

Robert Owen Centre for Educational Change



Research highlights



Recent awards and appointments



Knowledge Exchange



Recent publications

The Robert Owen Centre for Educational Change (ROC) was launched in November 2013 to research issues of educational equity and support the development of more equitable education systems. We are inspired by the philosophy and work of the social reformer, Robert Owen, and by his connections to our local community in the West of Scotland and by his wider internationalist vision and global reach.

The Centre's focus on equity and educational change has been organised into three strands of work that reflect our expertise and engagement: Equality and Public Policy; International Development; and Systems change, Leadership and Governance. We are active in research projects at local, national and international levels, and our studies continue to promote both theoretical and empirical dimensions in order to understand and inform policy and practice. Our approach is increasingly interdisciplinary, with collaborations across the social sciences and beyond.

Since our last newsletter some new developments to highlight include Founding Director Chris Chapman's secondment to Scottish government to work on the Attainment Challenge; new research partnerships across Europe, South-East Asia, Africa and South America; the first two semesters of the first cohort of the MSc in Equity and Public Policy in Education; and the arrival of a new Centre Manager, Patricia Wallace.

As ever, this newsletter is only a snapshot of our work. If you would like to know more about the Centre, get involved with our work or be placed on our mailing list so you are aware of our events and activities, please do get in touch.

Professor Michele Schweisfurth

Director

Robert Owen Centre for Educational Change

May 2017

Connecting research, policy and practice in education and beyond in Scotland

Professor Andy Furlong

Most readers will know that the Robert Owen Centre for Educational Change lost a friend and champion earlier this year. Andy Furlong was a leading scholar of the Sociology of Education and a pioneer in the field of youth studies. He was also a good humoured, generous and well-loved member of the Centre, and we miss him every day.

Even after his untimely passing, grant successes and publications remain current and so rather than remove them from this issue of the newsletter, we have chosen to include them this time, as a small mark of our esteem.

Obituaries that celebrate Andy's life and achievements can be read at:

www.glasgow.ac.uk/myglasgow/news/headline_512283_en.html

and

www.timeshighereducation.com/people/obituary-andy-furlong-1956-2017.

The Robert Owen Centre for Educational Change (ROC) was established with the explicit goal of researching and supporting the development of more equitable educational systems. Other features in this edition of this newsletter showcase some of ROC's work around the world. This article highlights some examples of the research and developmental work that ROC is undertaking to enhance educational outcomes for all young people in Scotland. We focus on three key areas of system change, professional learning and collaborative research and development

System change

We continue to engage with all parts of the education system to promote the importance of evidence in shaping policy and practice. This ranges from Professor Chris Chapman's work on the International Council for Educational Advisors and as Senior Academic Advisor to the Attainment Challenge to the team's engagement with local authorities, schools and individual educators to research and support the development of practice to promote improvement and more equitable outcomes for all. For example, the three-year School Improvement Partnership Programme launched in 2013 published its final report in August 2016. Since then many schools and local authorities have continued to embed the principles and approaches into their routine practice. In many cases this has been sustained and extended through their efforts in the Scottish Attainment Challenge. These developments have been supported by our Senior Researchers Kevin Lowden and Stuart Hall who, for example, have worked with Attainment Advisers, local authorities and schools including Dundee, East Lothian, Glasgow, Inverclyde, Renfrewshire and West Dunbartonshire to support the development of evidence-based processes for tackling educational inequity across the system.

Professional learning

One of the key themes that has emerged from our work over the past four years is the importance of leadership at all levels and the role that professional learning plays in the building of leadership capacity. This led us to consider how we might contribute towards the continued professional learning of senior educationalists within the system. This resulted in the launch of an M.Phil for 'senior system leaders' within education in 2014. This part-time flexible professional learning programme is now led by Dr Mark Murphy and is working with a second cohort of HMI's. The students undertake an in-depth exploration of a 'wicked issue' within their professional practice; this includes an extended piece of empirical research which forms the focus of their thesis. Assuming satisfactory progress, students may choose to continue their investigations on to doctoral level and there is an expectation that the research will be published and disseminated to both academic and professional audiences. We are continuing our research and evaluation of national professional learning programmes in STEM. These include the SSERC Primary Science and Technology programme and most recently, The Wood Foundation and Education Scotland's RAISE programme. We also continue to host our successful 'Research, Policy and Practice' seminars. These are evening seminars designed to engage a professional and policy audience as well as interested academics and students. These events are jointly hosted by ROC and an appropriate external body. Recently we have welcomed Professor Howard Stevenson (University of Nottingham, speaking on Trade Unions, co-hosted with EIS), Professor Pam Sammons (University of Oxford, speaking on effective teaching, co-hosted with GTCS), Dr Rob Higham (IoE UCL, speaking on leadership and governance, co-hosted with SCEL) and Professor Neil Humphrey (University of Manchester, speaking on Education, mental health and wellbeing, co-hosted with GTCS).

Collaborative research and development

We recognise that schools and education systems alone cannot mitigate the effects of multiple inequities experienced by some of our children. Therefore, we place collaborative research and development at the heart of how we operate. For example, we have recently completed a review of public service leadership with What Works Scotland (WWS) and appointed Daniel Van Amersfoort to undertake further research this complex and vital issue that requires a much more nuanced understanding if we are to successfully reform our public services. We have also launched a second piece of research in collaboration with WWS and Dr Melanie Ehren from the IoE at UCL. To date, this has involved the development of a working paper on scrutiny and inspection within the public services and seminar involving 60 participants from a range of scrutiny bodies including Education, Health, Police, Audit Scotland. We are working on a review and other outputs relating to public service scrutiny.

