



University
of Glasgow

Conference of the Comparative Education Society in Europe, University of Glasgow, Scotland May 31st- June 3rd 2016



 **CESE**
XXVII CONFERENCE · MAY 31-JUNE 3, 2016 · GLASGOW 2016



University
of Glasgow

Robert Owen
Centre for
Educational
Change

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Welcome to CESE 2016

Hans-Georg Kotthoff , CESE President



Dear Colleagues and Friends,

It is with great pleasure that I welcome you to the XXVII bi-annual conference of the Comparative Education Society in Europe and to the University and City of Glasgow. On behalf of the CESE Executive Committee, I would like to extend a sincere thank you to the hard-working and talented Local Organising Committee, chaired by Prof. Michele Schweisfurth (University of Glasgow), who have invested a huge amount of time and effort over many months organising this conference. As well as the Local Organising Committee, I would also like to warmly thank the local chairs in our six Working Groups and all of the volunteers that make a conference of this scale and scope possible. Last but not least I would like to thank all the conference participants, who are working as scholars, researchers, teachers and practitioners in the field of education and in related fields and who make an exceptionally valuable contribution to the academic and intellectual vibrancy of our CESE conferences.

Our conference theme “Equity in and through Education” has always been of fundamental importance not only to the field of comparative education, but also to education in general. The issue of equity permeates education across phases and sectors, from early childhood, through compulsory schooling and higher education, to adult learning. However, in light of the current refugee crises in Europe, the theme has recently gained even more importance, because these crises will confront national education systems in Europe and beyond Europe with new huge challenges with regard to equity in and through education. Thus, the following questions which we formulated more than a year ago when we sent out the Call for Papers have gained even more salience in the meantime: To what extent are education systems fair and inclusive in terms of access, processes and outcomes? How does education help to create a society which is moving towards a state of equity? What power has education to interrupt or perpetuate cycles of advantage and disadvantage, and to explore the narratives these create for, and in, the lives of children and adults. And finally: What can we learn by studying these questions internationally and in a comparative perspective?

From the members of the CESE Executive Committee and the Local Organising Committee, we would like to offer the warmest welcome to this year’s XXVII CESE conference and to the University of Glasgow. I wish you an intellectually enriching conference, fruitful discussions both within and outside the CESE conference and a memorable stay in ‘the friendliest city of the world’: the City of Glasgow.

Hans-Georg Kotthoff
University of Education Freiburg, President of CESE

Welcome to CESE 2016

Michele Schweisfurth, Chair of Local Organising committee

A warm welcome to the Comparative Education Society in Europe 2016 conference at the University of Glasgow.

This year's theme is an important one for comparativists and for educationists in general. Equity of access, experience and outcomes are major issues within nation states, and inequalities prevail between states as well. There will be plenty of space to debate these concerns within the working groups and in the cross-thematic sessions, and we have stimulating plenary talks lined up to add to the discussion. A balance of theoretical and empirical insights permeates the programme, and a wide variety of contexts are represented.



I hope you will take the time while you are in Glasgow to take advantage of at least a little of what this wonderful city has to offer. The Gilmorehill Campus is itself impressive, and within a short walk you will find galleries and museums as well as a good range of restaurants, cafés and bars. The live music scene is one of the city's assets and no matter what your taste, something will appeal. One of the things I love about Glasgow is its friendliness and it has recently been voted the friendliest city in the world by users of Tripadvisor. Scotland's famous lochs and hills are not far away, with Loch Lomond and Ben Lomond under an hour's journey.

I sincerely hope that you will enjoy the conference in all its aspects.

Professor Michele Schweisfurth
University of Glasgow
Chair of the Local Organising Committee

CESE XXVII Conference Timetable

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

The Conference Programme is organized around six Working Groups, a New Scholars Group, a Special Symposium, 14 Cross-Thematic Sessions and four plenary lectures.

Outline Programme

30th May

Pre-meetings

4:00 – 7:00 Registration, Forehall

6:00 Welcome Reception, Forehall

31st May

Registration open 8:30 – 2:00, Hunter Halls East

9:15 – 1:00 Welcome and opening plenary lectures: Andy Furlong and Marianna Papastefanou, Hunter Halls West

1:00 – 2:00 Lunch

2:00 – 6:00 Parallel Working Groups x 2 sessions (with break)

7:00 Opening Reception, City Council Chambers

1st June

8:30 – 9:30 Registration, Hunter Halls East

9:00 – 1:00 Parallel Working Groups x 2 sessions (with break)

1:00 – 2:00 Lunch

2:00 – 4:00 Parallel Cross-Thematic Session

4:30 – 6:00 – Special Symposium, GRAMnet (Glasgow Refugee, Asylum and Migrant Network) Hunter Halls West

Evening free

2nd June

8:30 – 9:30 Registration, Hunter Halls East

9:00 – 1:00 Parallel Working Groups x 2 sessions (with break)

1:00 – 2:00 Lunch

2:00 – 4:00 Parallel Cross-Thematic Session

4:30 – 6:00 CESE General Assembly, Humanities Lecture Theatre

Evening free

3rd June

9:30 – 1:00 Plenary lectures: Robert Davis and Elaine Unterhalter, Sir Charles Wilson Lecture Theatre

PM - meetings

Working Groups

Working Group 1- Hunter Halls West

Title: Education, Knowledge and Economy

Chairs: CESE Chair: Paul Morris, UCL Institute of Education, England
Local Chair: Oscar Valiente, University of Glasgow, Scotland

Tuesday, May 31st, 2016

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| Time: 14.00-16.00 Hunter Halls West |
| <i>Session 1: Comparative perspectives on equity in education</i> |
| Bernard Hugonnier, Equity and Imperfections in Education. |
| Bob Adamson, Katherine Forrestier, Paul Morris and Christine Han, PISA, policy making and political pantomime: education policy referencing between England and Hong Kong. |

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| Time: 16.30 – 18.00 Hunter Halls West |
| <i>Session 2: Socioeconomic and political roots of inequalities in education</i> |
| Adam Haisraeli, The Family as Change Agent: A Comparative Look at Family Capital |
| Marcela Ramos, Parental involvement in disadvantaged districts of Santiago: Intergenerational consequences for equity of an education system organized as a market. |
| Caroline Falco, The social and economic aspects about the disputes of income tax deductions on education. |

