Dr Johan Botha
North West University

Over the past few decades, higher education institutions have been confronted with changing worldwide circumstances due to the knowledge-based economy. Change research productivity and research capability building. In fact, in the global knowledge economy, governments and research and policy agencies recognize universities as key instruments of national competitiveness in the global knowledge economy. China has been making considerable efforts in research including investment in training future researchers. Training the next generation of researchers involves process of becoming and identity building. It must be noted however that the roles and expectations of researchers have changed drastically in the past decades and so must be the training programs in mind. The study is also crucial that global research environment driven by globalization, technological advancements, and use of new methodologies calls for development of globally competent researchers.

Implications

This implies that the university needs to move beyond recruiting international students and bring students together in a classroom, towards encouraging practices that foster a genuine international learning environment.
The perceptions of senior officials in Israeli higher education institutions and policymakers regarding the integration of Israel into the Bologna process

Timna Benn
Tel Aviv University

Over the past three decades, accelerated development has been observed in Israel’s higher education system. The academic system in Israel has undergone throughout the last three decades and the strengthening of the European Union has led the heads of higher education in Israel to understand that there is a need to establish research cooperation with developed countries and especially with European countries by creating various agreements. One of the most prominent agreements in the field of the harmonization of the higher education system is the Bologna Agreement, which was signed between the European Union countries in 1999 and later expanded to countries outside the continent, with the aim of implementing reforms that will create compatible national systems of higher education. In 2007, the State of Israel filed an application to join the agreement but its application was rejected. Hence, many questions arise regarding the importance of the participation of the Israeli higher education system in international programs from various aspects, including geopolitical and, of course, political aspects. Some argue that it is necessary to be an integral part of the global world and to join international programmes. The importance of Israel’s participation in international research and development is necessary to place the country on the intellectual map and to coordinate it with other countries around the globe. However, there are many objections both from the Israeli side and from the international community against the approval of participation. One aspect will be the Israeli uniqueness in higher education, which pertains to the age and character of Israel, trying to find a political situation in which Israel is facing, which relates to the Israeli-Arab conflict, having an Israeli education system in the context of the withdrawal of welfare states. These policies characterise the transformation of the European universities during the last three decades and are strongly promoted by the aforementioned processes, which began in the early 2000s and continue to the present. This argument derives from a qualitative analysis of the two Processes, which refer to the issues of: a) mobility, attractiveness and internationalisation of universities, b) promotion of lifelong learning and policies of recognition of accreditation through the European Credit Transfer System and the introduction of the European Qualifications Framework, c) quality assurance and accreditation of the new Public Management, e) linking education and research with the labour market, f) promotion of interdisciplinarity, innovation and excellence, and g) reduction of state funding in relation to the outcome of evaluation.

Hybrid identities in higher education: oscillating between public and private sector

Aristotel Zmas
European University Cyprus

The reconstruction of higher education in Europe along the lines of the Bologna Process and the Lisbon Strategy, has redefined the ‘identity’ of the universities. Traditional ideals, such as those put forward by Humboldt, have nowadays lesser impact on the way in which the universities operate. The reconstructions are conducive within the identity embracing neoliberal discourses manifesting in terms such as entrepreneurship, design of market-driven strategies, accountabil-ity, competition, quality assurance, autonomy, and privatization. This paper challenges the widespread conviction that the rephrasing of the university in the context of neoliberal postulates, takes place along a linear trajectory. On the contrary, a number of paradoxes emerge in the process of higher education along neoliberal lines, resulting in the emergence of hybrid models for the organization and operation of higher education institutions. Particularly: the emerging blurred boundaries between public and private universities as one of these paradoxes, we use the reconstruction of tertiary education in Cyprus over the last decade, as a case study.

Public universities in Cyprus have been under pressure to implement new strategies such as the introduction of tuition fees and the development of closer ties with the industry, as part of a broad government strategy environmental funds. The challenge is not only to provide a competitive and dynamic education system which will provide the required skills for the local labour force, but also to create an internationally recognized higher education hub. At the same time, the Cypriot State paradoxically devalues this process by resisting participation in international initiatives and incentive programs. For example, English and increasing the number of students enrolled in popular programmes of study. On the other side, the newly established private universities have strengthened their position in terms of attracting students from Cyprus and abroad. However, their growth is not only due to the state’s decision to promote the establishment of new private universities. It is also linked to the support that they receive from the Cypriot State. An example is the indirect support by the Cypriot State in the form of student grant. Restricting the expansion of the public universities is another instance of less direct support offered to private universities. Based on this case study, the paper argues that universities of both sectors, owing to the ambivalent role of the Cypriot State, have developed hybrid identities, containing the ‘public’ with the ‘private’ sector. On one hand, the public universities adapt the neoliberal postulates without being allowed enough autonomy to implement them. On the other hand, private universities reap the benefits of the state funding, while maintaining the right to compete in the purportedly ‘free’ quasi education market.

Opportunities and Challenges for Cross-border higher education in China under the Belt and Road Initiative

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In a world with more and more conflicts and self-protection, China puts forwards the Belt and Road Initiative, a human community concept and framework, with an intention to promote mutual collaboration and development of different countries and regions. The Belt and Road Initiative provides new space and opportunities for China’s higher education institutions to develop cross-border collaboration and exchange. These initiatives may act as a transition stage from the homogenising globalisation towards Western higher education and expanding its own higher education ideas and resources for greater China’s development. This study investigates the issues facing Chinese universities in the cross-border higher education and explores the challenges and opportunities for Chinese universities to participate in the Belt and Road Initiative. The study highlights the importance and role of cross-border higher education in China’s development and its role in promoting China’s ideological, political, cultural, and economic interests. The study also demonstrates the potential benefits and challenges of cross-border higher education for Chinese universities. The study contributes to the understanding of cross-border higher education in China and provides insights for policymakers, universities, and other stakeholders involved in this process.
an important revenue source for the host nations’ higher education sector. However, with the rising of Asian universities, the competition for international students has become more intense. In order to develop sustainable international higher education, many nations have adjusted their policies on international students, especially in countries like Canada and England, which are among the most popular study overseas destinations, are not exception. Through the document analysis and the conceptual frameworks of the three countries, this study reviews the development of policies on international students over years in each country, and explores the differences and similarities of the policies on international students in three aspects, namely student wellbeing and protection, student engagement and participation pathway. Further, explanations are given for these differences and similarities. This comparative study is aimed to figure out how the similarities or differences of international students adopted by the governments and offer the experience and references for other nations in dealing with international students in policy making.

The restructuring field of Italian HE and its impact on students’ experiences
Marco Romito
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Italy is the second-to-last country in the European Union (EU28) when the number of graduates is considered. This is due to a historical delay in the schooling process that has lead to the second post-war which is intertwined with a particularly high level of inheritance of educational attainment. In this context, the University of Italian HE system has been characterized by the dramatic financial cuts and by a significant contraction of the faculty staff. Framed by austerity discourse and by New Public Management approach (with its emphasis on institution’s autonomy and accountability), government is steering the HE sector to increase inter-institutional competition allocating public funds on the basis of institutional performance on specific indicators with the aim of favoring the transformation of the system. About 80 students (studying in the moment of their universities’ mergers) at the age from 19 to 29 years, both male and females, with an educational background took part in the research. After analysis, it became possible to identify the most significant and sensitive changes in students’ experience of and after university mergers. They are changes in organizational characteristics, in educational process characteristics, in university culture, but especially in students’ self-identification in the connection with the university’s status and reputation.

Identities of Young Academics in Russian “elite” and “mass” universities
Natalia Karnaeva
National Research University Higher School of Economics, Moscow

There is a growing concern with growing inequalities in higher education identified in differentiation among elite and mass institutions and the top level academic and research institutions. In Russia, I will use a Bourdieusian conceptual framework – particularly the concept of field and habitus – to deal with how students navigate the national HE system. I will show that the transformations and affiliations current policy arrangements are generating. First, I will show the linkage between students HE experiences and the restructuring of the Italian HE field which lead to increasing taxation but also to more subtle forms of re-organization significantly impacting on students’ academic and social experience. Second, I will tend to analyze a multiplicity of sensibility and with an approach keen to acknowledge students background resources (Tosso 2003) to show that they have multiple, incommensurable teaching structures both constraints and opportunities that can be used to cope and shape their university experience.

Impact of undergraduate research engagement in China: Empirical research based on national data
Hong Zhu & Yang Xiaoting
Peking University, PR China

How was the frequency of undergraduates doing research among males and females? How do undergraduate research experiences across gender and fields differ? The purpose of this study is to examine impact of undergraduate research engagement on student learning outcomes in China based on national survey data. Three questions guided the research:

How was the frequency of undergraduates doing research independently or with a faculty member at research universities and non-research universities? How do undergraduate research experiences across gender and fields differ?
**Methods, techniques, or modes of inquiry:**
This study is designed to examine the effects of a range of initiatives on the educational outcomes of college students. The approach is based on a comprehensive literature review, followed by empirical research through surveys and interviews. The data collected are analyzed using descriptive and inferential statistical methods.

**Data sources:**
- Surveys conducted among college students in various institutions.
- Interviews with educators and policymakers.
- Published research papers and reports.

**Research questions:**
1. How do specific initiatives impact student performance and satisfaction?
2. What are the long-term effects of these initiatives on student engagement?
3. How do student demographics influence the effectiveness of these initiatives?

**Key findings:**
- The implementation of certain initiatives has been associated with significant improvements in student performance.
- Engagement levels have increased with the introduction of innovative teaching methods.
- There is a positive correlation between student satisfaction and the development of a supportive learning environment.

**Implications:**
- Policymakers should consider the long-term benefits of initiatives designed to enhance student outcomes.
- Educators can adopt more effective teaching strategies to improve student performance.
- Further research is needed to explore the cultural and contextual factors influencing the effectiveness of educational initiatives.

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**Equity, Social Justice or Recognition of Difference? A historical exploration of Australian higher education policy**

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Social justice in education has to be understood in relation to the concept of Higher Education Institution. The Australian society has undergone a series of economic changes since the 1980s, leading to educational policies that often ignore the role of equity and social justice.

**Key points:**
- The influence of economic rationalism on educational policies.
- The role of equity and social justice in education.
- The historical context of Australian higher education policy.

**Implications:**
- Policies need to prioritize social justice and equity to ensure all students have access to quality education.
- educators and policymakers should prioritize diversity and inclusivity in their strategies.
Perceive the program specifically as an initiative of an educational medium across which curriculum planners, faculty and students dynamically interact. In other words, the study treats the Core Curriculum, not as a rigid content, but as an organic system subject to complex internal and external influences. The study asks questions about the Core Curriculum’s structure, about its delivery, and about its outcome; in doing so, it collects answers from planners, from teaching faculty and from students. This research captures the dynamics of the Core Curriculum program among its constituencies. It employs mixed-methods to describe how planners, faculty and students perceive the program, and to unravel the complexity of interactions under study. It incorporates three levels of analysis: 1. Document analysis to trace the pedagogical shifts in the program, and to comprehend its underlying philosophy and structure. 2. Analysis of qualitative interviews for selected faculty. 3. Analysis of semi-structured surveys for students.

Finally, the paper dedicates special attention to discussing the implications of its findings about the impact of the Core Curriculum at AUC, as a leading Liberal Arts Education model in Egypt and the Middle East, on student identity and worldview. In so doing, the paper means to make a much needed contribution on Liberal Arts Education in the Middle East, in general, and in Egypt, in specific.

The University-as-Machine “Must Fall”: A Case for Humanizing the “Post-Apartheid”
Sahar D. Safarzadeh
Institute for Reconciliation and Social Justice, University of the Free State

The historically rigid, Eurocentric university space often serves as a venue, resource, and outlet for activism to take place, predominantly among students. Through a case analysis of the observed and recorded evolution and emergences of recent “Must Fall” or “fallist” student protest movements that have taken place between 2015 and 2016 at numerous universities across South Africa, this paper aims to argue that such protests and other related, organized movements serve as measures and indicators for university (dis)functionality, and more importantly, for (in)justice within and beyond the university that are yet to be addressed. How student movements determine (dis)function of the university is also analyzed through the duality of fragmentation and coherence via the often polarized metaphors of machine and body. Furthermore, student activism (in its various forms) occurring on or “about” university spaces play the role of “antibodies,” responding to unmercy, oppressive practices and traits surfacing within the academic space and its peripheries. How South African university elites and their allies have engaged “inside” and “outside” the university in response to social problems reveals that a “university-as-machine” metaphor has been the faulty, figurative model that fortifies the foundation of racist, heteropatriarchal, and classist forces of residue from the recent apartheid era, relying upon theories and metaphors of technology and the body, therefore, this paper challenges the apartheid/colonial/neoliberal trope of “university-as-machine,” proposing a transition to the “university-as-body,” particularly relating to student activism and the production, dissemination, and consumption of unjust cultures, practices, and knowledges in the academy.

An International Comparison on Equity and Social Justice in Technological and Vocational Education Systems
Dr. Shen-Keng Yang
National Taiwan Normal University

The proposed presentation will address itself to the issues whether national technological and vocational education systems in various countries and policy recommendations of international agencies, e.g. UNESCO, World Bank, International Labour Organization, etc. meet the requirements of offering equal opportunities to all the citizens without any discrimination for developing their whole potenitalities and thus leading to the establishment of a prosperous and just society.

The design and reform of education systems, including technological and vocational training systems (TVET) are ideally expected to enable all the people without any discrimination to have full and equal access to opportunities to actualize their whole potentialities. However, this lofty educational ideal is realized only to very different extents in various areas and countries owing to their economic and political conditions favoring or unfavouring some classes of people. Preexisting ideologies, bias and prejudice in some societies may disadvantage some students with both conscious and unconscious discrimination surfacing in public schools in ways that adversely affect learning acquisitions, academic achievement, educational aspirations and post-graduation opportunities. The inner structures of education systems in some countries may favour the students of advantaged families. The transition tracks from primary, secondary schools to vocational training or academic education are selected not only by the results of students’ performance. Parents’ socio-economic status and their aspirations may decidedly determine the students’ choice of their tracks to higher level of education or mostly to manual jobs without any vocational training. Students whose parents are from lower social background tend to choose the track of vocational training. Students whose parents are from lower social background tend to choose the track of vocational training or academic education are selected not only by the results of students’ performance. Parents’ socio-economic status and their aspirations may decidedly determine the students’ choice of their tracks to higher level of education or mostly to manual jobs without any vocational training. Students whose parents are from lower social background tend to choose the track of vocational training. Students whose parents are from lower social background tend to choose the track of vocational training or academic education are selected not only by the results of students’ performance. Parents’ socio-economic status and their aspirations may decidedly determine the students’ choice of their tracks to higher level of education or mostly to manual jobs without any vocational training. Students whose parents are from lower social background tend to choose the track of vocational training. Students whose parents are from lower social background tend to choose the track of vocational training or academic education are selected not only by the results of students’ performance. Parents’ socio-economic status and their aspirations may decidedly determine the students’ choice of their tracks to higher level of education or mostly to manual jobs without any vocational training. Students whose parents are from lower social background tend to choose the track of vocational training. Students whose parents are from lower social background tend to choose the track of vocational training. Students whose parents are from lower social background tend to choose the track of vocational training. Students whose parents are from lower social background tend to choose the track of vocational training.

Furthermore, accompanying the rapid progress of science and technology in modern globalized world, technological and vocational education systems have also changed drastically. Many traditional fields of vocation have disappeared. The newly emerging occupations need workers with new qualifications, trained or educated in advanced technology. The disadvantaged students or manual workers often can not afford the expenses borne by training in new technology, and thus leading to unemployment. Consequently, the social disparities between the advantaged and disadvantaged classes have been widening and become very difficult issues confronted with unavoidably by policy-makers in TVET.

In the past few decades, human capital approach and sustainable approach have often been adopted in the TVET. The main concerns in international agencies and practitioners are prepared to be re-trained in order to acquire new skills and competencies.

About one in five employees in France, Italy and Portugal reported (in Cedefop’s European Skills and Jobs survey – 2014) that their own qualification was below the level needed to do their jobs. Cedefop’s survey (2016) reveals further that under qualification affects mostly older individuals (particularly those over 40) and employees with low levels of education (below lower secondary level).

The present paper explores whether (and under which conditions) VET can present an effective policy response in helping the social inclusion and labour market integration of early school leavers. Drawing from Cedefop 2016 study “Leaving education early: Putting Vocational Education and Training (VET) centre stage” and its online VET toolkit for tackling early leaving, the paper discusses VET as part of the solution for closing the skills divide of early school leavers. Based on a three-year research undertaken by Cedefop in 16 European countries, through quantitative and qualitative data collection and analysis, the paper presents evidence on:

• how VET can be a safety net for those at-risk learners in general education offering an alternative pathway and securing their retention in education and training; and
• how VET offering a more practical, work-oriented route towards a qualification can magnetize early school leavers back to education and training.

The skill divide of those who left education early is a challenge but also an opportunity to re-think VET policies. The paper discusses those key features that VET policies should underpin if they are to be effective and draws recommendations for policy makers and VET practitioners.
The voice of adolescents at the edge of schooling: an ethnography of silence at a Technical and Vocational School in Cyprus

Maria Iacovou Charalambous & Helen Pfitlaka
University of Cyprus

Purpose: The purpose of the research is to unravel the voices of a commonly marginalised and excluded group of students, who commonly marginalised type of school in the Cypriot society, i.e. a Technical and Vocational School. The students who attend these schools are typically ethnically, linguistically, low achieving, economically and socially disadvantaged and often labeled as ‘at-risk’ students.

Methodology: The research has started in September 2015 and has focused on the phenomena of low school attendance and truancy. The researcher-ethnographer is a physicist and has been working in the specific school as a teacher for the last six years. During the first year of fieldwork, the researcher immersed herself as participant in students’ daily lives in and out of school (both boys and girls from fifteen to eighteen years), giving importance to the dynamics of the broader context of interactions. During the second year, as well as this final year of fieldwork, the researcher has converged to a class of ten of these participants (all girls). Ethnographic data thus covers a context of interactions of these three years of the girls’ upper cycle of secondary education.

Research methodology involves non-participant and participant observations, questionnaires and the study of artefacts. Observation sheets and a participant observation, interviews, questionnaires research methodology involves non-participant and observer, research, available. Data availability for apprenticeship internationally is more restricted and less reliable than for primary, secondary and tertiary (academic) education. In particular, comparable data are difficult to access, in part due to disparities in the definitions and measures employed by the international bodies when reporting on VET and apprenticeship. In addition, the terms used to define and refer to apprenticeship can disguise actual apprenticeship activity under a different name and vice versa.

In a world of great diversity in apprenticeship organization, financing, institutional arrangements, and learning approaches globally, a fundamental condition of the education of the individual and the workplace there are benefits to both employers and individual learners. For individuals, incentives to undertake apprenticeship may be linked to the expected returns to outcomes of that learning. The study examines two aspects of the process of learning that could motivate individuals to participate in apprenticeship. As a result, the appeal of learning through doing and the opportunities apprenticeships present for occupational socialization. The study also looks at the outcomes of apprenticeship programmes - the possibility of progression to employment or to additional education and learning while earning. The study wants to see the outcomes of an apprenticeship programme as a range of reasons related to their short-term interests and the needs of the production processes, technologies, and associated skills ‘at-risk’ and successful training has to be concerned with and regulate what happens within formalized educational settings.

The main objective of this paper is to examine the LLL policy initiatives of the above East-Asian countries in the light of different forms of LLL and to associate these initiatives with relevant contextual factors.

In order to do this, I draw on secondary sources as well as own observation of policies on LLL during the 1990’s. In terms of the method, the contrast of context method (Skocpol & Somers, 1985) is considered to be the appropriate one for comparing contexts with certain dissimilar features. The main goal of this method is to show the uniqueness of each context. This paper concludes that while Singapore mainly promotes LLL for economic and employability purposes as well as LLL for social cohesion, Japan promotes primarily LLL for personal fullment and secondarily for economic development. In the process, it is demonstrated that contextual factors -economic, demographic, educational- can significantly explain the diverse forms of LLL promoted in each country. However, this paper does not examine even the East-Asian countries of the specific country at that time but scrutinises the most prominent ones. One of the interesting conclusions of this paper is the assumption of LLL policies in Singapore which is often overlooked in contrast to the economic-employability aspect. It is also concluded that the approach of lifelong learning as a policy provision does not necessarily decrease the power of the state and it might enable the state to actively intervene in political and economic life instead.

Adult and lifelong learning for sustainable economic development in the 21st century

Nicole Varisou
UCL Institute of Education, UK

The concept “lifelong learning” gained prominence in educational discourse as a fundamental right of human being. The adults in the society are affected by the day-to-day economic trends that may prevent their survival if the educational system is not made profitable and appetitive sector to ensure the success of view apprenticeship arrangements as too costly, risky, and complex to justify the investment. Except for a few exceptions, such as Germany or Denmark, employers tend to be reluctant to invest in apprenticeship training as they expect the broader E&T system - funded by individuals or the taxpayers - to produce appropriately-trained employees that they can hire using competitive pay strategies. Firms are likely to invest more in recruitment and less in training if they believe that the contexts (life-wide) are not coordinated with other firms. When firms are making decisions collectively, under the umbrella of chambers or associations, they are more likely to hire a broader range of skills investment strategies around collectively-beneficial outcomes linked to skills development as a common good. The study of the LLL, used discarded exploration of all those firms that are part of the given collective. Training apprentices is then viewed as a contribution to the ‘pool’ of talent for the sector. Literature and research suggest that organized national organizations, government agencies, universities, and research institutions, Apprenticeship plays an important role in supporting young people in the transition between school and work. Countries with large, well-functioning apprenticeship training systems generally have lower youth unemployment rates because of the relatively smooth school-to-work transition mechanism that such a system ensures, as well as the NPE. This study makes a first-of-its-kind attempt to compare participation in apprenticeship globally. Major problems abound for international comparisons of participation (in terms of levels, occupations and learner volumes) of overall initial VET that apprenticeship is expected to cover. This choice is central because in some countries (including England and Australia) a policy discourse has developed wherein apprenticeship is sometimes seen as ‘the answer’ to what are often very vaguely or weakly specified policy issues.

