

Robert Owen Centre for Educational Change



Research highlights



Recent awards and appointments



Knowledge Exchange



Recent publications

The Robert Owen Centre for Educational Change was inspired by the philosophy and actions of the social reformer, Robert Owen. The Centre was launched on 5th November 2013 with the explicit purpose of researching issues of educational equity and supporting the development of more equitable education systems to improve outcomes for all learners and to promote social justice.

Over the past 18 months the Centre has continued to research and inform policy and practice in diverse contexts, from local government initiatives, to issues around national Public Sector reform as well as research in international contexts in Europe, the Philippines, and Mexico. The purpose of this newsletter is to offer an insight in to some

of these research and development projects, and to highlight our commitment to increasing the link between policy and practice through a series of seminars and symposia open to academic, policymaking and practitioner communities.

As highlighted in our initial bulletin, this is only a snapshot of our work which we update on a bi-annual basis. If you would like to know more about the work of the Centre, attend our seminars or get involved in our work please do get in touch.

Professor Chris Chapman

Director,
Robert Owen Centre for Educational Change
June 2015

Research highlights

What Works Scotland

ROC is part of the What Works Scotland (WWS) initiative. This is a three-year programme of research and development led by the University of Glasgow in partnership with the University of Edinburgh and funded by ESRC and Scottish Government. The current programme of work will be completed in December 2017. The purpose of WWS is to use evidence to transform public services for all of Scotland's communities to flourish. The key WWS aims are:

- To identify and better understand what is working and not working in public service delivery in Scotland, and how we can translate knowledge from setting to setting
- To contribute to the development of a Scottish model of service delivery that brings about transformational change for people living in different places across Scotland

The programme of research is structured around seven workstreams. ROC is making specific contributions to literature reviews and associated activity in the areas of collaborative action research, leadership, sustainability and improvement and effectiveness. Four case studies in Aberdeen, Glasgow, West Dunbartonshire and Fife provide sites for in-depth work within Community Planning Partnerships and other stakeholders. A number of other learning partners around the country also contribute to the programme of work. The initiative works in partnership with a number of external partners with an interest and role in supporting the development of more effective public services.

In addition to the on-going work across the programme and within the case studies, to date, ROC has produced an overarching review on "improvement" which will inform the development of a series of targeted reviews, a paper on *Knowledge into Action in Education and Public Services* that proposes an outline model for mobilising knowledge into action and a paper on What Works in designing collaborative action research. These are available on the What Works website. ROC is also contributing to a review on community leadership and summer learning loss.

While the work of WWS is at an early stage, initial signs are encouraging and ROC looks forward to contributing to the workstreams and monitoring and supporting developments across the case studies to deepen our understanding about what works (and why) in public service reform. For more information see www.whatworksscotland.ac.uk

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School Improvement Partnership Programme (Year 2): Using collaboration and enquiry to tackle educational inequality

The SIPP is a collaborative school improvement strategy that promotes new ways of working across classrooms, schools and local authorities to tackle educational inequity. Collaborative enquiry is used to innovate, test and refine new approaches to reduce the attainment gap. The collaborative improvement strategies and principles that underpin the SIPP reflect international educational research and practice that has demonstrated that the most effective school improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals and stakeholders. Such research also highlights the value of school-to-school networking and cross-authority partnerships as levers of innovation and education system improvement.

A diverse range of partnerships are emerging within and across projects within the Programme. All partnerships have the common feature of tackling inequality but have been taken forward in different ways. The range of enquiry methods used by partnerships includes collaborative action research, improvement science, instructional rounds and lesson study. The projects target learners from disadvantaged backgrounds and cover a range of themes including learning and pupil engagement, behaviour and low aspirations, and parental engagement.

A key feature of the SIPP is the evaluation support being provided by researchers from ROC at the University of Glasgow. The purpose of this support is to evaluate and build practitioners' capacity for collaborative enquiry across school and local authority boundaries. An important feature of the SIPP is the opportunity for those involved in the partnership projects to meet regularly across the projects to strengthen and expand their professional learning community. This aims to generate a shared understanding of the structures and processes that support effective collaboration and professional learning and to reinforce the underpinning principles and expectations of the programme, share progress made across the projects and collect

evaluative evidence to inform future developments.

Key findings

The partnerships are at differing stages in their development and this is reflected in their progress to date. The external evaluation by ROC and teachers' own enquiry has provided evidence that, even at a relatively early stage of development, the SIPP is making a demonstrable impact. The most apparent progress has been partnerships establishing collaborative networks that have supported teachers' learning and teaching approaches to address inequality as well as their ability to integrate research and enquiry to assess progress and inform developments. Those partnerships that have been established longer and have focused on particular interventions or approaches are reporting their measures are making a difference to learners' attainment and engagement.

The findings strongly suggest that the SIPP is an evolving but largely successful model to promote collaborative networking that stimulates and promotes innovation in teachers' expertise, confidence and practice to promote educational equality. There are tentative emerging indications that, in some more established partnerships, this is impacting on the attainment and wider opportunities of learners.