Wednesday, June 1st, 2016

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| Time: 9.00 – 11.00 Hunter Halls West |
| <i>Session 3: Higher education: gender inequalities, career choices and the academic profession</i> |
| Nagwa Megahed, Gender Equity and Women's Participation in Higher Education. |
| Mayumi Hori, Career Education at Universities in Japan: Case Studies of Active Learning Approach. |
| Nelly P. Stromquist, The Professoriate: The Challenged Subject in Higher Education. |
| Solomon Arulraj David, Economic transformation and intellectual territorialism: undergraduate students' postgraduate course choices in the UAE. |

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| Time: 11.30 – 13.00 Hunter Halls West |
| <i>Session 4: TVET policies and post-school trajectories</i> |
| María José Valdebenito and Leandro Sepúlveda, Aspirations and projects for the future of high school students. |
| Andy Furlong, Subjective dimensions of social reproduction: anticipating pathways. |
| Daniel Leyton, The changing orientations and objectives of TVET policies in Chile. |

Thursday, June 2nd, 2016

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| Time: 9.00 – 11.00 Hunter Halls West |
| <i>Session 5: Marketisation, entrepreneurship and employability</i> |
| Netta Sagie and Miri Yemini, Has the Educational Field Been Left Behind? Entrepreneurship Policy in Education. |
| Eleni Prokou, The European Qualifications Framework as an EU policy instrument for the marketisation of lifelong and adult education. |
| Carlo Macale, Italian Education and Vocational Training. A complex system of “meanings” among culture, philosophy, educational theory and policy. |
| Tomeu Quetgles-Pons, Equity and Quality Trends from PISA 2003 to 2012. |

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| Time: 11.30 – 13.00 Hunter Halls West |
| <i>Session 6: The thickening of Global Governance: PISA, the media and the commercialisation/privatisation of educational policy making.</i> |
| Euan Auld, Missionaries, marketers and comparative education: Turning a profit in the age of global governance. |
| Sue Grey, The Mediatisation of Educational Governance: ‘Brand PISA’, the Press and Policy. |
| Maryam Mustafa, Contemporary forms of policy borrowing: A comparative analysis of education reforms in the countries of the Arabian Gulf Cooperation Council (GCC). |

Working Group 2 - Main Building G466

Title: Flows, Mobilities and Migrations

Chairs: *CESE Chair: Terri Kim, University of East London, England*
Local Chair: Marta Moskal, University of Glasgow, Scotland

Tuesday, May 31st, 2016

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| Time: 14.00-16.00 Room G466 |
| <i>Session 1: Interculturality and students mobility</i> |
| Juan Carlos Hernández Beltrán and Leoncio Vega Gil, A journey from equity to excellence? Some thoughts about Erasmus. |
| Liyuan, Chen, The effect of expectation on student choice of transnational higher education in Mainland China. |
| Yun Yu, The Relative Deprivation of Intercultural Resources in the Cross-cultural Communication of Chinese Master Students in School of Business in the United Kingdom. |

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| Time: 16.30 – 18.30 Room G466 |
| <i>Session 2: Cultural diversity, marginality vs domination, equity issues</i> |
| Emily Henderson, What a difference a visit makes? An evaluative analysis of the politics and practicalities of two short-term doctoral mobility schemes. |
| David Hoffman, Driss Habti, Sirpa Korhonen and Melina Aarnikoivu, Comparatively Viable Critical Problematization of European Educational Leadership Challenges: The Dilemmas of Misrecognized Multidimensional Mobilities. |
| Bob Adamson, China's English: lessons for Asian literacy in Europe. |
| Hui Yu, The birth of an 'interim quasi-state school system' for internal migrant children in Shanghai: towards an equitable education system? |

Wednesday, June 1st, 2016

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| Time: 9.00 – 11.00 Room G466 |
| <i>Session 3: Education support for refugees and migrants</i> |
| Cathryn Magno and Jamie Lew, Interrupting Integration: Immigrant and Refugee Schooling. |
| María-Rosa Oria and Juan-Antonio López, The Early Childhood Education teacher in refugee contexts. A comparison with the role in normalized contexts. |
| Tatjana Atanasoska and Michelle Proyer, Tales of a full boat – Insights into Sweden's and Austria's strategies to provide education for refugees. |
| Amy North, Learning to read and write across transnational space: An exploration of the experiences of a group of migrant domestic workers in London. |

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| Time: 11.30 – 13.00 Room G466 |
| <i>Session 4: Migration and language</i> |
| Marie-Christine Deyrich, Fostering equity and social inclusion of migrants in Europe: Linguistic policy challenges. |
| Suzanne Majhanovich, Syrian Refugees in Canada. How educational concerns are addressed. |
| Norah Leroy, French language support to migrant pupils in the Dordogne: north/south divide. |

Thursday, June 2nd, 2016

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| Time: 9.00 – 11.00 Room G466 |
| <i>Session 5: Human rights and education across territorial borders</i> |
| Mie SHIGEMITSU, Takayuki OGAWA, Fumitake TSUKATANI, Saki URUSHI, Daisuke Fujii and Hiroshi Nakaota (Osaka University of Economics) Migrant Workers in Japan: A Cross-Sectoral Research. |
| Jacqueline Mosselson, Adane Miheretu, Paul Frisoli, Psychosocial Interventions in Conflict-Affected Educational Settings: A call for integrating theory and practice. |
| Yan-qing Zeng, Post-Compulsory School Access Policy for Rural Migrant Students in China. |

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| Time: 11.30 – 13.00 |
| <i>Session 6 Unfilled</i> |

Working Group 3 – Humanities Lecture Theatre

Title: Transnationalism, Regionalism and Educational Organisations

Chairs: CESE Chair: Stephen Carney, Roskilde University, Denmark
Local Chair: Sotiria Grek, University of Edinburgh, Scotland

Tuesday, May 31st, 2016

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| Time: 14.00-16.00 Humanities Lecture Theatre |
| <i>Session 1 (Part I): The Rise of Comparative Governance in Education - exhibitions, trade, sun trips and the visual</i> |
| Christian Lundahl, Becoming international in the late 19th century - arguments for and against the Swedish participation in the World's fairs 1851-1904. |
| Joakim Landahl, Aesthetical modernization and exhibitions: exploring the grammar of early international school comparisons. |
| Martin Lawn, Understanding influence and trade in education: the case of Swedish Sloyd. |
| Sotiria Grek, The logic of the gaze: on the art of visually assembling education comparisons. |