Any decision to afford priority to social inclusion objectives has far-reaching consequences, as there is then a potential tension between wanting apprenticeship to be seen as a rigorous, high status route; and also wanting to try to deploy it as a mechanism for operationalising second chance, social inclusion goals for young people who have not flourished on the academic route and who are seen as, at risk of exclusion. The fact that apprenticeship embraces learning within the workplace through a range of different on-the-job learning experiences - the individual learning that leads to an apprenticeship - the outcomes linked to that apprenticeship - the society policy needs to have a strong interest concerning the in company capacity of the participating organisations to create learning opportunities. The main result in most EU countries the national government often support for training programs aimed at in-company trainers who are responsible for delivering the on-the-job elements of apprenticeship, and in some jurisdictions having appropriately trained trainers is a prerequisite before firms are allowed to take on apprentices. In other words, E&T policy and scrutiny extends into the firm and the workplace, which is a very different proposition from the school classroom. In other words, E&T policy and scrutiny can be concerned with and regulate what happens within formalized educational settings.

Lifelong learning policy initiatives in Singapore and Japan during the 1990’s: different forms of lifelong learning and contributing contextual factors

Victor Osaghae
Edo State Institute of Technology & Management

The concept “lifelong learning” gained prominence in educational discourse as a fundamental right of human being. The adults in the society are affected by the day-to-day economic trends that may prevent their survival if the educational system is not made profitable and appetitive sector to ensure the success of view apprenticeship arrangements as too costly, risky, and complex to justify the investment. Except for a few exceptions, such as Germany or Denmark, employers tend to be reluctant to invest in apprenticeship training as they expect the broader E&T system - funded by individuals or the taxpayers - to produce appropriately-trained employees that they can hire using competitive pay strategies. Firms are likely to invest more in recruitment and less in training if they believe that the contexts (life-wide) are not coordinated with other firms. When firms are making decisions collectively, under the umbrella of chambers or associations, they are more likely to hire a broader range of skills investment strategies around collectively-beneficial outcomes linked to skills development as a common good. The study of the LLL, used discarded exploration of all those firms that are part of the given collective. Training apprentices is then viewed as a contribution to the ‘pool’ of talent for the sector. Literature and research suggest that organized national organizations, government agencies, universities, and research institutions, Apprenticeship plays an important role in supporting young people in the transition between school and work. Countries with large, well-functioning apprenticeship training systems generally have lower youth unemployment rates because of the relatively smooth school-to-work transition mechanism that such a system ensures, as well as the NPE. This study makes a first-of-its-kind attempt to compare participation in apprenticeship globally. Major problems abound for international comparisons of participation (in terms of levels, occupations and learner volumes) of overall initial VET that apprenticeship is expected to cover. This choice is central because in some countries (including England and Australia) a policy discourse has developed wherein apprenticeship is sometimes seen as ‘the answer’ to what are often very vaguely or weakly specified policy issues.

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European ICT/e-learning projects and their implications for policy development: An exploration of current trends
Florin D. Salajan & Corina Todorean
North Dakota State University

This policy analysis study examines the rhetorical and pragmatic motivations for the formulation of ICT-enhanced learning or e-learning policy in the European Union’s integrated educational programmes, particularly following policy evolution in this domain from the Lifelong Learning Programme (LLP) to the current Erasmus+ Programme. In this context, the researchers represent an independent evaluation of Key Activity 3 (KA3) in the European Union’s LLP, the current Erasmus+ Programme, which is structured to encourage the application of ICT/e-learning through various collaborative projects. Consequently, this inquiry taps into the perceptions of project coordinators involved in KA3 to construct an understanding of the administrative processes, bureaucratic norms, organisational tasks, individual expectations and collective outcomes that unfold in the course of funded projects from inception to completion. In addition, via a content and discourse analysis of the LLP and the Erasmus+ Programme, the researchers tease out policy objectives and intentions that are then compared with outcomes of projects and their implications for further policy development for ICT e-learning at EU level.

This is a follow-up study to a previous study conducted by the principal author, which had as its focus of inquiry the European Commission’s eLearning Programme. In that study, the author developed a conceptual framework explaining the emergence of a European E-Learning Area through targeted policy formulation, mainstreaming of e-learning actions and networks of practice. Consequently, in the present study, the authors intend to determine whether this conceptual framework is applicable to the ICT dimension of LLP and Erasmus+ and validated by the outcomes of the current research.

The present study is guided by several broader questions regarding policy development and project coordination under LLP, as follows:

• What have been the shifting political priorities in setting the agenda for e-learning/ICT policy over the EU’s more recent integrated educational programmes?
• What have been the rhetorical and pragmatic motivations for advancing ICT/e-learning policy at EU level?
• What are the project coordinators’ motivations for taking on the responsibility to manage EU-funded projects?
• How do the project coordinators perceive the administrative and bureaucratic procedures involved in securing funding for their projects?
• To what extent do project coordinators view the Lifelong Learning Programme as a vehicle for the attainment of the European Commission’s broader goals of increasing economic competitiveness, spurring innovation and fostering greater social cohesion throughout the EU?

The study relied on a mixed methods approach, combining an online survey instrument and semi-structured interviews with personnel at the European Commission’s Education, Audiovisual and Culture Executive Agency familiar with the implementation and monitoring of e-learning projects that are informed by and, in turn, inform policy in this domain. Implications for the larger field of ICT/e-learning and further policy development in this area are discussed.

Contested Memory of Colonial and War Past and Okinawan Identity
Masako Shibata
University of Tsukuba

The purpose of this paper is to explore the impact of the collective memory of a local people in forming their group identity. A case is drawn from Okinawa, the southernmost prefecture in Japan, whose people identify themselves as ‘Uchinanchu’, and have demonstrated a strong sense of group identity as opposed to ‘Yamato-nago’, the word used by Okinawans to indicate the Japanese in other prefectures. Investigations will be conducted in local historical museums which are commonly used for educational purposes in the school. We are theoretically framing this paper is the notion of collective memory. It is socially constructed, reflecting the dominant discourses of a society. The history constructed within a society largely shares the elements of collective memory, and often becomes compatible with it.

The sense of the Okinawan identity has been conveyed throughout their modern history, which was started when their independent kingdom was coercively absorbed by Japan in the late nineteenth century. As will be argued in this paper, the policy of discrimination against Okinawans imposed by Japan’s central government and its cruel treatment of them in the Battle of Okinawa during World War II affected, as the external impact on, the strengthening of their group identity. In the war theatre, about one fourth of Okinawans lost their lives, including 14,000 civilians, due to military and non-military actions by both the US and Japan’s imperial armed forces. It is further argued that the collective memory of their colonial and wartime experience exhibited in local history museums has further fostered the inner sense of their group identity. So-called ‘Okinawa nationalism’ is the product of colonial and war legacies remembered by the people, which are differently interpreted in formal educational arenas.

(De)Constructing a ‘backward’ identity in an area of civil unrest in India
Gunjan Wadhwa
Centre for International Education, University of Sussex, UK

This paper will explore the discursive construction of identity of the Adivasi (indigenous / ‘tribal’) people in India, with specific reference to the Gond community of Vidarbha region. The paper is about locating the research participants of this PhD research and analysing what is thought of them in the policy and community context as ‘tribal’ and ‘backward’ identity through power and discourse as well as its inculturation and embodiment is explored. The analysis is framed by post-structural, post-colonial and feminist theorization of the data that comprised selected policy texts from the period of colonial administration and the current Indian State, alongside the excerpts from focus groups and interviews held with the participants of this research including the Gonds themselves. The paper is based on the first stage of analysis carried out as part of the PhD research in the UK for over six months. It explores the discourses of differentiation and how language is used to produce difference, distinction and hierarchy among groups of people inhabiting a Maoist-insurgency affected area in a post-colonial context. The physical and social isolation and estrangement of the Gonds through language and the entwining of their identity with the space that they inhabit produces them as ‘backward’, ‘scheduled’, ‘excluded’ and ‘primitve’ in the dominant discourses of the area. This paper is to show the discursive separation between the Gonds and the others in the country, imposition of a hierarchical order, and of shifting political priorities and geographical marking of India that laid the basis of governance as it exists today and the civil unrest in the paper (still under progress) would fit well under ‘Working Group 6: Identities beyond Formal Education’ since it problematizes the established notions of education and literacy and offers a critique of the modernization and development discourse prevalent in India at the time of this research.

First Nations/Indian Education in Canada: The Journey Continues from Colonialism to Self-Determination?
Ron Phillips
Niispiing University

In 2008, Canadian Prime Minister Stephen Harper proclaimed that Canada has no history of colonialism. Apparently, he forgot about the education of First Nations/Indian children in Canada. In the education system of First Nations in Canada has been a history of colonialism. First Nations children were abducted from their homes, families, culture and language and were educated in residential schools funded by the federal government and operated by various churches. The stated policy of these schools was to “kill the Indian in the child”. The harm from these residential schools closed in 1996. The head of Canada’s Truth and Reconciliation Commission (TRC) has referred to this chapter in Canada’s history as ‘cultural genocide’. First Nations view their children as ‘gifts’ from the Creator. Their education is important as it helps to define who they are and where they fit into their communities. Previous federal attempts in First Nations education were dismal failures. The removal of First Nations children from their communities, families, language and culture resulted in a breakdown of their ties to their communities, families, languages and cultures. Since 1972, First Nations across Canada have struggled to attain control of the education of their children. In 2017-18, there are now over 500 First Nations-managed schools in Canada. A primary goal of these schools is the introduction of First Nations languages, cultures, and spirituality into the curriculum. Progress has been made, however, the journey continues. Federal government, as well as First Nations reports and documents, will be examined to illustrate the struggles of First Nations in Canada to maintain their identities. This paper examines the struggle and the successes of First Nations to move from colonialism to controlling the education of their children.

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Indigenous identities and education in Taiwan in the age of transitional and historical justice
Yulia Nesterova
The University of Hong Kong
After the lifting of the martial law in 1987, Taiwan entered the period of transitional justice with the aim to address political, civil, cultural, and economic abuses of diverse populations – including those of its indigenous peoples. Since then, sixteen indigenous groups and their rights have been recognized. Powerful legal and policy frameworks have been developed to protect indigenous communities and evaluate their laws and policies pertaining to indigenous education in Taiwan; and what they see as the sustainable way(s) forward in undoing the historical injustices and identities by mainstream education. This presentation is based on an ethnographic study conducted across Taiwan, in areas populated by diverse indigenous groups. This study gathered insights of people who are developing alternative educational spaces for indigenous groups and people who have worked in indigenous education and community development. Sixteen indigenous leaders and activists went through in-depth semi-structured interviews to examine the attempts of the government in the period of transitional justice to revive “indigenousness” in the country through education. They then asked to elaborate on their peoples’ visions of indigenous education to safeguard and revive indigenous identities. After that six more participants participated in in-depth unstructured interviews to discuss in detail how they are designing educational spaces to address these issues. Cross-sectional and case studies approach to data analysis were adopted. First, participants’ responses were merged under common themes, categories, and patterns, compared, and contrasted (cross-sectional analysis). Then, I treated each participant as a separate case that could tell a distinct story related to the topic under discussion (case study analysis).

The research draws on Indigenous Critical Race Theory to understand the multilateral relationship between indigenous peoples and the state’s policies, laws, and institutions of post-colonial and colonial theories to better understand relationships between indigenous peoples and their identities, heritage, and the imposed order. The findings show the diversity of views and perspectives of indigenous peoples on indigenous identities and cultures, the place of “indigenousness” in the current development stage of the country and its education system, its tensions with the mainstream perspectives and on-going educational reform (curriculum, teachers, and textbooks) is believed to be able to help revitalize it.

Self-care and entrepreneurship: Revisiting soft skills learning and applying for staff through ethnography
Dr Alison Fixsen, Dr Steven Cranfield & Prof Damien Ridge
The University of Westminster
Despite the ubiquity of staff soft skills programmes, few studies have examined why and how academically and corporate services staff utilise these programmes for self-care/governance. This presentation will report on findings from an ethnography of soft-skills learning and development programmes (LDPs) in a UK university. Learning was explored using social world theory (Clarié 1991; Strauss 1978) as a conceptual framework and sensitizing device (Bowen 2006).

Methods: The lead researcher’s ethnographic fieldwork included participant observation on selected courses, stakeholder discussions, one-to-one interviews with participants from a cross-section of LDPs and work sectors in a UK university. Twenty-five semi-structured one-to-one interviews were conducted over a 9-month period.

Results: As social worlds with neoliberal directives, LDPs promote various soft skills, match academic theory with potential employment and multiples serve as the dependent variables in the regression model, with gender of business owners, ages of enterprising ventures, years since the founders first start up being controlled. Given the heterogeneity of business owners regarding to their individual ability as well as their performance variables, Propensity Score Matching (PSM) was introduced to overcome the selection bias.

Findings and Results
23 potential jobs can be provided by a startup along various axes: Business, Professional, Technical, and Technological. This study focused on a small group of people who work at a social firm in Japan, However, it is possible that a larger sample size will provide more general results. In addition, other disadvantaged groups of people might find this sort of organization as a place to work and learn, to redefine individual identities, and to gain opportunities for autonomy.

Mike Kenny’s “Boy with a suitcase” (KAPPA THEATRE): the burden of memory and the luggage of hope
Alexia Papakosta, Aphrodite Andreou & Ioanna Bouli
University of Athens
The effort to decode a theatrical event, presented theories of cultural memory, draw attention to the collective responsibility concerning production and reception, as well as its non-existent endurance, providing an insight into the work of the field of Theatre for Young Spectators. We attempt to draw how the values and the ideological/aimless/universal message of the theatre can be transformed into theatrical speech with the employment of independent and/or combined use and function of theatrical devices. We will collect which are affective theatre codes may act as communication channels for the transportation of messages, values, icons and attitudes to the young spectators’ audience. We focus on the question as to how timely issues such as identity and Otherness, Indigenous and Foreign, as well as their convergence in the common place and time of human experience and memory, are approached by the directors’ choices and stage practice. The ideological background and the value system of the play is to be examined in connection with the aesthetic line, the mise en scène, the use of techniques (shadow theatre, dramatic narrative, alienation), rhythm, interaction, physical motion, acting, and the artistic frame of the performance. The method decided was that of Fieldwork, based on several inspection viewing, within the frame of the specific place/time of the performance. The presence of a researcher in the place and time of the event was covered by direct contact with all the contributing artists and spectators (before/after the performance) for the collection of information, the formation of a group, and the evaluation of the impact of the performance on the spectators and the study of the technical details used.

The ethnographic as well as fieldwork research data, enabled us to collect the necessary material for the extension of the study, whose main

Data and Methods
To do this specific study, a sur-vey comprised of questions concerning demographics, educational background, and business performance was conducted to young entrepreneurs in Hong Kong, drawing on social world theory which explicitly acknowledges the cradle of innovation and entrepreneurship in China. There were 1,959 small and micro businesses below 10 employees in Hong Kong and data were sorted so that the types of enterprises, the educational level of entrepreneurs, as well as their interaction were identified. The central independent variable is employment of entrepreneurs, and the key independent variable is the multiplier as dependent variables in the regression model, with gender of business owners, ages of enterprising ventures, years since the founders start up being controlled. Given the heterogeneity of business owners regarding to their individual ability as well as their performance variables, Propensity Score Matching (PSM) was introduced to overcome the selection bias.

Conclusions and Recommendations
It suggests that the influence of higher education on the educational backgrounds of social firm owners has noticeable effects the phenomenon may bring in on the labor market. A statistically significant and positive relationship was found between founders’ educational level and the employment multipliers, but this effect seems to be considerably considered various categories of industries, among which businesses concerning agriculture, forestry, animal husbandry and fishery have higher multipliers in the educational background of entrepreneurs.

Social Firm as a missing piece in the Japanese Education System
Me Shigemitsu
Osaka University of Economics
Social Firm is usually considered as organizations that provide opportunities to work for those who are disadvantaged in the existing labor market. However, they also involve collaborative informal learning, redefining individual identities, and opportunities for autonomy. The purpose of this research is to examine the role of social firms as educational institutions outside the formal education system.

Employment Multiplier Effect and Educational Background of Entrepreneurs: An Empirical Study from China
Xiaohao Ding Wenjuan Gao
Peking University, P.R. China
Purpose With an increasing number of students pursuing self-employment and launching businesses after graduation, it seems to be particularly essential to explore potential employment effects the phenomenon may bring in on the labor market. Therefore, this study of employment multiplier at the core of our concerns, which refers to the number of new jobs created by new ventures in this paper versus the employment multipliers by entrepreneurship among different industries and particularly to investigate what role founder’s formal education and background plays regarding to the stimulating effect.

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Paper Abstracts

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characteristic was the examination of the performance based on observations and evidence. Sources of information, such as interviews with the participating artists programs, advertisements, press releases, photographs, trails, allowed us to reconstitute all the above. This constitutes part of an extensive research on the mechanisms of mnemonic recording of the transformation of the obvious or latent elements that affect the conscience of Primary Education spectactors and the way these mechanisms record on it the data of the performance via its psycho/mental/biological functions.

Identification and compilation of cultural festivals in Tafawa Balewa and Bogoro Local Government Areas of Bauchi State, Nigeria for Promoting Community Culture.

Sanusi Abubakar Sadig. The Federal Polytechnic, Bauchi, Department of Leisure and Tourism Management.

In present day tourism, cultural festivals are gaining more recognition and celebrated in many parts of the world. Nigeria's Bauchi state is not left behind. Its strategic location bordered by six states from the North-East, North-Central and the North-Western geographical regions has given it an advantage of having mixed cultures. Tafawa Balewa and Bogoro Local Government Areas are equally surrounded by different social, cultural, and religious cultures. The areas are due to combination of their different tribes and ethnic groups. The diversity and uniqueness of the culture have led to the distinct cultural groups. The different tribes are drawn from local residents of three communities and the informants. Data were obtained from fifteen respondents in the two Local Government Areas of the state for promotion of community culture. Tafawa Balewa and Bogoro Local Government Areas has given it an advantage of having mixed cultures. Tafawa Balewa and Bogoro Local Government Areas are equally surrounded by different social, cultural, and religious cultures. The areas are due to combination of their different tribes and ethnic groups. The diversity and uniqueness of the culture have led to the distinct cultural groups. The different tribes are drawn from local residents of three communities and the informants. Data were obtained from fifteen respondents in the two Local Government Areas of the state for promotion of community culture.

Making the moral orthopedic teacher in late 19th century Cyprus: elites and newspapers.

Costas Constantinou. University of Cyprus.

This paper, adopting a genealogical analytical lens, aims to examine and problematize the moral role assigned to teachers in the late 19th century. At that historical moment, Cypriot society was facing deep social and economic crisis. The Cypriot education system and the moral role of teachers was discussed in relation to the Cypriot education system. This paper explores British education policy in the Cyprus context. As a result of the education system a different culture (Simon, 1993). For both prisoner categories the acquisition of basic skills seemed to follow the British and non-elite populations to enter the working class. Thus, the curriculum for the illiterate adult prisoners focused on the provision of the basic education. Curricula also included religious education.

The curricular formation of non-elite subjects during British rule: Educational effects of the Nicosia Central Prisons 1946-1959.

Anith Sakkia. University of Cyprus.

Being under British control from 1878 until 1960, Cyprus and its institutions could not be considered or examined independently from their metropolitan center's policies. This paper explores British education policy in the Cyprus Central Prisons, focusing on provided curricula for the period 1946-1959. During this period, educational classes were established after working hours following British Prisons, as an example and different curricula were provided to the classes of the illiterate, semi-literate and literate long and short sentenced – prisoners respectively. Drawing on principles of a radical historical approach, these provided curricula were explored through archival research at the State Cyprus Archive. Sources included files and official records of the Ministry of Education and the Ministry of Justice, prison regulations, reports by the teachers and the prison superintendents, curricular documents, newspaper articles, correspondence and meeting minutes.

The analysis indicates that the aims and content of the curricula offered to illiterate and illiterate adult prisoners were different between these two categories and also when compared to the General Education curriculum outside the prison.

This difference is interpreted as a manifestation of British policy to differentiate between different classes by offering them different experiences and culture (Simon, 1993). For both prisoner categories the acquisition of basic skills seemed to follow the British and non-elite populations to enter the working class. Thus, the curriculum for the illiterate adult prisoners focused on the provision of the basic education. Curricula also included religious education.

The curricular formation of non-elite subjects during British rule: Educational effects of the Nicosia Central Prisons 1946-1959.
Working Group 6

Populism, Educational Media, and Schools in Times of Crisis

Christoph Kohl & Barbara Christophe
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In various countries in Europe and abroad populist political parties and movements – left- and right-wing alike – have enjoyed growing popularity in recent years. These developments are due to a pronounced uncertainty among crucial parts of populations, owed to increasing complexities in societies and the acceleration of changes and challenges in various aspects of daily life, including the education sector. Many of these movements and parties have reverted to a nationalist rhetoric, portraying themselves as supposedly “true” defenders of working and middle class interests. Further, they pretend to represent the voice of “the people” more authentically than “the elites” do, challenging established memory cultures and attempting to partially replace them with allegedly more authentic versions of the past.

This paper intends to map the outcomes of an international, interdisciplinary and comparative conference that the presenters have recently organized. Together with colleagues from Brazil, India and Ukraine we examined the ways in which populist discourses are used to construct claims for authenticity, how such discourses are reflected in different media formats, including, most importantly, school textbooks, and what role the inherent dynamics of social media play in the radicalisation of discourses. The focus was on country-specific social controversies concerning historical narratives and memory practices, the parties involved and their interests as well as the media strategies applied.

Our paper would like to discuss, how and to what extent education and educational media have been or could be affected by populist demands and politics specifically in these countries, and what we in Europe can learn from developments in postcolonial settings elsewhere. Identity is a crucial element in populist thinking: Right-wing populists try to be the only, credible representatives of the respective nation’s interests, re-interpreting “the people” in an essentialist, racialized thinking: right-wing populists try to be the only, credible representatives of the respective nation’s interests, re-interpreting “the people” in an essentialist, racialized thinking. Right-wing ideology and the appropriation of postmodern concepts – how such discourses are reflected in different media formats, including, most importantly, school textbooks, and what role the inherent dynamics of social media play in the radicalisation of discourses. The focus was on country-specific social controversies concerning historical narratives and memory practices, the parties involved and their interests as well as the media strategies applied.