Recommendations

The SIPP should:

- Further develop expertise in a range of collaborative enquiry methods within the partnerships.
- Encourage continued and systematic monitoring of progress at individual partnership level to evidence impact of the collaborative enquiry.
- Engage learners, parents/carers and other stakeholders in the SIPP process consultation and decision-making and in taking forward strategies that address local needs.
- Ensure partnerships continue to develop a greater range of methods for evidencing impact on student outcomes for learners from disadvantaged settings.

Education Scotland should:

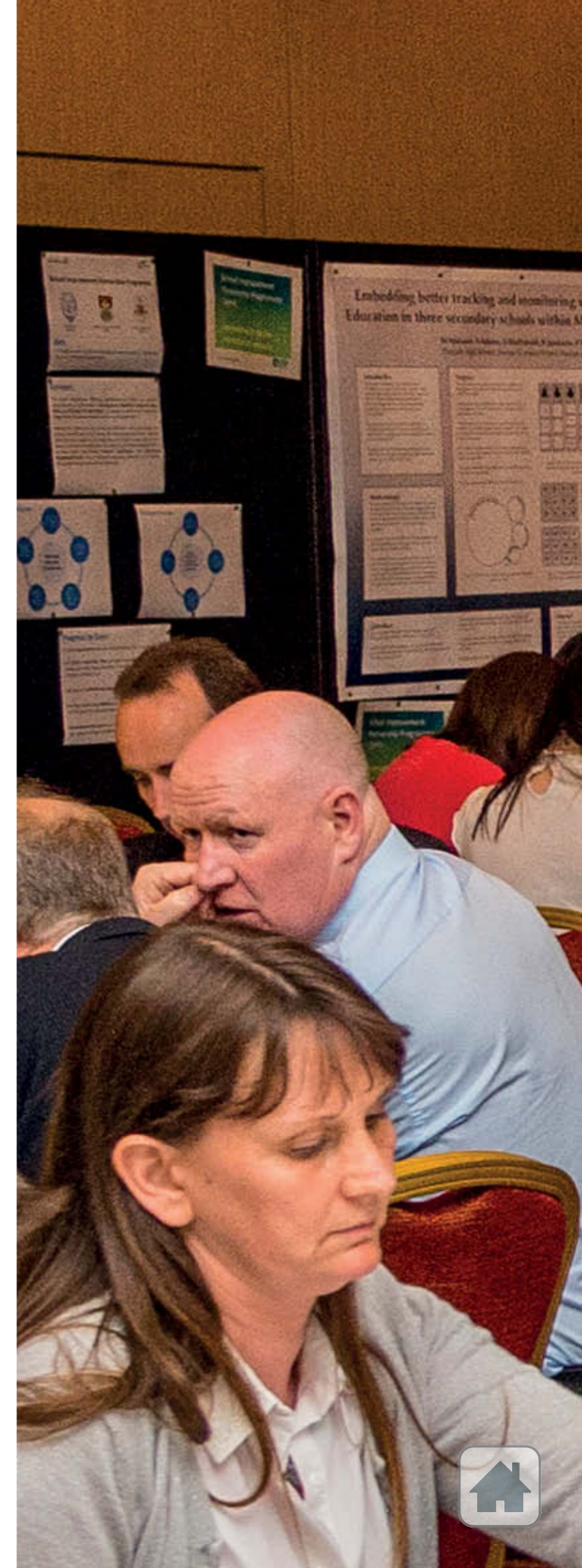
- Further develop its strategic perspective on the programme to connect partnerships and promote system-level learning as well as providing opportunities for quality assurance.
- Play a key role in making linkages between the SIPP and other policy initiatives.
- Work with Scottish College for Educational Leadership to use the SIPP as a key mechanism to build leadership capacity within the system.
- Develop a coherent set of guidance materials and associated tools to provide an overarching framework that supports collaborative enquiry in schools and partnerships.
- Ensure that partnerships have access to a range of high quality and proportionate external support from their local authority colleagues, the University team and Education Scotland.
- Develop a coordinated virtual learning environment that connects the partnerships together.

For the System:

- Ensure early identification and mobilisation of individuals well placed to lead/ manage educational change and improvement through partnerships/ collaboration in schools and local authorities.
- Consider establishing innovation hubs that can play a key role in moving knowledge to action around the system and link with Education Scotland to co-ordinate and guide the strategic direction of the programme.

Most recently ROC has produced a paper on the characteristics of effective partnerships and a number of the principles, processes and practices that underpin SIPP have been used to inform thinking behind the development of the Scottish Attainment Challenge. This is an important area for development as SIPP evolves and adapts to support coherence building in a rapidly changing landscape.