Another example of our collaborative work is our partnership with WWS and the Glasgow Centre for Population Health. We are working with a range of key stakeholders to develop an area-based approach to tackle disadvantage and educational inequity in Scotland. We have recently appointed Lizzie Leman who is based at the Social Sciences Research Hub at Olympia as our knowledge exchange and impact fellow to support this programme of work and about to advertise for a research fellow to support the evaluation strategy.

If you have any questions or would like further information about the work of ROC in Scotland or beyond please do not hesitate to get in touch chris.chapman@glasgow.ac.uk

For details of seminars and events please consult the ROC website or contact Patricia.Wallace@glasgow.ac.uk



Research highlights

1st National Advisory Board meeting of Young_AduIllt



The first meeting of the National Advisory Board (NAB) of the Young AduIllt project took place at the University of Glasgow last November. The NAB of Young AduIllt includes a wide range of stakeholders and experts on Lifelong Learning Policies:

- Janet Brown, Scottish Qualifications Authority
- Lesley Brown, Education Scotland
- Fiona Burns, Scottish Funding Council
- Jonathan Clark, Skills Development Scotland
- David James, University of Cardiff
- Audrey MacDougall, Scottish Government
- Lorna Unwin, University College London
- Andrew Witty, Colleges Scotland
- Robert Wright, University of Strathclyde

The members of the NAB appreciated the relevance of the project for the Scottish context. They also expressed their interest and the willingness to participate and collaborate with the research, community engagement and dissemination activities of Young AduIllt in Scotland. During the meeting, participants had the opportunity to discuss the impact strategy of the project. This strategy

is enhanced by an ESRC-IAA grant with the aim of engaging local and regional LLL policy makers in the Glasgow City Region and the Aberdeen & Aberdeenshire Region. Also during the meeting, Kevin Lowden presented the findings of the first report of the project: Policy Mapping, Review and Analysis.

The main conclusions of the Policy Mapping report are:

- In Scotland, official documents and political discourses emphasise the integrated and interrelated nature of LLL policies within wide national strategies.
- After the recession, LLL policies have prioritised skills for employment and young people (i.e. 16-24) over other learning goals and target populations.
- While there is a level of devolution and autonomy regarding how these policies are deployed, there has been an increase in central monitoring of their progress against national strategic targets.
- LLL policies are 'layered' at national, regional and local level with each level articulating vertically as well as horizontally with other policies at that level.

- While these policies are intended to complement one another, it is unclear how coherent and effective these approaches are at achieving local targets and meeting the needs of young people.
- The complexity in the system could present a danger of duplication of effort and confusion. Scottish Government is currently seeking to make the LLL field less complex and more streamlined.

Profiles of National Advisory Board members:

<http://young-aduillt-scotland.org/national-advisory-board/nab-members/>

Executive Summary: Policy Mapping, Review and Analysis

http://young-aduillt-scotland.org/executive-summary_wp3_final/

Minutes from the 1st NAB meeting

<http://young-aduillt-scotland.org/1st-national-advisory-board-meeting-report/>

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The International Panel on Social Progress

The International Panel on Social Progress (IPSP) brings together over 300 social scientists from around the world to synthesise available knowledge on how societies work and evolve, and how people can flourish. ROC Director Michele Schweisfurth is one of them, as a lead author of the chapter on education.

The chapter title 'How Can Education Promote Social Progress?' resonates with ROC's concerns. A dozen educationists – including psychologists, sociologists, economists, higher education specialists, a political scientist, a philosopher, and a comparativist (Michele) – were involved in planning and writing. The team went back to first principles – asking what education is for, and whether it can promote social progress – before surveying evidence and thematic literature from a wide range of sources.

The IPSP is modelled on the International Panel on Climate Change. It aims to provide a blueprint – or at least to open a debate – on how to create and sustain societies which are more inclusive and just, in a context of rapid social change. Education has an important role to play in this, and at the panel meetings in Istanbul, Vienna and Lisbon it was apparent that authors from all the chapters – not just education – share this hope and faith.

More information on IPSP and all 22 draft chapters can be found at www.ipsp.org and the draft chapter on Education is at <https://comment.ipsp.org/chapter/chapter-19-how-can-education-promote-social-progress>

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Examining Gender in Higher Education (EGHE): exploring gendered patterns of participation and success in STEM and beyond. A UK-African Countries Network

ROC members Dr Barbara Read and Prof Michele Schweisfurth have led a successful bid for funding from the ESRC Global Challenges Research Fund to establish a network of academics interested in exploring issues of gender and higher education comparatively across disciplines and regional contexts. Further members of the network are Prof Liz Tanner, School of Engineering, University of Glasgow; Dr Euzobia Baine Mugisha, Makerere University, Uganda; Jane Umutoni, University of Rwanda; Dr Isatou Ndow, Gambia College, The Gambia; and researchers from the prominent pan-African NGO the Forum for African Women Educationalists (FAWE) headquartered in Nairobi, Kenya.