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Right wing ideology and the appropriation of postmodern concepts

Miranda Christof University of Cyprus

This paper presents results from a study of the right-wing nationalist party “ELAM” in Cyprus. ELAM is closely associated with Golden Dawn in Greece and has gained parliamentary presence for the first time in 2016. The study is located within larger debates about citizenship, solidarity and the fostering of social movements, especially through the use of new media. The paper combines analysis of multimedia material available on the group’s internet site and as well as semi-structured interviews with ELAM’s leadership and youth members. In this presentation I argue that one of the rhetorical devices used by ELAM members to counter criticism against them is the appropriation of postmodern concepts as weapons that cannot be readily rejected by their interlocutors. More specifically, the selective use of “difference”, “oppression” and “personal truth” allows them to portray themselves as victims of “leftist fascists”, as the persecuted and silenced minority and as the warriors of the real history of the island that has been suppressed by the political elite. The method allows them to position themselves as the champions of pluralistic democratic values even though their politics directly undermined these values. The paper presents these challenges in the context of the globalized nature of neo-nationalism and concludes with their pedagogical implications.

A new understanding of nationhood and cultural identity and their role in modern Greek education in light of the postmodern theoretical accounts of nationhood and identity

Panayiotis Persigi

ex-associate professor of Comparative Education, University of Cyprus

Purpose
To investigate the possibility of a fresh reading and a deeper understanding of some of the most difficult to understand problems in the history of modern Greek education.

Theoretical framework
The theoretical framework is constituted mainly by the following three basic conclusions of the postmodern theoretical accounts about nationhood and identity, as cited by Dr. Kafleis (2014-2015):

a) Identities are not perennial, inherent, unified and fixed. They are “products of language and discourse”.

b) “The constructs of national identity in education are linked to, and influenced by, the articulation of the nationhood in the other social fields [the political, media, academic],”

c) “The role of national education is not so much to protect, preserve and pass on the nation’s cultural inheritance. Instead, [it] is to participate in the construction and transmission of the heritage to the masses.”

Methodology
The methodology followed was discourse analysis. The educational reforms were explained as attempts of promoting, among others, national identity (re)construction and, therefore, as an indication that there were organized groups of citizens who believed, to a great extent unconsciously, that national identity was a matter of contestation and the role of education was not to be limited to the protection and passing on of the nation’s cultural inheritance. Data sources
Political statements, educational laws, circulars, curricula, textbooks, and accounts on the demise of educational reforms.

Conclusions
1. The theoretical framework applied in the investigation provided a coherent and convincing explanation of the examined issues.
2. The research has shown that
a) there has been, as a result of great national insecurity, a persistent high concern over national survival and national identity.
b) the cultural role of education has been seen for almost the whole 19th century to be solely the protection and passing on of the nation’s cultural inheritance. This changed in the 20th century resulting in a strong cultural and political conflict.
c) the only educational reform which survived was that of 1974/1977. It was the product of a hybrid construction of the Greek cultural identity which, apparently, was the result of favourable political conditions at the time.
3. The context of possibility today does not provide a conducive basis for the construction of a national identity that could support a viable educational reform.

The role of schooling in ethno-national identity learning: Young adults’ narratives from the Greek-Cypriot and the Turkish-Cypriot communities
Christos Anagiottos
North Carolina A&T State University

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 people or groups, and that it can be intentional or unintentional. Methods used: qualitative 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 organizations.
considerations concerning the construction/design of Group could focus on (theoretically but for the consequential construction and making - not only for higher education policy and governance, far-reaching consequences, with profound implications IEHs may open up new vistas for exploring changing global discursive spaces, yet local implementations. (Educational) Governance Research, this contribution conceptualized based on Cultural Political Economy and and local implementation(s) throughout scale, time, The methodological approach builds on Bartlett & qualitative international comparative doctoral study. predominantly investigated in contemporary Global of which commands attention to diverse dynamics large-scale/whole-system higher education reform high-skilled labor. For instance, these approaches to and knowledge-intensive industries. Viewed as an education policy in major political projects, IEHs are thought to contribute to innovative entrepreneurship, economic competitiveness, and social progressiveness in their host regions. In these cases, states collaborate with, for instance, transnational research universities and knowledge-intensive industries. Viewed as an imaginary gesture, states extend their opportunity structures throughout a global network to connect powerfully the networks’ stands within their territory as a hub, constituting the state as a regional or (global) magnet of talent, academic excellence, and high-skilled labor. However, these approaches to large-scale/whole-system higher education reform may indicate a changing role of the state, the study of which practitioners from UN agencies, NGOs and donors these three domains and problematize dominant aid framework to illustrate that the real world can be evidence base is practised and negotiated under these conditions. The paper draws an semi-structured interviews with practitioners from different domains and delivering aid to education in the Syrian crisis context. It employs Roy Bhaskar’s critical realism as a theoretical framework in which the concept of otherness is the ‘empirical’, the ‘actual’ and the ‘real’. The paper attempts to locationality, the paper locates this research in three domains and problematize dominant aid practice in which educational needs and priorities are often come into play in the process of evidence generation, evaluation and use – data manipulation and denial of access to particular information. Arguably, the interplay between power and evidence that is embedded in social science research becomes infused with political disputes in conflict settings. However, little research has examined how the political economy conditions on the ground. The paper thus supports the concerns raised by the policy actors involved regarding the rectification of (mis)representations (Araújo & Maeso-Infante 2014).

New Scholars Working Group

Marvin Erfuth
University of Muenster, Germany (International & Comparative Education)

International Education Hubs (IEHs) refer to themselves as regions or cities that are renowned for their academic excellence. As a social phenomenon, they are a contemporary issue in international comparative (higher) education as well as education and development research. However, despite some programmatic and affirmative work on the topic, driven by grey literature and diverse policies/strategy/papers, research on the role of education policy and governance is rare, and it is unfortunate that empirical evidence is little. Nevertheless, the implications of these contexts are far-reaching, with profound implications for kinds of concepts that can mobilize thinking beyond the reification of difference as synchronic multiplicity for kinds of concepts that can mobilize thinking beyond foundational thinkers such as Fanon, Dussel, Mbembe (Mignolo 2007). Multicultural Education, in particular, has come under attack, for instance, by Fanon, Dussel, Mbembe (Mignolo 2007). Multicultural Education, in particular, has come under attack for kinds of concepts that can mobilize thinking beyond foundational thinkers such as Fanon, Dussel, Mbembe (Mignolo 2007). Multicultural Education, in particular, has come under attack, for instance, by

Coloniality and biopolitics in history teaching and history thinking

Nicolás Nicolau
University of Oxford

This paper explores how Foucault’s analysis of biopolitics (Foucault 2007, 2008) can be combined with postcolonial theory and decolonial thinking towards a radicalization of the concept of otherness about history and its teaching, including curricula and textbook development. Critical acclaim focuses on migration, the refugee crisis, diasporas and multicultural education has revitalized its political edge by re-discovering postcolonial theory and re-reading some of its foundational thinkers such as Fanon, Dussel, Mbembe (Mignolo 2007). Multicultural Education, in particular, suffering of depoliticization, culturalism and hijacking of antiracism towards an entrepreneurial ethic of tolerance (Brown 2006), turns to postcolonial theory with a quest for kinds of concepts that can mobilize thinking beyond the refraction of difference as synchronic multiplicity and time as the present (and presence) of optimism. Contending against thinking beyond, while (Glouby 2005)– the contentious and soothing “feeling” that conquest and usurpation belong to the past and only conflict over cultural difference and individual failure to listen to the other remain to be educated and tuned towards social cohesion–, anticolonial thinking departs from the thesis that we have acknowledged the reliance of its development and sustainable hope on the colonization and the continuing horrendous experience of the postcolonial world. While

Colonialism and biopolitics: Forging identities through colonial programs of social hygiene

Maria Georgiou
University of Cyprus

The control over the colonies and the regulation of the colonized—particularly regulations exhausting for their social affective power—through the punitive regulation of their bodies, desires, sexualities, imaginations can be analyzed through Foucault’s concept of biopolitical practice: disciplining, territorializing, medicalizing, eradicating from discourse, optimizing along the axis of life and death and managing the production of knowledge and power. In this paper, I unpack Foucauldian concepts of biopower and biopolitical practice by linking these with a biopolitical reading of the colonial administration in Cypriot history, specifically the years 1974-1983. Based on Foucault’s articulation of biopolitics—accompanied with the political context of the Cyprus’ war, civil conflict, and the re-imposition of the Greek Cypriot administration over the island—this paper argues that the biopolitical practice of the new colonial police force was tied to both the re-imposition of the Greek Cypriot administration upon the island (through the inter-temporal, space-time location of the border as a border), and to the realities of the Cyprus’ war, civil conflict, and the re-imposition of the Greek Cypriot administration upon the island.
It has been more than half a century since the formal end of European colonialism. We are now living in an era of globalization, in which people can move, almost freely, across national boundaries. Following the needs of knowledge and economic development, the full cycle of contemporary higher education requires the restructuring of schools so that all students, regardless of their racial, cultural, or political background, have access to the knowledge, attitudes, and skills needed to function in an increasingly diverse world. The development of cosmopolitan identities is an ongoing process that involves a rethinking of language, in a way that encourages students to keep commitment to their communities while, at the same time, to embrace an understanding of the “respect of diversity.” We have, indeed, advanced in ‘civility’, moving away from an openly expressed racism. But how far are we from the colonial discourse of the racialized Other? The first part of this paper, draws on the theoretical features and implications of the colonial discourse to show how the underpinned power of a racialized Other, as well as the politics of multicultural identities reconstitute what are seen as the ‘whites’.

The second part deals with an analysis of multicultural discourse through Michel Foucault’s work on biopolitics. If biopower is seen as a “power over life”, which links and linkages become intelligible between biopolitics and multicultural policies? How and, most importantly, why must we be lector to civilizing the bodies and preempive containment of risk. Reviewing a range of biopolitical programs of social hygiene, the colonial discourse whose eyes shunned the surveillance and containment of prostitutes to sex education for adult populations, reviewing bodies, and the reinventing of identity, the paper aims to investigate: (a) the educational and welfare identities developed along the axes patient- clinic and native-inspector, and (b) the contradictions that underlie the programs of social hygiene as the same practices which are forbidden and penalized for native use are reciprocized (tolerated rather than penalized) for British troops. The colonial eye: surveil, classify, possess the colonized. For the colonizer, like in a Panopticon, sight confers a) the power of knowledge which will be constructed, in order to be dominated. Colonialism has been regarded as an era of violent exploitation. And so it was. However, looking at colonial texts, produced by European travellers or journalists, one could easily assume that colonialism is a humanistic mission or as testified by the beautifying for the Colonial Subject expressions of condescending sympathy for the exotics. Colonial Others. It has been more than half a century since the formal end of European colonialism. We are now living in an era of globalization, in which people can move, almost freely, across national boundaries. Following the needs of knowledge and economic development, the full cycle of contemporary higher education requires the restructuring of schools so that all students, regardless of their racial, cultural, or political background, have access to the knowledge, attitudes, and skills needed to function in an increasingly diverse world. The development of cosmopolitan identities is an ongoing process that involves a rethinking of language, in a way that encourages students to keep commitment to their communities while, at the same time, to embrace an understanding of the “respect of diversity.” We have, indeed, advanced in ‘civility’, moving away from an openly expressed racism. But how far are we from the colonial discourse of the racialized Other? The first part of this paper, draws on the theoretical features and implications of the colonial discourse to show how the underpinned power of a racialized Other, as well as the politics of multicultural identities reconstitute what are seen as the ‘whites’.

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Comparing and contrasting the selected participants’ experiences and their different educational and professional pathways, the researcher further examined their different socialisation processes by mapping out factors that lead to their different identity negotiation trajectories and distinctive classroom participation patterns. Acknowledging the complexity of culturally and linguistically diverse classroom, the researcher examined the importance of ‘sense of community’ and ‘legitimate participation’ in the process of international students’ identity negotiation, in order to devise practical recommendations for higher education institutions to facilitate international students’ studies overseas.

Transformation of identities of adult migrant learners

Georgia Barkoglu
Open University of Cyprus

The proposed presentation is actually part of a research in progress, in the context of my PhD studies that have just started (academic year 2017-2018). The purpose of the research is the tracing of transformations of identities of adult immigrant learners, who attend an educational program which aims at the learning of Greek language and culture. In particular, it is intended to explore the specific program elements, which contribute primarily to the construction and/or reconstruction of identities of adult immigrant learners, as well as to study whether and how the process of reconstruction of their identities can lead to social change in real world. Regarding the methodological paradigm for the proposed research, qualitative research methods which focuses its purpose in the context of critical theory will be adopted. In particular, it is used the biographical approach, which in the field of adult education can contribute to a deeper understanding of learning experiences in specific environments and can illuminate the importance of learning in one’s life, always within specific - historical, social and cultural - framework. Having in mind that European Policy agendas promote the empowerment and the social change of migrants, the research aspires to illuminate the nexus between adult education and the sociocultural narratives of identities and how identities could be shifted in a positive way for migrant learners reinforcing contingently their social change, as identity is the key link between the individual and society and has to do with inclusion or exclusion, participation or non-participation. Nevertheless the actual identification and determination of the term is not so simple. Besides, in the field of adult education, its meaning is usually used fragmentarily, since it is examined only as ‘personal identity’, ‘collective identity’, ‘national identity’, etc. However, the different aspects of the identification are not a real identity divided totally between them and thus unaffected one by the other. On the other hand the literature shows that the concept of ‘identity’ is used in a broader sense as a cause or mediator of a learning result without being valued in relation to the social life and/or change of the person. So, this paper aims to examine the term ‘identity’ in a holistic way and create an easy-for-the-field of adult education theoretical model, which will be presented.

Critical Literacy as a globalising network of meanings and actors: the case of the transformation of modern Greek language in Cyprus

Myrto Iona
University of Cyprus

Globalization studies focus on the examination of the transnational flow of capital, people and beliefs; in comparative education research, they additionally explore the traveling of educational reforms and practises across ‘borders’ and from one ‘context’ to another (Steiner-Khamsi & Widlow, 2012). This paper describes an on-going PhD research project set to study the ways in which ‘critical literacy’ (a) has become a global network of meanings and actors, and (b) how it has expanded in specific ways during curriculum reform to include meanings and actors from Cyprus education. In particular, this paper explores: (a) the time moment in which curriculum reform was taking place, created the necessary local conditions that made possible the expansion of ‘critical literacy’ in Cyprus, (b) the educational network of ‘critical literacy’ appears officially in Cyprus in a specific way, through the three academics who were assigned the role of writing the new official curriculum of Modern Greek Language, and, (c) ‘critical literacy’ as a global network of meanings and actors has been reconceptualized in the new official curriculum, acquiring local expressions of its practices and methods.

In our particular case, we adopt an Actor Network Theory (ANT) approach, as reading educational reforms from the perspective of ANT offers useful and concrete ideas for the analysis of dynamics of educational change (Fenwick, 2011). More precisely, it focuses on the conceptualization of ‘critical literacy’ by all the actors who are involved in the process of the New Language Curriculum, seeking to establish their links with the global critical literacy network of meanings and actors. Future research will be based on critical literacy teaching and this conceptualization led to the creation of new meanings which in turn caused specific reactions of other local actors resisting the expansion of ‘critical literacy’ in Cyprus.

Educational change as a sequence of choices, a dialogue’ amongst stakeholders and a juxtaposition of dominant discourses: the case of the Language Education curriculum reform in Cyprus

Maria Anthanasiou & Mary Koutsilini
University of Cyprus

National curriculum changes are transitory to the regulation and legitimation of certain knowledge (Apple, 1992) inside and outside schools, therefore, establish a field of struggles and debates amongst different groups aiming to promote their own ideas or to gain control over a state resource (Foucault, 1970). The aim of this paper is to unfold the public debate carried out during the introduction and implementation of the Language Education curriculum reform in 2010. Adopting an archival research approach and using a mixed-methods methodology (case-study analysis, content analysis, discourse analysis), this study attempts to trace the various stakeholders’ interventions and arguments both in relation to the educational reform and the Language curriculum reform. The stakeholders public interactions portray the ‘field’ (Bourdieu, 2005) within which they position themselves as ‘reform actors’ and/or ‘resistance actors’ (Rappleye, 2006). The various zones of negotiation and conflict resulted to the formative assessment of the educational reform and to the publication of a revised ‘Policy Text for Language Education. Some of these zones concerned: the attribution of ‘visibility’ to the GC (Greek Cypriot) dialogic multilingualism; the integration of the critical literacy agenda as the curriculum’s outset, and the proposals for the primary and secondary school timetables.

Literacy Teaching and Teachers’ Identity: A Study of Five Elementary Teachers’ Life Histories in The Republic of Cyprus

Raffaella Maroulleti
University of Cyprus

This presentation is focused on the professional and personal identities of five primary teachers in the Republic of Cyprus. Studies and researchers like Goodson and Skides (2001) underline that the crucial concept of identity should be studied in connection with life experience. Besides, Goodson (2003) points that life experience and background are obviously key ingredients of the person that we are- of our sense of self- to which we bring our experiences in our teaching, background shape our practice. Drawing on these premises, this presentation and analysis allows participants to explore an emerging new zone of study that have described literacy teaching and classroom practice. This presentation utilises data from a broader study on elementary teachers’ construction and reconstruction of identity and sense of professionalism in Cyprus. Qualitative methods that draw on biographical and life history research were employed for the collection and analysis of data. In particular, data for this research were collected through two semi-structured interviews with each participant. Data analysis was based on thematic data analysis theoretically informed by Goodson and Skides (2001) and Goodson (2003). A profile for each participant was created, while constant comparative analysis allowed the identification of convergences and divergences in the participants’ life histories. The results of the study indicate that teachers’ identities are dynamic, fluid and interrelated, given that the complex interplay of personal and professional appears to be related to broader social, economic and historical contexts. In addition, analysis allowed to link the new official curriculum with the language classroom, as those connect to but concurrently expand beyond the ways language, literacy, and identity are constructed in Cyprus. In conclusion, our study has highlighted how elementary teachers’ experiences and conceptualizations of literacy and everyday life events contribute to the way they described literacy teaching and classroom practice.

Comparative data and education policy in Cyprus: the reform proposal of new school time table

Chara Triteou
University of Cyprus

The ongoing reshaping of education policy arose as a prevailing topic of discussion in education literature. Processes of education policy and policy adoption are constantly changing and new forms of policy-making are emerging in education governance. International and European comparative studies and indices, such as indicators, benchmarks and other numerical data, feature prominently in these processes as they promise to embed legitimacy in educational processes during the introduction of controversial educational reforms. In addition, comparisons constitute a common measurement instrument of accountability and accountability as well as self-monitoring of each member-state, thus achieving policy convergence amongst member countries. This paper 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. The analysis focuses exclusively on the proposed changes related to Secondary School Timetables for two reasons. First, the ideological and historical orientations of the Cypriot Education which have a positive influence towards the enhancement of specific courses in the secondary school timetables. Second, sociological and trade union factors as the pressure exerted by secondary teacher unions influences significantly the exercise of educational policy in Cyprus.

My argument is, therefore, developed in two layers. The first asserts that comparative data are evident throughout this proposal in the form of averages presented in a way to "scientifically" articulate the need for change of 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 legitimize the need for improving the Cypriot education system. The second layer of my argument suggests that comparative data are selectively used in this policy document. Selectiveness is applied in three ways. First, comparative data are ignored in the case of Ancient Greek Language, Modern Greek Language, and Religious Studies and their selective use, I argue, is defined by the Historical and ideological orientations of education in Cyprus. Second, especially in relation to the teaching of History and Geography, there is no reference at all either to the school subject as such, or to its respective averages of instruction time in Cyprus, EU and OECD countries. The lack of citation, I argue, is once more defined by the above-mentioned reasons. Third, comparative data are systematically used in a way to justify curtailments in the instruction time of certain school subjects so as to avoid the possible reactions of various teacher unions and political parties. Therefore, the study of this particular education reform sought to examine the multiple interactions between comparative studies and data; institutional frameworks; and historical legacies during the shaping of new education reforms in Cyprus.

The role of the teacher in the transfer of new history; an ethnographic approach to new governance in education

Angela Ioannou
University of Cyprus

The role of teachers is integral within the framework of transnational governance. As the nation state is no longer the sole architect of education, transnational forms of governance affect education either by directly imposing the discourse and reforms of national agencies or by influencing the classroom teacher. My particular focus is on the teacher as an agent of transfer and new governance in the Cypriot classroom. Specifically, I aim to ascertain whether and to what extent the flows of new history have entered the classroom- and the lessons on the history of Cyprus- despite its official rejection. Furthermore, the permeologies that may lead some educators to accept elements of new history and the immunologies that may lead some educators to reject it altogether are examined. The approach taken is an ethnographic analysis of classroom observations and interviews with classroom teachers along with an analysis of the literature on transfer, new governance in education, new history, history teaching in Cyprus and the role of the classroom teacher.

The interviews and observations already imply a strong correlation between the teachers' ideology and concept regarding identity with the acceptance or rejection of new history. Teachers who claim that the goal of history is to preserve Hellenism may be less likely to challenge the nationalist narrative while those who seem to identify with a Cypriot-centric identity question the mainstream narrative more frequently. Another early assumption is that the perceived academic level of the students as well as the available teaching time seem to act as permeologies/ immunologies; teachers at the first two years of gymnasium deviate from the curriculum/ textbook more sparingly citing both the "level of the students" as well as the restriction of time while older students at the lyceum level were considered "more capable of critical thinking, analysis and the "display of empathy". Lastly, so far in every case where new history is adopted this has led to a hybrid as the teacher oscillates between the necessity to follow the nationally prescribed curriculum, the use of the state textbook and resources on the one hand and beliefs and practices connected to new history on the other.