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Stronger Communities Programme

In 2014, Save the Children commissioned ROC as the research and evaluation partner to Stronger Communities, a new initiative led by Save the Children in partnership with five other leading children's charities and STV Appeal. Stronger Communities aims to develop a new approach to improving the life chances of children growing up in poverty in Scotland by uniting and empowering communities to establish community-led partnerships to drive improvements in public services and opportunities for children and young people at a local level. The programme is currently in the early stages of development in its two sites: Glenburn in Renfrewshire and Muirton in Perth and Kinross.

The ROC team, led by Professor Chris Chapman and Adele Rowe, are identifying key lessons in implementing

a programme of this kind and evaluating the impact that Stronger Communities has on parents, children, young people and the wider community.

The first phase of the work is well underway and is focusing on producing a detailed contextual analysis of the two areas to provide an accurate picture of the world as it is for the communities living there. This involves gathering and analysing a range of secondary data that covers demography, health, education, employment, housing and crime. Interviews and focus groups with community stakeholders are also being carried out to complement the data analyses with rich qualitative data that captures people's views. The contextual analyses will be discussed with the communities and used to inform the direction of the programme by identifying

local strengths, needs and priorities for change. The contextual analyses will be delivered as an interim report at the end of June 2015.

Phase two of the study focuses on looking at how the Stronger Communities project is implemented to draw out key lessons and what does and does not work. In the second phase, the ROC team will be focussing on the impact that the programme has had on community members and stakeholders. A range of methods will be employed including semi-structured interviews, workshops, and observations to explore different perspectives. The evaluation report will be delivered at the end of March 2016, when the project is due to finish.

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Changing Academic Job Roles in Higher Education; Professionalisation or Hybridisation?

Professor Barbara Kehm leads research on Leadership and International Strategic Development in Higher Education, with research interests including new forms of governance, changes in doctoral education and impact of international rankings. Here are highlights of some current issues, and programmes of study.

With European universities becoming more autonomous and increasingly actors on markets during the last ten to 15 years, institutional leadership and management had to take over more responsibilities and develop appropriate strategies and policies. Some of the effects resulting from these changes were a more managerial – though shared – governance and the application of instruments from New Public Management (NPM). Furthermore, it was generally expected that more responsibilities and the acquisition of actorhood would – more or less automatically – lead to a professionalisation of leadership and management roles within higher education institutions. But has this come about?

Recent research evidence has shown that there are indeed professionalisation processes going on at different levels within academia. Formerly administrative jobs are upgraded to include more managerial and strategic responsibilities, new types of bridging and support roles are created, management approaches create a more hierarchical and integrated structure in the relationship between the basic units and the top level, academics take over additional tasks in line management and strategy formation. What remains an open question is how individuals taking over new or more responsibilities actually professionalise. We can safely assume that deans and representatives of institutional leadership move up the ranks collecting experience through learning by doing but hardly ever go through a systematic programme of studies in institutional leadership and management. In recent times the UK has seen its own share of derailed Vice-Chancellorships. In addition, many job roles in the

mid-level management of higher education institutions continue to comprise both academic tasks and managerial or leadership tasks.