Funded for 18 months, the network aims to draw together academics and activists to share and build knowledge and expertise on key areas of concern in gender and higher education (HE) comparatively across a range of African countries as well as the UK; and to build the foundations for sustained research that will address key issues of pressing concern in the field. One key area of concern has already been identified: participation and success of women students in STEM subjects. This is a crucial focus area in relation to the goals of gender equality and social justice, and directly supports key priorities of network member countries in terms of economic and infrastructural development. Scoping work will be undertaken in this focus area and also more broadly on issues related to gender and higher education in member countries as part of the EGHE network's activities, in order to produce policy briefings and to identify and develop further key areas for future collaboration (including a joint research bid).

The activities and outputs of the network aim to be of benefit to a range of academic audiences, laying the groundwork for research which is genuinely multi- and inter-disciplinary; that explicitly springs from a feminist/ social constructionist view of gender and gender

inequalities; that views such inequalities from an intersectional perspective, taking into account the interplay between gender and other aspects of identity such as social class/position and 'race'/ethnicity. Finally by emphasizing a comparative perspective across all participating countries, the network seeks to counter discourses of girls' and women's education in Africa that implicitly homogenise such experience across the continent (MacDonald, 2016). In these ways we aim to produce high quality research that benefits from specific national and disciplinary expertise, as well as providing a nuanced and theoretically sophisticated approach that can contribute to a range of debates and concerns across the fields of gender, higher/education, and participation and success in STEM.

Finally a key aim of the network is to provide and disseminate knowledge for and with policy makers and practitioners outwith academia. FAWE, the network's partner NGO, have been directly involved in the design stage of the network and will be involved throughout in all network activities. The network will be holding an event this summer at FAWE's triennial general meeting in Zambia, presenting the interim findings of the scoping exercises to an audience of FAWE members that will include influential policy makers, activists and practitioners across the 33 African countries where FAWE operates.

The network has appointed an administrator who will also be developing a dedicated network web and social media presence, designed to include a range of accessible materials and information and act as a hub for further debate and discussion. The network is keen to expand and include further associate members with research interests/expertise in gender and HE in African countries and/or the UK from an international comparative perspective – if you are interested do contact Barbara: barbara.read@glasgow.ac.uk



Visit to OECD inspires MSc students

The teaching term for MSc in Education, Public Policy and Equity culminated in a visit to the Organisation for Economic Co-operation and Development, the OECD, in Paris. There the group met with experts working on the design and analysis of two of the OECD's flagship surveys: The Programme for International Student Assessment (PISA) and the Programme for International Assessment of Adult Competencies (PIAAC). The first one of these, which assesses literacy, numeracy and science capabilities of 15 year olds in school, is of course widely known as each release tends to generate dramatic headlines in participating countries. PIAAC, however, is less known but no less important as it attempts to gauge the skills of the working age population of participating countries on a comparable basis.

Having an afternoon to engage with experts working on these large projects is a fantastic privilege, especially when they're as engaging as Jeffrey Mo of PISA and William Thorn of PIAAC. Getting insights from the frontiers of research design is both a rich learning experience in its own right and a motivational boost for students about to embark on their dissertation work. Both surveys are complex, which allows novel insights, but raises a number of potential pitfalls as well. Being able to query the potential contribution of these surveys and getting an expert's response in real time is worth hours poring over data documentation. In any case, our students were well briefed.

The current "hot country" in PISA is undoubtedly Vietnam, a country that has made strides in improving its educational performance and now posts PISA results that are impressive by any standard, let alone those of middle income countries. The various challenges facing education in Vietnam as part of a relentless drive towards improving academic results had provided a central case study as part of Professor Clive Dimmock's course Education Policy Making in Action. Whilst there is clear momentum for development in Vietnam's school system,

part of the positive result in PISA is driven by selection bias, which complicates direct comparison, as the OECD's Jeffrey Mo duly pointed out. As PISA is administered at age 15 but participation in education at that age in Vietnam is not universal, the results are based on a sub-sample of students that have persisted in schooling, where the more affluent and the more able are likely to be over represented.

For the visit to the OECD the Glasgow group joined a larger group of students from various MSc programmes at UCL's Institute of Education, led by Dr Germ Janmaat. This was a nice additional feature as the Glasgow group was able to exchange notes with peers at another university and in many cases catch up with fellow nationals. This arrangement proved so successful that it was decided to join forces with UCL again for a joint visit next year.

The journey to Paris, however, turned out to be somewhat more dramatic than expected. Travelling overland represented a great opportunity for a stop-over in London to gauge the education policy scene in the UK's capital. To this end we were invited by Baroness Floella Benjamin to observe a debate about schools in the House of Lords. As instructed, the group arrived at the Houses of Parliament promptly for security checks. All went well and we enjoyed taking in the ambience. However, a little while later the Houses of Parliament were hit by an attacker, with well known tragic consequences to bystanders and an on duty policeman. As a result the whole compound was under lock down and we were not able to leave until the evening. Fortunately none of our group was hurt by, or exposed to, the horrors of this incident. The professionalism and the teamwork of the Parliament's staff was exemplary and we were most impressed at what appeared to be fluent interagency work with emergency and security services. Tragedy is a powerful, if temporary, leveller. For a few hours that afternoon a broad cross-section of society was literally

in it together, under curfew, in one room in the Houses of Parliament, lords, kitchen staff, lobbyists, school children, a group of paralympians and international group of MSc students from Glasgow, to name but a few.

A key feature of the MSc in Education, Public Policy and Equity is the emphasis on preparing professionals for work in the broad field of education policy. From the outset it was recognised that this would be best facilitated through engagement with real cases, real data and real people working in the sector. To this end the programme has been ably supported by Emma Smith, the College of Social Science's Work Related Learning Opportunities Co-ordinator and Dr Dickon Copsey, the College Employability Officer. This support has been vital for developing engagement with the wider education sector, which is particularly important for a new programme that doesn't have a bank of history and alumni networks to draw on.

