

## Robert Owen Centre for Educational Change



Research highlights



Recent Contracts  
and Awards



Knowledge Exchange



Recent publications

Welcome to the latest e-bulletin from the Robert Owen Centre for Educational Change. The past six months have been another very successful period for the Centre in promoting educational equity through research, and through support to policy and practice. A number of new projects – including some very substantial ones – have got off the ground, along with ongoing and new knowledge exchange activities and a growing list of publications. We have had excellent support on a number of these newer and older projects from early-career researchers working in ROC through external funding. As a research centre, capacity development is important part of our remit. For ROC, this takes a number of forms, including collaborative work among core members on proposals and publications, and acting as critical

friends for each other in the process. As part of our commitment to capacity building, the professional development of our early-career researchers is central to our mission. Therefore, in this issue, in addition to highlighting some of our recent activities and successes, we profile some of the members of this diverse and ambitious group.

As ever, we welcome queries about the work of the Centre and are delighted when people want to get involved. Please feel free to contact us.

**Professor Michele Schweisfurth**  
Director  
Robert Owen Centre for Educational Change  
*January 2018*



# Research highlights

## The EGHE Network in Lusaka, Zambia: FAWE Conference on Girls Education in Africa

On the 21st August, the EGHE network headed to Lusaka, Zambia for the FAWE Conference for Girls Education in Africa, which also marked the 25th anniversary of the FAWE organisation.

The conference attracted 500 delegates from 33 countries and was officially opened by the guest of honour Her Excellency, Mrs Esther Lungu, First Lady of the Republic of Zambia. Hendrina Doroba, one of the network members, is the Executive Director of the FAWE Regional Secretariat, based in Nairobi, Kenya.

The conference theme was 'Towards Gender Equality in Education: Positioning Youth to Champion SDG Agenda 2030 & agenda 2063'; and you can read more about the objectives in the conference concept note.

EGHE were proud sponsors of the conference and our logo featured on the conference programme, which was a fantastic way to instantly promote the network across a wide and diverse audience. In addition to our participation as conference delegates and sponsor, we undertook additional activities to promote the network.

PI Dr. Barbara Read co-facilitated a parallel session entitled 'Repositioning the relevance of higher education in the world of work to achieve gender equality'. During the session, Barbara and network member Dr. Josephine Munthali delivered the network's presentation "Exploring gendered patterns of HE participation and success in STEM and beyond: initial findings from the network".

Karen Harron, Research Administrator, promoted the network from the EGHE exhibitor stand throughout the conference. The stand provided an opportunity to open up discussion with new contacts, and we will be exploring these connections for future potential collaborative research activities.

We were even lucky enough to have a visit from the First Lady, who kindly signed our visitor sheet, although she seemed to forget to leave her contact email!

We also took the opportunity to host a one-day meeting of the EGHE Network prior to the conference, since it was a rare occasion to have most of the members together in one country. The meeting was very successful and involved early discussions on plans to submit a subsequent research proposal to expand the research that this launch project has initiated.

Please continue to check in on the network website and follow us on **Twitter @EGHENetwork**

**Examining Gender  
in Higher Education**



## Evaluation of RAiSE: Raising Aspirations in Science Education

The Wood Foundation, Scottish Government and Local Authority Education Services are co-funding a pilot programme, RAISE, across ten Local Authority areas to "help support improvements in primary science education across Scotland to ensure that every child has a positive engagement with, and experience of, science throughout their primary school years".

A team from the Robert Owen Centre has been commissioned to evaluate the Programme. The research project will assess:

- 1. Evidence of Impact/Step Change**, which will explore the extent to which the Programme is making an impact on participating pupils and primary practitioners and their schools' capacity to promote STEM
- 2. The Programme's position in the landscape** – this will explore the extent to which the Programme enhances opportunities to align with other national education priorities such as NIF, SAC and DYW. It will also address whether the Programme is contributing to the confidence and scientific capital of practitioners and schools to better recognise the potential for creative science education to assist meeting numerous educational objectives e.g. literacy, numeracy, gender balance
- 3. Effective Approach & Delivery** – this will provide formative feedback to inform the RAISE Programme to promote sustainability and expansion in various material contexts across the Local Authorities.

To meet the aims and objectives detailed above and the various approaches being developed across the participating LAs, a mixed method, case study approach has been adopted. This will draw on a range of quantitative and qualitative methods and use primary and secondary data combined in ways appropriate in each of the local authorities to best address the evaluation research questions.

A total of 10 context-sensitive evaluations that take into account the different types of activity and support in each of the participating local authorities will be produced. Where feasible, baseline and follow-up data and information will be gathered, along with comparison data from non-programme schools, to allow assessment of impact. In addition to the in-depth findings about how RAISE makes difference in each LA, the context-sensitive evaluations will allow the identification of broader, cross-cutting themes and findings. This will allow an assessment of how the various approaches contribute to promoting effective primary science education and address the evaluation research questions, particularly, how does involvement in RAISE impact on ability, skills, pedagogy of practitioners?

PI Kevin Lowden, Co-Investigator Stuart Hall, Research Assistant Deja Lusk.

For further information contact: Mr Kevin Lowden at [kevin.lowden@glasgow.ac.uk](mailto:kevin.lowden@glasgow.ac.uk)





# Children's Neighbourhoods Scotland: using a collective impact approach to tackling the attainment gap

Dalmarnock within the East End of Glasgow has one of the most concentrated levels of socio-economic disadvantage in Scotland<sup>1</sup>, and is an area identified as one of Glasgow's Thriving Places<sup>2</sup> with work being taken forward to build community capacity and recognise the many human and other assets in the area. There is substantial investment and activity in this area by partners from across the City in an attempt to tackle generations of poverty and disadvantage and to improve a wide range of outcomes for children and young people living in the area.

A Children's Neighbourhood will build on this investment, by placing a clear area-wide strategic focus on joining up efforts across services and sectors to ensure better coordination, integration of local support systems and a coherent set of networks for children and families and the communities in which they live. Based on a shared vision for children and a shared analysis of children's needs, this innovative place-based approach will tackle the poor outcomes associated with disadvantaged settings and provide an interconnected pipeline of support from pre-birth to employment.