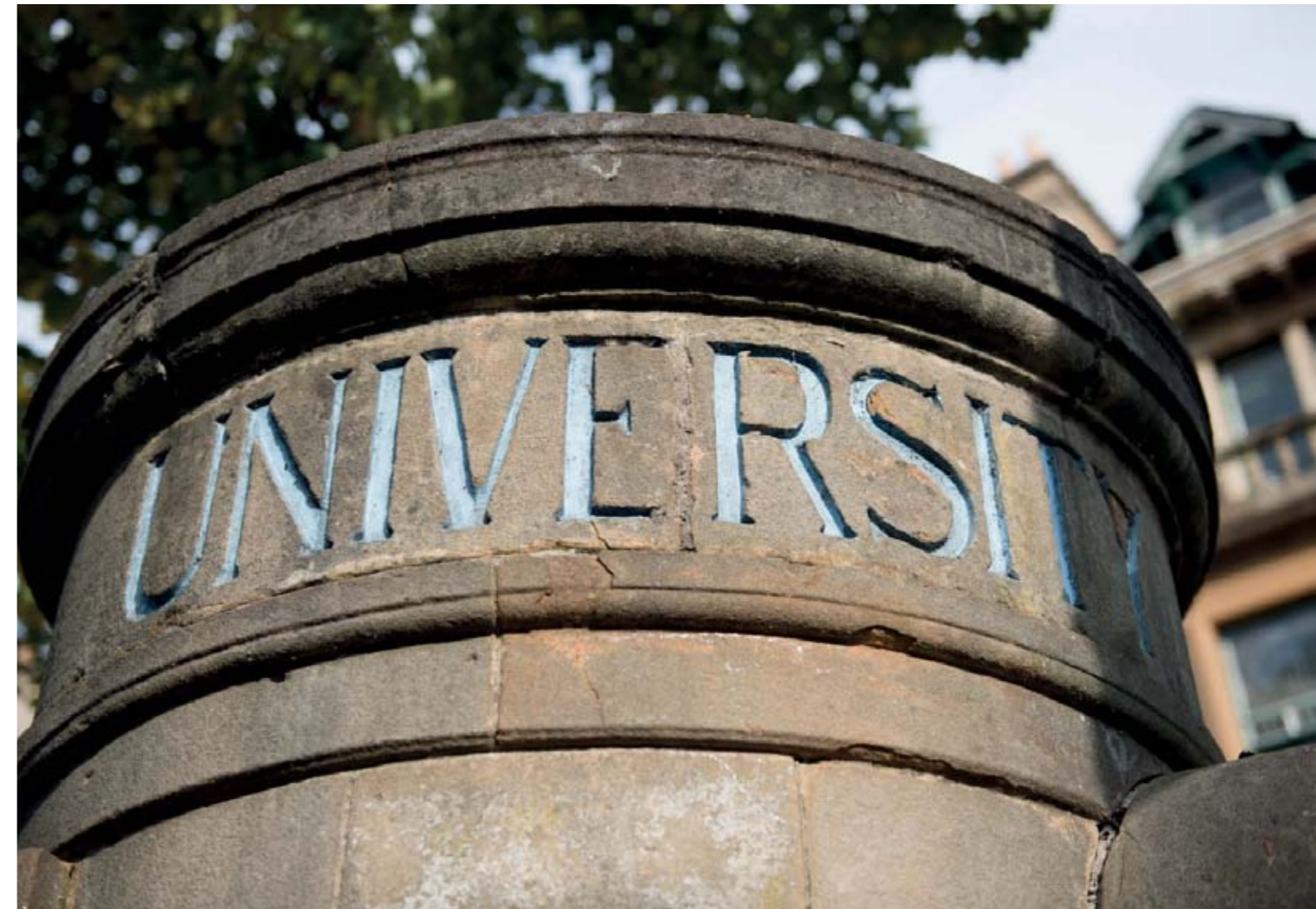
The purpose of a medium-term research programme at ROC (3 to 5 years) which is currently being developed is to explore the nature of these professionalisation processes based on sociological theories of professionalisation and neo-institutionalist approaches in order to determine whether different groups within the universities actually professionalise or whether we can observe a blurring of boundaries of job roles and hybridisation. The research programme will gather empirical evidence from several European countries in order to compare the impact of different institutional cultures and national contexts on these developments which have been observed in a number of countries. It will also follow a more theoretical strand of enquiry culminating in the question whether we need a new (sociological) theory of professionalisation that takes into account blurring boundaries and hybridisation of job roles within academia.

On March 28, 2015, The Economist published a special report on universities written by Emma Duncan and entitled “Excellence v Equity”. Professor Kehm was interviewed when the author was writing the report and contributed background information.

Link: www.economist.com/news/special-report/21646985-american-model-higher-education-spreading-it-good-producing-excellence

Professor Kehm is also a contributor to a book which received the “Outstanding Publication Award” at this year’s annual conference of the *American Research in Education Association* (AREA). Maresi Nerad and Barbara Evans (Eds.). *Globalization and Its Impact on the Quality of PhD Education. Forces and Forms of Doctoral Education Worldwide*. Rotterdam, Taipei: Sense Publishers, pp. 81-109.

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Challenges to the Implementation of Dual Apprenticeships in OECD Countries

In 2014, the Jaime Bofill Foundation commissioned this literature review to a research team led by Dr Oscar Valiente. The team also included partners from the Centre on Globalisation, Education and Social Policies from Universitat Autònoma de Barcelona, and the London Centre for Leadership in Learning from the UCL Institute of Education.

What do policymakers need to know if they decide to implement a dual apprenticeship program? What kind of challenges and dilemmas they will have to face? These are the questions that this systematic literature review tried to answer. Many governments in developed countries have shown great interest in adopting the dual system of VET in their own national contexts with the aim of improving the employability of young adults and smoothing transitions from education to work. In the Dual System of VET, learning takes place both at a company and at a vocational school in tandem, leading to a vocational education qualification. The company provides apprentices with the practical component of learning, while the vocational school delivers the theoretical component. The problem is that the dual model of VET that has been so successful in countries like Switzerland, Germany or Austria, it is not directly transferable to other national contexts due to its social and cultural embeddedness and the complex institutional arrangements required for its effective implementation. The purpose of this literature review was to systematise evidence on international experiences of dual apprenticeships in different OECD countries (not only those with dual systems) and to provide theoretically informed and policy relevant insights on the challenges and dilemmas that any government would face in the process of implementing this kind of interventions.

Key findings

A comprehensive search for relevant literature was carried out combining purposive sampling with systematic review methods. Evidence was extracted thematically, analysed relating to governance activities and presented as policy options or dilemmas in the implementation of dual apprenticeships.