For a new interdisciplinary MSc programme to materialise requires sufficient trust to allow a frank discussion about the relative strengths and weaknesses of particular disciplines and how they can best complement each other. Credit is due to staff in the Robert Owen Centre for departing with academic comfort zones and engaging constructively with colleagues' expertise. Furthermore, the programme would never have come off had it not been for the unwavering support, both academic and administrative, from a number of colleagues in the School of Education. As the inaugural cohort digs down into dissertation work and applications are processed for next fall's intake, we look forward to continue working with colleagues in the College and the School to improve the programme and develop our students.

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Students from the MSc in Education, Public Policy and Equity visiting the OECD. From left to right: Douglas Sloan (Scotland), Daria Nikitina (Russia), Senza Arsendy (Indonesia), Shengyang Jing (China), Petri Simonen (Finland).



Two models of reforming education systems – sequential and simultaneous: Vietnam principals' and teachers' reactions to the simultaneous model

For decades, we have grown accustomed to the notion of major system reform, typically involving changes to the national curriculum, followed by changes to assessment, school leadership and governance, teacher professional development and other areas – all or some of which follow in sequential order. The process takes place over decades and is on-going. The sequence may differ: for example, in Hong Kong, school-based leadership was introduced in the 1990s, and not until 2012 did major revisions to the curriculum follow. In contrast, Singapore reversed the order, introducing important changes to the curriculum, teaching and assessment from the late 1990s, and only recently devolving more powers and responsibilities to schools and principals. Educational reform in Scotland may still be following this pattern: Curriculum for Excellence was introduced as a policy in the early 2000s, and it is only recently that major structural changes involving increased devolved powers for school leaders and schools are planned.

However, elsewhere, recent examples of system reform do not appear to be following this sequential pattern. In Vietnam, for instance, the Government introduced 'fundamental and comprehensive' renovations/reforms in 2012/13 – intending to reform every aspect of education simultaneously, in responding to the needs of industrialization and modernization in the socialist market economy and international integration. Other examples of the simultaneous model of reform are found in the Middle East.

Undertaking system change at any time – even with the sequential model – presents huge challenges for principals and teachers in schools. Yet, when the model is simultaneous, logic dictates the challenges are that much greater. It was against this background that a ROC team – with two Vietnamese partners – investigated the perspectives of a sample of teachers and principals in six Vietnam schools to implementing multiple, simultaneous reforms.

Among the key findings were the following: first: more attention needs to be paid to the mode of top-down communication of policies in two respects – the need for a communication style that engages the public and allows teachers and professionals to feel their voice has influence through consultation and feedback; and greater emphasis needs placing on the importance of clear guidelines for raising the awareness and understanding of the aims of the reforms, and how to implement them; second, challenges pertaining to the urban-rural divide, different learning curves of students, and public resistance to change all need to be addressed; and third, there is a perceived 'deficit' in physical and human resources – which has both a past/present and future dimension. That is, even before and without the renovations, there was a shortage of teachers per se, teachers with high levels of competency in pedagogy, and a lack of physical equipment and learning materials relative to the numbers of children in schools. Since the start of renovations, the requirement for more teachers, especially with the requisite skills, plus learning resources and equipment, have risen even further. Hence there is need to plug the existing 'deficits' in physical capital, funding, relevant skills amongst students, and teacher training, and then address further the need to meet the additional demands made by the renovations.

Among the factors that participants thought would enhance successful implementation going forward, were – a positive school culture, which they thought would lead to supportive relationships between school managers and teachers, the empowerment of principals and teachers to undertake more school-level decision making; and equipping leaders and managers with new knowledge and skills to improve leadership of the curriculum and the community. Capacity building of teachers – both pre- and in-service training – to undertake more student-centred teaching and formative assessment, were also seen as instrumental, alongside the writing of more progressive textbooks.

Finally, three further reforms were seen by Vietnam teachers and principals as having potential to add momentum to the renovations: a greater emphasis on school improvement through stronger accountability and a concomitant shift to school-based management; improved evaluation practices that align with the purposes and aims of the renovations and that lead to informed feedback to schools and teachers; and a close alignment between the emergent national curriculum as it develops, new methods of teaching and learning, and revised examinations that test a greater range of knowledge and skills.

Studies aimed at clarifying the perspectives of principals and teachers towards the policy process of education reform, especially the implementation stage, deserve greater recognition by all stakeholders, not least policy makers themselves. This is apposite for all policy makers engineering system reform, but especially so for those promulgating simultaneous reform. It was Richard Elmore who early on saw the wisdom of backward mapping in improving the fidelity of policy implementation to formation, and Stephen Covey popularized the notion of 'beginning with the end in mind.' This important principle has permeated my own writing over the years. Simultaneous reform begs questions such as the nature of connectivity between all the elements that make up a school as a social complex organization. It is remarkable how - even today - those responsible for formulating and adopting policy seem to pay little heed to the conditions and contexts that would enhance the chances of successful implementation in schools.

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PhD Studentship on Lifelong Learning Policies and Young Adults in Scotland

A grant from the ESRC-funded Scottish Graduate School of Social Sciences (SGSSS) in partnership with Skills Development Scotland (SDS) has been awarded for a PhD Studentship to be held at the Robert Owen Centre from October 2017.