At this point, the work is being undertaken in partnership between the Robert Owen Centre (ROC), What Works Scotland (WWS) and the Glasgow Centre for Population Health (GCPH), with endorsement from Glasgow City Council (Education, Community Planning), Virgin Money, Clyde Gateway, Children in Scotland, Save the Children and NHS Greater Glasgow and Clyde. It is anticipated that the partnership will grow and develop over time.

Our pre-planning and preparation phase has gone well; With our Knowledge Exchange and Impact Fellow (University of Glasgow) and Local Co-ordinator (Head Teacher of Dalmarnock Primary) in post, time has been spent building trust and confidence in the collective impact approach throughout the neighbourhood and gaining commitment from local stakeholders to work with us. A context paper has been developed by the team to pull together a timeline of the area, who our partners are and what has been done so far. As well we have begun work on a profile for Bridgeton and

Dalmarnock which will help us to build on this context and show us statistically where our work could have the most impact.

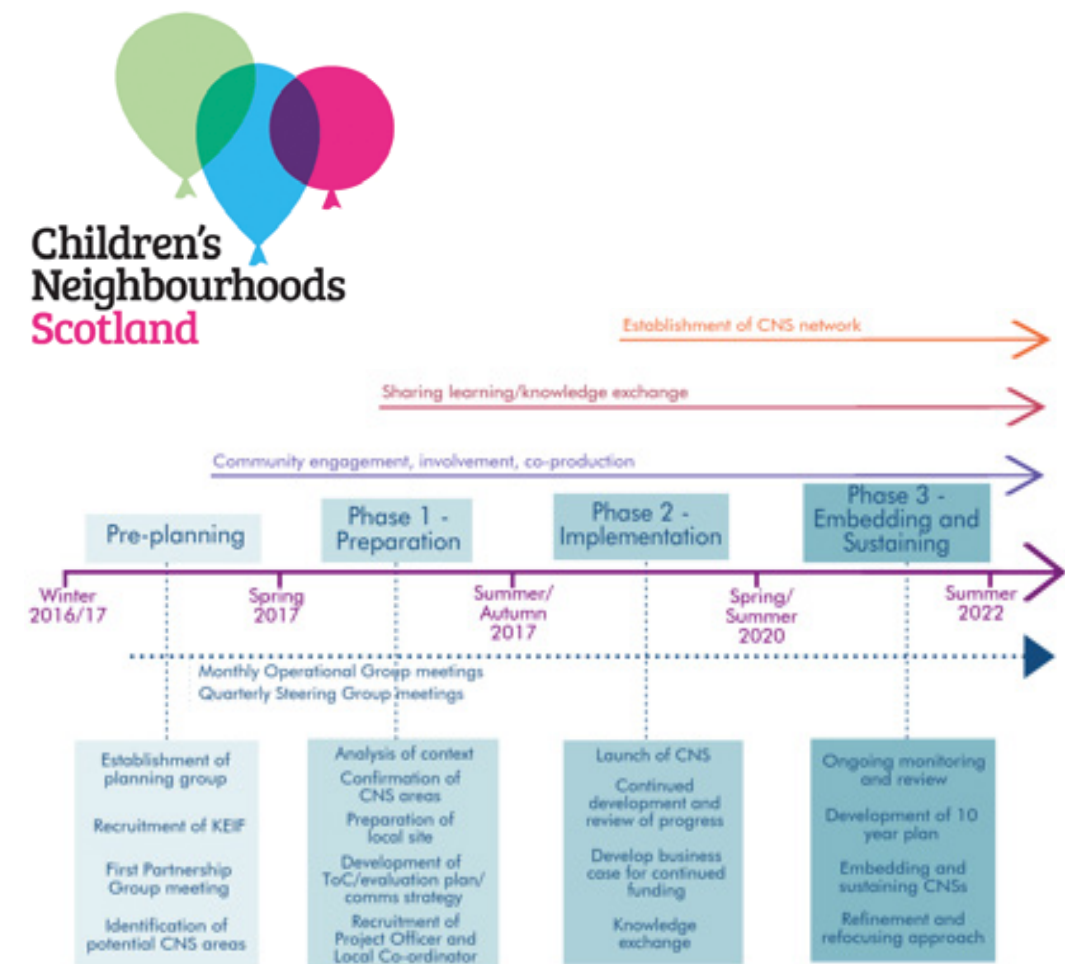
In November we held a well-attended learning event in the Glasgow Women's Library which brought together our local stakeholders to hear from key speakers with an expertise or experience in collective impact approaches. This event created a space for questions, learning and making new connections. Now, in 2018 we are moving in to the planning phase, with a full day workshop facilitated by the IFF being held on the 18th of January to begin developing our theory of change.

We have also been planning some new developments in the neighbourhood and have conducted neighbourhood walkabouts with the local children to identify play spaces which they currently use and enjoy and those which may need development. The children have taken photos and filmed the walks as well as creating drawings to have their say on their neighbourhood. This data will be presented to our local partners where we will decide on a plan of action.

In February we will be holding our official launch event where we will hear from a number of local and national speakers who will focus on how this approach can support Bridgeton and Dalmarnock to be the best place for children and young people to grow up and reach their full potential.

Displays around the walls will give our attendees the opportunity to explore and comment on the work we have done so far, enabling us to gain a wide perspective on our theory of change and work around play. We hope to have plenty of discussion on where the initiative can have the most impact and how we can work together to make change happen.