School Year Objectives in Cyprus Education: Studying policy transformations in time

Kika Kattami
University of Cyprus

The paper draws upon a broader study which conceptualizes national educational policy as a field under negotiation, were policies, from local, regional, national, European and international contexts interact in a dynamic relation. National Education Policy agendas are defined in multiple policy contexts and are linked to international relations and processes; at the same time, national factors, local interpretations and socio-economic issues contribute dynamically to their construction. Cyprus is explored as a case-in-point. In particular, the study focuses on the School Year Objectives, an education policy that has been established by the Education Ministry since the mid-1980s. These objectives are set annually by the Ministry in order to be implemented through both the different school subjects and through the everyday school life of students during the school year in question. Drawing data from the Ministry’s circulars from the time of the establishment of the policy in 1986 until 2017, when the policy has been subjected to change, the study aims to bring out the priority objectives of the Ministry, in particular, the study argues that: (a) School Year Objectives have been transformed from a policy aimed at strengthening the pedagogical and social role of schools, into a policy for the promotion of local, national, European and international policies.

(b) The accession of Cyprus to the European Union contributed to alterations in the discourse of the Ministry which are related to the wider European and international discourse.

(c) The Ministry, as the national education policymaker, has been transformed into a mediator of multilevel policies. The circulars were subjected to content analysis, thematic and critical discourse analysis. The method is chosen as appropriate to reveal: a) the themes-issues that constitute the priorities of Ministry of Education over a period of approximately 30 years; b) other texts to which the SYO are related; and c) the transformations in the Ministry’s discourse as a result of interaction with policies that are shaped in multilevel contexts.

* The term "policy" is used throughout this study to describe the establishment of the policy, the actual implementation of the policy, meetings, conferences, and other similar events. The term "policy" is used to describe the process of decision-making, the establishment of the policy, the actual implementation of the policy, meetings, conferences, and other similar events.
Drastic management practices for low-cost human resources, problems by introducing austerity measures and by exercising power operated as a catalyst for the rapid, governance, as exemplified by the ongoing Brexit. 

In our perspective, several kinds of transformations in European societies, seen as consequences of the ongoing economic crisis and its climax in 2012-2015, have affected the conditions of HE and its governance. As a result, education systems are experiencing intense pressures towards change which have been construed as 'new' interventions of the regulative policy discourse as a means to transform collective and individual identities. This is especially the case for Higher Education (HE) which mainly through European policies (Bologna Process, EU) on quality assurance and a strong emphasis on graduate employability has been constructed as a 'pillar' for Europe and its own vision of being strong society of employment and social cohesion (European Commission, 2017).

Since the start of the Bologna process, quality assurance (QA) policies have been at the core of the creation of a European Higher Education Area (EHEA). The European Union's mandate for the establishment and implementation of quality assurance processes with common standards and guidelines in the EHEA is, among other things, an attempt to respond to the new pressures on European education policies such as students' mobility, the recognition procedures of courses and period of studies at institutions of another member country and the creation of European (and national) qualifications frameworks. All these policies in coordination promote and are expected to strengthen transparency and accountability within the EHEA and, to extent, expected to strengthen European higher education sector as a pillar of a strong European employment society and social cohesion. These developments become even more urgent in the recent perspective of the consequences of economic crisis, which are particularly intense in most countries of Southern Europe.

The construction of a European identity on political, cultural, and social grounds seems to have been rendered more difficult by some of the practices of exercising power operated as a catalyst for the rapid, if not violent, compliance of countries such as Greece, Cyprus and France which have opted into BEHE to transform collective and individual identities.

Intensified debates around the role and efficiency of 'crisis' have been rendered more 'obscure' as national states find themselves negotiating their positions and responding to the common European HE policy agenda in complex ways. Bringing together four contributions from Greece, Cyprus and France which explore such changes in HE, we argue that analysing the governmental processes of knowledge transformation and new identities formation, based mainly, but not exclusively, on Foucault's and Bernstein's theoretical approaches, could facilitate a multi-scalar gaze of this field. Such a gaze enables us to question and understand the challenges that universities face today in terms of their governing functions: their academic practices of teaching/ learning, assessment and research as well as their role as key players in both the policy field and in the public sphere of open societies.

Our presentation focuses on the changes of higher education as a policy field of practice undergoing pressures towards change which have been construed as ‘new’ interventions of the regulative policy discourse as a means to transform collective and individual identities.

Local Transformations, Marketisation, Quality and Identities in Greece: A Case Study

Areti Vogopoulou
Technological Educational Institute of Peloponnesse & University of Peloponnesse, Greece

Since the start of the Bologna process, quality assurance (QA) policies have been at the core of the creation of a European Higher Education Area (EHEA). The European Union's mandate for the establishment and implementation of quality assurance processes with common standards and guidelines in the EHEA is, among other things, an attempt to respond to the new pressures on European education policies such as students' mobility, the recognition of courses and period of studies at institutions of another member country and the creation of European (and national) qualifications frameworks. All these policies in coordination promote and are expected to strengthen transparency and accountability within the EHEA and, to extent, expected to strengthen European higher education sector as a pillar of a strong European employment society and social cohesion. These developments become even more urgent in the recent perspective of the consequences of economic crisis, which are particularly intense in most countries of Southern Europe.
The theme of economization of education concerns not only its provision – privatization, commodification and implementation/management standards, accountability and quality systems. It also affects its research, both fundamentally and centrally to current research policy agendas such as the European Union’s Framework Programmes. In the current sociopolitical environment, the hegemonic objective of education is the coexistence of multiple roles with differing or even conflicting normative actions (disciplinary, pedagogical, research, regulatory), operating within the academic field. The paper discusses Bernstein’s concept of recontextualisation, which was reapropriated in this research to articulate sociology of public policy and sociology of the curriculum. The findings underline the concept’s descriptive potential for analysing contemporary higher education policy.

Shaping new European educational and research identities. Insights from research on the European Education Industry

The proposed Thematically-Focused Panel (TFP) focuses on how the discursive construction of an imagined space for education, research and innovation in Europe has not only redefined the social and economic contexts of public education and research but is also shaping European educational and research identities. We argue that the constitutive role of this imaginary goes beyond a mere political rhetoric summoning a distinctly European educational space and has become powerful in providing common problem definitions, setting hegemonic objectives and legitimating specific logics of intervention in current education policies, thus shaping educational research, policy and practice. With view to relating these issues to global and European developments, we recognize a trend towards the Global Education Industry (GEI) and Global Education Policy (Verger et al. 2016; Pereira do Amaral et al. 2018). The TFP focuses on the implications of the emergence of new for-profit providers and policy actors in education whose discursive and material influence the power to spin discourses and agendas. Importantly, this space may – in times of fiscal austerity and decrease of public funding for education and research – provide a profitable arena for GEI actors and change the roles of state, businesses, and philanthropic actors in the context of education and research in Europe.

Against this background, the TFP illuminates developments in European education and beyond that indicate substantial transformations in the realms of education research, policy, and practice. The session is structured along four papers that introduce central GEI devices and reflect upon their consequences for education.

Embedding education in the European economic imaginary

Marco Panaide do Amaral
University of Muenster, Germany

The economization of education concerns not only its provision – privatization, commodification and implementation/management standards, but also the relation between the professional lives and create spaces for the re-negotiation of “legitimate” practices and new identities (Tsatsaroni et al., 2015).

The ‘employability’ shift in higher education policy: From new governance to changing identities in academia

Sophia Stavrou
University of Cyprus

Analysis of higher policy discourse in the last two decades reveals that the plurality of voices and alliances of actors (European institutions, international organisations, representatives of the economic field, unions, expert agencies), a polycentric configuration and meanings for higher education reform. ‘Employability’ becomes a category of reform, semantic and practical, and translates itself in terms of the connection between higher education policy, especially curriculum development policy, with active social and employment policies. This is supported by arguments related to recent social data revealing unprecedented high rates of youth unemployment, especially in the broader economic crisis management context. ‘Employability’ has indeed become a hegemonic narrative in the Gramscian sense, reinforced and reembedded through a range of channels (Ariza, 2015). In France, new forms of public action and organisation of institutional work, turned towards technical rationality and the efficiency of institutions (such as New Public Management), have contributed to this. This was through the development of performance evaluation devices, namely quality and measurement mechanisms for the evaluation of public universities, which determine their funding. Empirical multi-scale investigation on policy, conception and implementation shows how complex is the relation between engaging with supranational policy objectives, and national centralised or local reconfigurations, are to be produced in the university. At the same time, this leads to a reconfiguration of professional identities. To better illustrate our findings, we focus on the processes of change in boundaries between new forms of knowledge and new types of power/control relations as well as the management of capitalist recontextualisations and rearticulated or challenged in the discourse of the academics in their local settings. By utilising the metaphor of boundaries I map the transformations that impact on the national and local sites of academics’ professional lives and create spaces for the re-negotiation of ‘legitimate’ practices and new identities (Tsatsaroni et al., 2015).
Thematic-Focused Panels 1

Identities, crisis and education in Europe

active in the global education market, it examines how a multifaceted donor organization which, in its own words, is committed to education for all is increasingly appearing as a branded public service. The rise of educational business sector on European HE policy. Methodically, the paper is based into a global business sector, producing unintended better the dynamics between the global and the local.

Reimagining European Higher Education: A lightbridge between public service and capitalism

Marvin Eruft
University of Muenster, Germany

Current European strategies powerfully frame the role and purpose of higher education (HE) in European knowledge economies: HE is being described as an increasingly important role for national (in particular as an essential extra-economic factor for global competitiveness and innovation. Hence, these strategies exemplify an increasing discursive importance of economic benchmarks and ideologies for HE-policy making. Not only has this framing of HE severe implications for policy-making, but it also implies on practice as it discursively articulates notions of European HE as a public service with HE as a tradable commodity. The latter has the potential for dramatically reshaping European educational goals and research identities. While balancing economic necessities and societal needs has traditionally been a lightbridge for public service, the discursive framing of HE is a matter of academic concern for two reasons: First, the EU plays an increasingly important role for national (in particular for public service) HE-related decisions. Second, higher education has evolved into a global business sector, in which global objectives and standards. The Panel presents and discusses critical analyses of current EU-policies that aim at promoting social inclusion through securing the (socio)-economic independence of young adults. In other words, policies that aim at securing growth and inclusion by means of streamlining – and to some extent – standard learning trajectories. We argue that LLL-policies are more often than not designed reflecting assumptions of ‘standard’ life courses regarding social expectations and individual choices. This entails the unintended effect of increased exclusions in terms of the field to counter in the first place. Thus, we assume that policies create and reinforce side-effects on a meta-level that aim at establishing a form of transition processes, useful and necessary skills and thus reflect selective interpretations of problems.

The Panel includes and draws on their Life Course Research (LCR) research, LLL-policies are often based on assumptions about linear life courses. Through selective interpretation of problems, explanations and side-effects produced by the interplay between the EU as a regional HE policy player and discursive powers exerted by global forces, the panel draws on on-shaping European educational and research identities.

Shaping young adult Identities through LLL policies: between standardisation and individualisation

This Thematic-Focused Panel (TFP) focuses on how Lifelong Learning (LLL) policies across Europe affect the life courses of young adults, crucially shaping their identities. We know from research that represent highly heterogeneous groups – in terms of life projects, interests and resources as well as in terms socio-economic stratification and living conditions. – LLL-policies have different impacts on their individual processes of meaning-making and the construction of own learning histories and identities.

The Panel presents and discusses critical analyses of current EU-policies that aim at promoting social inclusion through securing the (socio)-economic independence of young adults. In other words, policies that aim at securing growth and inclusion by means of streamlining – and to some extent – standard learning trajectories. We argue that LLL-policies are more often than not designed reflecting assumptions of ‘standard’ life courses regarding social expectations and individual choices. This entails the unintended effect of increased exclusions in terms of the field to counter in the first place. Thus, we assume that policies create and reinforce side-effects on a meta-level that aim at establishing a form of transition processes, useful and necessary skills and thus reflect selective interpretations of problems.

The contribution provides a comparative analysis of governance structures, actors and processes in local and regional skills systems across Europe and their implications for disadvantaged young adults’ transitions through lifelong learning and the world of work. Three main challenges of current technical analysis of young adults’ life course creating mismatches between social expectations and individual choices. This entails the unintended effect of increased exclusions, in terms of the field to counter in the first place. Thus, we assume that policies create and reinforce side-effects on a meta-level that aim at establishing a form of transition processes, useful and necessary skills and thus reflect selective interpretations of problems.

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Shaping young adults identities through LLL policies: between standardisation and individualisation

Sarah Schaufler
University of Münster, Germany

Judith Jacovkis
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In the wake of economic crisis, current European LLL-policies pay much attention to young adults in their transition from education to work. They aim at social inclusion and growth by especially focusing on those in need and precarious situations. However, as LLL-policies intend to provide support for a smooth transition to the labour market, they can, however, level individual choices as they are driven by standardisation focusing on quality standards, labour market performance. Over the last years, international comparative education research, on educational transitions has focused on processes of transition as transitions from education to work have become more diverse and flexible. In times of crisis and (socio-)economic turmoil of global scale, recent findings emphasize increasingly fragmented and often unstable life courses. Especially affected by such fragmentation are young people whose professional and training careers are shaped by changing societal demands and emerging institutional regulations. Important for analyses, these changes unfold on different levels: First, on the structural level (especially concerning the labour market); second, on the cultural level (e.g., the relationship between roles and different ‘ages of life’); third, on the identity level (regarding the different subjective meanings given to the various phases of life).

In researching mismatches between policy-budgets and young-adult’s needs, it is argued that the perspective of LCR, CPE and GOV opens up new views for investigation. It creates an analytical framework that considers the needs of young adults’ and their intended and unintended effects on them. While LCR enables a critical reflection on the fragmentation of the life courses, CPE focuses on the idea of a standardised sequence of trajectories. CPE allows us to reflect on the discourses, constructions and representations of European lifelong learning in relation to its target group along meanings, expectation, relevancies and definitions of merit and need. In this sense, by using LCR and CPE, dominant political representations of young adults in LLL-policies can be deconstructed as well as the effects it has for disadvantaged young adults. Namely, there can be an interpretative framework portraying LLL-policies as a measure to foster individualisation for young adults. However, one must be careful as these young adults become increasingly aware of the symbolic representations of the aforementioned mismatches. Against this background, the European LLL-policies may be used as a lens to look through the other lenses. In times of crisis and (socio-)economic turmoil of global scale, recent findings emphasize increasingly fragmented and often unstable life courses. Especially affected by such fragmentation are young people whose professional and training careers are shaped by changing societal demands and emerging institutional regulations. Important for analyses, these changes unfold on different levels: First, on the structural level (especially concerning the labour market); second, on the cultural level (e.g., the relationship between roles and different ‘ages of life’); third, on the identity level (regarding the different subjective meanings given to the various phases of life).

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The findings show that vocational education (VET) and long-term training on young adults' education and employment. The study used NVivo software to analyze the interviews collected in Vale do Ave. The interviews were conducted with young adults aged 16 to 24 in 2017. The study found that young adults' experiences in the labor market are crucial for their future prospects. Moreover, the study highlighted the importance of social and cultural capital in young adults' success in the labor market. The study also found that the European Union's LLL policies have been implemented in the region, and the young adults' experiences with these policies were mixed. Some young adults found these policies helpful in securing future employment, while others found them irrelevant or inaccessible. The study recommended that policymakers consider the social and cultural context of young adults when designing and implementing LLL policies.
intimately related to the phenomena of poverty, and anti-Gypsyism in the Czech Republic. Anglophone children from mostly professional families present a completely different profile of schools. Our study examines these differences throughout a range of value preferences.

Shaping the religious identity of young people from multi-faith regions of Central and Eastern Europe

Anelia Rozanska
University of Silesia, Katowice, Poland

The study describes the identity of religious youth from the three multi-faith regions of Central and Eastern Europe – Poland, the Czech Republic and Slovakia – in the context of school and out-of-school educational activities. In the theoretical part of the study the author refers to Tadeusz Lewicki’s Theory of Identity Behaviors and to the concept of open religious identity. Conducting research among young people from the Polish-Czech borderland, students of secondary schools in Cieszyn Silesia (Poland) and the Czech part of Cieszyn Silesia, Zlote (Czech Republic) and also in the Prešov region (Slovakia) – enabled the author to discover the mechanisms of shaping religious identity of young people in the context of modern world. The author also makes a comparison of the youth religious identities in these regions. The paper discusses conditions of building religious identity in the process of religious education, including: ensuring freedom of expression on one’s own religious beliefs; quality of reflection on other religions and religiously emphasizing common values: meetings, conversations and joint activities with people professing other religions. Lack of thinking about the role of religious attitudes may lead to religious indifference and unconcern towards Others, and in consequence may create the danger of the political conflict. Poland is an active participant of this conflict, not giving consent to accept any refugees. A high number of Poles display this attitude of rejection. A study carried out by the Public Opinion Research Center (CBOS) in 2017, titled “Poles’ attitude to accepting refugees”, shows that 52% of them are unwilling to accept refugees, and 40% think that refugees should receive support until they are able to return to their homelands, and only 4% think that refugees should be allowed to settle in the country. Many surveys like that, as well as opinions often expressed by some politicians, reflect the sense of fear, family cohesiveness and the sense of community of contemporary residents of the north-eastern Polish borderland. The process of individualization and the contemporary direction of the concept of community constitute the background of the analyses. The adopted pedagogical perspective of narration has set out both the theoretical foundations of the presented research results, as well as their interpretation, stressing the importance of the local communities and its cultural nature as factors determining an individual’s consciousness of belonging to a community and taking responsibility for it. The article presents the results of this study regarding the statistical analysis of the sense of community and their interpretation.

The big five personality traits and environmental factors as predictors of identity among socially maladjusted youth

Karol Konaszewski, Wołjota Danilewicz & Tomasz Sosnowski
University of Białystok, Poland

The article is an analysis of the results of the studies conducted among socially maladjusted youth (boys and girls) in the case of whom the family court applied the educational means of placing them in the youth educational centers. The aim of the study was to find out the correlations between identity, personality traits and the environmental determinants (support factors and risk factors) among juveniles (boys and girls) and how they influence the development of their identity. Methods: The total of 481 socially maladjusted youth staying in youth educational centers participated in the study. A complete questionnaire concerning support factors and risk factors. Findings: The analysis model showed that significant predictors of identity were neuroticism, extraversion, openness to experience, negative relations at school, in girls group the significant predictors of identity were neuroticism, conscientiousness, family support and negative relations at school, while in boys group the significant predictors of identity were neuroticism, extraversion and negative relations at family. Discussion: The results of this study have important implications. They allow for a better understanding of the factors that contribute to identity among youth. Future interventions could be based on the creation of personal traits, strengthening of support factors and correction of risk factors.

Family-place-community. The sense of family coherence and the sense of community residents of the north-eastern Polish borderland

Jolanta Muszynska & Tomasz Bajkowski
University of Białystok, Poland

Large dynamics of observed social changes implies increased interest in research on the condition of identity of contemporary man. Their interdisciplinary and multi-faceted character incite cognitive curiosity concerning its construction, specificity of reference points and individual character of identity dilemmas. Given the fact that identity is formed under the influence of inter-personal and inter-cultural factors, it is worth to examine the proportion and strength of both groups of factors in the processes of self-determination of young generation. The article discusses identity, family cohesiveness and the sense of community of contemporary residents of the north-eastern Polish borderland. The process of individualization and the contemporary direction of the concept of community constitute the background of the analyses. The adopted pedagogical perspective of narration has set out both the theoretical foundations of the presented research results, as well as their interpretation, stressing the importance of the local communities and its cultural nature as factors determining an individual’s consciousness of belonging to a community and taking responsibility for it. The article presents the results of this study regarding the statistical analysis of the sense of community and their interpretation.

In search of self-identity: analysis of research results of the Public Opinion Research Center (CBOS) in 2017, titled “Poles’ attitude to accepting refugees”

Anna Szafrańska, Anna K. Konaszewski, NEO-FFI by P.T. Costa and R.R. McCrae

The fact that Poland is an emigration country is proved by the history, family experiences of previous generations, and the everyday lives of over two million Poles and their families who are post-accession migrants. How do these experiences affect the perception of immigration in Poland? What is the cross-cultural competence of young Poles from the north-eastern Polish borderland, located at the border? What are the sources of determinants of that competence? The study shows that the factor that relies on people’s ability to be refugees is positive accounts of those who have emigrated from Poland and who are willing to accept refugees is negative to the extent that it will be beneficial to the wellbeing of those who have migrated.
The new situation favoured transformations on many levels and social-cultural ones. The authors present the results of research related to the perception of the Czechs, the image of the Czech Republic by students as perceived by Polish teachers. The research involved a total of 176 teachers, working in schools with Polish as the teaching language in Wroclaw region (in Czech Republic) and teachers working in Poland, in the Cieszyn Silesia region. The research was carried out using diagnostic survey methodology and survey technique. The combined method of purposeful sampling was used for selection of field and groups of teachers. Teachers play an important role in shaping the understanding of young people in the context of shared knowledge, values, standards, views, including stereotypes and prejudices. The data developed shows that geographic proximity is not necessarily related to the potential of experiencing, learning about a neighbour and establishing relationships with him. Teachers both working in the Czech Republic and in Poland are characterized by a rare frequency of contacts with the Czech Republic, as well as the lack of a greater need to explore knowledge about the neighbour. Despite Poles’ associations with Czech Republic seem to have a positive overtone, they are quite simple and refer mainly to culinary sphere. The thinking patterns of Polish teachers are based on stereotypes and excessive simplification in “portraying” the Czechs. Stereotypes and prejudices existing in social consciousness may influence mutual relations, joint ventures – or contrary, lack of them. Such tendencies become more apparent among teachers who are in turn associated with strengthening antagonistic attitudes towards the Other in students.

Teacher professionalism and identities and the quest for inclusion

Teacher professionalism is typically defined in relation to forms of governance and thus can be variously configured: (1) extended, (2) managerial or (3) collaborative. In addition, certain types of professionalism may relate differently to teachers’ epistemological beliefs and values, which in turn are particular relevant for inclusion. In this panel, we adopt a wide definition of inclusion, as related to any child with varying abilities, at risk of school failure or dropping out, due to personal, social and/or linguistic attributes. By definition, inclusive education is a political concept in the sense that it involves choices about the modes of preparation and opportunities to learn offered in teacher preparation, both as initial teacher education and continuous professional development. England is a case in point, with various modes of teacher preparation and assessment none of which are embedded within broader social and political contexts and have produced perverse effects on teacher professionalism in the Czech Republic and France. Considering telecollaboration as a form of network-based language teaching, Professor Derivry will engage with governance and implications for inclusion in England. Dr Kohout-Diaz will investigate the concept of teacher identity while coping with a wide variety of diversity in school contexts and have produce perverse effects on teacher professionalism in the Czech Republic and France. Considering telecollaboration as a form of network-based language teaching, Professor Derivry will engage with an intercultural co-constructed learning/teaching environment, in order to identify aspects of language negotiation and inclusion. A fourth presentation, by Isabella Pescarmona will deal with adaptive processes and enhanced professionalism of teachers whilst adopting complex instruction as an inclusion strategy.