The successful candidate will be part of the Horizon 2020 project YOUNG_ADULLLT – Policies Supporting Young People in their Life Course. A Comparative Perspective of Lifelong Learning and Inclusion in Education and Work in Europe (www.young-adullt.eu), which is an European funded project run by a consortium of 12 European universities from 9 countries. The PhD student will join the GU team of the project and will participate in research on lifelong learning (LLL) policies and their effects on young people in Scotland (www.young-adullt-scotland.org).

During the recession and post-recession, LLL policies in Scotland have prioritised a skills agenda with a clear focus on young adults as the main target group of most policy interventions. The overall aim of this project is to elucidate how LLL policies support young adults in their life courses by investigating who are the key influencers and how they manage to influence young adult decisions, and what are the intended and unintended effects of this influence on young adult learning and career choices. The project is designed as a multilevel mixed methods research project at national, local and individual levels.

- National level: the project will map young adult transitions in education and work through the analysis of secondary data for Scotland.
- Local level: the project will conduct case studies in two Scottish regions (Glasgow City Region and Aberdeen/Aberdeenshire) around three key LLL policies in each region.
- Individual level: the project will carry out interviews with young adults about their life projects and their perception of the support and guidance received by key influencers.

The student will be supervised by Oscar Valiente (lead supervisor) and Oscar Odena and will benefit from the vibrant and supportive intellectual environment of the Robert Owen Centre for Educational Change and the doctoral training available through the School of Education and the College of Social Sciences. The student will also have a named sponsor in SDS who will support the project, and will have the opportunity to participate in activities organized by SDS and the SGSSS.

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Connecting Classrooms Impact Evaluation

A grant from the British Council has been awarded to Michele Schweisfurth and Oscar Odena at the Robert Owen Centre for Educational Change, to carry out the global Impact Evaluation of the British Council's Connecting Classrooms Programme (2016-2018). As part of a team led by Ecorys, Michele and Oscar will support the design of data gathering tools, data collection across UK jurisdictions and report writing. Ecorys will lead data collection across the regions where the programme operates overseas: Sub-Saharan Africa, South Asia, East Asia, and Middle East and North Africa.

Connecting Classrooms is the British Council's flagship international education programme, delivered in partnership with the UK Department for International Development. The programme aims to help young people develop the values, knowledge and skills, including creativity and problem solving, to live and work in a globalised economy, and make a positive contribution locally and globally. The previous phase of Connecting Classrooms (2012-2015) focused on building global awareness and cross-cultural learning amongst young people and enabled over 18,000 teachers around the world to benefit from professional development activities.

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Knowledge Exchange links

Calendar for Seminar series (past and future)

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

Lunchtime 12.00–13.30; Evening event from 17.15–19.30pm		
Date/Event	Seminar Topic	Speakers/Venue
3rd November 2016	“Addressing Overeducation from a Social Stratification Perspective”	Queralt Capsada-Munsech ROC, School of Education, University of Glasgow
17th November 2017	ROC second anniversary seminar, in conjunction with SCEL, Scottish College for Educational Leadership “Post-Brexit should there be a nationally agreed set of schooling purposes, policies and practices across this (dis)United Kingdom?”	Tim Brighouse formerly Commissioner for London Schools and Leader of the London Challenge as well as CEO of Birmingham
22nd November 2016	in conjunction with the Glasgow University Centre for International Development “An emerging shift in the purposes of education?” Reflections based on the new 2030 Agenda for Sustainable Development	Aaron Benavot Director of the Global Education Monitoring Report at UNESCO
10th April 2017	“Why are middle-class parents more involved in their children’s education than working-class parents?” Evidence from France.	Katherin Barg ROC, School of Education, University of Glasgow
27th April 2017	ROC, together with UKFIET, the UK Education and Development Forum Meeting of the Scottish Resource in Education and Development: bringing together representatives of relevant government departments with academics with expertise in education in the Global South, NGOs, and interested others.	
23rd May 2017	in conjunction with the General Teaching Council for Scotland “Education, mental health and wellbeing: are the kids alright?” Lecture available at https://lectures.gla.ac.uk/ess/echo/presentation/3a5f461c-4411-4c6e-8388-63a8d606d651 Until December 2017	Neil Humphrey, Head of the Manchester Institute of Education and Professor of Psychology and Education
7th June 2017	“Who is teaching the teachers? – Teacher educators as the forgotten stakeholders of education and international development.”	Matthew A. M. Thomas, Lecturer (Assistant Professor), Sydney School of Education and Social Work Comparative and International Education, Sociology of Education, Teacher Education, University of Sydney
3rd July 2017	The role of contextual challenges and constraints on the relationship between principal leadership and student achievement	Cheng Yong Tan, Assistant Professor at the Faculty of Education, University of Hong Kong



Knowledge Exchange links

Knowledge Exchange Events

Katherin Barg

- participated in a knowledge exchange event of the Royal Society of Edinburgh – “Life in Data Research Network” on 27th April at the University of Stirling. The title of this second workshop of the network was Mapping Data Literacy. Its goal was to define data literacy for multiple and sector-specific contexts: schools, education, policy, business, and enterprise.
- Presented at the Glasgow Quantitative Methods Afternoon in the School of Social and Political Sciences on 24th May 2017.
- Talk at the Glasgow Quantitative Methods Group at the University of Glasgow on 24th May.
- Upcoming Knowledge Exchange event: Glasgow Science Festival, together with her colleagues from the Q-Step Centre Katherin is contributing a workshop ‘Exploring Data’ to the Glasgow Science Festival on 14th June. In this interactive workshop S4 to S6 pupils and their teachers will explore the use of quantitative data to make sense to the world. More info: www.glasgowsciencefestival.org.uk

Katherin Barg



Clive Dimmock

- presented on Renovating Vietnam Education and research project at Ho Chi Minh City University, December 2016.
- presented on Renovating Vietnam Education and research project at College of Education, Hue University, Vietnam, December 2016.