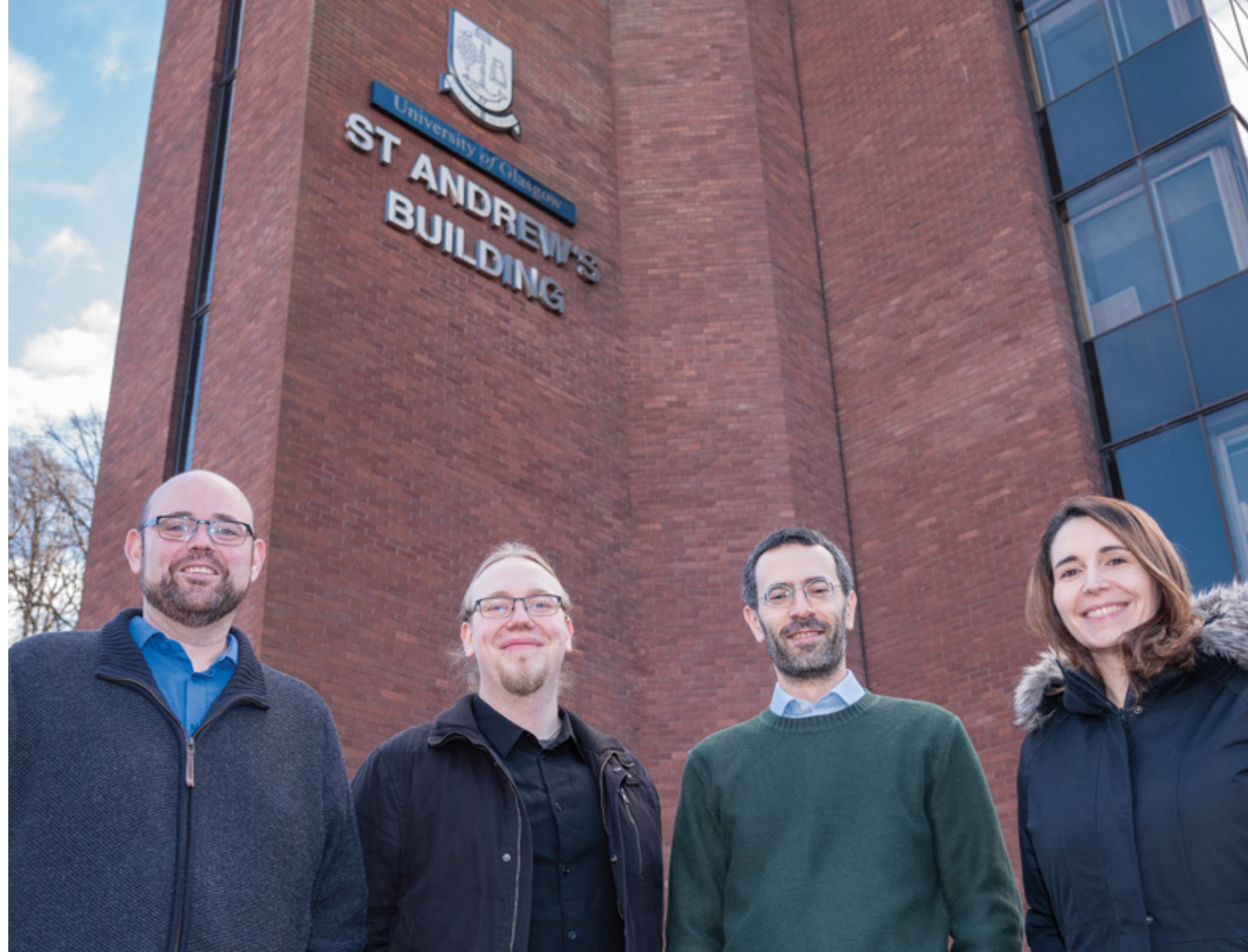
For more information please contact: Professor Chris Chapman via email: [chris.chapman@glasgow.ac.uk](mailto:chris.chapman@glasgow.ac.uk) or the Knowledge Exchange Officer, Lizzie Leman via email [Lizzie.Leman@glasgow.ac.uk](mailto:Lizzie.Leman@glasgow.ac.uk)



<sup>1</sup> [www.understandingglasgow.com/indicators/children/poverty/children\\_in\\_poverty/comparison/comparisons\\_within\\_glasgow/neighbourhood](http://www.understandingglasgow.com/indicators/children/poverty/children_in_poverty/comparison/comparisons_within_glasgow/neighbourhood)  
<sup>2</sup> [www.gov.scot/Resource/0043/00435436.pdf](http://www.gov.scot/Resource/0043/00435436.pdf)







## ESRC-SDS funding to Robert Owen Centre

A grant from the ESRC-funded Scottish Doctoral Training Centre in partnership with Skills Development Scotland has been awarded for a fully funded PhD Studentship at Robert Owen Centre. Applications were invited nationally and internationally for a period of either three years (+3) for those with an ESRC recognised training qualification or four years (1+3) for those without.

After issuing an open call in jobs.ac.uk and completing the recruitment process in May 2017, the successful candidate, Petri Simonen, started a 1+3 programme of research at the University of Glasgow in October 2017. In the coming months, he will be associated with 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-adulllt.eu](http://www.young-adulllt.eu)), which is a European funded project run by a consortium of 12 universities from 9 countries. Petri will join the Glasgow team and participate in their research on lifelong learning (LLL) policies and their effects on young people in Scotland (<http://young-adulllt-scotland.org/>). The specific objective of the PhD will be 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 their learning and career choices. Petri will be supervised by Oscar Valiente (lead supervisor) and Oscar Odena. The award includes payment of fees, a monthly maintenance grant and an annual training grant.

Contact: [Oscar.Valiente@glasgow.ac.uk](mailto:Oscar.Valiente@glasgow.ac.uk) & [Oscar.Odena@glasgow.ac.uk](mailto:Oscar.Odena@glasgow.ac.uk)

## Network for Social and Educational Equity

The purpose of the Network for Social and Educational Equity (NSEE) is to close the poverty related attainment gap by improving student outcomes in literacy, numeracy and health and wellbeing. NSEE uses research evidence, data approaches and collaborative working to improve classroom practices, build leadership capacity and support organisational development.

NSEE builds on approaches with a track record of improving outcomes for disadvantaged students. The NSEE approach priorities four key areas of work:

- Enhancing the quality of learning and teaching, leadership and working with families and communities
- Building leadership capacity to manage change and improvement at all levels.
- Building expertise for the effective use of the Pupil Equity Fund and understanding about what works and why in closing the attainment gap
- Providing opportunities for sharing expertise and developing new practices both locally and nationally.

NSEE is a 'collaborative intervention' rather than a quick fix. It is designed to impact on student outcomes by investing in high quality professional learning and leadership development. This is a flexible sustainable model of change that builds the capacity to succeed in a rapidly changing environment.