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| Time: 16.30 – 18.00 Humanities Lecture Theatre |
| <i>Session 2 (Part II): The Politics of Monitoring in the Transnational Governance of Education</i> |
| Sotiria Grek and Christian Ydesen, Securing Organisational Survival – a historical inquiry into the configurations and positions of the OECD's work in education, 1961-1992. |
| Nelli Piattoeva, Producing knowledge through greater transparency. Conceptualising the emerging surveillance assemblage. |
| Eva Ramírez Carpeño, Secondary teachers' initial education in China and Spain. Implementation of supranational and international standards in national contexts. |

Wednesday, June 1st, 2016

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| Time: 9.00 – 11.00 Humanities Lecture Theatre |
| <i>Session 3: Transnationalism and the role of Europeanisation in education</i> |
| Nadine Bernhard, Necessity or right? Europeanization and the conceptualizations of permeability between vocational education and training (VET) and higher education (HE) in Germany and France |
| Rimantas Želvys, Audronė Jakaitienė and Dovilė Stumbrienė, Moving towards different models of the welfare state: education in the Baltic countries |
| María Matarranz García, Policies of Education in the European Union: Supranational early analysis. |

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| Time: 11.30 – 13.00 Humanities Lecture Theatre |
| <i>Session 4: Higher and Teacher Education in Europe: a comparative perspective</i> |
| Ana Isabel Bonilla-Calero, Application of the European Law in the assessment of European Higher Education. Study of case: Scotland versus Spain |
| Christina Segerholm, Governing European higher education quality assurance/evaluation policy and practice? – the case of Sweden |

Thursday, June 2nd, 2016

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| Time: 9.00 – 11.00 Humanities Lecture Theatre |
| <i>Session 5: From the European to the Global: comparative education research in diverse contexts</i> |
| Urška Štremfel, European educational governance and its influence on the perception of equity and efficiency of the Slovenian educational system. |
| Eva Ramírez Carpeño and María Matarranz García, Gender equality in education. A comparative study in European countries. |
| Liu Chen, Research on the Role Orientation of UNESCO in South-South Cooperation in Education. |

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| Time: 11.30 – 13.00 |
| <i>Session 6: Unfilled</i> |

Working Group 4 - East Quad Lecture Theatre

Title: Public Policy Strategies, Practitioners, and Interventions

Chairs: *CESE Chair: Vlatka Domović, University of Zagreb, Croatia*
Local Chair: Kevin Lowden, University of Glasgow, Scotland

Tuesday, May 31st, 2016

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| Time: 14.00-16.00 East Quad Lecture Theatre |
| <i>Session 1: Public Policy Strategies, Practitioners, and Interventions</i> |
| Rima'a Da'as, School Principals' Leadership Skills: measurement equivalence across cultures. |
| Xiaodong Wang, The Research on High Effective Factors of Principal Instructional Leadership in Liaoning, China. |
| Olena Fimyar and Iryna Myhovich Research, Capacity-Building in Teaching-Intensive HEIs: A case study of a Displaced University in Ukraine. |

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| Time: 16.30 – 18.00 East Quad Lecture Theatre |
| <i>Session 2: Public Policy Strategies, Practitioners, and Interventions</i> |
| Joanna Härmä, Private provision of pre-primary education (and beyond) in Mozambique: what role is the non-state education sector playing in poor neighbourhoods in Maputo? |
| Piia Seppanen and Alejandro Carrasco School Choice in Chile and Finland: policies undermine equity. |
| Harriet Zilliacus, BethAnne Paulsrud and Gunilla Holm, Shifting Discourses on Multilingual and Intercultural Education in Sweden and Finland. |

Wednesday, June 1st, 2016

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| Time: 9.00 – 11.00 East Quad Lecture Theatre |
| <i>Session 3: Public Policy Strategies, Practitioners, and Interventions</i> |
| Gladys Barreyro, Fabio Costa and Cristina Carvalho, Access And Equity Policies In Brazilian Higher Education: analysing the implementation of PROUNI and other policies. |
| Shereen Kamel, Reaching the Unreached: The Key to Access and Quality Education for All. |
| Anna Pultar, Changing conceptions of comprehensive schooling and equity in education – a comparison of centre-left parties in England and Austria. |
| David Egan, Closing the Gap in the Early Years: The Experience from Wales. |

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| Time: 11.30 – 13.00 East Quad Lecture Theatre |
| <i>Session 4: Public Policy Strategies, Practitioners, and Interventions</i> |
| Monica E. Mincu, Teacher quality and school improvement: what is the role of research? |
| Beth L. Goldstein, Participatory Action Research for Change Management in Indonesian Higher Education. |
| Felicitas Acosta, Equity and the Segmentation of Education Systems: An Analysis through the Comparison of the Function of Secondary School in Argentina and France. |

Thursday, June 2nd, 2016

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| Time: 9.00 – 11.00 East Quad Lecture Theatre |
| <i>Session 5: Public Policy Strategies, Practitioners, and Interventions</i> |
| Christine Han and Paul Morris, Discontinuities in the education policy making process in England: Implications for education policy infrastructure. |
| Cristina Alarcón, The endless search for equity in Chile - "Clashing" external reference models within the current educational policy debate. |

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| Time: 11.30 – 13.00 East Quad Lecture Theatre |
| <i>Session 6: Public Policy Strategies, Practitioners, and Interventions</i> |
| Andrea Óhidy, Promoting school success for female Roma/Gypsy students in Hungary. |
| Shun Ito and Divya Jindal-Snape, Comparative Research about SEN between Japan and Scotland. |

Working Group 5 - Forehall

Title: Identities, Subjectivities, and Intersectionalities

Chairs: *CESE Chair: Eleftherios Klerides, University of Cyprus, Cyprus*
Local Chair: Barbara. Read, University of Glasgow, Scotland