Barbara Kehm

- participated on the Academic Advisory Board “Education for Tomorrow”, Roskilde, Denmark, May 2016.
- participated on the Academic Advisory Board BuWin, Berlin, Germany, July and September 2016.
- participated on the Academic Advisory Board Centre for Global Higher Education, Conference and Board Meeting, London, UK, March 2017.

Oscar Odena

- launched a Research Briefing and Poster from ESRC IAA Music Education for Integration (see details above) at SAME Conference, University of Stirling, 1-2 Sep 2016.

Michele Schweisfurth

- was invited to join a team of advisors supporting the reform of teacher education in Greenland. She is working with the University of Greenland Institute for Learning, Greenlandic government bodies and colleagues from Norway. Her first visit was in March and the commitment will extend for up to four years.

Conference presentations

Two of ROC's early career researchers have been presenting their work at international conferences.

Katherin Barg presented a paper at the AQMeN-conference ‘Rediscovering Inequalities – Exploring the interconnections between crime, education and urban segregation’ in 26 October 2016 at the University of Edinburgh.

Katherin Barg presented a paper at the 2017 Spring Meeting of the Research Committee on Social Stratification and Mobility (RC28) of the International Sociological Association, at the University of Cologne. The topic of the conference was ‘Social Inequality and Mobility Revisited – Challenges through Recent Demographic Trends’.

Queralt Capsada-Munsech presented a review on the effectiveness of social and emotional learning programs in the seminar series “What Works in Education. Using Evidence to Improve Education” organised by Fundació Jaume Bofill and IVÀLIA, Barcelona 17th November 2016.

Queralt Capsada-Munsech attended and presented a paper at the 24th Annual Workshop Transitions in Youth (TIY): Transitions to Adulthood and Life Course Inequalities: Good entry, good life? Trento, 7-10 September 2016: <http://events.unitn.it/en/tiy2016>



Knowledge Exchange links

Invited presentations

Clive Dimmock

- was invited to present the keynote: Asia Pacific Roundtable, Taiwan, March 2017, Title – 5 strong claims to articulate an Asian leadership knowledge base more proactively with the global knowledge base: Using a cross-cultural comparative perspective. Tamkang University, Taiwan.

Kristinn Hermannsson

- was invited to give a seminar: “Social origin and higher education: Analysing participation as an investment decision” in the economics department at the University of Hull. A joint project with Jeanette Findlay, in the Department of Economics in the Adam Smith Business School, University of Glasgow. February 2017.
- was invited to give a keynote speech “Local economic footprints: demonstrated by the example of the expenditure and displacement impacts of mobile university students in Scotland” at a workshop on local economic development organised by the University Centre of the Westfjords in Iceland: www.uw.is/vidburdir/Vestfirska_vorid/May_2017

Barbara Kehm

- was invited to present on the education systems of East and West Germany at a meeting of a high level German-Korean consultation group for Korean unification in Berlin, Germany, May 2016.
- was invited to present on women as leaders of higher education institutions at the international annual CHER Conference, Cambridge, UK, September 2016.

Oscar Odena

- was invited to present a paper: ‘Exploring the potential of music education for integrating newly arrived children in Scottish schools’, Co-authors: O. Odena, M. Summers, A. Jaap (LTC) and A. Rodriguez (Universidad Nacional de Colombia).

Presenting the ROC project ‘Student teachers using music education to integrate new arrivals (Chancellor’s Fund 2014-2016, Odena PI – see full details in publications below). 32nd World Conference of the International Society for Music Education (ISME), Glasgow, July 2016, Glasgow.

- was invited to deliver the seminar on Conceptualising Music Education for Social Inclusion at University of Chihuahua, Mexico, 8 Feb 2017. XIII Professional Learning in the Arts Series, in collaboration with the universities of Western Ontario (Canada), Benedictine, Gettysburg College, Lake Forest College, Ball State, Illinois State, Arizona State (USA) and Cambridge (UK). Streamed as Webinar to collaborating universities.
- was invited to present a key note speech on Music and Social Inclusion, at a Public Symposium funded by the Irish Research Council hosted at the Irish World Academy of Music and Dance, University of Limerick, Ireland, 21 Sep 2016.

Barbara Read

- was invited to present on Problematising Resilience: Caring for Ourselves and Others as Early Career Academics, event funded by the British Sociological Association Early Careers Forum, hosted at the University of Glasgow, 20th June 2016.
- was invited to present on Education, Gender and Social Life in an Age of Precarity, to the School of Education University of Strathclyde, 29th March 2017.

Michele Schweisfurth

- was invited to join the keynote opening panel on Educational Quality and Sustainable Development at the British Association for International and Comparative Education conference, 12th September 2016.
- chaired the UK academic launch of the Global Education Monitoring Report 2016: Education for People and Planet, London 6 September 2016.