PI Professor Chris Chapman

For more information please contact:

**[Kevin.Lowden@glasgow.ac.uk](mailto:Kevin.Lowden@glasgow.ac.uk)**

**[Stuart.Hall@glasgow.ac.uk](mailto:Stuart.Hall@glasgow.ac.uk)**

**[Daniel.vanAmersfoort@glasgow.ac.uk](mailto:Daniel.vanAmersfoort@glasgow.ac.uk)**





# Connecting Classrooms Impact Evaluation

The second phase of the Connecting Classrooms evaluation will be implemented in the first half of 2018. A grant from the British Council was 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 have been supporting the design of data gathering tools, data collection across England, Northern Ireland, Scotland and Wales, and report writing. Ecorys is leading data collection across the regions where the programme operates overseas: Sub-Saharan Africa, South Asia, East Asia, and Middle East and North Africa. As part of the second phase, Michele will lead on the repeat visits to schools across UK jurisdictions, and Oscar will be travelling to Nigeria to work on the evaluation there.

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.

Contact: **Oscar.Odena@glasgow.ac.uk** & **Michele.Schweisfurth@glasgow.ac.uk**



*Audrey MacDougall, Scottish Government, Patricia Wallace, UofG, Oscar Valiente, UofG, Lindsay MacDonald, Education Scotland, Fiona Burns, Scottish Funding Council, Lorna Unwin, University College London, Robert Wright, University of Strathclyde, Michele Schweisfurth, UofG, Petri Simonen, PhD student UofG, Queralt Capsada-Munsech, UofG, Kristinn Hermannsson UofG.*

## 2nd National Advisory Board meeting of Young\_Adullt

The second meeting of the Scottish National Advisory Board (NAB) was held at the School of Education of the University of Glasgow on 9th November 2017. The purposes of the meeting were:

- Presenting the YOUNG\_ADULLLT project updates
- Discussing the results of the Report on the Quantitative Analysis of the living conditions of young adults based on harmonised European data (WP4), by Kristinn Hermannsson
- Discussing the results of the Report of the Regional Governance of the Skills Supply and Demand in Glasgow City Region and Aberdeen City & Aberdeenshire Region (WP6), by Queralt Capsada-Munsech
- Discussing the impact strategy of the project, including forthcoming knowledge exchange events

The members of the NAB engaged in the discussion of the reports. They provided interesting feedback and comments to further improve the results presented. They also provided rich insights on how to further engage in the national policy discussions in Scotland and the UK. They also expressed their willingness to

further contribute to the project in terms of community engagement and dissemination activities. More detailed information on the discussion held during the session can be found in the 2nd NAB meeting report.

Profiles of National Advisory Board members: <http://young-adullt-scotland.org/national-advisory-board/nab-members/>

Report on the Quantitative Analysis of the living conditions of young adults based on harmonised European data: [http://young-adullt-scotland.org/wp4-scotland-national-report\\_web/](http://young-adullt-scotland.org/wp4-scotland-national-report_web/)

Report of the Regional Governance of the Skills Supply and Demand in Glasgow City Region and Aberdeen City & Aberdeenshire Region: [http://young-adullt-scotland.org/wp6\\_national-report\\_scotland\\_web/](http://young-adullt-scotland.org/wp6_national-report_scotland_web/)

Minutes of the 2nd NAB meeting: <http://young-adullt-scotland.org/2nd-nab-meeting-report/>

Contact: **Oscar.Valiente@glasgow.ac.uk** & **Queralt.Capsada-Munsech@glasgow.ac.uk**





## Moss Madden Memorial Medal research prize awarded to Kristinn Hermannsson

Dr Kristinn Hermannsson of the Robert Owen Centre for Educational Change in the School of Education was recently awarded the Moss Madden Memorial Medal by the British and Irish section of the Regional Science Association International, for a paper estimating regional economic accounts for the Glasgow City Region. In particular, the paper deals with the problem of estimating local level economic accounts when functional boundaries don't align with administrative boundaries, which are typically also the statistical units. Glasgow City Region is a good example of this problem, as it is characterised by interdependency between Glasgow and neighbouring local authorities through inter-industry trade, commuting and shopping trips. The paper demonstrated an economical solution, drawing on a range of already available data, which is particularly relevant for practitioners in situations where budgets do not allow significant primary data collection.

The Regional Science Association British and Irish Section awards, on an annual basis, the Moss Madden Memorial Medal to the member(s) of the Section who author the best article on regional science published in the previous calendar year. The award was instituted in memory of Professor Moss Madden of the University of Liverpool, who was much admired by his contemporaries for his academic contributions as well as his generosity of spirit.

This is the second time the award is presented to an academic based at the University of Glasgow, as it was awarded to Professor John B Parr of Urban Studies in 2002.

For details of the award see: [www.rsai-bis.org/moss-madden-memorial-medal.html](http://www.rsai-bis.org/moss-madden-memorial-medal.html)



**SHLC**  
Centre for Sustainable,  
Healthy and Learning Cities  
and Neighbourhoods

ROC Director Michele Schweisfurth is Education lead for a new large-scale Glasgow-led consortium, the GCRF Centre for Sustainable, Healthy and Learning Cities and Neighbourhoods (SHLC). The centre has been funded at a level of £7.1 million by the Global Challenges Research Fund, for a period of four years. The new centre has an ambitious agenda for research and capacity development, working with project partners from seven different middle- and lower-income countries in Asia and Africa: Bangladesh, China, India, the Philippines, Rwanda, South Africa and Tanzania. For more about the project, please see the website: [gla.ac.uk/schools/socialpolitical/gcrfcentreforsustainablehealthyandlearningcitiesandneighbourhoodsshlc/](http://gla.ac.uk/schools/socialpolitical/gcrfcentreforsustainablehealthyandlearningcitiesandneighbourhoodsshlc/)

The team will conduct case studies of two cities in each country, investigating what helps cities and neighbourhoods to thrive and be sustainable. Within the Education agenda, the team will focus on equitable access to inclusive quality education – in line with UN Sustainable Development Goal number four – and on the question of learning cities.





## Renewed interest in the economic impact of higher education in Africa

Following Sustainable Development Goal no. 4 on quality education, there's renewed interest in investing in higher education in Africa. This is a change in attitude as for a long time the international policy literature regarded public investment in higher education as profligate luxury. However, graduates are needed for various specialised and leadership roles, as has long been indicated by labour market data. With the prospect of a scaling up of higher education, there's renewed interest in exploring the evidence base on the various economic impacts on higher education and what this might imply about the potential effects of growth in the HE system.