Diversity in teacher education in England: Implications for professionalism, inclusion and practice

Nicholas Sorensen
Bath Spa University, UK

Since 2010 government policy in England has introduced a school-led, market driven approach to the education of teachers. A consequence of this policy has seen the fragmentation of teacher education as a multiplicity of routes and pathways have developed. The Diversity in Education research programme at Bath Spa University, UK has been looking at the impact and the implications of this policy, asking the question “in what ways, if at all do different models of teacher education differ?” This paper reports on the findings of empirical research into two key pathways for teacher preparation: School Centred Initial Teacher Training (SCITT) and School Direct. The paper examines the implications of these changes with regard to teacher professionalism and inclusion:• What impact has the introduction of a school-led system of teacher education had at an institutional level? To what extent has this policy been inclusive for all schools?• What new and school-directed approaches impacted on notions of teacher professionalism?• To what extent have the changes in teacher education in England and supported teaching practices that promote inclusion?

Inclusive teacher’s identities: an interpreter of diversity

Magdalena Kohout-Diaz
University of Bordeaux, France

What does the notion of inclusive teacher identity imply? If he is to become an interpreter of diversity, he is called to interpret various types of diversity in his own teaching context in order to initiate specific pedagogical practices. Answering the question of the identity of the inclusive teacher can therefore be difficult (Gavish, 2017) and constitutes a possible analysis of what is emerging today as a crisis for the teaching professions. Based upon longitudinal ethnographic surveys and document analysis, I will identify various tension that are embedded in teachers’ identities while working for inclusion in France and in the Czech Republic. In these two countries, inclusion education seems to go hand in hand, somehow paradoxically, with a trend of a diminishing professional expertise, which gives rise to recurrent major identity tensions (Barton, 1997).

Intercultural telecollaboration for teacher education through three continents

Martine Derivry
University of Bordeaux, France

Intercultural telecollaboration allows for a radical change in language learning and teaching as the technologies of the digital age enable learners of different cultures to practice their language and intercultural skills. Teachers no longer need to design “fake” role-plays or simulations at home in their target language. In intercultural settings of communication, the target language is no longer the target culture, which is particularly exemplified with English as a Lingua Franca (ELF). Above all, teachers of different countries and learning/teaching cultures have the possibility to address the cultural and intercultural dimensions of language learning and teaching by working together to foster exchanges and collaborative tasks among their students. Based on telecollaborations in ELF conducted with university students in education and foreign languages from four different countries in three continents, I will present how the intercultural co-constructed learning/teaching environment was designed. Technologies are no longer the focus of exchanges but new human practices are. In this study, based on grounded theory, an in-depth content analysis of the experience journals of the students will be presented. The theoretical framework has been designed collaboratively by the researchers to guide the analysis. In this specific environment, discussion will be on what experience journals are and what for, how they prove to be essential tasks as emerging practices of reflexivity and negotiating realities (Friedman et al., 2005) when different perspectives interrelate. Intercultural communication is no longer a question of learning from others but rather of learning with others how diverse they may be (Derivry, 2015).

Beyond ‘Best Practice’: challenging the perspective of teaching in multicultural classrooms

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University of Turin, Italy

Beyond the idea of “Best Practices”, this paper aims to examine the complex process of learning and implementing a teaching strategy for promoting inclusion in multicultural classrooms, such as Complex Instruction. This was developed by E. Cohen at Stanford University, in California, and it was spread in Europe last decades. By discussing data collected during an ethnographic research in some Italian primary schools, the paper sheds light upon some of the challenges a group of teachers encountered in putting the new strategy into practice in their own classrooms, and how their previous educational ideas and ways of teaching, as well as the local school context, affected their choices. Instead of borrowing and applying the new strategy as a “ready-to-use package”, findings reveal that these teachers recognized themselves as active agents in this process and how, through this, they improved their professional competence and became more aware of their role in making the learning process more inclusive.
Identity in intercultural school development

Pragmatic dimensions in the German migration society

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Worldwide many countries are dealing with the rapidly growing number of newly arrived people, primarily children and young adults. Germany and the Russian Federation host the second and third largest immigrant populations, respectively (United Nations, 2016). For example, of the refugees, who arrived in Germany in 2015, only 2% spoke German, 48.3% spoke Arabic, and 19.2% spoke Turkish (State Office for Migration and Refugees, 2015). In addition, experiences with how societies they arrived in function are markedly limited, making it difficult for students to relocate education they receive at their new schools to knowledge and experiences acquired in their countries of origin.

With regard to the process of integrating these people into the German society, an important question arises: What is a proper concept of identity underlying the different supportive approaches, particularly within the framework of school development? Based on this question, the scope of our contribution to the conference is to identify conflicts arising from different cultural scripts in the context of German schools and to identify viable theoretical concepts of identity.

The empirical research is provided by data available from a project on intercultural school development, which is supported by the European Asylum, Youth and Education Fund (200 000 Euro). In particular, critical incidents that were raised during a total of seven group discussions with five of the researchers are considered as principal concepts included in the project. These incidents were analyzed applying qualitative content analysis (Mayring, 2000). Typical incidents refer to Muslim girls not taking part in swimming lessons, German teachers who want to transmit German culture, but at the same time perceive the barriers of an instilled multiculturalism; different concepts of educational success; etc. are just some examples of common incidents reported by participants. The framework of interpretation included intercultural pedagogy, diversity pedagogy, transcultural concepts and migration pedagogy.

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Three of those four concepts seem to provide useful dimensions for proper identity concepts.

The participation of Kichwa female migrant students and the recognition of knowledge in intercultural education: A study of social inequalities

Pamela Dumet Paredes

University of Fribourg, Switzerland

An unequal participation seems particularly evident in relation to the needs of this particular group, which is mostly affected by the female identity of the Kichwa students attending the intercultural school “CPY” due to the projected domain, this resulted in highlighting a new perspective. This study aims to analyze the way global inequalities in the intercultural school by the practical implementation affect the subjectivities and the participatory behavior of the Kichwa migrant girls. The need of cultural identity in their daily practices, the core question to lead this study is the following: How are the social inequalities in a daily basis experienced by the Kichwa migrant girls at the CPY school constructed and accordingly, how these affect their own needs to participate?

There is a description of relevant aspects of the educational standards of participation and the recognition of traditional knowledge in the National and Intercultural Educational System. Educational inequalities will be used in order to better understand the way they negotiate their participation of the produced and reproduced social inequalities in the CPY school. Quiñones recognizes the colonizers of power as a construction of a matrix, due to the hegemonic leading tendency that has influenced the contemporary subjectivities on human beings. (2000). Mignolo argues this is evident in the case of the education (2003; 2005) and to the negotiation of the other knowledges (biod) on the educational institutions as a colonial differentiation on the global design (cited in Walsh, 2003).

The comprehension of a voice and agency of a child (Corso, 1997; Mayot, 2003; Pratt, 2003) with the dialogue on the critical pedagogical theory of Paulo Freire (1969/1982); will lead us to study in uncovering the analytical categories such as senders and social class (Crenshaw, 1989; McColl, 2005) and cross-analysed with the geographical location, generation (Alonen, 1992, 2003; Qvist, 1994) and other (Mignolo, 2003).

I argue that the recognition in the intercultural educational system is an important category in the design and therefore in practice. It is proposed that the participation in the intercultural education school should be decolonized through a focus on the agency of the researched group related to their peers groups and relating to the educational system in the institutional context of the school. All these will be significant when involving their own participation in the mentioned social circumstances (Manheim, 2005: 282).

Migrant rhetoric and reality: interweaving history and identity in Switzerland

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University of Fribourg, Switzerland

In this paper, we trace historical migration trends and the related construction of identity in a mid-size Swiss city, both through critical analysis of policy and demographic change and also through consideration of how individuals in the present day make meaning of their notions of space and self. We wish to better understand disparate entanglements with memory, feeling, trust, safety and happiness in a changing ethnic and social landscape.

We base our investigation on theoretical concepts of “distance” and “the-space-between” (Julien, 2014; 2017), through which Julien introduces the (essentialist) concept of “cultural identity” but opens up a reflexive space, where oneself is not opposed to but rather mirrored in the other. On this foundation we aim to examine the nature of cultural identity in dominant migration discourse and begin to think about migrants’ (and hosts) as constructed declercented subjectivities. In this paper we offer an interpretation of how we understand roles and responsibilities of individuals and institutions, including schools. Julien rejects the construction of fixed and universal identities categories as they often only represent stereotypes and time-bound observations, although our current educational programs, policies, and practices build upon the past. Julien challenges us to think instead about wary and porous borders as well as identity “in-between-ness” in order to understand migration’s resistance and “othering” processes.

Methodologically, we use discourse analysis to review policy documents and other media sources, charting five migration phases from the 1920s to the present, along with key incidents and responses. We are simultaneously employing photovoice methods (Wang & Burris 1994) with 20 participants (both migrants and hosts) over five months to gather and analyze participants’ notions of their own experience, focusing on daily interactions and interactions. Data collection and analysis will conclude in May 2018, at which time we will identify findings and conclusions by examining historical parallels and contestations. In examining why, how and where identities are constructed and understood, even in “the-space-between,” this work hopes to engage with the challenge put forward by Lassen and Beech (2014) to grasp the complexities of space and place, along with the social relations they produce and reproduce.

Researching identity with Eastern European youth in the UK in uncertain times

Marta Moskal

Durham University

Daniela Sime

University of Strathclyde

The paper is relevant to both the broader field of comparative education and to the conference theme. Drawing on the ESRC study with migrant Eastern European young people (aged 12-18) who arrived in the UK as children, it explores their daily realities lives, cultural, linguistic and national identities, and citizenship. Eastern Europeans are the fastest growing minority groups in the UK, in post-Brexit UK many of them are faced not only with an uncertain future but also a growing exposure to xenophobia and nationalism, anti-migration debates, and complex changes in European immigration laws which have the potential to change their educational and social experiences. Based on the funding from the focus groups and case studies conducted among Eastern European youth in the UK, the paper addresses how young people perceive their immigration, European/ national/ethnic/ local/ personal identity and citizenship by bringing immigrant young people’s voices to the conversation. The paper aims to make complex notions such as identity and methodology issues that research poses when aiming to make complex notions such as identity and citizenship salient to young people, and the challenges one needs to consider when aiming to include migrant young people in research. By focusing on Bourdieu’s reflections on ‘symbolic violence’ in research through the potential for misunderstanding or misrepresentation, we seek to better understand how young people are experiencing of migration, education, and the Roma communities. For example, the project idea raised from a shared feeling of urge to engage in activities which have more direct and palpable impact on the lives of the communities we work with. Therefore, the project is a way to experiment and to elaborate methods of intervention in semi-formal educational spaces and ways of committed academic engagement.

Awareness raising intercultural communication trainings oriented to social diversity and minority-majority relationship based on sociological psychology studies. According to these studies, prejudices are cognitive biases originating from false generalizations. Such awareness raising trainings often borrow exercises and training plans from Anglo- American best practices, while the characteristics of those multicultural societies significantly differ from Hungarian social relations.

We acknowledge these social psychological mechanisms, our training is based on a different approach to social diversity and minority-majority relationship for our study groups. Our research is based on sociological psychology studies. According to these studies, prejudices are cognitive biases originating from false generalizations. Such awareness raising trainings often borrow exercises and training plans from Anglo-American best practices, while the characteristics of those multicultural societies significantly differ from Hungarian social relations.
Thematicaly-Focused Panels 2
Migration, refugees and intercultural education

approach. Inspired by the work of Paulo Freire and Bourdieu’s theory of capital and habitus, our work is based on the presumption that social tensions are generated by structural, systemic factors. Our work builds upon the idea that the reflective understanding of one’s own social position can support the understanding of the behaviour of other social groups and individuals, and society as a whole. Our objective is to examine the role of the schools in managing the social education of the students and providing the social education of the children as a whole. The study is conducted in Darmstadt Germany, which has a considerable number of immigrants of different generations, besides a well-known technical university. Target population is the students of TU Darmstadt, and the former graduates of this university which includes a variety of diversities in itself. Both quantitative and qualitative data are used, in the former case, the schools come from make a statistical outline of the target group population. In the focus group and in-depth interviews as qualitative data analysis, the methodology and content analysis are integrated.

Results, Conclusions, and/or Implications: Discrimination and exclusion in education has a deeper impact on compared to that of out-of-school practices. First, in the long-term, it has far-reaching consequences for growth and productivity, and second, if we consider a “system” rather than individuals, and thus has an “image of power” which cannot be changed with individual actions. Second, the educational system has been an upward-mobility opportunity. Getting excluded from the educational system, the upward mobility will be given followed by an open discussion with the audience.

Education governance in times of crises: dealing with refugee flows in European contexts
Evie Zambeta & Yulie Papadakou
National & Kapodistrian University of Athens, Greece
The unprecedented refugee flows reaching European countries during the past years challenge the foundation principles of the European Union and social integration model. Solidarity among European states has been seriously questioned in the dominant political discourse, creating mass public fear and xenophobic reactions. The concept of fortress Europe re-emerges putting the whole European unification model at question. Countries that are at the frontiers of Europe, most notably Italy and Greece, have received large numbers of people on the move wishing to seek asylum in the prosperous North. These transit populations find themselves trapped due to fortification of the borders, especially on the part of the Visegrad group. While European governance of refugee flows at the moment fails to effectively address the refugee crisis as a European issue, host countries such as Greece are struggling to deal with the humanitarian crisis and accommodate the new populations. This paper examines responses on the part of educational authorities to the influx of refugees, with a focus on the gaps in the education for migrants and refugees. We draw upon findings of an international research project that has been conducted in six countries: Bulgaria, Greece (coordinator), Hungary, Montenegro, Poland and Romania (http://ipp.eu.eoe.int/en/web/ charter-edc-hre-pilot-projects/democratic-school-governance-for-inclusion). The project’s aim was to study and promote processes of educational inclusion with regard to refugees, Roma or other vulnerable social groups, depending on the countries’ specificities. Two of the above countries (Greece and Romania) have focused on refugees and newly arrived immigrants in educational inclusion. Greece and Romania have different experiences with regard to refugees: Greece has dealt with refugee influx in 1980s. Now, the country’s educational system is being renewed (1) How were migrants who arrived in Greece forced to move to Greece after the Asian Minor War: Romania has received political refugees coming from Afghanistan. Both the experiences require specialized skills to provide and works increasing return to scale. Therefore, local governments can provide the education efficiently in the agglomeration areas. However, our case study in Shizuoka prefecture shows that even though providing the special education at the municipal and central government level, there is still managing the special education has difficulties with the shortage of both fiscal and human resources, because the area is mainly funded by the lowest level, local governments and local communities.

The number of refugees and displaced people has reached 65 million (UNHCR, 2016) and out of this number of displaced people, about 12.4 million were forced to flee persecution, conflict, violence, and/or human rights violations. Given that over 50% of the world’s refugees are children (Young & Chan, 2014), there is a pressing to better understand the potential challenges and opportunities that refugee youth and learn how best to support their educational success. This presentation draws on findings from a three-year research program that examined best practices for supporting refugee student integration in schools and communities in three Canadian provinces, Manitoba, Alberta, and Newfoundland. According to Borntanz (2001) youth develop with influences and interactions with a variety of systems. We examine the experiences and beliefs of refugee students through the various perspectives or systems interacting with the child. Within the research project, we will map several transitional spaces emerged, and were further investigated through the use of observations and through interviews with personal aligned with the programs. This research was a qualitative study using semi-structured interviews, document analysis, focus group interviews and observations. Data from the three research sites included 230 individual interviews with settlement workers, teachers, students, community members and parents. Regional focus group consultations were held in each province and included 148 community members and parents. Best practice programs were observed in each province to identify effective forms of program delivery. The research questions that impelled the study were: (1) How were made, and how do they make the integrative capacity of the larger host community? (2) How can the school system better support the well-being of refugee youth? (3) What is the impact of the school environment and the various community
agencies promote peace and support the integration of immigrant and refugee students? Respondents suggested more interaction with the school was necessary for a connection with the teachers was needed for these programs to be more successful. Providing teachers with specific training on how best to support newcomer and refugee students was noted as being necessary as well as providing curriculum within the school day that fostered mental well-being and included understanding of diversity and cultural competence. Longer term support that provided refugee students with time to transition into Canadian schools and an environment deemed to be essential to successful integration and the long-term success of the students, particularly the students who were struggling with trauma.

Preserving refugee identity/ies for comparative education: Challenging societal notions of refugee identity through archives and teaching in higher education

Paul Dudman

University of East London, UK

For twenty years, the University of East London has been at the forefront of comparative education running a very successful postgraduate programme in Refugee Studies, supported by the Refugee Council Archive, one of the largest archival collections within the UK focusing on refugee protection issues within the field of refugee studies, which has often been noted as being necessary as well as providing curriculum within the school day that fostered mental well-being and included understanding of diversity and cultural competence. Longer term support that provided refugee students with time to transition into Canadian schools and an environment deemed to be essential to successful integration and the long-term success of the students, particularly the students who were struggling with trauma.

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Thematic-Focused Panels 3

Conflict, peace and the promise of education

Taro Komatsu
Sophia University, Japan

The purpose of this research study is to examine how decentralized and community-based school governance affects social cohesion in a multi-ethnic and post-conflict context in Bosnia and Herzegovina. The theoretical framework of this study is based on the premise that decentralized school governance has the potential to promote social cohesion. The study is exploratory in nature and seeks to understand the mechanisms through which decentralized school governance can contribute to social cohesion in post-conflict contexts. The research methodology involves a combination of qualitative and quantitative approaches, including interviews with stakeholders, focus group discussions, and document analysis. The findings of this research study suggest that decentralized school governance can play a significant role in promoting social cohesion in post-conflict contexts. These findings have implications for policy makers and education practitioners looking to promote social cohesion in similar contexts.

Community-based school governance and social cohesion in Bosnia and Herzegovina: School board members’ perception of its functions and positive impact on social cohesion

Constandina Charalambous
European University Cyprus, Cyprus

This paper examines language learning, and language education more generally as part of the processes of negotiating and moving beyond a conflict-touched past, including the struggles for self- and collective (re)positioning in the present, past and future. In order to do so, it draws on a literature on the representation of cultural heritage in contexts of conflict and the management of ‘unwanted’/‘dark’ heritage. Linking this literature with current discussions on post-conflict reconciliation, it then focuses on a particular type of language classes, in which students learn a language associated with discourses of violence and trauma. The case examined, Turkish language classes for Greek-Cypriot adolescents and adults are unavoidably linked with a history of conflict, collective narratives of trauma and learners’ trajectories of dislocation, as since the 1974 war, Cyprus remains de facto divided into Turkish-speaking and Greek-speaking southern part. The paper draws on data from two linguistic ethnographic projects (2006-2009 and 2012-2015) including in-depth interviews with 10 school board members of the Greek Cypriot community in spring of 2017. Interviewees were chosen purposefully, taking into consideration the diversity of ethnic backgrounds, school types, and gender. In particular, care was taken to include interviewees from all three ‘constituent groups’ of Bih, namely Serbs, Bosnians and Croats. Biko was chosen as a research site because of its multi ethnic character. The study was expected to yield significant insights into school functions of affecting social cohesion in a post-conflict society. A preliminary analysis of interview data suggests that school board members viewed the ethnically-mixed membership as a fragile status of social cohesion. Such a membership did not appear to have affected school governance significantly in the field of educational policies that would actively promote social cohesion, confirming the author’s previous study (2014). Nevertheless, the ethnically-mixed school board members believed that this enables the legitimacy of schools whose decision-making was seen as representing views of multiple ethnic groups. Such legitimacy enhances the legitimacy of schools whose decision-making was seen as representing views of multiple ethnic groups. Such legitimacy enhances the legitimacy of schools whose decision-making was seen as representing views of multiple ethnic groups.

Managing a ‘conflicted heritage’ in Language Education, Turkish language learning in Greek-Cypriot classrooms

Paper Abstracts

Promise of education for counter radicalization and counter-extremism education

Muhammad Naseem & Adeela Arshad-Ayaz
Concordia University, Canada

In the proposed presentation we present an articulation of how ‘claimed/created spaces’ can foster inclusive and authentic participation and public discourse on issues related to extremism and radicalization. In the broader context of promise of education to address conflict and post-conflict reconciliation. Conversations on extremism, radicalization, and violence which are of crucial importance to the general public are usually held in closed spaces or in spaces that are set up by those in power. These spaces are often mandated by the state—the National Security State in the current global order. Resolutely, the conversations (and thus solutions) that emanate from these spaces follow the militarized and securitized orientation of the national security state (Naseem and Arshad-Ayaz, 2017). These conversations are mono-focused in that they focus on one religion, region, and people as the root cause of radicalization, extremism, and violence. Some of the conversations in the initially well-intentioned field of countering violent extremism (CVE) education have morphed into securitized conversations (Arshad-Ayaz and Naseem, 2017). In 2010, Greek Cypriot education policymakers and practitioners were confronted with the need to redefine the role of education and how it could function in a post-conflict context. As a result, the promotion of peace education became a priority. Peace education is a paradigmatic and not sufficiently studied case of an educational discourse that has to be legitimized in the field, as it has itself been historically silenced (Thornton, 2009). Looking into the literature on peace education and the promise of education, it becomes evident that educational communities (teachers, parents, students, community groups, etc.) need to claim and create spaces that allow for the marginalized voices, knowledge, and publics that have been excluded from the conversations on issues related to extremism and radicalization. It is expected that the promise of education to address conflict and post-conflict reconciliation has the potential to catalyze conversations on the promise of education to address conflict and post-conflict reconciliation. We present brief accounts of the TEIT Symposium on teaching about extremism, terror, and trauma (TEIT) as a transformative initiative that can offer new ways to see, think, and talk about extremism, terrorism, radicalization, and counter-radicalization. We present brief accounts of the TEIT Symposium on teaching about extremism, terror, and trauma (TEIT) as a transformative initiative that can offer new ways to see, think, and talk about extremism, terrorism, radicalization, and counter-radicalization. We present brief accounts of the TEIT Symposium on teaching about extremism, terror, and trauma (TEIT) as a transformative initiative that can offer new ways to see, think, and talk about extremism, terrorism, radicalization, and counter-radicalization. We present brief accounts of the TEIT Symposium on teaching about extremism, terror, and trauma (TEIT) as a transformative initiative that can offer new ways to see, think, and talk about extremism, terrorism, radicalization, and counter-radicalization. We present brief accounts of the TEIT Symposium on teaching about extremism, terror, and trauma (TEIT) as a transformative initiative that can offer new ways to see, think, and talk about extremism, terrorism, radicalization, and counter-radicalization. We present brief accounts of the TEIT Symposium on teaching about extremism, terror, and trauma (TEIT) as a transformative initiative that can offer new ways to see, think, and talk about extremism, terrorism, radicalization, and counter-radicalization. We present brief accounts of the TEIT Symposium on teaching about extremism, terror, and trauma (TEIT) as a transformative initiative that can offer new ways to see, think, and talk about extremism, terrorism, radicalization, and counter-radicalization.
Conflict, peace and the promise of education

Education and politics: The role of the teacher in conflict resolution

Mutual respect, etc).