Michele Schweisfurth, Oscar Valiente and Queral Caprada-Munsech



Recent awards

Research Contracts and Awards

Clive Dimmock (PI); Chris Chapman (Co-I) and Michele Schweisfurth (Co-I)

- British Council: Vietnam Phase 2 – interventions for school reforms
- Head Foundation: Vietnam Phase 2 – intervention for school reforms
- ESRC-IAA: Building capacity of Vietnam Schools

Stuart Hall (PI); Kevin Lowden (Co-I)

- NHS: Lanarkshire Healthy Schools
- YDANCE: Evaluation

Kevin Lowden (PI); Stuart Hall (Co-I)

- St Kentigern's Academy
- Wood Foundation: RAISE Projects

Oscar Odena (PI)

- ESRC IAA: Music education for integration

Barbara Read (PI); Michele Schweisfurth (Co-I)

- Examining Gender in HE: STEM A UK African Countries Network

Michele Schweisfurth (PI)

- Synthesis: review of DLP's work on higher education and development

Michele Schweisfurth, Oscar Odena

- British Council: Impact evaluation of Connecting Classrooms, with Ecorys

Oscar Valiente (Principal Supervisor); Oscar Odena (Supervisor)

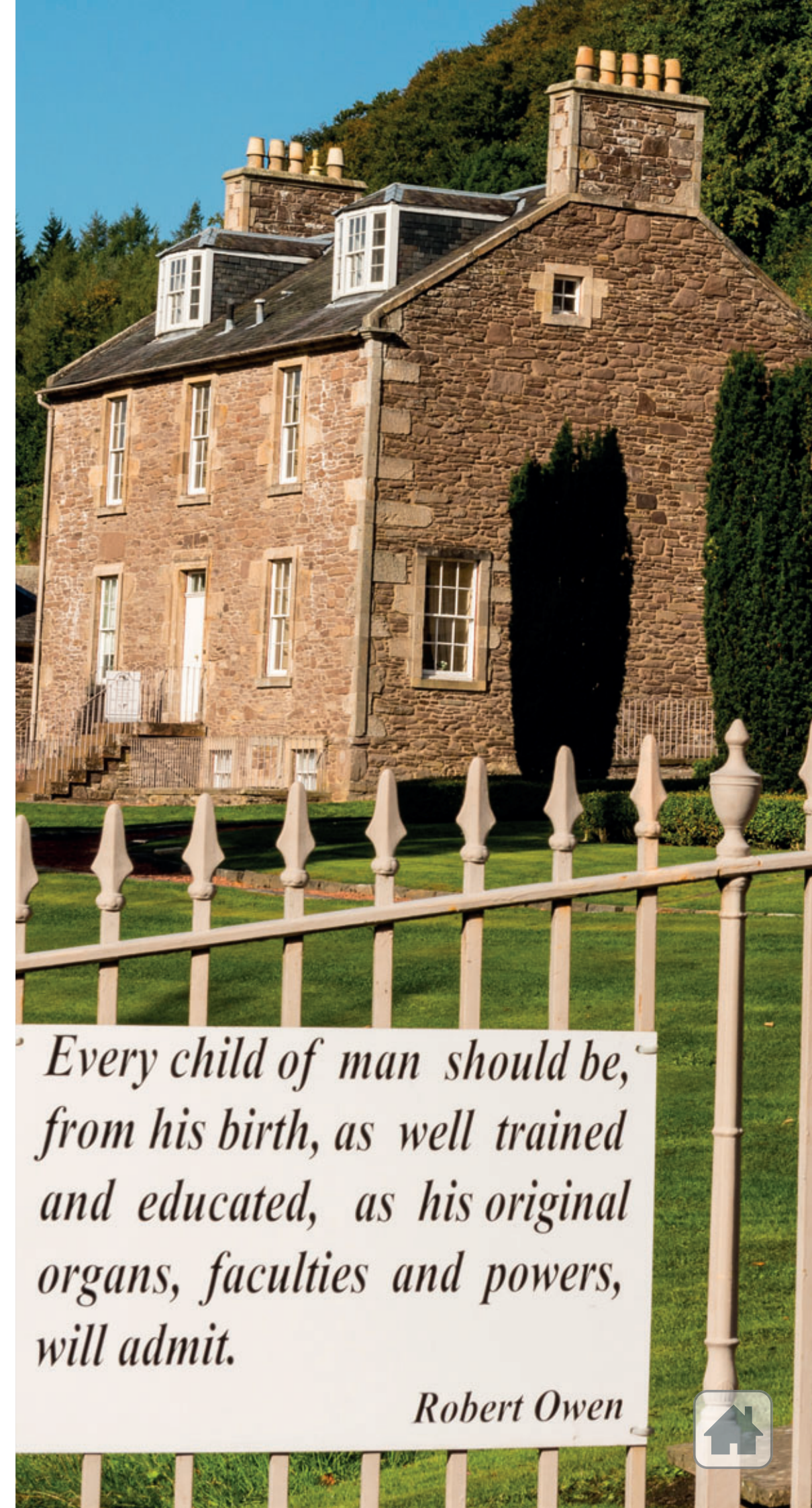
- SDS PhD Studentship Lifelong Learning Policies Supporting Young Adults in their Life Course: The Cases of Glasgow City Region and Aberdeen/ Aberdeenshire (October 2017 – September 2020)

Oscar Valiente (PI);

- LKAS PhD Studentship The Governance of Skills Supply and Demand in Middle Income Countries (October 2017 - September 2020)
- Scottish Funding Council Pilot Study of the Implementation of the Mexican Model of Dual Vocational Education and Training in the State of Mexico (February 2017 – June 2017)