- Policymakers face a dilemma between the quantitative expansion of the program and the quality of the training provided in the workplace. Ensuring the quality of the training requires solid structures of monitoring and evaluation, qualified mentors and trainers, a regulation that protects apprentices and employers, and training plans that meet professional standards. In countries with a low tradition of collaboration between the state and the business sector in the provision of training, employers will be reluctant to engage in interventions that require important investment of time and resources in order to adapt to strict training regulations.
- Policymakers will also face a dilemma between keeping pilot programmes as small-scale innovations and trying to scale them up into systemic reforms of their VET provision. Small-scale innovations often are designed to serve the needs of strategic sectors of the economy that demand a highly skilled manual workforce and that have the capacity and the willingness to invest in the attraction and training of talent. Small-scale innovations will have a significant impact only on a small proportion of graduates and will co-exist with traditional structures of training. On the other hand, scaling-up these innovative experiences requires a reform of governance structures that will not be effective and sustainable in the long term without comprehensive agreements between all the stakeholders involved in VET systems.

- Policymakers will need to decide if they just want to adapt VET provision to the current needs of companies or they want to use dual apprenticeships to transform the relationship between education and work in a country. Companies that invest in the education and training of young adults demonstrate a particular culture of work. Policymakers, and the society in general, might find desirable to extend this culture of work across the business sector by incentivizing with public resources the participation of companies in dual apprenticeship programmes.

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Evaluation of the SSERC Primary Cluster initiative: Phase two

Over the past seven years, findings from the Robert Owen Centre for Educational Change's evaluation of Scottish Schools Education Research Centre's (SSERC) Professional Development programmes, have shaped and guided the development of the Scottish Government's support for science teaching and wider UK practice.

Following the findings and recommendations from the latest evaluation; "The National Primary Cluster Programme for Science and Technology CPD", the Government has funded an extension to SSERC's work, and ROC has been commissioned to evaluate both this project, and their Developing Secondary School Science CPD programme.

The second phase of the Primary Science CPD Programme also uses an innovative cluster-based mentor approach, which involves SSERC supporting teachers from clusters of primary schools to enable them to work as mentors to their school colleagues, thus building their capacity to teach Science and Technology topics. Increasingly, the mentors are fostering stronger links with their cluster secondary schools and improving transition and cross sectoral working. This type of peer-led CPD is an excellent example of cross school-collaborative partnerships found in other ROC research projects (e.g. Schools Improvement Partnership Project).

This latest phase of the CPD programme will have a clearer articulation with the "Scottish Government's Raising Attainment For All" Programme and the "Scottish Attainment Challenge" aimed at driving forward improvements on educational outcomes in Scotland's most disadvantaged communities.

The SSERC CPD will explicitly include a focus on supporting teachers to address educational inequality issues in their practice.

The ROC evaluation will, therefore, include a new methodological strand that focuses on gathering data regarding impact on relevant pupil outcomes. This will include focus groups and baseline and follow-up surveys of pupils from those schools involved. The research will also include the same extensive range of quantitative and qualitative methods used in the previous evaluations to assess and understand impact on the teacher mentors and their colleagues, and the research team will continue to work collaboratively with teachers involved to develop their ability to evaluate progress.

The research will inform the on-going development of the SSERC programmes, future decisions regarding Scottish Government's science CPD and teaching as well as the academic community's thinking on professional development, learning and teaching.

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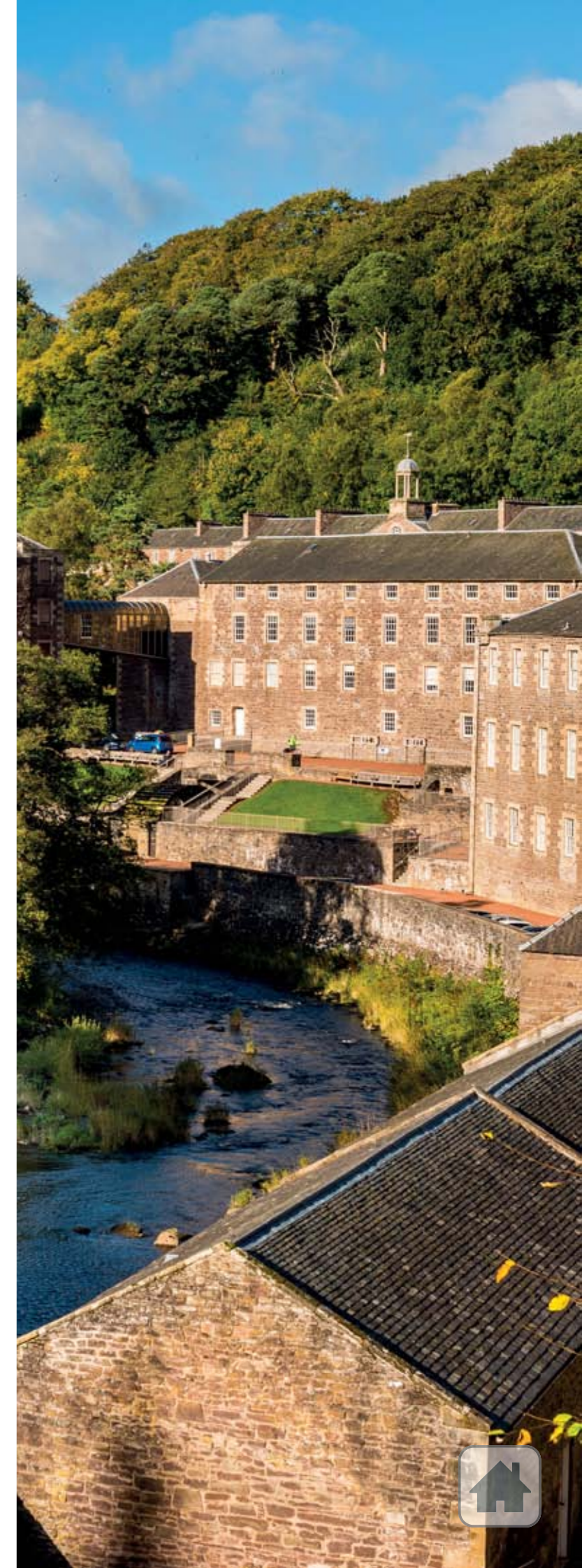
Knowledge Exchange links