In November last year I was invited to take part in a policy forum in South Africa on how higher education can meet the changing needs of employment. The event was organised by Wilton Park, a centre for discussion funded by the Foreign and Commonwealth Office, as part of its Youth Dialogues. Participants represented university careers services, academic experts and employers. Findings were distilled into a briefing to be presented at a meeting of ministers of education in the commonwealth. One of the key anxieties of those present was the possibility that higher education, once scaled up, would not lead to commensurate employment opportunities. This anxiety, whilst not to be ignored, is overstated. The evidence base on this is relatively good, but two biases of interpretation are prevalent. First, there is a tendency to attribute aggregate shocks to the expansion of higher education, ignoring the fact that when the going gets tough for graduates, the less qualified are even worse hit. Second, because the labour market benefits of higher education make it a very good investment on average there is a tendency to ignore that the average is composed of a range of heterogeneous outcomes, some not good at all. This is particularly troubling when such bifurcations are systemic, for instance related to social status.

In December Professor Michele Schweisfurth and I travelled to Malawi where we met with academics, government officials, NGO staff and representatives of the Icelandic International Development Agency. We benefitted from being introduced to key contacts by Dr Josephine Munthali, a Malawian-British expert on education in international development, affiliated with the Robert Owen Centre. In the capital Lilongwe we were guided by the Forum for African Women Educationalists. Meeting with officials in the ministry of education, it was clear that in terms of professionalism and dedication, Malawi is up there with the best, but there are significant challenges to overcome. Further south on the Zomba plateau we met with representatives of the School of Education in Chancellor College and had interesting conversations about teacher education in Malawi and the various challenges new teachers face in that country. Whilst never easy, this job is particularly challenging for those despatched to remote and rural locations with poor facilities, where substances activities occupy much time. Later on I caught up with old friends in the economics department, which I visited as a PhD student in 2010. There we were able to compare notes and catch up on future research aspirations. If you ever get a chance to visit Chancellor College, we do recommend the canteen in the staff and student club, which is run by the home economics department. Tasty and healthy food at affordable prices, with plenty of veg and good meat – no wonder it was popular! Comparing that sit-down meal with the typical British cheese ploughman, brought home the exclamations of the founding fathers of national accounting — GDP was never intended to be a welfare indicator!

For more information please contact:  
**Kristinn.Hermannsson@glasgow.ac.uk**



*Photo: Meeting with representatives of NGOs in Lilongwe. From left to right: Pellani Mogha (Action Aid), Kisa Kamwenda (Civil Society Education Coalition), Wesley Chabwera (FAWE Malawi), Patricia Mwalwanda (FAWE Malawi), Michele Schweisfurth, Kristinn Hermannsson, Lucky Mbewe (Centre for Youth Empowerment and Civic Education).*





# Knowledge Exchange links

## Calendar for Seminar series (past and future)

Everyone welcome to attend but please send email to [Education-robertowencentre@glasgow.ac.uk](mailto: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 July 2017	"Review of the Life Chances of Young People" A lecture to mark the launch of Naomi Eisenstadt's second report to the Scottish Government as Independent Advisor on Poverty and Inequality, focusing on the life chances of young people in Scotland. The main themes of her report are Employment, Housing and Mental Health.	Naomi Eisenstadt Honorary Research Fellow, Department of Education, University of Oxford.
19th October 2017	"The Regional Governance of Skills Supply and Demand in Scotland: The cases of Glasgow City Region and Aberdeen City & Aberdeenshire Region"	Dr Queralt Capsada-Munsech, Postdoctoral Researcher (School of Education: Robert Owen Centre), University of Glasgow
26th October 2017	"The orthodox and the critical approaches to TVET in international development: competing policy agendas in Chile"	Dr Oscar Valiente, Senior Lecturer (School of Education: Robert Owen Centre), University of Glasgow,
23rd November 2017	"An uncertain future: some implications of Brexit for Teaching and Teacher Professionalism in Europe."	Prof Tony Finn (University of Glasgow) is the former CEO of the General Teaching Council for Scotland.
23rd January 2018	"Education at the OECD, International and Scottish Perspectives"	David Istance, Visiting Professor, School of Education, University of Strathclyde
31st January 2018	"The integration of vocational education in systems of innovation: the case of Brazil"	MSc, Jan Peter Otero, University of Münster (Germany), PhD Fellowship
6th February 2018 12.00 – 13.00	"The Global Education Monitoring Report: Accountability in Education"	Dr Samantha Ross, St Andrew's Building, University of Glasgow G3 6NH
6th March 2018 12.00 – 13.00	"The gender 'gap' in attainment"	Dr Val Corry University of Glasgow, Associate Tutor (Creativity Culture and Faith), St Andrew's Building, University of Glasgow G3 6NH
16th May 2018 12.00 – 13.00	"Children's Neighbourhoods Scotland"	Lizzie Leman, Knowledge Exchange Officer, St Andrew's Building, University of Glasgow G3 6NH





# Knowledge Exchange links

## Conference presentations

### ROC's early career researchers

#### Queralt Capsada-Munsech

- attended and presented at the 3rd ESREA Conference "Equity, Social Justice and Adult Education and Learning Policy". Her presentation was entitled " Lifelong Learning Policies for Disadvantaged Young Adults in Scotland: a Cultural Political Economy Approach", based on co-authored work with Oscar Valiente and Kevin Lowden. The presentation was part of a Symposium "Constructing Young Adults as Target Groups through Lifelong Learning Policy: Enhancing inclusion and equity through (new) normalities and demands?", proposed by the YOUNG\_ADULLLT project. The conference took place from 8-10 June 2017 at the University of Verona.
- attended and presented at 24th International Conference of Europeanists organised by the Council for European Studies (Columbia University). Her presentation was entitled " Lifelong Learning Policies for Disadvantaged Young Adults in Scotland: a Cultural Political Economy Approach", based on co-authored work with Oscar Valiente and Kevin Lowden. The conference took place from the 12-14 July 2017 at the University of Glasgow.
- was invited to present the at the International seminar of vocational education policies. The title of Queralt's presentation was "La gobernanza regional del sistema de formación y uso de competencias en Escocia" (The regional governance of skills formation and use system in Scotland). The seminar was organised by Unviersidad Alebrto Hurtado (Santiago de Chile) as part of the TVETCHile project, in collaboration with the University of Glasgow. The seminar took place the 2nd of November 2017 in Santiago de Chile.