Tuesday, May 31st, 2016

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| Time: 14.00-16.00 Forehall |
| <i>Session 1: Negotiating identities in education</i> |
| Yvette Taylor, Negotiating queer and religious identities in Higher Education: Progressing the 'University experience'? |
| Sihui Wang, Intercultural classrooms as communities of practice: Identity negotiation in the changing context of UK higher education. |
| Gabriella Aleandri, Equity and inclusion by rediscovering and building own individualities: role of autobiographic methods for pedagogical purposes. |
| Christos Anagiotos, Questioning the influence of schooling in ethno-national identity learning: A comparison of narratives from the Greek-Cypriot and the Turkish-Cypriot communities. |

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| Time: 16.30 – 18.00 Forehall |
| <i>Session 2: Religion, language and education</i> |
| Carla Roverselli, The development of equal opportunities in Islamic feminism of Fatema Mernissi. |
| Attila Papp, Equity dimension of minority education. A case study in a Hungarian language school in Romania. |

Wednesday, June 1st, 2016

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| Time: 9.00 – 11.00 - Forehall |
| <i>Session 3: Interpretations and representations of identities</i> |
| Liz Jackson, Diversity in Hong Kong's History Curriculum: A Historical Analysis. |
| Fei Yan, Re-constructing the nation: the portrayal of ethnic minorities in history textbooks in China. |
| Masako Shibata, Teaching Holocaust History in Europe: A transnational perspective. |
| Iveta Silova, The Futures of Post-Socialist Childhood: Reconceptualizing Space, Time, and National Identities After Socialism. |

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| Time: 11.30 – 13.00 - Forehall |
| <i>Session 4: Negotiating and challenging social positionings</i> |
| Anna-Leena Riitaoja, Jenni Helakorpi and Gunilla Holm, Being prepared for the precariat or academic future: special education students negotiating and challenging possible educational paths. |
| Yuwei Xu, Male and female teachers' gender positioning in early childhood education and care (ECEC): A comparative study between Scotland, Hong Kong, and Mainland China. |
| Ina Juva, Gunilla Holm and Anna-Leena Riitaoja, Being outsiders and disempowered: marginalized youth |

Thursday, June 2nd, 2016

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| Time: 9.00 – 11.00 - Forehall |
| <i>Session 5: Negotiating the global and the local in diverse spaces and times</i> |
| Ana Ancheta Arrabal, The right to education for children of Tibetan ethnic minority in People's Republic of China. |
| Elvira Lozupone, Equity In Education About Gender Issues: Using The International Declaration Of Children's Rights As A Grid Of Assessment For Projects Against 'Homophobia' Inside The School. |
| Tuija Veintie and Gunilla Holm, Thinking from Another Perspective in an Intercultural Bilingual Teacher Education Programme. |
| Ines Dussel, Global knowledge flows and patterns of appropriation in youth media production digital in Argentina and Mexico. |

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| Time: 11.30 – 13.00 - Forehall |
| <i>Session 6: Inequalities within and across contexts</i> |
| Donghui Zhang, Rural-Urban Divide, Intergroup Relations and Social Identity Formation of Rural Migrant Children in Chinese Urban Schools. |
| Olena Fimyar, Urban 'elite' and suburban mainstream: Growing disparities in Kazakhstani education in the last decade of education reform. |
| Szilvia Németh and Daniel Vince, Supporting equal access to quality education of Roma and socially disadvantaged students by creating creative learning environments. |

Working Group 6 – Room 253

Title: Economic Transformations, Sustainability, and 'Precarity'

Chairs: CESE Chair: Anselmo Paolone, University of Udine, Italy
Local Chair: Jesús Granados Sánchez, University of Glasgow, Scotland

Tuesday, May 31st, 2016

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| Time: 14.00-16.00 - Room 253 |
| <i>Session 1: Knowledge, symbols, technology. Education for a sustainable future</i> |
| David Post, Penn State University: Sustainable Development and a New Agenda for Comparative Education. |
| Sarah Croché, Jean-Emile Charlier, University Picardie Jules Verne: Production of a Homo Sustainabilis through new technical equipment in education. |
| Anselmo R. Paolone, University of Udine: Sound Education and Sustainability. From Sound studies to Bio-Acoustics. |

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| Time: 16.30 – 18.00 - Room 253 |
| <i>Session 2: Equity and sustainability in Education. Comparing European nations</i> |
| Ana Ancheta Arrabal and Guadalupe Francia, Comparative perspectives on equity in Early Childhood Education and Care in Sweden and Spain. |
| Jesus Granados Sanchez, University of Glasgow: Education for sustainability in Scottish and Spanish compulsory education. |

Wednesday, June 1st, 2016

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| Time: 9.00 – 11.00 - Room 253 |
| <i>Session 3: Inclusion and plurality</i> |
| Rosemary Papa, Northern Arizona University: Women and Children: Global Realities and Ways to Change the Future. |
| Leslie Bash, UCL Institute of Education, University College London: Religion, schooling and the state: negotiating and constructing the secular space |

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| Time: 11.30 – 13.00 – Room 253 |
| <i>Session 4: Vocational Education in Southern Europe</i> |
| Juan Carlos González, Heliodoro Pérez, University of Huelva; Antonio Luzón, University of Granada: School Failure, Early Leaving and Youth Unemployment: The Crossroad of the Basic Vocational Education in Spain. |
| Magdalena Jiménez, Mónica Torres, University of Granada: The transformation and enhancement of vocational training in Spain in a context of national and international economic crisis. |

Thursday, June 2nd, 2016

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| Time: 9.00 – 11.00 - Room 253 |
| <i>Session 5: Education and equity issues in critical areas</i> |
| Sezen Bayhan, Istanbul Technical University: Contesting the Cities: An analysis of the geographically situated tendencies in urban education policies and reforms. |
| Rocco Barbaro, Domenico Barricelli, ISFOL-Educational Branch of the Italian Ministry of Labour: Emerging Learning Spaces. |

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| Time: 11.30 – 13.00 Room 253 |
| <i>Session 6: Sustainability in Higher Education. Contemporary challenges</i> |
| Qiang Liu, Beijing Normal University: Who is Easier to go to Colleges? An Empirical Study on the Relationship between Student's Social Economic Status (SES) and Access to Higher Education in China. |
| Elena Denisova-Schmidt, University of St. Gallen; Yaroslav Prytula: Ivan Franko National University of Lviv; : Nataliya Rummyantseva, University of Greenwich: Beg, Borrow, or Steal: Determinants of Student Engagement with Bribery in Higher Education. |
| Aristotelis Zmas, Marios Vryonides, European University Cyprus: Higher education amidst the current financial crisis: two contrasting paradigms from Southern Europe. |