2015 Calendar for Seminar series

Everyone welcome to attend but please send email to Education-robortowencentre@glasgow.ac.uk for catering purposes

Lunchtime 12.00- 13.30; Symposium 1.15- 5.00pm (unless otherwise stated)

<i>Date/Event</i>	<i>Seminar Topic</i>	<i>Speakers</i>
22/01/2015 Lunchtime seminar	Gender and student social cultures in HE	Dr Barbara Read (ROC)
27/02/2015 Joint Seminar/workshop with GRAMNet 2.00-4.30pm	Workshop giving an introduction to Ketso – a hands-on tool for creative engagement and participatory planning.	Dr Joanne Tippett, University of Manchester
26/03/2015 Symposium	Effect of Deprivation in Early Years “Dynamic childhood conditions and early cognitive development: Evidence from the “Growing Up in Scotland “data.	Key-note Dr Michael Kuehhirt, University of Cologne
23/04/2014 Lunch Time Seminar	From Research for Theory Building to Research-into-Practice: the Emergence of a New Paradigm of Impact	Professor Clive Dimmock (ROC)
21/05/2015 Lunch Time Seminar	Educational expansion and inequality of educational opportunity	Mr. Adrian Zancajo, Autonomous University of Barcelona and Dr Oscar Valiente (ROC)
24/09/2015 Lunch Time Seminar	Effective teaching	Professor Daniel Muijs, University of South Hampton
22/10/2015 Lunch Time Seminar	Social inequality in educational attainment in West and East Germany before and after reunification: convergence or continued differences?	Dr Katherin Barg (ROC)
05/11/2015 All-day Symposium	ROC Research Highlights	ROC Researchers (TBC)



Knowledge Exchange links

Invited presentations

Dr. Katherin Barg

- Presentation for SERA, Edinburgh, "Does Character Education work? – A study of the pedagogic interventions of *Character Scotland*", November 2014
- Presentation at Jubilee Centre for Character and Virtues annual conference, Oxford, "Does Character Education work? – A study of the pedagogic interventions of *Character Scotland*", January 2015,

Professor Chris Chapman

- Education Scotland SIPP Presentation, Launch of the Annual Report, October 2014
- ICSEI presentation, Cincinnati, "Small System, Big Ideas: Is it Working?", January 2015
- Invited speaker, International Conference for School Choice, Florida International Keynote symposium, "School Choice in England Reflections on Policy and Practice", January 2015
- Presentation to Borders Council Leadership Development Programme for Headteachers and Local Authority Officers, March, 2015
- Presentation to Inspectors and Regulators leading Area based Scrutiny Review (Pilot) Perth and Kinross, "Leading Collaborative Area Based Scrutiny", March 2015
- AERA symposium presentation, Chicago, "Exploring High Performance: Comparing Systems Performance and Schools", April 2015
- Invited presentation for Scottish Attainment Challenge, "School Improvement in Changing contexts: Principles and Practice", April, 2015
- What Works Scotland presentation to Fife Council, "Designing Collaborative Action Research for Public Service Reform", April 2015

Professor Clive Dimmock

- Presentation: SCEL. Edinburgh, "Designing and implementing a programme of system leadership for Scotland", December 2014
- Invited Keynote: Bahrain Government, Quality Assurance Conference, Manama, Bahrain, "Bridging the gaps between research, policy and practice to build 21st century education systems", February 2015

Professor Andy Furlong

- Participation in First Global Forum on Youth Policies, United Nations (UNDP, UNESCO and Secretary General's Special Envoy on Youth) and Council of Europe, Azerbaijan
- Invited speaker, ESRC/Centre for Population Change, London, "Young Adults: Living and Learning in Recessional Times, Key Issues of Youth in Recession", December 2014
- Invited Keynote speaker, Youth Studies Conference, Copenhagen, "Contemporary Youth, Contemporary Risks", March 2015