*Michele Schweisfurth, Director of ROC chairs a discussion panel at the UKFIET conference on Education and Development with Malala Yousafzai, Pakistan activist for female education and the youngest Nobel Prize laureate.*





# Recent contracts and awards

## Chris Chapman

- Donations for 3 RA posts

## Chris Chapman (PI) Stuart Hall (Co-I); Kevin Lowden (Co-I)

- Network for Social & Educational Equity:  
Argyll & Bute Schools  
North Lanarkshire Council

## Stuart Hall (P-I); Kevin Lowden (Co-I)

- Royal Society of Chemists

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

- SSERC Phase 3

## Kristinn Hermannsson

- SFC GCRF: Inequality in Educational Access

## Michele Schweisfurth (Co-I)

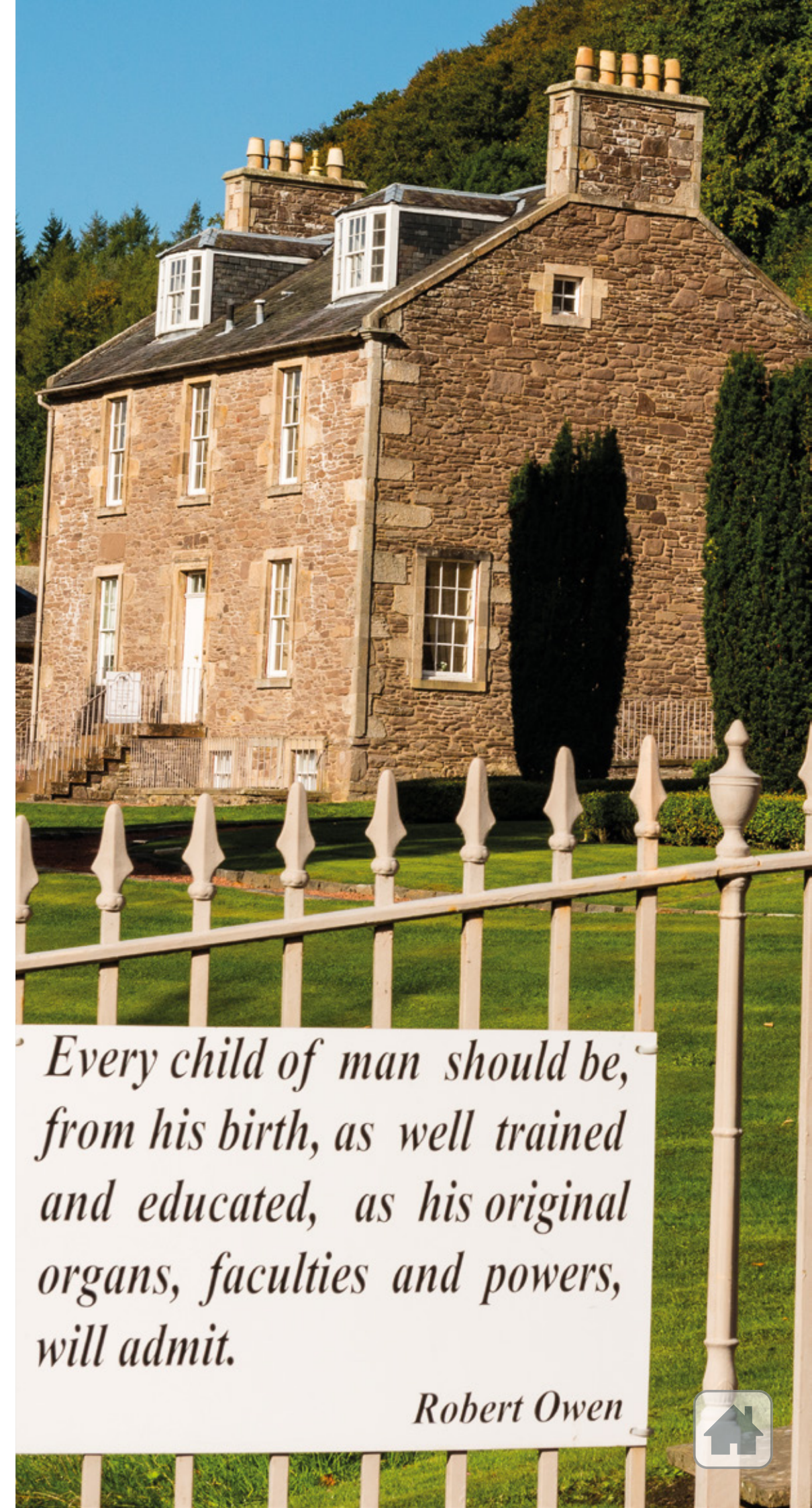
- RCUK: Centre for Sustainable, Healthy and Learning  
Cities and Neighbourhoods

## Michele Schweisfurth (Co-I) Chris Chapman (Co-I)

- ESRC: Disadvantage and Participation in  
Accountability Processes: Theory and Evidence from  
School Development and Management Committees  
in Karnataka, India

## Oscar Valiente (PI);

- SFC-GCRF: Pilot study of the implementation of the  
Mexican model of dual vocational education and  
training in the state of Baja California



*Every child of man should be,  
from his birth, as well trained  
and educated, as his original  
organs, faculties and powers,  
will admit.*

*Robert Owen*





# Recent publications and papers

## FEATURED PUBLICATION

**Odena, O.** (2018) *Multicultural dialogues in post-conflict music education settings*. In: Race, R. (ed.) *Advancing Multicultural Dialogues in Education*. Palgrave Macmillan: Cham, Switzerland, pp. 215-233. ISBN 9783319605579 (hardback). (doi:10.1007/978-3-319-60558-6\_13)

The power of music to affect human beings is documented in the scholarly literature, for example in marketing and psychotherapy. Researchers have recently turned their attention to the apparent cross-community integration potential of participating in music activities. My earlier research in Northern Ireland indicated that such activities, when avoiding nationalistic tunes, were allowing children from conflicted communities to work together. As a result of the work in Northern Ireland, a few years ago I was invited to work at a peace conference in Cyprus with teachers eager to develop activities for Greek- and Turkish-Cypriot children sharing classrooms for the first time. This chapter develops from reflecting on previous work in Northern Ireland and Cyprus. The opening section outlines the meanings of the main concepts used throughout the text, including multicultural education, ethnicity and integration. In the second and third sections, I discuss recent international developments and advocate for increased research in post-conflict contexts if we are to fully understand the potential of music education for building genuine multicultural dialogues in conflict-affected settings. The conclusions offer implications for policy leaders, practitioners and community organizers, including nine principles for the design of pedagogies of multicultural education in post-conflict environments. The electronic version of the chapter is now available through the University of Glasgow Library and via **Springerlink** from subscribing institutions.