New Scholars Working Group – Room 356

Chairs: *CESE Chair: Miguel Pereyra, University of Granada, Spain*
Local Chair: Katherin Barg, University of Glasgow, Scotland

Tuesday, May 31st, 2016

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| Time: 14.00-16.00 |
| <i>Session 1: Free</i> |

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| Time: 16.30 – 18.00 |
| <i>Session 2: Free</i> |

Wednesday, June 1st, 2016

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| Time: 9.00 – 11.00 Room 356 |
| <i>Session 3 – Inequality in education: causes and strategies</i> |
| Rafsan Mahmud: Learning in the shadows: To what extent and why do Bangladeshi secondary students receive private supplementary tutoring in English? |
| Bernhard Hemetsberger: The history of grading - some lessons. |
| Yadirnaci Vargas, Haleyda Quiroz, Pedro Seguro: Educational transference and equity among students: peer tutoring case. |

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| Time: 11:30-13:00 Room 356 |
| <i>Session 4 – Equity in Higher and Vocational Education</i> |
| Juan García-Fuentes: From Initial Professional Qualification Programmes to Elementary Vocational Training: an analysis of the measures against educational exclusion. |
| Jan McGhie: Mentoring in Widening Access to Higher Education. |
| Aurora Feria-Viceo: Elementary Vocational Training in Spain: a future investment to reduce early school leaving. |

Thursday, June 2nd, 2016

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| Time: 9:00-11:00 Room 356 |
| <i>Session 5 – Teachers and teaching</i> |
| Daniela Hörler: Swiss Teachers Abroad: An Empirical Research considering a Postcolonial Perspective. |

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| Nozomi Sakata, Factors Leading to Learner-Centred Practices – A Case of Tanzanian Primary Schools. |
| Marc Turu: Newly Qualified Teachers’ preparedness from a colleague perspective: exploring the notion of expertise within schools. |

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| Time: 11.30 – 13.00 Room 356 |
| <i>Session 6 – Policy and practice</i> |
| Mattia Baiutti: Secondary school student mobility in Italy: Assessment indicators for intercultural competence of returnees. |
| Domingo Barroso: The convenience and possibilities of promoting prosocial behaviors in in Spain. |
| Hara Triteou: European governance and education policy in Cyprus: the selective use of comparative data in the reform proposal of new school timetables. |

Cross-thematic Sessions

Wednesday 1 June 14.00 – 16.00

Time: Wednesday 1 June 14.00 – 16.00 Humanities Lecture Theatre

Cross-thematic Session 1: Global Ethnographies: Theoretical and methodological quandaries

Chair: Nelli Piattoeva

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

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

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

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| <p>McCarthy, C. et al (2014). The Argonauts of postcolonial modernity: elite Barbadian schools in globalising circumstances. <i>Globalisation, Societies and Education</i>, 12 (2), 211-227.</p> <p>Further information: Nelli Piattoeva (Nelli.Piattoeva@uta.fi). Inés Dussel (DIE-CINVESTAV, Mexico), Zsuzsa Millei (University of Tampere), Iveta Silova (Arizona State University), Nelli Piattoeva (University of Tampere).</p> |
| <p>Time: Wednesday 1 June 14.00 – 16.00 - Hunter Halls West</p> |
| <p><i>Cross-thematic Session 2: Children's Work and Education</i> <i>Chair: David Post</i></p> <p>Robert Owen believed that work and education could be made compatible. However even today after attempts to institute a global regulation of child labour through ILO conventions No. 138 and No. 182, and even after the near universal acceptance of the Convention on the Rights of the Child, in most countries a need for gainful employment still conflicts with healthy development and with the possibility of decent work during adulthood. The objective of this session will be to link research on school access and school achievement with research originating from policy analysts and social scientists who do not typically engage with educators. The opportunity for engagement is more than intellectual, but also includes the possibility for greater inter-sectorial collaboration. Thematically, whenever one speaks of “equity in education,” the conference theme, one must consider the sources of inequity outside of the education system, and this often includes the material world and households’ material needs. Even in wealthier economies such as Scotland and the U.K., this panel will show the persistence of employment and its effect on school opportunity. Turning our attention beyond the U.K, the panel will present a case study of Bolivian children, as well as a cross-national assessment of primary school children who are attempting to work for wages whilst enrolled in school. Finally, the panel will offer an overview from the ILO of the regulatory architecture and the policy analysis of international treaties relevant to children’s educational opportunities.</p> |
| <p>Jim McKechnie, Amanda Simpson and Sandy Hobbs, Living in two worlds: Students and the work-education relationship.</p> |
| <p>David Post, Sixth-grade Student Employment and Academic Achievement: First Findings from Latin America’s TERCE.</p> |
| <p>Samantha Punch, Negotiated and Constrained Interdependencies: Interplay between Children’s Work, Education, Migration and Relationships.</p> |
| <p>Furio Rosati and Azfar Khan, Child Labour Policy Regulation Architecture and Its Implications for School Success Internationally.</p> |

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| Time: Wednesday 1 June 14.00 – 16.00 East Quad Lecture Theatre |
| <i>Cross-thematic Session 3: New agendas for comparative education</i> |
| Sonia Mehta, Evidence of the Imagination: Pedagogical Implications for Reflexive Comparative Education(s) in a Skittish World. |
| María José García Ruiz, Plural methodology in comparative science. Overcoming the limits of postmodern epistemological relativism. |
| Andreas M. Kazamias, Paideia of the Soul for All-The Educational Imperative in the Knowledge Cosmopolis. |
| Nicola S. Barbieri, How Far Can We Learn Anything of Practical Value from the Study of Foreign Philosophies of Education? Rudolf Steiner, Maria Montessori and Loris Malaguzzi in a Comparative Perspective. |