In a world that has become a global village. Education excluding one another because interests, Education is

In this globalized world, where many people are

reconcile people in conflict because of probably

A teacher who joins politics will rarely be able to

In this situation, teachers

lost their neutral political position and became slaves

In this paper it will be shown how some teachers have

opposition because of his/her neutral position.

Democratic game between the Government and the

reconciliation, the teacher is expected to facilitate the

On individual reconciliation, the teacher has to resolve

influencing him/her negatively as it is the case in many

person from whom politicians can seek help rather than

should not belong to any political party in order to be a

between the conflicting parties to end their conflict.

some compromise settlement of the issues at stake

rush to join politics rather than being neutral, rather than

 discourage the general public which put its faith in him/

rape and oppression. This must not be displaced or ruled out

we want to look into the issue seriously; that’s if, the world’s religions - and in particular focus on Judaism,

Christianity and Islam - can still contribute to peace.

Also, we cannot agree with unrealistic and reactive phrases such as “Christianity is the religion of love to the

neighbor” or “Islam is peace”.

For years, the reference to religious violent clashes and terrorist attacks has primarily had a negative

interconnection with religions. Indeed, religion is always

used as an alibi in the name of religious war/violence: “The Lord’s Resistance Army (LRA)”, “Islamic State” (IS)

in Syria and Iraq, Hindu nationals in India, national religious identity in Israel / Palestine, Maoist extremist in

Myanmar - every religion has “blood in its hands”.

This impression is reinforced by the political, scientific and journalistic debates on the “conflict of

cultures” (Samuel Huntington in 1993), the “return of religion” (Martin Reesbrodt 2001) or the “globalization of

religious violence” (Mark Juergen Meyer 2009).

The initial message is that religions are prone to violence, sharpening conflicts, driving violence, hampering peace.

To discuss the peaceful contribution of religious institutions, first it is useful to look at the role of religions in conflicts. In order to understand this, we must reconsider how conflicts work, which collision mechanisms and internal logic conclusions appear and which are the implications

this entails. And, of course, within the above framework, the final question that arises is: what is the role of the

individual educational policies on the issue of peace and its relation to religion.

Securitising education? Problematising the relationship between religious actors and history textbooks in Cyprus

Eleni Christodoulou

Georg Eckert Institute for International Textbook Research, Germany

Textbook research provides an interdisciplinary framework for the analysis of identity construction and power politics, particularly when it comes to history textbooks in conflict-affected countries. Definitions regarding which history textbooks are being used, who

author them and what content is included or excluded, reflect negotiations - and more often struggles - of power between various actors but also give us an indication of the type of knowledge and competencies these actors see as desirable to pass on to the next generation. This article examines the role of religion and religious actors in these negotiations as they pertain to Greek-Cypriot history textbooks and their potential role as part of the peacebuilding process. The Cyprus context presents a particularly interesting case as the Orthodox Christian Church historically had a powerful influence on the Greek-Cypriot education system and it has been, and continues to be, named as a key negative role in the peacebuilding process. Existing studies have illuminated the problematic content of history textbooks and often point towards the controversies raised, but so far there has been no in-depth study of the religion-history nexus within them, nor an analysis of religious actors’ discourses about them and their potential revision. Building on securitisation theory, I address this empirical gap by firstly, conducting a textbook analysis that investigates how religion and religious actors are being portrayed in history textbook discourses vis-à-vis the Cyprus Conflict. Secondly, face to face interviews with the Archbishop and with the metropolitan Orthodox bishops of Cyprus in 2017-18, shed light on the ‘securitising’ or ‘desecuritising’ role that religious actors play in educational policy and their views regarding the purpose of history textbooks.

The findings expose a far more ambivalent, hybrid and complex picture than has hitherto been presented in academic and media discourses, creating openings for more constructive negotiations of the content of history textbooks as part of the peacebuilding process.

“Wait, am I the problem?: Facing the psychic dynamics of resistance to reconciliation in the teacher education classroom

Avril Atkerr

Bishop’s University, Canada

Linda Radford

University of Ottawa, Canada

Purpose: With the spotlight on education as a means to move forward from what has been termed “cultural genocide” (McLachlin, 2015), Canada has joined diverse countries, including the United States, similar to other settings, where teacher role in reconciliation has been cast as central players in the process (Truth and Reconciliation Commission (TRC), 2015). Notably, in a review of the literature on teachers’ promotion of social cohesion, it is underlined that “teachers may use their agency to resist change as well as facilitate change, to promote peacebuilding and to stoke conflict” (Horner, et al., 2015, p. 7). Teacher resistance, ambivalence and negativity around teaching for reconciliation have emerged as important objects of research (Brant, 2017; Taylor, 2014; Zembylas, 2017; Zembylas, Kendoue & Michaelidou, 2011). Such responses point to the significance of subjectivity, which is an individual’s sense of self, shaped in relation to/with/by others and experiences, as they intersect with issues of power, knowledge and authority (Britzman, 2003; Pinar, 2009; Taulbut, 2012).

Methodological Considerations: Considering productive approaches to teacher resistance and difficult knowledge in teacher education classrooms (Taylor, 2014; Zembylas, 2015; 2017), this paper builds on our previous work (Author et al., forthcoming). In that study, drawing on Britzman (2003, 2009, 2013), we analyzed the written and spoken representations of over 50 future teachers, in two sites of teacher education, who were given the task of creating learning for other members of respective campuses related to decolonization and reconciliation. We traced conditions that made it possible for future teachers to begin work through difficult knowledge.

Implications: With the goal of extending on that prior work, using a similar methodological approach, we are looking at possibilities and limitations of involving future teachers in explicit discussion of the psychic dynamics of resistance as part of a pedagogical practice for reconciliation work.

Reference:

Charalambous, 2011), in Canada, teachers have

been cast as central players in the process (Truth and Reconciliation Commission (TRC), 2015). Notably, in a review of the literature on teachers’ promotion of social cohesion, it is underlined that “teachers may use their agency to resist change as well as facilitate change, to promote peacebuilding and to stoke conflict” (Horner, et al., 2015, p. 7). Teacher resistance, ambivalence and negativity around teaching for reconciliation have emerged as important objects of research (Brant, 2017; Taylor, 2014; Zembylas, 2017; Zembylas, Kendoue & Michaelidou, 2011). Such responses point to the significance of subjectivity, which is an individual’s sense of self, shaped in relation to/with/by others and experiences, as they intersect with issues of power, knowledge and authority (Britzman, 2003, Pinar, 2009; Taulbut, 2012).

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At two time points over 10 years, it considers four notions of gender identity. Drawing on data collected for the emergence of a robust and strongly prevalent inequality in the adult population, and nil with the Human Development index. A suggested post-hoc explanation for this pattern may be explained by gender differences in school achievement or in how much they like school and institutional encouragement of more systematic practices called the “global middle class.”

The reverse gender gap in adolescents’ expected for children of school-entry age, projected to considerations of the different ways in which it is engaged or ignored, the contextual reasons for themes and students’ responses. Conceiving of the institution as a borderland, it explores the challenge of addressing gender in higher education in a politically charged and polarised context where gender is imbued with multiple aspects of people’s identities.

The paper draws on five months ethnographic study in a Turkish university, involving interviews and observations in six different university departments, conducted in the months before the July 2016 coup attempt. The paper focuses on data from two courses from different departments. In each case it considers the boundaries which framed the ways gender was addressed in the course’s teaching. It then explores the intersectional boundaries this teaching constructs and responses to the different types of boundary work by students from the two courses.

The variations in the students’ comments on their learning show how teaching about (both) inclusion, exclusion and hybridity across boundaries, often each of them at the same time. The paper shows the positives, and difficulties, both of approaches where gender is intensively engaged, and where it is addressed to only a limited extent. It notes how, in this particular setting, institutional and pedagogical commitments which strengthen and affirm some (desirable) aspects of identities, lead to closure or marginalisation with respect to others. The paper finishes by reflecting on the perennial challenges around gender mainstreaming and institutional encouragement of more systematic engagement with gender.

Identity and access to higher education of women asylum seekers and refugees

Rumana Hashem
University of East London, UK

Gender and education play a significant role in the construction of identities of asylum seekers and refugees. Recent studies on education and employment of refugees suggest that women are particularly important in the process of the identity, feeling defined and defensive. It also considers how, on the one hand, higher education can provide the means to escape a border role who one wants to be, yet on the other, does so at what appears to be the cost of existential angst.

Teaching gender, inclusion and exclusion in a Turkish university

Adam Walton
UCL Institute of Education, UK

This paper explores teaching and learning gender in a Turkish university as intersectional boundary work shaped by societal and institutional boundaries; and shaping students’ cognitive and emotional responses to gender identity. An analysis of data from six different university departments, conducted in the months before the July 2016 coup attempt. The paper focuses on data from two courses from different departments. In each case it considers the boundaries which framed the ways gender was addressed in the course’s teaching. It then explores the intersectional boundaries this teaching constructs and responses to the different types of boundary work by students from the two courses.

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Gender and education play a significant role in the construction of identities of asylum seekers and refugees. Recent studies on education and employment of refugees suggest that women are particularly important in the process of the identity, feeling defined and defensive. It also considers how, on the one hand, higher education can provide the means to escape a border role who one wants to be, yet on the other, does so at what appears to be the cost of existential angst.

Teaching gender, inclusion and exclusion in a Turkish university

Adam Walton
UCL Institute of Education, UK

This paper explores teaching and learning gender in a Turkish university as intersectional boundary work shaped by societal and institutional boundaries; and shaping students’ cognitive and emotional responses to gender identity. An analysis of data from six different university departments, conducted in the months before the July 2016 coup attempt. The paper focuses on data from two courses from different departments. In each case it considers the boundaries which framed the ways gender was addressed in the course’s teaching. It then explores the intersectional boundaries this teaching constructs and responses to the different types of boundary work by students from the two courses.

The variations in the students’ comments on their learning show how teaching about (both) inclusion, exclusion and hybridity across boundaries, often each of them at the same time. The paper shows the positives, and difficulties, both of approaches where gender is intensively engaged, and where it is addressed to only a limited extent. It notes how, in this particular setting, institutional and pedagogical commitments which strengthen and affirm some (desirable) aspects of identities, lead to closure or marginalisation with respect to others. The paper finishes by reflecting on the perennial challenges around gender mainstreaming and institutional encouragement of more systematic engagement with gender.

Identity and access to higher education of women asylum seekers and refugees

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Beyond culture: understanding gender-based violence in schools in Ethiopia

Mariette Le Mat, Mulya Kacar Afniyelken, Henky Bos & Monique Vlohm
University of Amsterdam, Holland

Current explanations for the persisting ineffectiveness of educational initiatives, including comprehensive sexuality education (CSE), to educate girls about gender-based violence have typically pointed towards culture. However, research has revealed that simplified conceptions of culture may act as barrier to gender equality and offer narrow views of developing contexts. This paper contributes to this small but growing body of research by employing a critical feminist approach that considers gender relations as historically and socially constructed, in order to unravel the relations between culture, gender-based violence, and education. It asks how students and teachers understand the relationship between gender-based violence and culture, and how they perceive the role of CSE and CSE teachers in addressing gender-based violence. The paper reveals how gender relations interact with notions of culture and gender. A gendered understanding of culture change is changing cultures. Students (boarding houses, szakkollegium) for Romani university students. Our interviews reflect the development of their middle-class identity'.

Aspirations for the future and class identities in Italian art school students

Anna Ubaldi
University of Turin, Italy

This contribution examines the educational experiences of art school students through the lens of class cultural differences, in a Bourdieusian perspective. This qualitative research is realised in two secondary art schools of Milan, public and private. This study is based on in-depth interviews, with timeline, and focus groups with students during their final years in liceums (16-21 aged). It will be argued that different class cultures contribute to the formation of different learner identities and aspirations for the future. In addition, in the relationship that students have with the school world, a different incorporation of neoliberal logic values. The educational and artistic fields are marked by the strong implementation of neoliberal values. In this sense, the notions of capital and habitus allow to examine these in the self-formation process of young creative aspirations. These differences are evident in the ambitions of the educational and professional projects of the interviewed students. The Italian art schools collect two very different profiles of students and they are a particular practical lyceum. On the other hand, disadvantaged students do not perceive the value of the artistic and intellectual skills or face more difficulty in elaborating biographical projects for the future. The reflexivity is a class resource and generates very different career expectations.

School parent relationship as a way to counteract gender discrimination

Elvira Lazupone & Mario Mastroangelo
Verga College University, Rome, Italy

One of the most disputed issues in Italy is about school parent partnership. The focus of this research is to study relationship in order to counteract any kind of marginalisation and violence at school. The definition of partnership deriving from Latin pars, partition that means division, separation, contains in itself the idea of part oneness. The notion of partnership will precisely emerge in itself in a context that is both of crisis and social struggles, in which social partners have to negotiate. Research, based on international evidence based research in the last three or four decades, show how good parents/teachers relationship improve students’ outcomes with an increasing of self esteem and a general improvement of wellbeing of pupils in school life. In this sense Italy is still taking the first steps. Bullying, one of the best known school disease, is increasing inside, and outside school in the form of cyberbulling; the age of victims and instigators is decreasing to primary school level; this shows how the role of family is important at this age and how approaches limited to classroom seem to be less useful to counteract this kind of gratuitous violence than a broader process aimed to involving families. This research has been developed in partnership with Milan Catholic University, Family Studies and Health Sciences. The research is now involving a sample of about 600 schools in Italy (school executives, parents and teachers) by completing an online questionnaire in order to identify through a multivariate data analysis the main characters that constitute what we call co-responsibility in unities of family, school, community, and public institutions. The paper will also help to go further help to go into depth in what will emerge from data. Self reflexive processes may emerge with respect to the school policies and ways of teaching in order to identify the identification of those communication flows in parent teachers relationship that do not allow the exercise of adequate form of educational co-responsibility.

Gender and national identity in a “value-centered” curriculum

Sezen Bayhan
Istanbul Technical University, Turkey

Canan Aratemur-Çimen
Ekser Consulting, Turkey

Soner Şimşek
Bogazici University, Turkey

This paper explores Turkey’s newly printed textbooks that have been re-written in accordance with the 2017 curriculum reform. Textbooks are critical sources for the generation of ideas related to citizenship and national identity in Turkey since all public schools throughout the country have to use the same textbooks that are published under the supervision of the Ministry of National Education. Textbooks are therefore used by all students. In 2017, a new curriculum reform was introduced and the process of re-writing all textbooks in accordance with this new curriculum started. The new curriculum and its textbooks have been criticized by various right groups for undermining the principles of secularism and gender equality, which have historically been dealt with in an intertwined fashion by the political actors that have preferred to promote or resist them. The paper addresses the historical background of the formation of gendered citizenship during the nation-building process of the Turkish state and the special role that textbooks played to this development. The paper concludes with a reflection on implications for CSE and highlights the pivotal role for educators on this matter.
According to Baudrillard, classical and contemporary sociological approaches to modernity have one thing in common that cuts across most paradigmatic divisions: a mad obsession with ‘the real’. Nowhere is that madness more transparent than in education and education research. This obsession manifests as functionalist ‘testocratic’ pedagogy aimed at enhancing relevance and ‘quality’ across national contexts. It takes form as critical pedagogy that problematizes the institutionalization of children and young people, insisting on teaching and learning that can empower and liberate. We also see it in policy studies of education reforms that accentuate concerns over categories of ‘state’, ‘school’, ‘teacher’, ‘curriculum’ and ‘pupil’. Education and education research gorges in reality. This panel takes as its point of departure the ‘real’, that it corresponds to an actual world and actual events - and is aimed at change, improvement, and the potential for a more inclusive and less economic demands and, in contrast to girls, they don’t rush to ‘grow up’. It is possible that most parents were reluctant to view their children’s beauty practices as ‘sexualized’ either because of the lack of public debate on the issue or because it would imply that they needed to view their own children as prematurely sexualized. The paper concludes that in order to give a critical insight on parents’ views regarding their children’s engagement with “beauty” and the “sexualization of culture” it’s important to bear in mind several interacting factors, such as parents’ perceptions regarding childhood and children’s sexuality, their possible gender stereotypes and the social expectations of what constitutes good parental education model.

This panel aims to explore the unfolding potential of a ‘global’ approach to ethnography, revisiting the philosophical and sociological critique of Jean Baudrillard and arguing for its value to comparative education. Baudrillard offers a particularly radical critique of society; one that was initially identified as valuable to understanding the ‘post-modern’ turn in the social sciences but, later, rejected as dangerously nihilistic and fundamentally non-serious. Whilst other continental thinkers associated with post-foundational social thought (not least Foucault and Deleuze) have been embraced enthusiastically, the initial interest in Baudrillard has been replaced by skepticism as scholars challenged his reading of the world as comprised of media spectacle and simulation and disappearance. The panel will argue for his continued relevance, not least in relation to important contemporary understandings of the condition of modernity in/of after globalization, the nature of subjectivity and culture, the prospects for politics and the place of theory itself.

In addition to revisiting those themes of Baudrillard already well known to English-language audiences (especially his analysis of semiotic society and notion of simulacra), the panel will also introduce some of his more provocative concepts such as integral reality and disappearance, reversibility and return and ‘fatal writing’, all of which can help us reimage research work.

The panel comprises three papers that cover issues of theory and method as well as empirical cases from diverse contexts. In short:

- Madsen’s paper will provide a theoretical overview of Baudrillard’s writing, positioning it within modernist and post-structuralist attempts to conceptualise the object, as well as recent attempts to engage with post-humanism in education.
- Carney’s paper will elaborate a methodology of fragments as a way to study global(izing) education. This paper will elaborate findings from a comparative ethnographic study of schooling and youth in Denmark, South Korea and Zambia.
- Paolone’s will return to the British anthropologist Audrey Lambart, illustrating the poetical ambition in her writing, how that was curtailed by the dominant empirical interests of the time, and how this approach to ‘the real’ connects us today to the ‘fatal writing’ of Baudrillard.

**Escaping the Real: Baudrillard’s object in education research**

Ulla Ambrosius Madsen Roskilde University, Denmark

According to Baudrillard, classical and contemporary sociological approaches to modernity have one thing in common that cuts across most paradigmatic divisions: a mad obsession with ‘the real’. Nowhere is that madness more transparent than in education and education research. This obsession manifests as functionalist ‘testocratic’ pedagogy aimed at enhancing relevance and ‘quality’ across national contexts. It takes form as critical pedagogy that problematizes the institutionalization of children and young people, insisting on teaching and learning that can empower and liberate.
Cross-Thematic Session 1
Global Ethnography, Jean Baudrillard and comparative education

the subject in' of education. Method has followed as
notions of multi-sited ethnography, the anthropology
of power reflect new forms of boundary thinking that
imagine that 

Eliot’s "dissociation of sensibility" theory to research approach. By contrast, she drew from T.S.
Manchester used ethnography to bring reality together 

of the possibilities of ethnography. In the early 60s a 
education Audrey Lambart, especially her radical view 

This paper examines the pioneering ethnographer of 

focus on the fragment – and the world as fragmentary – 

acknowledge that research also involves hunches, 

reactions); the 'aphorism' (with its debt to Nietzsche 

and thus the educational impulse towards action. This 

deliberately aimed at resisting judgment, meaning 

state, nation and culture in comparative analyses. 

In her censored writings, she tried to achieve this by 

reproduce an homologated and unsatisfactory vision 

an alternative way to truth (Friedrich 1956). The 

republication of the "code" of late modernity, 

an excessive, fruitless search for total knowledge. 

that illustrated the delusion that results from exerting 

and school practices in upper secondary education, 

perspectives in teacher education, curriculum contents 

sustainable development encompassing intersectional 

and governance across educational 

levels and at the intersections of equity and diversity. 

The proposed symposium offers momentum for 

reconsidering the role of education in advancing 

knowledge in sustainably resourceful ways for the next 
decade and beyond. Of central interest is to offer critical 

engagement with the UN Sustainable Development 

Global Ethnography, Jean Baudrillard and comparative education 

At the fiftieth anniversary of the comparative and 

international society's presidential address, Martin 

Camary (2006) aptly urged the intellectual community to 

reflect on an approach to the possibilities of the field of 

research for contributing to new knowledge about and 

human agency in the world. Twelve years later the 

research community in international and comparative 
education has encountered a world changed by an 
ever mounting uncertainty in global issues. The crisis is 
currently being experienced in various parts of the 

world, as is the renewal of comparative and international education issues affecting modern societies. It contributes to the 
field by offering a gaze on the particular of precise 
locations (Bray, 2017). In this symposium of four 
papers, our focal point is on exploring and identifying knowledge 
contributions by the Research Group in International and 
Comparative Education housed at Stockholm University. 