Dr Kristinn Hermannsson

- Invited speaker, Third Regional Economic Modeling Workshop, Seville, Spain, "Modeling Labour Markets in a General Equilibrium Framework", European Commission, DG Joint Research Centre, December 2014

Mr. Stuart Hall

- Presentation at UALL Conference Strathclyde University, Topic: "TEMPUS Russian Migrants in Higher Education Project", March 2015

Professor Barbara Kehm

- Visiting Professor at Melbourne RMIT. Invited Keynote; "From Product to Process. The Reform of Doctoral Education in the Context of the European Bologna Process"; Invited lecture; "Which Idea for the University of the Twenty-First Century?"; Presentation for the VC Research and team, "Global University Rankings – Impacts and Applications." December 2014
- Invited presentation at the UK-Asia Research Conference, University of Hull (UK), "New Forms of Doctoral Education: European-Asian Connections", March 2015
- Invited Keynote at the Seminar on the Spanish Campus of Excellence, University of Granada (Spain); Analysis of Experiences Outside Spain and Proposals for the Future, "The German Excellence Initiative and Its Role in Restructuring the German Higher Education Landscape.", April 2015
- Invited Presentation at the CHES Seminar Series, Institute of Education, University College London "What Is University Governance and Does It Matter?", April 2015
- Invited Presentation in the framework of a continuing professional education course, University of Lübeck (Germany), "Was ist Governance und welche Rolle spielt sie im Wissenschaftsbereich?", April 2015

Dr Mark Murphy

- Invited presentation delivered at Scottish Government Event, Edinburgh, Making best use of external evaluations: Lessons from the Field. "Using evidence in practice: An event for practitioners policy staff, commissioners and funders". March 2015
- Invited talk on, "Inclusion Plus – Evaluation Report on Year 1", delivered to Dundee Council, January 2015

Dr Oscar Odena

- Keynote at Edge Hill University, "To use or not to use software? An exploration of the use of software for qualitative data analysis", March 2015

Dr Barbara Read

- Paper presented at *Society for Research into Higher Education annual conference*, "Social precarity in HE: age, seniority, and the lived experience of academic marginality and loss", (B. Read and C. Leathwood) December 2014
- Invited keynote at the *Gender and Gender Equality in Schools* event, Praxis Centre for Policy Studies, Tallinn, Estonia, "Gender, Education and In/equalities", December 2014
- Presentation at ROC seminar, University of Glasgow, "Gender and Student Social Cultures in Higher Education", January 2015
- Paper presented at research seminar, Institute for Health and Wellbeing, University of Glasgow, "Researching Social Precarity", B. Read and A. Williamson, December 2014

Dr Oscar Valiente

- Paper presented at the GREAT Conference on Vocational Education and Training in Cologne, "The Challenges to the Implementation of Dual Apprenticeships in OECD countries", September 2014.
- Paper presented at the BAICE Conference in Bath, "Education and Skills Inequalities between Young Adults in OECD Countries: Evidence from PIAAC 2012". September 2014.



Recent awards and appointments

Contracts and awards

- **Robert Owen Centre** has been awarded a contract to evaluate the Scottish Schools Educational Research Centre's (SSERC) second phase of their Primary Science Cluster CPD programme. The three year project (May 2015- June 2018) is funded by SSERC and the Scottish Government. **Contact for details: Kevin Lowden@Glasgow.ac.uk**
- **Dr Natalie Watters** was awarded the Principal's Early Career Mobility Fund awarded for research Trip to Teacher's College, Columbia University, NYC. March 2015

Appointments

- In March 2015, **Dr Niamh Friel** was appointed as a Research Assistant to the Robert Owen Centre
- **Professor Michele Schweisfurth** was recently invited to join the Education Group of the International Panel on Social Progress www.ip-socialprogress.org
- **Professor Michele Schweisfurth** was appointed the Deputy Chair of the Board of Trustees of the UK Forum for International Education and Training
- **Professor Chris Chapman** was appointed Treasurer of International Congress for School Effectiveness and Improvement (ICSEI www.icsei.net/2016/)



Recent publications

Barg, K. (2015) Educational Choice and Cultural Capital: Examining Social Stratification within an Institutionalized Dialogue between Family and School. *Sociology* (online access).

Barrett, A., Sayed, Y., Schweisfurth, M. & Tikly, L. (2015) Learning, Pedagogy and the post-2015 Education and Development Agenda. *International Journal of Educational Development*, Vol 41

Chapman, C. (2014) From Within- to between- and beyond-school improvement: A case of rethinking roles and responsibilities. *International Congress for School Effectiveness and Improvement*. Monograph Series No 3. November

Chapman, C. (2015) From one school to many: reflections on the impact and nature of school federations and chains in England. *Educational Management Administration and Leadership*, 43(1), pp. 46-60. (doi:10.1177/1741143213494883)

Costa, C. & Murphy, M (eds) (2015) *Bourdieu, habitus and social research: The art of application*. London: Palgrave.