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| Time: Wednesday 1 June 14.00 – 16.00 Room 253 |
| <i>Cross-thematic Session 4: Issues in higher education</i> |
| Luanjiao Hu, Access to Higher Education for Chinese students with disabilities. |
| Leoncio Vega and Juan Carlos Hernández, To what extent is there any chance to combine democratization (equity) and quality in the higher education arena? Towards a new narrative through the analysis of the internal development process of EHEA (European Higher Education Area) in Spain. |
| Niina Kovalainen and Lloyd Bethell, Communication in a multicultural virtual learning environment: a case on Intercultural Communication Competence. |
| Audree Chase-Mayoral, Equity and access to higher education through two-year institutions. |

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| Time: Wednesday 1 June 14.00 – 16.00 Room 356 |
| <i>Cross-thematic Session 5: Global education issues and challenges</i> |
| Joanna Nair, Discourse and desire: wellbeing as education for escape from Nepali village life. |
| Tim Kaiser, Post-colonial education between equitable access to higher education and state-building: Worker-Peasant education in the Democratic Republic of Vietnam in comparative perspective. |
| Martin Preston, The implementation of learner centred education in Ethiopia: Contradictions for democratic pedagogies. |

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| Time: Wednesday 1 June 14.00 – 16.00 Forehall |
| <i>Cross-thematic Session 6: Teaching in a global context</i> |
| Nahed Shalaby, Challenges of education in Egypt. |
| Lin Bin and Hsu Hui Chih, A reflection of the student behavior discipline system in Taiwan: based on the experience of England. |
| Eija Kimonen and Raimo Nevalainen, Education and society in the USA and India: a comparative analysis of outdoor-oriented education. |
| Raimo Nevalainen and Eija Kimonen , Teacher Competences in a changing school culture: a comparative analysis of teacher professionalism in Finland and England. |

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| Time: Wednesday 1 June 14.00 – 16.00 Room G466 |
| <i>Cross-thematic Session 7: Curriculum issues</i> |
| Tracy Chui-shan Lau, Stephen Wing kai Chiu, Sandy Li and Hung Chun Wah, An Exploration of School Fieldtrip to Mainland in Hong Kong Secondary Schools: Students' Self-Authoring Civic Identity. |
| Ana García Díaz, Educational freedom, democratic and alternative education: comparison between Scottish and Spanish educational system. |
| Lorenz Lassnigg, Inequality and Reform in Models of Formation of Competence |

Thursday 2 June 14.00 – 16.00

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| Time: Thursday 2 June 14.00 – 16.00 Humanities Lecture Theatre |
| <i>Cross-thematic Session 8: “The why, what, and how of comparing education in England and Germany”</i> |
| <i>Chair: David Phillips</i> |
| <i>Organised by the Anglo-German Educational Research Group</i> |
| The Anglo-German Educational Research Group (AERG) is a loose-knit association of educationists whose aim is to support studies with a focus on comparing education in Germany and the United Kingdom. Occasionally members of the group present details of their current work at international symposia, and this CESE conference offers an opportunity for papers on some aspects of current work. The aim always is to provide a forum for those interested in comparative studies involving the two countries. The group is always keen to recruit more members. Its website is at aerg.org . |
| Peter Kelly and Hans-Georg Kotthoff, Comparing policy response to Pisa in England and Germany and their effect on mathematics teaching. |
| Dina Kuhlee, The implementation of the Bologna reform on teacher education in Germany, and its effects: an empirical case study on policy borrowing in education. |
| Michael Hoelscher, Student figures in international comparison. Theoretical and methodological questions. |

Hubert Ertl and Klaus Zierer, Comparing education by comparing publications in educational journals? Reflections on the identification and analysis of publication patterns.

Rudolf Tippelt, Recent publications in Comparative Education.

Time: Thursday 2 June 14.00 – 16.00 Hunter Halls West

Cross-thematic Session 9: Between Knowledge and Economy: European education policies for growth and inclusion and their impact on young people.

Chair: Oscar Valiente

The CTS will discuss how current European education policies characterize the target groups of young adults and whether they account for the fact that young adults are a highly dynamic and heterogeneous target groups in terms of socio-economic stratification and living conditions and in terms of life projects, interest and possibilities. In this regard, the CTS looks into relevant social developments affecting young adults such as life course de-standardisation processes and into the emergence of a new political economy of skills. Most current European Lifelong Learning (LLL) policies for young adults have been designed and implemented in the framework of overall strategies to meeting the challenges of creating and improving economic growth and at the same time guaranteeing social inclusion. While these objectives are complementary, they are, however, not linearly nor causally related and due to distinct orientations and different objectives and temporal horizons conflicts and ambiguities may arise which raises questions as to the role of education in bringing about equity. Among the policies and initiatives targeting young adults, there are substantial differences in scope, approach, orientation, and objectives and there is much variation in the way they understand and construct their target groups.

Drawing from Life Course Research, Cultural Political Economy and Governance the CTS discusses importance conceptual issues in researching LLL policies for young adults in the context of current strategies. First, related to how the target groups implied in LLL policies are neither natural nor static categories that can be simply used by policies to ‘address’ particular groups and social issues. Rather, policies significantly change and sometimes even construct the target group they address. Against this background, the papers in this CTS depart from the assumption that policies with different orientations and objectives will understand and construct their target groups in substantially different ways, raising questions as to the mutual compatibility among the policies and their potential effects for young adults – and to their direct or indirect or side-effects. Second, the CTS discusses an emerging new political economy of skills conceptualised in terms of the interrelation of enterprises/employers, training/skill providers and individuals in the supply and demand of skills as well as in terms of assessing what competences and skills are realistically needed, but also in terms of avoiding further inequalities between high-skilled groups and vulnerable groups. Against this background, the papers in this

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| CTS address some relevant research questions in related to the design and implementation of education and training policies in the European post-recession scenario from a comparative perspective. |
| Sebastiano Benasso, Lifelong Learning Policies for Young Adults: The Life Course Perspective. |
| Oscar Valiente, Lifelong Learning Policies for Young Adults: The Cultural Political Economy Perspective. |
| Marcelo Parreira do Amaral, Lifelong Learning Policies for Young Adults: The Governance Perspective. |