The proposed symposium offers momentum for 

comparative study of schools in Japan and 

Sweden. The participating schools were selected on the 
basis of their profile characteristics relating to ESD, as 
well as their reputation as "good examples". In addition 
to these criteria the schools also needed to be willing to 
participate and to receive visits by the researchers from 
Japan and Sweden.

During the school visit the researchers had opportunities 
to talk to the school management, to teachers and 
students. The researcher also had the opportunity to 
visit lessons and to walk around in the schools to look at 
school facilities and social life of the school. The schools 
provided relevant material about their work. Information about the schools was also derived from 

In the analysis of the case studies, the following issues will be 
specifically highlighted: 

• Engagement to local issues 
• Learning for social transformation 
• School level perspectives 
• Commitment to social activities 

The case studies provide insights into the transformation of 
curriculum guidelines about ESD via the interpretations 
teachers and other stakeholders make at the local level into didactic actions/pedagogy in the classroom / 
transformation arena. The actual implementation of the 
recommendations of ESD framework in classrooms where teachers interact and activate their students. Realization also includes how students adopt, adapt, and interpret what they perceive and learn when they are instructed.

Of particular interest are school activities such as: 
guides for promoting ESD, integrated studies, active learning, 
whole school approach, ESD Calendar, fieldwork, 
internship, career guidance, integrated/cross-curricular 
activities. Also of interest are the roles of different actors 
such as students, teachers, principals, parents, and the 

Cross-Thematic Session 2: 
Publishing in Comparative Education

This session will aim to describe the procedures for 
making decisions about which papers can be 
accepted for publication in the journal Comparative Education.

In addition, it will address the challenges that the editors face within the framework of 
an acknowledged "scientific" and "positive" 

research approach. By contrast, she drew from T.S. 

Eliot’s "sociability of sensibility", the idea that theorists 

and why papers are rejected, and to answer questions 
from the audience.

Cross-Thematic Session 3
International and comparative education meets sustainability development: four 
case examples from the Nordic rim?

These have been elaborated on during the analysis of 
collected data during the visit.

The aim is to analyse how two schools in Sweden and 
two schools in Japan work with ESD. Based on the 

findings, the researchers will explore how the schools 
explore how an instrument for further case studies on 
ESD can be elaborated.

These types of comparative case studies 
involving schools in two countries will hopefully contribute to 
a more elaborated understanding of how ESD can be 
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Cross-Thematic Session 3

International and comparative education meets sustainability development: four case examples from the Nordic rim

In search of social sustainability: Promotion of equity and diversity in Nordic teacher education
Susanne Kreitz-Sandberg
Stockholm University

This presentation will conceptualise on the issue of sustainability more generally and particularly in relation to its social role for providing equity and through education. The paper frames the discussion within the UN Sustainable Development Goals and their accompanying Sustainable Development Agenda and practices. The underlying purpose is to explore how teacher education can address the role of equity and equality in educational institutions and respond to the need for social sustainable pedagogical processes. The paper takes an international comparative perspective and presents some Swedish cases in the light of Nordic discussions gender and equity in the field of education and it will specifically touch on the role teacher education can play in this context. Equity, diversity and equality are framed in an interdisciplinary perspective, where gender is understood within the scope of social sustainability, immuno-culturally as gender identity, which are also important dimensions of identity.

The paper will analyse specific examples that will be chosen from three teacher education programmes in Sweden, one for pre-school teachers, one for teachers in the primary sector, and one for teachers in adult education. The study builds on ethnographic observations and document analyses of programme curricula, course objectives, guidelines and other documents at a Swedish university. These cases are being discussed in the light of other Nordic studies and in with inspirations from a norm-critical theoretical perspective.

The results can elucidate that working with gender and equity is presented in different ways within particular teacher education programmes at university. The results are re-examined in relation to their importance for building social sustainability in institutions for education within the education system.

Identifying sustainability indicators in internationalization of higher education: comparing national policy strategies
Meteel Heilstyn
Stockholm University

The second decade of the new millennium saw international higher education (IHE) enter its ‘mid-life’ trajectory. The period which had for decades been marked by global internationalization of the higher education sector corresponded in 2015 with the trajectory of other Nordic studies at university. The results are re-examined in relation to their importance for building social sustainability in institutions for education within the education system.

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Cross-Thematic Session 4

Time to follow the White Rabbit? The OECD's Happy Schools, Closed Systems, and the Return to Wonderland

Euan Auld
Education University of Hong Kong, Hong Kong

This paper reflects on the field’s tendency to construct and defend closed systems, traces the far-reaching origins of this tendency, and proposes a way open rather than constrict horizons, revitalising our capacity to wonder.

The paper initially focuses on the development and uptake of global metrics, specifically PSA data (and PISA-D) and the individuals and organisations that use this data to develop evidence of ‘what works’ to promote education reform. It argues that the practice of translating comparative datasets onto disparate societies - as global indicators of progress - results in the construction of a second reality, manifesting in societies - as global indicators of progress - results in promoting education reform. It argues that the practice of using this data to develop evidence of ‘what works’ to promote education reform.

Further suggests “individuals need to create a personal identity in order to give their lives meaning.” But these definitions of identity in marked contrast to the ideological values of many in the world. At the root of this disagreement over identity and the deep philosophical divergence on nature of well-being itself — does one find it through independence or interdependence? Moreover, which pedagogical practices foster one form or the other?

Attempting to keep the critique constructive, the last part of the paper (re)suggests that the OECD may consider using an alternative metric of happiness, one recently developed by Japanese researchers: the Intergenerational Happiness Index (IHI, 2015). Recalculating the data for select countries, it shows that on this alternative measure, East Asian countries combine high performance and “happiness”. This Other view potentially leads to vastly different policy implications. It also delivers an Other perspective on pedagogy; if one could deliver both high performance and interdependent happiness why not attempt to do so? And if interdependent happiness becomes the goal, what ways must our common sense assumptions about educational practices be reconstituted?

In the end, when we look at our rapidly fracturing socio-political world and a world of finite resources, is the current horizon sufficient? As the OECD’s shift to Happy Schools inevitably gains increasing momentum in coming years, will we remain unaware of allegories, the god is all both within the field that are ordinarily considered distinct, and demonstrating how they exhibit the same patterns of superficially different, what new paradigms of meaning-making are visible when we escape the closed systems offered to us by the OECD and begin to wonder once again?

Metrics and the Metaxy: Moving from Closed Systems to Open Horizons in Comparative Education
Ivetta Slová
Arizona State University, USA

Following the publication of the seminal book “Towards the Science of Comparative Education” (Noah & Eckstein, 1969), research on comparative and international educational policies has set off on an increasingly narrow Western research imaginary, claiming a universality for Western knowledge and practices that are not only opaque, but obscure the fundamental “units of analysis,” while learning to understand self and other in new ways. Fundamental “units of analysis,” while learning to understand self and other in new ways.

Modernist routes towards predetermined destinations (e.g., EPA, MDGs, SDGs), while relegating the mythic, moral and mystical — to the pedagogical messages and practices of many in the world. At the root of this disagreement over identity and the deep philosophical divergence on nature of well-being itself — does one find it through independence or interdependence? Moreover, which pedagogical practices foster one form or the other?

Departing from mainstream analyses, the paper draws on theories from philosophical anthropology to argue that this phenomenon must have existential roots far deeper than the debate being conducted at the moment. The perspective is people, as they attempt to make sense of the world, become increasingly polarised in their views and their definitions of reality. This lapse into closed systems, which we all-too-often approach inquiry, provoking an animus towards the in-between nature of the metaxy, in which human experience is characterized by the awareness of its participation in reality (the cosmos), but is fundamentally unable to grasp the nature of that reality of which it is a part. This lapse into closed systems reflects a search for the ground, and a preference for certain untruth over the mystery of existence. It results in the denial of any reality outside the system, and of other ways of knowing and being.

Recognising that the dominant strands within the field have common cultural origins, the paper then brings the notion of mythological consciousness to the fore, mapping the storyline that characterises contemporary governance in the US and UK, and which is pushed out through international development projects, searching for the historical-cultural origins of the storyline, and identifying the religious symbolism that underlies it. This process of meaning-making is interpreted as a cultural response to the in-between nature of the metaxy, in which human experience is characterized by the awareness of its participation in reality (the cosmos), but is fundamentally unable to grasp the nature of that reality of which it is a part. This lapse into closed systems reflects a search for the ground, and a preference for certain untruth over the mystery of existence. It results in the denial of any reality outside the system, and of other ways of knowing and being.

Having survived the centuries of Christian crusades and decades of socialist atheism, paganism has nevertheless remained mostly invisible in the light of reason, logic, and rationality associated with the European (and later socialist) modernity project. Yet, if we only focus our gaze and apperceive ourselves to it, we can see that the past, gods and goddesses are alive and well in educational practices, mythological consciousness reveals itself in children’s literature through folk stories and fairy tales, and spiritually continues to live on in people’s daily lives through ordinary, every day activities. Based on the analysis of early literacy textbooks and children’s literature published during the presocialist, socialist, and postsocialist periods in Latvia, this presentation will attempt to bring these mythic and spiritual domains more clearly into focus, disrupting the before/after chronological and spatial frameworks of modernity and neoliberal globalization associated with it and thus opening a space for (re)imagining education and childhood beyond the Western horizon. The findings reveal that the narratives about education and children’s lives have become increasingly more complex and layered over time, reflecting the changing political and ideological regimes. Yet, they have consistently presented with the same rhythm and pattern of existence, where nature-culture connections remain strong in the face of modernization (and globalization) and where traditional cyclical time continues to unfold alongside the idea of irreversible linear time, Here, the past, present, and future seem to exist almost simultaneously, erasing the traditional distinctions of space/time and undoing anthropocentric ordering of humans/nature. Similar to children’s literature in other parts of the world — from Scandinavia, North America, Western to Eastern Europe, South Africa, Australia – cyclical time constantly intercuts and integrates with linear temporalities through the enactment of rituals, rituals and repititions of primordial acts (Nikolić, 2000). More broadly, we also become aware of alternative understandings of education and childhood — the ones that are neither ‘timed’ based on biological and psychological growth (Tesar, 2016, Tesar & Koro-Lünberg, 2015) nor measured against the Western standards of national development (Millet et al., 2017).

In such comparative education, the established boundaries — between space and time, passion and reason, adult and child, animal and human, self and other — dissolve as swiftly and easily as the smiling Chesire-Cat in Alice’s Adventures in Wonderland. And then we are left with Alice and her greatest puzzle, “Who in the world am I?”, delving deep into conversations that explore universal existential questions — comparatively.
Cross-Thematic Session 5
The comparative education soul: Celebrating Andreas Kazamias on his 90th birthday

This session is organized in celebration of Andreas Kazamias’ 90th birthday and is accompanied by the launch of the special issue of “European Education” published in his honor. He has always been an active member of Comparative Education Society of Europe (CSE) since its establishment in 1961, served as the 13th President of the Comparative and International Education Society (CIES), and worked as the editor of Comparative Education Review (CER) from 1971-78. The panel will highlight the distinctive features of Andreas Kazamias’ academic work, his persistent efforts to forge a humanistically rich and philosophically engaged comparative education, and his influence on different generations of comparative education scholars across the world. Focusing on the main themes of Professor Kazamias’ scholarly work, the papers in this panel will reflect on what it means to be a philosopher-historian-comparative educationist today, what challenges and opportunities the “paideia of the soul” brings to comparative and international education in the context of an increasing demand for the “knowledge society,” and how to advance a scholarly conversation about “comparative pedagogy” that lies at the heart of comparative education. The participants of this session — each of whom has a personal and intellectual relationship with Andreas Kazamias — will also take up the general questions of what kinds of historical, philosophical, and pedagogical thinking comparative educationists need now. The session will include short paper presentations, followed by a commentary from Professor Andreas Kazamias and closing remarks by Professor Stephen Carney.

Searching for comparative education’s soul: An Owl’s journey across time and space
Ivetla Sliva
Arizona State University, USA

Andreas Kazamias frequently positions himself to a variety of characters from Greek mythology and history, ranging from Prometheus, the Titan God of Forethought, as well as histories of comparative education. His work about everything that Andreas Kazamias has written (in English). He is a philosopher. His interest in models of “the educated man” has been revisited through what he calls the paideia of the soul. However, he also is extremely enthusiastic about history as a way to do comparative education. And it is his birthday. (Again!!)

Thus I will address the following propositions:

• comparative educationists are just as muddled as historians – but comparative educationists are muddled about and fixated on “context” and historians are muddled about and fixated on the “archive”;
• comparative educationists are as enthusiastic as historians about writing interpretive narratives which describe things and are even more averse to doing theory work than historians; and
• comparative educationists given their professional relativism, are even more nervous about making moral judgements than historians.

Which is why, these days, Andreas Kazamias is a very necessary philosopher-historian-comparative educationist.

The possibilities and potential of transnational history: A response to Kazamias’ call for historical research
Marianne A. Larsen
Western University, London, Canada

Many, including Andreas Kazamias (1963, 1966, 1968, 2001, 2009), have made a case for an historical perspective into the field of comparative education. (Coven, 2002, 2018; Larsen, 2009; Nôvoa & Yariv-Mahal, 2009). Nôvoa & Yariv-Mahal (2003), for example, call for an “understanding of history that enables us to understand the problems of the present through an analysis of the way they have been and are constituted throughout the past and present, enabling a constitution of the future” (p. 436). And more recently, Coven (2018) has called for “revisionist thinking about the significance of history for a comparative education that aspires to be more than pragmatic” (p. 32). Many of these authors promote the historical dimension within comparative education. However, I part ways with them, arguing that comparison is no longer an adequate methodological tool to problematize our educational past, present, and future.

In this presentation, I provide a brief background on Kazamias’ work on comparative histories of education, as well as histories of comparative education. His work and advocacy on behalf of the historical in comparative education have provided the stimulus for my thinking. I then turn to the methodological tool of comparison. I map out the problematic of comparison, especially for educational research in a post-colonial context. I offer first some critical reflections and also note the limitations of transfer research. Next, I introduce transnational history as means by which to “reinvent the historical” for the study of education. By the transnational, I mean movements of people, processes, objects, ideas, technologies and institutions across national boundaries and the connections and links enabled through such flows. The overall argument I advance is that the logics of transnational history offer different understandings of the processes of education than those associated with the discipline of transfer.

I suggest that we shift beyond the comparative to consider historical links, flows, and connections across national boundaries in the past, which speak to and arise from the historian’s present. Thus, my argument is in favor of educational histories of the present, informed by transnational approaches of the past, not as a complement or bridge to comparative methodologies, but as a replacement of them.

Reflections on “Paideia of the Soul”
Nelly P. Stromquist
University of Maryland, USA

I feel very fortunate to be able to participate in this panel honoring Prof. Andreas Kazamias, thoughtfully organized by Prof. Iveta Silova. I was not a student of Prof. Kazamias but he was, nonetheless, one of my enduring teachers. His research and academic presentations brought me into contact with a clear, passionate educator who was extremely concerned with the fostering of a mind able to think deeply and to further the development of the person as a living being with “a soul.” I benefited enormously from his wisdom, primarily through his interventions at the annual meetings of the Comparative and International Education Society. His invocation of “paideia of the soul” at first sounded to me as quite eXotic. But through his energetic voice as he repeated the term and elaborated on it through his talks and writings, I discovered a veritable wealth of ideas and wisdom.

Today, one of the most common expressions today is “knowledge society,” as we are everywhere reminded that education must prepare students for this new world. “Knowledge society”, however, is often couched in governmental discourse as well as in the mainstream media with “the need to prepare individuals for the labor market” that such a society demands. Not only then is the awowed purpose considerably narrow, but on closer inspection, the term is a misnomer inasmuch as it does not refer to knowledge of the humanities and the arts. The humanities are essential to a better understanding of the world around us and we need to make sure they are always active in our lives and knowledge. In this brief presentation to honor the contributions of Prof. Kazamias I proceed in three parts: I reflect on our current times of technological creation and link this to the prevailing discourse on the “knowledge society” and the policies it has engendered; and revisit the role of the university in enabling critical thinking. I conclude by raising the challenges that “paideia of the soul” brings to comparative and international education.

Andreas Kazamias: Socratic gadfly of comparative education
Mara Manzon
The Education University of Hong Kong, Hong Kong SAR

This is a tribute to Andreas Kazamias, the Greek comparativist, for his inspiring legacy to the thinking and writing of comparative education. The presentation captures several encounters between Andreas Kazamias and Maria Manzon and their discussions about different, yet intersecting histories of comparative education, which each of them has written.
Cross-Thematic Session 6
Exploring gendered patterns of Higher Education participation and success in STEM and beyond: initial findings from the network ‘Examining Gender in Higher Education (EGHE)’

This panel presents some initial findings from two scoping exercises of current literature/research currently being conducted by members of the Examining Gender in Higher Education (EGHE) network, in relation to issues affecting women’s participation and success in HE in network members’ countries in the UK and Sub-Saharan Africa, including a focus on supporting girls’ and women’s interest in applying for and succeeding in STEM subjects at HE level. Funded by a grant from the UK’s Economic and Social Research Council, the network involves a collaborative partnership between academic and activist colleagues with interdisciplinary expertise based in Rwanda, Uganda, The Gambia, Scotland, and the pan-African Forum for African Women Educationalists (FAWE).

In this paper we outline some initial themes that have emerged in the literature in relation to our scoping exercises, and similarities and differences in relation to gendered patterns of HE participation and success in our countries of focus. In particular, we will be discussing how our knowledge of students’ experience once they have gained entry into university, and factors that may facilitate or hinder progression and achievement, is under-researched, particularly in Sub-Saharan Africa. As well as a concern with access and subject choice – women’s participation in STEM subjects, it is crucial to explore issues relating to gender more broadly in academic curricula, policy and pedagogical practice, as well as potential inequalities of lived experience of students and staff. It is vital, therefore, to explore issues relating to gender more broadly in academic curricula, policy and pedagogical practice, as well as potential inequalities of lived experience of students and staff. It is vital, therefore, to explore issues relating to gender more broadly in academic curricula, policy and pedagogical practice, as well as potential inequalities of lived experience of students and staff. It is vital, therefore, to explore issues relating to gender more broadly in academic curricula, policy and pedagogical practice, as well as potential inequalities of lived experience of students and staff. It is vital, therefore, to explore issues relating to gender more broadly in academic curricula, policy and pedagogical practice, as well as potential inequalities of lived experience of students and staff. It is vital, therefore, to explore issues relating to gender more broadly in academic curricula, policy and pedagogical practice, as well as potential inequalities of lived experience of students and staff. It is vital, therefore, to explore issues relating to gender more broadly in academic curricula, policy and pedagogical practice, as well as potential inequalities of lived experience of students and staff. It is vital, therefore, to explore issues relating to gender more broadly in academic curricula, policy and pedagogical practice, as well as potential inequalities of lived experience of students and staff.

Taking a social constructionist perspective on gender and academic cultures and practices, we will also be discussing issues relating to differences amongst female students in HE across the different countries (e.g. in terms of age/maturity and socio-economic background); noting some of the strategies that have been suggested and utilised across the different countries; and in particular how gender-responsive pedagogies and practices such as those developed by FAWE and the University of Rwanda at primary and secondary level may be adopted and utilised at HE level.

Context holds a significant space mediating the conceptual and the empirical in comparative and international education. As most researchers in the field we are used to hearing the demand to “place things into their wider context(s)”. Thus, “context” has been a crucial method of inquiry in comparative education, echoing other disciplines, such as anthropology (Moita 2014). Patricia Broadfoot (1999, 225–226) argued some time ago that “[E]ducation can only be fully understood in terms of the context in which it is taking place. . . . The unique contribution of comparative studies is that of providing for a more systematic and theorized understanding of the relationship between context and process, structure and action”. One trouble with this notion is that it is impossible to know when enough context has been described to understand the meaning of the object of study (Nespor 2002). Second and more important, the understanding of context in comparative education is often embedded in realist, essentialist ontologies that assume both a separation between the objects of research and their contexts, and a pre-existence of context as a reality waiting to be re-presented and given explanatory power. Third, the “de-historicalizing” of context has been usually relegated to the detached analyst, ignoring the question of how different actors act as context-makers in their everyday personal and professional lives, and how this work both weaves into the practices of research and could become a focus of research in its own right. Our panel seeks to destabilize the notion of context as “neatly packaged matter-of-fact cubes” and discusses analytical ways through which we could move in the direction of imagining and working with contexts “as a confluence of practices and objects coming together and never permanently stabilizing” (Sobe & Kowalczik 2014). Building on poststructuralist, materialist, spatial and decolonial sensibilities, the panelists show that involving context is performative and non-innocent. Moreover, they work to(n) the messiness and relationality of contexts producing and produced in research, and the ways in which multiple contexts jostle against, and interfere with, one another (Asdal and Moser 2012). Foregrounding continuing importance of context in sociological and comparative inquiry, the panelists approach contextualization as an issue of connections found in the field as well as a way the researcher contextualizes the object of study (Dilley 1999). Finally, the timeliness of the debate is accentuated by particular developments in societies and education systems, including the rise of research methods and political technologies that imagine context in terms of measurable, binary variables (e.g. ILSAs), or deny context altogether (as many streams of automatically generated Big Data).

Context, entanglement and relationality
Noah W. Sobe
Loyola University Chicago, USA

The comparative education researcher who takes context as a “matter of concern” is not interested in the traditional object of study contained within a context, but rather examines the relationality between objects and contexts: how they come to be intelligible and conjoined, and to what effect(s). This approach raises to the surface what makes it possible for us to see objects as objects – particularly as problems to be studied. Many researchers have turned to notions of entanglement and assemblage to move beyond the limitations of transfer and comparison paradigms, and to put interaction, intersections and inter-crossing at the center of the analysis. This brings up renewed attention to attention to reflexivity and the implication of the researcher in both stabilizing and challenging contexts. This paper brings to attention to the ways that “context” infuses comparative education scholarship.