Costa, C. & Murphy, M (2015) Bourdieu and the application of habitus across the social sciences. In C. Costa and M. Murphy (eds) (2015). *Bourdieu, habitus and social research: The art of application*, pp. 3-20. London: Palgrave.

Costa, C. & Murphy, M (2015) Digital scholarship: exploring doxic approaches to educational change. In M. Murphy and C. Costa (eds). *Theory as method: On Bourdieu, education and society*. Oxon: Routledge.

Feely, O., Jonasson, H., Kehm, B. M., van den Besselaar, P., van der Meulen, B & Zic Fuchs, M. (2014) Organisational Evaluation of the Research Council of Lithuania (RCL). Project Report. Strasbourg: European Science Foundation (ESF).

Fortes, M., Kehm, B. M. & Mayekiso, T. (2014) Evaluation and Quality Management in Europe, Mexico and South Africa. In: Nerad, M., Evans, B. (Eds.). *Globalization and Its Impact on the Quality of PhD Education. Forces and Forms of Doctoral Education Worldwide*. Rotterdam, Taipei: Sense Publishers, pp. 81-109.

Fumasoli, T., Goastellec, G., Kehm, B. M. (2015). Introduction: Understanding Change in the Academic Profession Through the Perceptions of Academics and Institutional Leadership. In: Fumasoli, T., Goastellec, G., Kehm, B. M. (Eds.) *Academic Work and Careers in Europe: Trends, Challenges, Perspectives*. Dordrecht: Springer, pp. 1-12.

Fumasoli, T., Goastellec, G., Kehm, B. M. (2015). Academic Careers and Work in Europe: Trends, Challenges, Perspectives. In: Fumasoli, T., Goastellec, G., Kehm, B. M (Eds.). *Academic Work and Careers in Europe: Trends, Challenges, Perspectives*. Dordrecht: Springer, pp. 201-214.

Furlong, A. & Woodman, D. (Eds) (2014) *Youth and Young Adulthood: Critical Concepts in Sociology*, Routledge, London (4 vols).

Furlong, A. & Woodman, D. (2014) 'Youth Studies: Past, Present and Future', in Furlong, A. and Woodman, D. (Eds) *Youth and Young Adulthood*, Critical Concepts in Sociology, Routledge, London.

Furlong, A. (2014) 'Unemployment, Insecurity, and Poor Work: Young Adults in the New Economy', in Wyn, J. et al., (eds) *Handbook of Children and Youth Studies*, Springer, Singapore.

Furlong, A. (2014) 'Young people and the social consequences of the post-industrial economy: lessons from Japan', in Kelly, P. and Kamp, A. (eds) *Critical Youth Studies for the 21st Century*, Brill, London.

Furlong, A. (2015) 'Transitions, Cultures and Identities: What is Youth Studies?' in Bennett, A and Woodman, D. (eds) *Youth Cultures, Belongings and Transitions*, Palgrave, London (forthcoming).

Gu, Q. & Schweisfurth, M. (2015) Transnational connections, competences and identities: Experiences of Chinese international students after their return 'home'. *British Educational Research Journal*.

Gu, Q. & Schweisfurth, M. (2015 – in press) Transnational Flows of Students: In Whose Interest? For Whose Benefit? in: McGrath, S and Gu, Q(eds) *Routledge International Handbook on Education and Development*. London: Routledge

Hulme, M., Hulme, R & Faulks, K. (2014) La politica del locale. Valori nazionali e politica sociale in Scozia [The politics of place: national values and social policy in Scotland]. *Nazioni e Regioni: Studi e Ricerche sulla comunità immaginata [Nations and Regions: Studies and Research on Imagined Community]*, 4. pp. 37-54.

Hulme, M & Menter, I. (2015) Performance measurement and accountability: some reflections on developments in teacher education in England. In: Khulee, D., van Buer, J. and Winch, C.(eds.) Governance in der Lehrerausbildung: Analysen aus England und Deutschland [Governance in Initial Teacher Education: Perspectives on England and Germany]. Springer: Weisbaden, pp. 209-224.

Hulme, M., Thomson, A., Hulme, R & Doughty, G. (2014) Trading places: the role of agents in international student recruitment from Africa. *Journal of Further and Higher Education*, 38(5). pp. 674-689.

Kehm, B.M. (2015) Entering Academia: Realities for New Faculty in German Higher Education. In: Yudkevich, M., Altbach, P.G., Rumbley, L. (Eds.). *Young Faculty in the Twenty-First Century. International Perspectives*. Albany: State University of New York Press, pp. 111-139

Kehm, B. M & Teichler, U. (Eds.) (2014) Higher Education Studies in a Global Environment. *Werkstattberichte*, Vol. 2. 75. Kassel: Jenior.

Kehm, Barbara M (Ed.) (2014) Dropout from University. *European Journal of Education*, Vol. 49, No. 4, December.

Kehm, B. M. (2014) Editorial. In: *European Journal of Education: Dropout from Universities*. Vol. 49, No. 4, pp. 453-456.

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