Oscar Odena



**Baine, E.M., Doroba, H., Miheso-O'Connor, M., Munthali, J., Ndow, I., Read, B., Schweisfurth, M., Tanner, E., and Umutoi, J.** (2017) Exploring Gendered Patterns of HE Participation and Success in STEM and Beyond: initial findings from the EGHE network, *Conference on Girls' Education in Africa, Forum for African Women Educationalists*, Lusaka, Zambia, 23-25th August 2017.

**Capsada-Munsech, Q.** (2017) Overeducation: concept, theories, and empirical evidence. *Sociology Compass*, 11(10), e12518. (doi:10.1111/soc4.12518).

**Carney, S and Schweisfurth, M** (eds) (2018) *Equity in and through Education: changing contexts, consequences and contestations*. Leiden: Brill Publishers.

**Dimmock, C.** (2016) Conceptualising the research–practice–professional development nexus: mobilising schools as 'research-engaged' professional learning communities. *Professional Development in Education*, 42(1), pp. 36-53. (doi:10.1080/19415257.2014.963884).

**McKinney, S. J., Hall, S. T. and Lowden, K.** (2017) Catholic Schools and attainment in Scotland. *Open House*, 269, pp. 14-15.

**Moskal, M. and Schweisfurth, M.** (2017) Learning, using and exchanging global competence in the context of international postgraduate mobility. *Globalisation, Societies and Education*, (doi:10.1080/14767724.2017.1387768).

**Odena, O. and Burgess, H.** (2017) How doctoral students and graduates describe facilitating experiences and strategies for their thesis writing learning process: a qualitative approach. *Studies in Higher Education*, 42(3), pp. 572-590. (doi:10.1080/03075079.2015.1063598) Open Access article.

**Odena, O.** (2017) Software for qualitative analysis [Virtual Special Issue on Software for Qualitative Analysis, Editorial]. *International Journal of Social Research Methodology*, p.1. Available in Enlighten at <http://eprints.gla.ac.uk/141692/>

**Odena, O.** (2018) *Musical Creativity Revisited: Educational Foundations, Practice and Research*. Series: SEMPRES Studies in The Psychology of Music. Routledge: London, UK, and New York, NY, USA. ISBN 9781472489753 (hardback) (In Press).

**Odena, O.** (2018) Multicultural dialogues in post-conflict music education settings. In: Race, R. (ed.) *Advancing Multicultural Dialogues in Education*. Palgrave Macmillan: Cham, Switzerland, pp. 215-233. ISBN 9783319605579 (hardback).

**Read, B.** (2017) Gender, Early Career Academics and the Performance of Self at Academic Conferences, *Society for Research into Higher Education* annual conference, Celtic Manor, Newport, Wales, 6th Dec 2017.

**Read, B. and Leathwood, C.** (2017) Exploring the impacts of the casualisation of academic staff on the teaching and learning of undergraduate students, *Society for Research into Higher Education* annual conference, Celtic Manor, Newport, Wales, 7th Dec 2017.

**Read, B. and Bradley, L.** (2017) Gender, Time and Waiting in Everyday Academic Life, *Feminist and Women's Studies Association conference*, University of Strathclyde, Glasgow, 6th-8th September 2017.

**Schweisfurth, M. Davies, L. Symaco, L. and Valentie, O.** (2017) Higher education, bridging capital, and developmental leadership in the Philippines: learning to be a crossover reformer. *International Journal of Educational Development*, (Accepted for Publication).

**Spiel, C; Schwartzman, S; Busemeyer, M; Cloete, N; Drori, G; Lassnigg, L; Schober, B; Schweisfurth, M; and Verma, S** (2018). The contribution of education to social progress. In: *Rethinking Society for the 21st Century: Report of the International Panel for Social Progress*. Cambridge: Cambridge University Press.





# Members of the Robert Owen Centre

## Directors

Professor Michele Schweisfurth  
Dr Mark Murphy  
Professor Christopher Chapman, Founding Director

## Staff

Dr Katherin Barg  
Professor Clive Dimmock  
Mr Stuart Hall  
Dr Kristinn Hermannsson  
Mr Kevin Lowden  
Dr Oscar Odena  
Dr Barbara Read  
Dr Oscar Valiente

## Management, Professional and Administrative Staff

Mrs Karen Harron, Research project Administrator  
Ms Lizzie Leeman, Knowledge Exchange Officer  
Mrs Patricia Wallace, Robert Owen Centre Manager

## ROC Research Assistants and Interns

In the last two years the work of ROC has increased significantly and a number of successful projects have thrived thanks to the work of Research Assistants embedded within them. The projects also provide opportunities for Research Assistants to work closely with the research teams, and additionally, internship possibilities have been created to support ROC work. As a research centre, a significant part of ROC's remit is to support the professional development of such early-career staff. The capacity building and supportive nature of ROC has offered each of them opportunities to move forward in their chosen career with the support of highly experienced Principal Investigators and mentors from within the Centre. Our researchers and interns constitute a diverse and talented group of early-career professionals.

Following are profiles of some of our current research assistants and interns.



### Queralt Capsada-Munsech

I am a postdoctoral researcher currently involved in the Young\_Adults H2020 Research Project "Policies Supporting Young People in their Life Course. A Comparative Perspective of Lifelong Learning and Inclusion in Education and Work in Europe". The project focuses on young adults facing difficulties in their transition from education to the labour market and how local and national actors address lifelong learning (LLL) policies to improve their economic and social situation. The main aims are analyzing the interaction and complementarity of LLL policies and policymaking with other sectorial policies, as well as understanding the different ways in which LLL policies are socially embedded in specific regional and local contexts across Europe.