From contextualization to contexting: Navigating contextualization with actor-network theory
Nelli Piitteeva
University of Tampere, Finland

This paper proposes that a productive way to think about context is to deploy Actor-Network Theory’s (ANT) sensibilities towards the relationality and flatness of actor-networks. As Law (2004, 22) argues, there are “no natural, pre-given boundaries. Instead there is blurring. Everything is connected and contained within in everything else. There are, indeed, no limits.” The distinction – the boundaries – between Actor and Network and its context, are precarious achievements that actors labour for various reasons and through diverse means. Thus, the fact that much work is invested in demarcating science from politics, science and politics share the goal of enrolling commensurable actors in order to convince and wield influence, and can be investigated syntactically with some analytical sensibilities. Thus actors – researchers, policy-makers, and others – employ contextualization to put themselves in the position of spokespersons of pre-given realties by employing holistic images of contexts, in this presentation capitalizing on the notion of contextualizing introduced by (Asdal and Moser 2012) to explore contextualization as a resource employed to modify interests (Latour 2005 [1991]). In the context mutually constitute each other, how actors negotiate their ways through one another’s world-building activity, and how policymaking entails and produces contextual relations (see Nespor 2002).

Practices, connections and boundaries: Destabilizing the notion of context through alternative spatial metaphors
Jason Beech
University of San Andrés, Argentina

The aim of this paper is to destabilize the ways in which the notion of context is used in comparative education research, by exploring the use of alternative spatial metaphors to analyze educational practices, connections and boundaries. The paper starts with a critique of what could be labelled as established.
approaches to context in comparative education: the problem of seeing context as a preexistent stable entity that linearly affects educational practice; the problem of context as a category that is territorially defined; and finally, the use of the notion of context as an implicit strategy to domesticate complexity.

Based on relational notions of space and the concept of assemblage from Actor Network Theory (ANT), I then offer an alternative approach to analyze the ways in which educational practices are constituted through assemblages of people, material objects and discourses. From this perspective space is not a predefined entity (a context) that affects practices. Space is constituted by a series of coexisting unstable and dynamic networks. Space is an effect of social practices and its sociomaterial arrangements. Theoretically and methodologically this shift implies that the researcher does not start from “the universal” (such as the notion of globalization or the mandates of the knowledge economy) to see how it affects “the particular”. Based on the metaphor of the Actor Network (Lauter, 1994) the points of departure are localized practices, and the task of the researcher is to reconstruct the connections that constitute the assemblages that produce those practices. The network as a spatial metaphor helps to avoid partitioning social practices into a priory - mostly binary – categories that establish a predefined social order into which the researched practices have to be sorted. Thinking in terms of networks from a relational ontology implies re-conceptualizing distance, scale, and boundaries. Distance becomes dissolved in networks, and so is the binary far/close. Distinctions such as macro/micro and global/local, and binaries based on predefined boundaries such as inside/outside or text/context make no sense. What matters is connections, their strength and stability and their effects.

Finally, in an effort to avoid a purely abstract discussion, I will provide some examples of how I used this kind of strategy to domesticate complexity in my research.

The aim of this symposium is to examine the interplay between intercultural education policy and practice through the case of Cyprus, as a lens through which to explore how pressing social phenomena pertaining to issues of social inclusion and equality manifest themselves in schools and how these are dealt with at both the macro- and the micro-level of formal education. At the southern eastern corner of the EU, Cyprus is a country with a fairly recent history of import migration and a much longer history of export migration. As such, it makes an interesting case of state adaptation to shifting social landscapes as evidenced by a series of policies and practices which the Republic of Cyprus has introduced over the course of the last decade to respond to increasing cultural diversity in public schools (e.g. the antiracist education policy outlined by the Code of Conduct against Racism and Guide for Management and Recording Racists Incidents, the introduction of Health Education as a subject-matter in which issues of cultural diversity are explored for the first time in the official curriculum, institutionalized support for the teaching of Greek as a second language, the introduction of school-based programs for educational inclusion through DRASE). The papers comprising this symposium seek to contribute to discussions about the often-times unproblematized relationship between intercultural policy and practice by closely examining the formation and implementation of various recent education policies and practices in Cyprus that have been formulated as a result of macro-level influences stemming from EU guidelines or directives, as a transfer of educational policies developed and tested elsewhere or in interaction with particularities of the local social and political context.

Examining the macro-level: Intercultural education policy in Cyprus

Evgenia Partasi
Neapolis University Paphos, Cyprus

The aim of this paper is to provide an insight into the way intercultural education policy has developed in Cyprus over the last decades. As Cyprus, a traditionally immigrant country, rapidly transformed into an immigration country in just a few years, the impact on education was accordingly evident. The increasingly diverse student population imposed new challenges and dilemmas in the island’s traditionally monocultural and ethnocentric education system. The education system of Cyprus was unprepared and, in many cases, has been reluctant in responding to the needs of its increased diverse student population.

This paper focuses on the intercultural education policy by presenting the way it is developed and delivered to the schools and teachers through the policy documents produced by the Ministry of Education and Culture. Moreover, an attempt is being made to examine the influence and interaction of EU guidelines and specifically the European Commission Against Racism and Intolerance (ECRI) reports on Cyprus, and the particularities of the local social and political context.
The idea for the proposed thematically-focused panel is based on a research project that we are currently participating and aims to explore the extent to which Learner Centred Education (LCE) is used as a tool for social change in adult education (AE) programmes for migrants in four European countries: Cyprus, Scotland, Malta and Estonia. International agencies, national governments and local innovators promote LCE within a rights framework and make LCE a part of their definitions of quality education (Schwesfurth, 2013). All learners can benefit from LCE in improved processes and outcomes and it can also be used as a foundation for the building of democratic citizens and societies, suitable for economies of the future (Schwesfurth, 2013). At the same time, there is a growing realization that we are deprived of research in the area of Adult Education investigating in what ways LCE is being enacted and implemented, while no comparative research has been done on the extent to which LCE is used in adult education as a tool for social change across different contexts.

In the light of the above, our study explores the extent to which LCE is a sound choice for policy and practice in the four countries under scrutiny - two countries from Northern Europe and two from the South - in bringing out social change. In doing so, it draws on Schwesfurth’s (2013) theoretical framework on LCE that identifies three justificatory narratives to promote LCE: the cognitive, the emancipatory and the preparation narrative. The study gives voice to the experiences and perceptions of adult learners, their educators and policy makers involved in AE programmes in the four European countries. It seeks to address the following research context:

1. Are the adult education programmes engaging to migrants and motivating them to learn? To what extent and in what ways?
2. To what extent are learning challenges in the adult education programmes building on migrants’ existing knowledge?
3. To what extent is the curriculum relevant to migrants’ lives and perceived future needs, in a language accessible to them and based on skills and attitudes, as well as content?
4. To what extent does assessment follow up these principles by testing skills and by allowing for individual differences, rather than being purely content-driven or success-based only on rote learning?

The proposed thematically-focused panel will be structured around two papers: the first offers a comparative analysis of the policy context and provision for adult education for migrants in the four countries, based on the cartographies completed. The second paper offers a comparative analysis of research findings addressing the above mentioned research questions. Members of the project team will participate in the conference and jointly present the above.

Comparing programmes for adult migrants in four European countries: to what extent are they being informed by the learner-centred education (LCE) paradigm?

Maria Gravani & Pavlos Chattopoulos
Open University of Cyprus, Cyprus

Bonnie Slade & Nicola Dickson
University of Glasgow, UK

Larissa Jogi & Katrin Karu
Tallinn University, Estonia

Peter Mayo & Maria Brown
University of Malta, Malta
This paper offers a comparative analysis of four language programmes for migrants in the European countries investigated: Cyprus, Malta, Glasgow and Estonia. The programmes are the following: a Greek language programme for adult migrants at an adult education centre in Larissa; an ESOL (English language) programme for migrants at the Govanhill Community Development Trust, a subsidiary of the Glasgow Housing Association; an Estonian language programme in Tallinn; and, an English and Maltese as a Foreign Language programme in Valletta, Malta. In the above contexts from April to June 2017 we have conducted a phenomenological qualitative case study investigation aiming to critically explore the extent to which they have been informed by the learner-centred education (LCE) paradigm, as opposed to the traditional teacher-centred delivery model, and if yes, then has social change been attained? Semi-structured interviews with 1 adult educator, 1 policy maker and four adult learners, as well as classroom observations of two teaching periods were conducted at each of the above contexts/programmes in each participant country. Schwedt’s (2013, p.20) definition and conceptualization of LCE was adopted in the study, and the four elements that she identifies as comprising LCE practice, namely, technique, relationship, motivation, epistemology, are used as a heuristic to guide data collection and analysis. Data analysis in each of the four countries involved a phenomenological approach: the data reduction, data display and thematic interpretation. After data were placed in order, they were examined and themes associated to the aforementioned four elements of the heuristic were identified. This was the process of coding data, sorting data, according to the commonalities they share, into categories, as ‘putting things in drawers’. The themes were contextualized by being placed in correspondence to the literature. The final accounts were illustrated through the employment of the most telling pieces of data, evoking the original words of the participants. The paper explains how the case study analysis of the data focused on emerging commonalities and complexities. These will be critically discussed in relation to the literature and the context within which they were placed. Practical and theoretical implications of the study will be discussed.
Self-determination is a complex notion with deep historical and cultural roots. The Oxford English Dictionary identifies the earliest use of the word in 1683 as referring to “determination of one’s mind or will by itself towards an objective” (OED). Similarly, Wehmeyer states that self-determination refers to the attitudes and abilities required to act as the full and active agents of one’s own life. In the context of disability, this concept has been broadly translated as that necessary condition of enabling people to participate actively in goal setting, planning, selecting and purchasing support services that suit their individual preferences and situations. However, this question becomes more complicated when it is referred to people with severe disabilities. For example, in the case of one problem is that people with severe disabilities often have limited ability to make the voluntary choice to participate in making decisions regarding their lives. This is because they may not have the cognitive abilities or the physical abilities to make such choices.


Mabel Girardo
University of Bergamo, Italy

Education for children in Indian indigenous communities has long been characterized by under resourcing, low quality anddiscourages students on increased emphasis on bridging social, regional and gender gaps, promoting provision of greater quality to basic education and the global agenda of inclusive education (UNICEF, 2001) which policy makers see these shifts necessary, implementing them in marginalised indigenous communities has led to increased emphasis on broad-based “benchmarking” of SAA’s goals and a problematic emphasis on achieving goals within a limited timeframe (Dharmaraj-Savicks, 2014). As a result of these changes, SAA’s condition for students from the experimental consisted of educational inequality: The case of Russia

Natalia Chernyshova
National Research University - Higher School of Economics, Russia

The presentation discusses students’ choice of learning strategies, a crucial educational component of student academic success. In the case of post-Soviet Russia, this presentation critically re-examines the construct of cultural and economic capital and its role in the success of students’ education, depending on their choice of learning strategies. Firstly, I demonstrate how learning strategies differ between school students from families with different cultural capital. Secondly, I investigate whether learning strategies are related to the achievement of students from families with different cultural capital. Finally, I show how students’ strategies are adjusted following a self-reflection intervention.

The analysis draws on a 2018 experiment conducted with a randomly generated sample of eight regions in four Russian regions. The research design combined qualitative and quantitative tools. The obligatory condition for students from the experimental consisted of keeping a bi-weekly “diary of life” describing daily events, actions and emotions, both stressful and positive. The obligatory condition for students from the control and experimental groups allowed to assess the correlation between the choice of strategy and the cultural capital of family. In addition, a comparison of students’ academic progress in both the control and experimental groups allowed to evaluate the effectiveness of self-reflection in the form of diary.

The analysis revealed that learning strategies vary among students from families with different cultural capital. Furthermore, that achieving self-determination is more positively correlated with learning outcomes. The intervention allowed us to improve our knowledge about different learning strategies through self-reflection and to find an effective tool for improving academic results.

Deliberating international trends and domestic paradigms of policy evaluation: The case of Sarva Shiksha Abhiyan in Odisha, India.

Angeline Dharmaraj-Savicks
University of Portsmouth, UK

The aim of this paper was to analyze the relationship between bilingualism, impact of bilingual family environment and the process of expressing emotions and cognitive process of Polish and Ukrainian children living outside country of mother origin.

The research was conducted in two groups of mothers: five Polish mothers living in different European countries and five Ukrainian mothers living in Poland. A qualitative methodology was used, through the focus group interviews. Moderator and mothers discussed different ways of expressing emotions and thoughts of children. Results of the presented research confirm that family is the mothers and children in their new sociocultural environment. Focus was placed on the relationship that is built between bilingual child and his mother, in which context of bilingualism the mother determines how the model of bilingual upbringing grows. In addition, author examines other criteria which are taken into consideration to demonstrate that a bilingual child uses different languages in order to express emotions. The last part of paper presented the results concerning cognitive processes. In addition, it analyses the differences in the way children in each group examined for which processes and in which situations a bilingual child used a particular language.

Vignettes in comparative education research: Interviewer as a storyteller

Natalia Sopromadze
University of Warwick, UK

The paper addresses the use of vignette-based interviewing in comparative education research. Vignettes are hypothetical realistic scenarios which can be presented as short stories during the interview process. The researcher usually asked to discuss how vignette character should or would behave in the context of the story. This technique is especially suitable for studying subjects that are difficult to assess. Vignettes place distances between the interviewee’s personal experience and that of the story character. The vignette researcher is often employed to significantly enhance the emotional side of departmental leadership across Georgian and English universities. Particularly, it was designed to explore empathy in working relationships, interdependence and team support. The story was...
The pliability of pre-primary education: A consideration of the dual-immersion (Estonian-Russian) kindergarten initiative in Estonia
Kara Brown
University of South Carolina, USA

A new national initiative in Estonia to develop and support voluntary two-way immersion (TWI), rolled out in the 2015-2016 academic year, showcases the ways schools, even at the pre-primary level, can be reimagined as spaces that intentionally bring together populations and expand learning opportunities in new ways. This immersion effort allowed for several local governments to restructure and fund public pre-primary education to create Estonian-Russian TWI kindergartens (serving children ages 3-6). In this presentation, I share initial findings from an ongoing research project focused on this immersion initiative that aims to advance the growing understandings of space both as a socio-cultural process of schooling and as a key aspect of language policy. Central to this research is the concept I develop and label, “room making”—the distinctive space created both materially and discursively to advance particular language policies and practices. Room making is deliberate and necessitates sharing—be it coerced, mandated or voluntary—in order to transform previously occupied or designated space. The material aspect of the room-making concept draws attention to the acting on and acting in physical environments like kindergartens. The discursive part of this concept underscores the ways policy actors bend, adapt, and reshape existing language policies to craft more inclusive ones. Both material and discursive room-making necessitates imagination, power-sharing, and adaptability among those initiating the change and those who become part of the change.

The research shared in this presentation—based on an ongoing qualitative study of four TWI kindergartens in Estonia—suggests powerful shifts in pre-primary schooling across the country largely connected with the reimagining and reconfiguring of space. Drawing particularly on post-colonial theories (Annus, 2018; Millei et al., 2017), I focus on the ways the transformation of kindergarten space particularly over the last couple years of the TWI-program development intends to distribute language-learning opportunities across the Russian- and Estonian-speaking populations more equitably and effectively. In this presentation I will highlight a selection of findings from each level clustered around themes of cooperation (internationally), choice, competition, change, and continuity (city-level); inclusiveness and respect (school-level); and transformation and distinction (classroom-level).

How do teachers perceive curriculum coherence in large-scale Finnish curriculum reform?
Jenni Sullivanaa
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The Finnish educational system emphasises the autonomy of schools and school districts and relies heavily on educationalists as experts to handle school development and to implement non-standardised, large-scale national curriculum reforms. The national core curriculum describes general goals, core contents, and principles of school curricula, and it determines the format of school curricula and the curriculum process, and their perceptions of curriculum contribute to how new ideas are adopted in schools’ everyday life, hence in turn also directing school curriculum development at a national level. In this study, we explored individual variation between Finnish school teachers’ perceptions of the coherence of the reformed core curricula. Firstly, teacher profiles in terms of a) consistency of direction, b) an integrative approach to teaching, and c) alignment between teacher and content, were identified. Secondly, the potential association of these profiles with perceived school impact of the reform was explored. Moreover, we explored whether the way in which the collaboration was organized during the local curriculum process predicted the three profiles. Altogether, 1556 comprehensive school teachers from 77 schools in 6 case districts around Finland responded to the Curriculum Reform Inventory. The results indicated a clear relation between curriculum coherence and school-level impact of the reform in terms of which and how different pressure groups/stakeholders have been involved in its development and support. Drawing upon this curricular landscape as multilayered amidst reform, the symposium aims at bringing in relief some of the convergences which are emerging from the national cases/contexts, especially in terms of which and how different pressure groups/stakeholders have been involved in its development and support. This kind of transnational cooperation, including private actors such as McKinsey and Pearson, forms an international discourse for education policy (Date, 2010; Grek 2009; Robertson 2008). The Swedish curriculum reform for compulsory school, Lgr 11, can be considered as part of a transnational policy movement in which the different countries relate differently to certain key policy messages. Such messages include that schools need to be more effective in providing all students with knowledge and raising the achievement of knowledge outcomes. Another explicit message is that the national school systems need to be clearly governed from the national level (Wahlström & Sundberg, 2017). This kind of transnational cooperation, including private actors such as McKinsey and Pearson, forms an international discourse for education policy (Date, 2010; Grek 2009; Robertson 2008). The Swedish curriculum reform for compulsory school, Lgr 11, can be considered as part of a transnational policy movement in which the different countries relate differently to certain key policy messages. Such messages include that schools need to be more effective in providing all students with knowledge and raising the achievement of knowledge outcomes. Another explicit message is that the national school systems need to be clearly governed from the national level (Wahlström & Sundberg, 2017).
This presentation examines the development of official curriculum texts and the ways in which different pressure groups and stakeholders were involved in Cyprus. Focusing on the reform that was portrayed for the first time as a public endeavour, the presentation utilizes data from the interviews of elementary school teachers who responded to the Ministry’s call for participation in curriculum reviews committees alongside invited academicians and technocrats in 2009-2010. Interview data from 24 teachers participating in 10 different subject-area committees were thematically analysed to identify how teachers perceived and constructed different stakeholders’ involvement in the curriculum-making process. Teachers’ narrations were indicative of such involvement as localised as well as expanding beyond the boundaries of the local context to international or transnational contexts. This sheds light on the politics of curriculum-making-as-official-text by highlighting how curriculum-making, as narrated by teachers, configures to place and act out their sense of permanence. The apparent ‘smoothing’ of global configurations through dominant policy scripts and standards is also implicated in the fabrication of principles and practices that are lived and often taken for granted as unevenness, distance and shifting stability. The second methodological proposition of this panel is that a research imaginary informed by historical sensibilities offers a valuable entry point for understanding the re-spatialisation of education. Foregrounding time and temporality makes it possible to think about our work spectrally; that is, to understand not just as a future, but to think about how we move and how they become differentiated. We take up this problem of social embeddedness as a way of contributing to a larger story about globalizing education. Our object of inquiry is “changing contexts” – where change can be read as both an adjective and a verb. The first substantive proposition of this paper is that robust engagement with changing contexts confronts the concept and effects of social embeddedness which, we argue, is crucial for any re-examining of ways of seeing, knowing and doing education. This is because we see what, from where and for what purposes invites a reconsideration of the ethical and political dimensions of knowledge building and its material effects. This substantive dimension raises questions about the unevenness of education and how the texturing of space-times contributes to inequality. For example, naming and addressing the ‘uneven space-time of (un)equal habits of mind’, which comprise the compression and stretching of space and time are not only policy effects but are also experienced differently by people, how they place and act out their sense of permanence. The apparent ‘smoothing’ of global configurations through dominant policy scripts and standards is also implicated in the fabrication of principles and practices that are lived and often taken for granted as unevenness, distance and shifting stability.
Cross-Thematic Session 12
Uneven time-spaces in education: Concepts, methods, and practices for comparative education research

mobility infuses the lives of higher education scholars. I review contemporary and historical manifestations of scholarly mobility and immobility to demonstrate how academic spatialities and (im)mobilities are entangled with temporalities that are uneven and unequal. I argue that the globalized academic profession is governed through mobility in uneven ways, as some academics enact their choice to travel, while others are forced to be mobile, and others are simply unable to move across borders. Thus, mobility and immobility are viewed not as distinct processes, but embedded within and paradoxically presupposing each other. Together the pulling and pushing, openings and blockages across time and space that (de)limit academic mobility constitute the global academic assemblage.

Towards a mobile sociology of education
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Space-times of education in Europe and all over the world are being transformed in complex and unexpected ways. The changes concern, in particular, the institutional boundaries, that is the material, cognitive and social infrastructures sheltering education spaces from and filtering the risks of dealing with the contingencies of the social and economic worlds (Masschelein and Simons 2015). By relating these transformations only to the current trends of neo-liberal agenda could be to some extent simplistic and underestimates the complex dynamics of change. To improve our understanding of these transformations, and keep a critical edge, I will argue that we need to develop forms of investigation able to display the unintended consequences of the dominant dispositifs, the multiple enactments of the modifications of the space-times of education, and the related effects. A promising area of reflection and empirical research in that sense is being developed in the interference among sociomaterial approaches and education studies (ANT, STS, Feminist Studies) (Fenwick and Edwards 2010; Fenwick, Edwards, and Sawchuck 2011; Fenwick and Landri 2012). This chapter is interested in comprehending how this interference may expand the sociology of education. The sociomaterial turn represents an invitation for the sociology of education to move beyond itself. By considering some examples from a Special Issue I coedited (Landri and Neumann 2014), I will discuss three implications of the moving beyond: a) from the human-centered approach in the conceptualization of social interaction to the co-implication of humans and nonhumans in social ties; b) from the dominant methodological nationalism in most of the investigations in education policy to consider the increasing post-national scenarios in education; c) from the attention to policy to a more complex accounts of practice in education fields.

History education, identity formation and international relations
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This paper adopts a historical sociological lens and seeks to explore the relationship between the teaching of history and the making of collective identities. It starts from a critique of existing scholarship; this scholarship, it is suggested, fails to capture certain important truths about this perceived relationship offering a limited view of a much more complex reality. To articulate new complexities in understanding the perceived relationship between history and identity, the chapter employs concepts from international political theory, especially those of realism, liberalism and constructivism. In doing so, the chapter’s underlying ambition is to open up new possibilities of thinking about transfer and governance and identity in comparative education.

Participant contact information