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| Time: Thursday 2 June 14.00 – 16.00 G466 |
| <i>Cross-thematic Session 10: Issues in basic education and early learning</i> |
| Luciane Barbosa, Romualdo de Oliveira and Theresa Adrião, Early childhood education Policies in Brazil and the Right to Education. |
| Malak Zaalouk, Analysis and policy recommendations for better access and quality of basic education: the case of Egypt. |
| Lu Wang, Rural Teacher Issues in China based on empirical investigation and policy analysis. |

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| Time: Thursday 2 June 14.00 – 16.00 Forehall |
| <i>Cross-thematic Session 11: Merit and distinction in education systems.</i> |
| Daniel Tröhler, Curricula, grades, tracks, and transitions regimes: Creating national equality and social inequalities across Europe. |
| Florian Waldow, Kathleen Falkenberg and Bettina Vogt, Informational justice in educational assessment: pupils' and teachers' conceptions in Sweden and Germany. |
| Joyce Joas Kahembe, Challenges of Education Assessment Reforms in Tanzania: Teachers' Conceptions and Practices. |
| Timothy Wotherspoon, Electronic voting systems in higher education: From Scotland to Hong Kong. |

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| Time: Thursday 2 June 14.00 – 16.00 East Quad Lecture Theatre |
| <i>Cross-thematic Session 12: New structures and forces in education.</i> |
| Natia Gorgadze and Shalva Tabatadze, Financing of General Education in Georgia in the Light of Equality and Efficiency. |
| Ziran ZHANG, Research on developmental trend of educational groups and quality enhancement - based on three schools in Beijing. |
| Ariadne Runte-Geidel and Pedro Femia Marzo, Comparative study on shadow education in Spain: exploratory study. |
| Nataliya Rumyantseva, Beg, Borrow, or Steal: Determinants of Student Engagement with Bribery in Higher Education. |

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| Time: Thursday 2 June 14.00 – 16.00 Room 253 |
| <i>Cross-thematic Session 13: New tendencies in education.</i> |
| David Matheson and Catherine Matheson, Doctors' use of Wikipedia as an aid to clinical decision-making: an international study. |
| Matteo Clerici, Vocational training in prison for Police officers. |
| Elena Minina and Sergey Szair-Bek, Educational Inequality in the post-Soviet world: an analytical framework. |

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| Time: Thursday 2 June 14.00 – 16.00 Room 356 |
| <i>Cross-thematic Session 14: Education across contexts</i> |
| Maged Habashy, Leadership Styles of School Principals: A Comparison among Principals of Governmental Schools, Private Language Schools and International Schools in Egypt. |
| Isha Sharma and Neelu Rohmetra, Knowledge Creation and Transfer: Universities, their embedded Traditional Roles and Changing Context. |
| Jennifer Chung and Jane Moore, The Master's in Teaching and Learning: A Missed Opportunity to Academise and Professionalise Teaching in England. |

Keynote Abstracts

Plenary Session 1. Andy Furlong

Education for what? Young people in the aftermath of the Global Financial Crisis

Opportunities for young people have been changing rapidly; trends that predate the GFC have accelerated and seem to have become entrenched in a wide range of countries. Young people are increasingly employed in non-standard, part-time and insecure jobs and find it difficult to maintain relationships and establish independent households. While young people invest heavily in education, in many countries in the global north employment growth is increasingly concentrated in low skill occupations; labour economists predict that this trend will continue. This paper explores the changing experiences of young people, examines the ways in which inequalities are reproduced in new contexts and questions the relevance of some influential interpretations of the changes.



Andy Furlong is Dean for Research in the College of Social Science and Professor of Social Inclusion and Education at the University of Glasgow.

Andy's interests are focused on young people and social change with an emphasis on transitions from education to work and in young people's experiences in rapidly changing labour markets.

He is a Fellow of the Academy of Social Science and editor in chief of the Journal of Youth Studies, has held an Invitation Fellowship from the Japanese Society for the Promotion of Science, with the same body giving him an award for excellent achievements towards Japan-UK academic collaboration.

Andy has acted as a consultant to the United Nations on global youth employment and has served on the Methods and Infrastructure Committee of the Economic and Social Research Council.

Plenary Session 2. Marianna Papastephanou

Interrogating Equity Discourses: Conceptual Considerations and Overlooked Complexities

This presentation begins with discursive operations where equity emerges as a fashionable, positive and somewhat facile educational objective. As a placeholder or, worse, as a stop-gap, equity remains a vague, though mythologized, reference point of much scholarship. Equity is a cherished goal, but it is often unclear what it signifies and how it differs from kindred notions that are typically juxtaposed with it. Likewise, it remains obscure how its meaning changes when, as a noun, equity becomes qualified through adjectives that either make it more specific (e.g. ecological) or more discipline-related (educational). Texts that detect the risk of turning equity into a generality offer valuable semantic clarifications. Other texts explain how equity has been hi-jacked and domesticated by discourses whose rhetoric and practices (often unwittingly) serve technologies of normalisation and thus social order rather than change. Thus, the recipients of our equitable educational reforms (the poor, the disadvantaged) are created by the society that ultimately exonerates its self-image in promoting such reforms and measures. While acknowledging such realities, the presentation operates in the gap that separates facile and co-opted conceptions of equity from a complex and alternative re-conceptualisation. To this end, I critically draw from the rich conceptual history of equity those considerations (as diverse as the Aristotelian and the African Ubuntu) that complicate the uniform narrative of equity. Such considerations question implicit discursive assumptions about equity being theoretically unproblematic and make higher demands upon education than simply expanding access or undoing the correlation of student performance and social origin.



Marianna Papastephanou has studied and taught at the University of Cardiff, UK. She has also studied and researched in Berlin, Germany.

She is currently teaching Philosophy of Education in the Department of Education at the University of Cyprus.

Her research interests include political philosophy, the 'modern vs postmodern' divide, utopia, the Frankfurt School and epistemological, linguistic and ethical issues in education. She has written numerous articles and participated in various conferences on the above topics. She is the editor of: *K-O Apel. From a Transcendental-Semiotic Point of View* (Manchester: MUP, 1997); *Philosophical Perspectives on Compulsory Education* (Dordrecht: Springer, 2014). She is the author of: *Educated Fear and Educated Hope: Utopia, Dystopia and the Plasticity of Humanity* (Rotterdam, Sense Publishers, 2009); and *Eccentric Cosmopolitanism and a Globalized World* (Boulder, Paradigm, 2012).