### Judith Jacovkis Halperin

I have a Doctor in Sociology for the Autonomous University of Barcelona (UAB) (2011). Currently I am a post-doctoral researcher in the Globalisation, Education and Social Policy (GEPS) research group from the UAB within the Horizon2020 Project Young Adults, "Policies supporting young Adults in their life course. A Comparative Perspective of Lifelong Learning and Inclusion in Education and Work in Europe" funded by the European Union's Horizon 2020 Programme. I am also a Research Assistant at the Robert Owen Centre in the project "Governing the educational and labour market trajectories of secondary TVET graduates in Chile".



### Deja Lusk

I am a BS in Psychology and MSc in Education currently involved in educational research with a particular interest in Educational Policy and school improvement. Building on my previous experience in the US Navy, I am currently in my second year of my doctoral research on the paucity of women in STEM fields. In my work at the Robert Owen Centre, I support and evaluate educational programmes that promote teacher education as well as learning and development.





# ROC Research Assistants and Interns



## Josephine Munthali

I am a woman educationalist from both the western and Africa traditions. I played a significant role in setting up the Child Support Project in Scotland which supports children in Malawi. I raised the profile of Malawi and played a significant role in the Scotland Malawi Partnership and the Scottish Executive International Aid Fund. Through the Forum for African Women Educationalists, I coordinated gender responsive education programmes and research in over 10 countries in Africa. My article on issues related to child labour and education was published in a book entitled *Global Ideologies Surrounding Children's Rights and Social Justice* in May 2017.

As a member of the Examining Gender in Higher Education Network at the Robert Owen Centre, I have been mapping out key pressing current issues and knowledge gaps in relation to gender and Higher Education in multiple African contexts. As a Research Associate, on the ESRC-IAA project: Inequality in Educational access, I am leading a scoping exercise to identify empirical and normative aspects of access to education internationally, in Chile, Malawi, Scotland and Swaziland.



## Nguyen Thanh Dong

I am currently working as a post-doctoral researcher at the University of Glasgow, UK. I hold a two-year Master's degree in International and Comparative Education and have completed my PhD studies in educational leadership at the National Institute of Education, Nanyang Technological University, Singapore.

My PhD research adopts grounded theory methodology to theorize the process of teachers engaging peers in change. My key areas of research include educational leadership and management, organizational education, and comparative education. I am also interested in systematic literature review and theory building. I have conducted empirical research in Singapore, Sweden, and Vietnam. I have published in leadership journals such as *Journal of Educational Administration*, *School Leadership & Management*, and *Leading & Managing*.



## Saravjit Singh

Prior to working at the ROC I worked as a lecturer for eight years at an outstanding college. In addition to my role as a research assistant, I work at Glasgow University as an assistant on the MSc in Adult and Continuing Education and Advanced Research Methods programmes, whilst also completing my doctorate.

My research areas focus on work based learning, talent management, lifelong learning (LLL), and skills shortages for young people. This compliments my work as a RA on the Young Adults project, as it focuses on LLL policies for young adults close to being socially excluded in Scotland.



## Daniel Van Amersfoort

I am an educational researcher with a particular interest in school improvement, collaborative learning in the workplace and innovative leadership. Building on my previous work as a consultant and researcher with the Open University of the Netherlands, I am currently writing my doctoral dissertation on value creation in networks and communities.

In my work at the Robert Owen Centre, I support and evaluate the development of initiatives that promote educational equity through collaborative action research and networking. In addition, I work on research on public service leadership research for What Works Scotland.





# ROC Research Assistants and Interns



## Adrian Zancajo

I am BA in Economics and PhD in Sociology from the Autonomous University of Barcelona. Currently, I am working in the ROC as a research assistant for the ESRC–Newton Fund project ‘Governing the educational and labour market trajectories of secondary TVET graduates in Chile’ led by Dr Oscar Valiente. In the context of the project, I am involved in two main research strands. On one hand, the political economy of TVET reforms in Chile during the last decade, on the other hand, the analysis of the regional and local dynamics of TVET governance in three Chilean regions.



## INTERNS WITHIN ROC

### Amy Smail

I am a PhD student in Comparative Education, examining teachers’ experiences of educational reform in India and Ghana and tensions between global and local imperatives. Based on my research interests that explore emancipatory approaches and de-colonising methods in the Global South, I am currently working as an intern at ROC co-ordinating a new PhD seminar series on ‘Doing Research in the Global South.’ Prior to joining the Centre, I worked across a broad range of areas in education and International Development including UK-African higher education partnerships, political economy, school governance and pedagogy and within various organisations of academia, INGOs and policy in the UK and developing countries.



### Hannah Walters

I am a third year PhD student working across education and sociology. My research focuses on educational and personal journeys of working-class young women and girls that lead to highly-gendered areas of vocational education, specifically, make-up and beauty training. I am currently working as an intern in support of the Examining Gender in Higher Education Network, which aims to map and synthesise knowledge on gender-specific experiences of HE in order that it can be shared with international policy makers and practitioners. Prior to beginning my PhD I completed an MRes in Equality and Human Rights at Glasgow, and worked as an equalities professional in the further education sector.

## First Robert Owen Centre doctoral scholarship recipient awarded her PhD

*Dr Hannah Chestnutt, Mr Kevin Lowden, Professor Michele Schweisfurth and Professor Chris Chapman (supervisors)*



### Congratulations to Dr. Hannah Chestnutt

Dr. Hannah Chestnutt began her PhD at the Robert Owen Centre very soon after the launch of the ROC. Four years later, in November 2017, her studies and research culminated in a successful viva examined by Professor L. Hayward and Professor A.J. Daly.

Dr. Chestnutt’s doctoral research draws on the capability approach and social network theory to examine the use of school collaboration to ameliorate educational inequity. Her thesis extends our understanding of the opportunities for capabilities to be fostered in pupils and educational professionals when educational professionals are united in purpose, but have the freedom and support to move between a variety of networks. Knowledge about the degree to which such networks were able to interrupt existing social norms, rules, power structures and pedagogy has implications for planning the appropriate conditions to support long term, dynamic partnerships for the amelioration of educational inequity.

Now living in Montreal, Canada, Hannah plans to continue to pursue her interests in teacher professional development, social network analysis, and equity in education.

### Contact:

Education-robertowencentre@glasgow.ac.uk

Twitter: @robertowenctr

[www.robertowencentre.academicblogs.co.uk](http://www.robertowencentre.academicblogs.co.uk)