Oscar Valiente (PI); Queralt Capsada-Munsech (PI)

- ESRC - IAA Engaging local and regional LLL policy makers in Glasgow City Region and Aberdeen & Aberdeenshire Region (February 2017 – January 2018)



Recent appointments



Appointments

Barbara Kehm

- August 2016: Chair Selection Panel ESRC/Newton Fund South Africa Call, London, UK
- Several meetings in 2016/2017: Board of Governors University of Siegen and University of Applied Sciences Dortmund (Germany)
- September 2016, March 2017: CGHE Advisory Board (London, UK)

Oscar Odena

- Appointed to the Peer Review College of the UK Arts and Humanities Research Council 2017-2020. Inducted 10/03/2017 at University of Edinburgh event.
- Appointed Deputy Research Director, School of Interdisciplinary Studies, University of Glasgow, from June 2016.

Oscar Valiente

- Appointed ordinary member of the BAICE Executive Committee

New International Associates



Dr Cheng Yong Tan

Cheng Yong Tan is Assistant Professor at the Faculty of Education, The University of Hong Kong. His concerns with the uneven quality and often inequality of student educational outcomes in many parts of the world provide a powerful impetus to his research endeavours investigating the roles of families and schools in student learning. More specifically, he is interested to unravel how and why family background variables such as socioeconomic status and family capital contribute to student learning.

Dr Tan endeavours to find a research niche interrogating how families and schools interact to either reinforce or compromise student learning. The multilevel modelling of student achievement, both in terms of educational quality and equality, using data from large-scale international assessments best characterises his current research emphasis and trajectory.



Dr Avis Glaze

Dr Glaze is one of Canada's outstanding educators and a recognized international leader in education. Roderick Bennis' new publication 'The Children Cannot Wait – A biography of Avis Glaze' provides a guide to promoting action in improving educational outcomes in your classroom, school, district or department of education while following the career of Avis Glaze. From classroom teacher to Superintendent of Schools and Director of Education, this award-winning educator has experience at all levels of the school system.

Avis' international contributions were, once again, recognized when she received the Robert Owen Award, the first of its kind offered in Scotland. She was also invited to Norway by Queen Sonya to address the issue of how schools can build better societies. Most recently, she was appointed as one of the International Education Advisers to help overhaul the Scottish education system, focussing on the government priorities of closing the attainment gap, achieving equity and system reform.



Dr. Carol Campbell

Dr. Carol Campbell is Associate Professor of Leadership and Educational Change and Co-Director of the Knowledge Network for Applied Education Research (KNAER) Secretariat at the Ontario Institute for Studies in Education (OISE), University of Toronto. She is an appointed Education Advisor to the Premier and the Minister of Education in Ontario, a member of the International Council of Education Advisers to the First Minister and Deputy First Minister in Scotland, and a member of the Wales Education Commission. Carol is also a member of the Scottish College for Educational Leadership's International Advisory Board. Her current research projects include: the state of educators' professional learning in Canada; Ontario's Teacher Learning and Leadership Program; and an international study of teacher identity. Carol's recent co-authored books are: Teacher Learning and Leadership: Of, By and For Teachers (Routledge), Empowering Educators in Canada (Jossey-Bass) and Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World (Jossey-Bass). She is an active social media contributor on Twitter @CarolCampbell4.

Carol has held education, academic and policy roles in Canada, USA and UK. She is originally from Scotland and holds a PhD from the University of Strathclyde.

Recent publications

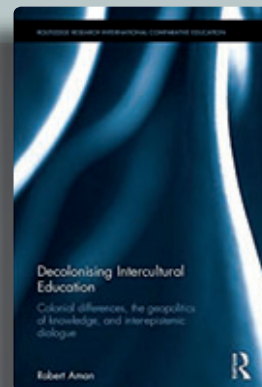
FEATURED PUBLICATION

Robert Aman's new book, *Decolonising Intercultural Education: Colonial Difference, the Geopolitics of Knowledge, and Inter-Epistemic Dialogue* is available from Routledge in July this year.

At the centre of this book is a simple yet fundamental question: is it possible to learn from the Other? The primary argument of *Decolonising Intercultural Education* is that many recent efforts to theorise interculturality restrict themselves to Western frameworks of knowledge that do not account fully for the diversity of the world. Western domination has marginalised wisdom in existence elsewhere, and this is reflected in how intercultural education is conceived and taught. Inequalities between groups are rooted and perpetuated in these conceptualisations and teaching practices.

This book suggests an alternative definition of interculturality, which is not framed in terms of cultural differences but in terms of colonial difference. This argument is based on an analysis of the Latin American concept of interculturalidad, a term which originates in the struggles for public and political recognition among indigenous social movements in the Andes. *Decolonising Intercultural Education* argues that emancipation from colonial legacies requires that we start seeing interculturality as inter-epistemic (between ways of knowing) rather than simply inter-cultural (between cultures).

Contact: Robert.Aman@glasgow.ac.uk



Aman, R. (Forthcoming) *Decolonising Intercultural Education: Colonial Difference, the Geopolitics of Knowledge, and Inter-Epistemic Dialogue* (London, Routledge)

Aman, R. (2017) Colonial Differences in Intercultural Education: On Interculturality in the Andes and the Decolonization of Intercultural Dialogue, *Comparative Education Review*, Vol. 61, No. 2, pp. 103-120.

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