Plenary Session 3. Robert Davis

East Ends and West Ends: the University in the City-Past, Present and Future

This keynote will address the pursuit of educational equity through a critical account of the relationship of the modern university to the concept of the city and the asymmetric experiences of urban living and learning. Drawing upon J-F Lyotard's contrast of the domus and the megalopolis, and refracting its argument through the creation in 2016 of a new Glasgow University social science hub in the East End of Glasgow, the lecture will historicise the often conflicted relations of universities to major conurbations and map ways forward for a new dialogue of town and gown attuned to the redress of educational inequality. It will propose a refurbished ethnography of civic and academic knowledge production and collaboration in which the epistemic injustice of orthodox higher education might be transformed by the voices and the testimony of hitherto overlooked urban populations.



Robert Davis is Professor of Religious and Cultural Education in the University of Glasgow.

He has written, taught and broadcast widely on the philosophy of education, the history of education, religious education, environmental education and the cultural history of childhood.

A longstanding involvement in Teacher Education has enlarged in recent times to include professional learning and leadership more widely.

He was Head of School of Education from 2010-15.

Robert Davis has held visiting positions in Australia, the U.S. and several European universities.

Co-author of an award-winning intellectual biography of Robert Owen, he is currently collaborating with Professor James Conroy on a new study of knowledge in school and university learning and completing a history of the English Lullaby.

The Lauwerys Lecture: Elaine Unterhalter

Equity, education and hope

In this lecture in commemoration of the life and work of Joseph Lauwerys in comparative education I want to take two themes from his biography that have powerful resonance today. The first is the theme of the equitable inclusion of refugees who come, like Lauwerys' family did in time of war to a country, where they do not speak the language, and where people who work in education take them in, reaching out to others. The second is the theme of seeing education as a site of hope. At the height of World War 2, at a time when it was not at all evident who would win or lose, and when the suffering and anxiety was immense, Lauwerys led an inquiry initiated by the committee of allied ministers of education that met in London under R. A. Butler to plan educational reconstruction after the war. This fed into the work that established UNESCO. The kind of insight that links education with hope in this way will be my second major theme.

The lecture will be organised around a number of intersecting questions . Firstly, what different approaches are apparent in how equity is used as a concept in education? Secondly how do these different approaches articulate the comparison and relationship between what works in education and the way that equity matters? Thirdly I will consider how far does all this comparative classification take us? As a community of scholars many of us, like Lauwerys, invest in education great aspiration to develop knowledge, skill understanding, connect across social, economic, political and historical divisions. But a whole body of scholarship tells us how much it falls short of this ideal. How and why do we balance our critical insights and our hopes?

The post-war period of Lauwerys' great energy in international gatherings, was, as much recent scholarship has vividly portrayed, a period that was chaotic, brutal, in which many of the traumas of the recent past were confronted clumsily, often viciously, setting in train many problems that remain profound. But in what must have often been a dispiriting and troubling time to live through, Lauwerys, does not ever seem to have lost a hope for education. I want to compare this vision of his with accounts that we have of political prisoners on three islands, who organised education as one site of hope. I will use a reflection on the practices and processes of equity formed from below in these prison communities, by people experiencing the hardest times, to suggest some ideas that may help to support the expansion and application of the concept of equity in education linked with hope.



Elaine Unterhalter is Professor of Education and International Development at UCL Institute of Education, UK.

Originally from South Africa, she works on aspects of equality and equity in education, with special interest in gender, poverty, human rights and capabilities.

Her work includes books, journal articles, special journal issues and research reports.

She is on the editorial board of *Comparative Education*.

Her book *Gender, Schooling and Global Social Justice* (Foundations and Futures of Education Series, London and New York, Routledge, 2007) was awarded First Prize in the Society of Education Studies Book Awards, 2008.

Her journal article "Inequality, Capabilities and Poverty in Four African Countries: Girls' Voice, Schooling, and Strategies for Institutional Change" was awarded the prize for best article published in 2012- 2013 by the *Cambridge Journal of Education* (Vol. 42, No. 3, pp. 307-325).

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Campus map

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| Archive Services | C7 | John McInyre Building | A22 |
| BHF Glasgow | | Joseph Black Building | B4 |
| Cardiovascular | | Kelvin Building | B8 |
| Research Centre (Glasgow) Biomedical | C12 | Kelvin Gallery | A7 |
| Research Centre - Sir Graeme Davies Building | | Library | D11 |
| | | Lilbank House | D9 |
| Bower Building | C13 | McMillan Reading Room | E1 |
| Boyd Orr Building | B7 | Main Gatehouse | A10 |
| Bute Hall | D1 | Mathematics Building | A21 |
| Careers Service | A13 | Pearce Lodge | D4 |
| Catholic Chaplaincy | E2 | Pontecorvo Building | A4 |
| Chapel | A8 | Principal's Lodging | C3 |
| Chaplaincy | A24 | Queen Margaret Union | D3 |
| Computing Service | A2 | Randolph Hall | A10 |
| Concert Hall | A12 | Rankine Building | E7 |
| Conference & Visitor Services | E2 | Registry | |
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| Davidson Building | A20 | Residential Services | E2 |
| Development & Alumni Office | B1 | Robertson Building | C2 |
| Disability Service | A20 | Sir Alwyn Williams Building | |
| East Quadrangle | E12 | | D20 |
| Florentine House | A5 | Sir Charles Wilson Building | |
| Fraser Building | E4 | Southpark House | E15 |
| Glasgow Postgraduate Club | E2 | St Andrew's Building | E5 |
| Gilchrist Centre | A26 | Stair Building | E14 |
| Gilmorehill Centre | E9 | Stevenson Building | A19 |
| Glasgow International College | E6 | Student Services | E6 |
| Glasgow University Union | C1 | Enquiries Desk | E2 |
| Graham Kerr Building | E8 | Thomson Building | |
| Hetherington Building | B3 | West Medical Building | A3 |
| Hunter Halls | D10 | West Quadrangle | B2 |
| Isabella Elder Building | A14 | Western Infirmary | A6 |
| James Watt North Building | B6 | Lecture Theatre | B9 |
| | A2 | Wolfson Building | |
| | | Wolfson Medical School Building | B10 |
| | | | C8 |

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*Updated May 2016

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