



**CESE**

Comparative Education Society in Europe  
Association d'Éducation Comparée en Europe  
Gesellschaft für Vergleichende Erziehungswissenschaft in Europa



**XXV CESE CONFERENCE**

**EMPIRES, POST-COLONIALITY AND INTERCULTURALITY:  
COMPARATIVE EDUCATION BETWEEN PAST, POST, AND  
PRESENT**

**-THE WORLD IN EUROPE, EUROPE IN THE WORLD-**

**EMPIRES, POST-COLONIALISME ET INTERCULTURALITÉ:  
L'ÉDUCATION COMPARÉE ENTRE LE PASSÉ, LE PRÉSENT ET L'AVENIR**

**-LE MONDE EN EUROPE, L'EUROPE DANS LE MONDE-**

**IMPERIOS, POSTCOLONIALISMO E INTERCULTURALIDAD:  
LA EDUCACIÓN COMPARADA ENTRE EL PASADO, EL PRESENTE Y EL FUTURO  
-EL MUNDO EN EUROPA, EUROPA EN EL MUNDO-**

**SALAMANCA, 18~21 JUNE, 2012**





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## WELCOME

### **XXV CESE CONFERENCE, 18-21 June 2012. SALAMANCA (SPAIN)**

On behalf of CESE and Local Organizing Committee of the XXV CESE Conference, I would like to start by welcoming all participants not only to the University of Salamanca but also to the city of Salamanca.

CESE have entrusted the organization of the CESE Conference to us and this represents a big challenge for both Theory and History of Education Department and Faculty of Education, specially taking into account this is the first time that CESE Conference will take held in our university.

The Congress theme “Empires, Post-coloniality and Interculturality: Comparative Education between past, post and present” is broad and current enough to let us a comparative reflection about the issues our academic field are concerned at the present time.

The programme brings together lectures by leading comparatists from around the world, several Workgroups and a parallel Symposium. The programme also features a list of cultural and social activities that we hope you all enjoy them.

English and French will be the working languages of the Workgroups, while Spanish and Portuguese will be the working languages of the Symposium.

We wish you all a good work throughout the Conference and we also hope that everyone will have the opportunity to enjoy the historical and cultural heritage of this university city by excellence.

On behalf of the Local Organizing Committee

Leoncio Vega Gil





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## CESE EXECUTIVE COMMITTEE

- Prof. Miguel A. Pereyra, President CESE, University of Granada.
- Prof. Robert Cowen, Past President, University of London
- Prof. Elisabeth Buk-Berke, Institute of Education. University of London
- Prof. Hans-Georg Kotthoff, Pädagogische Hochschule Freiburg
- Prof. Vlatka Domovic, University of Zagreb
- Prof. Lennart Wikander, Uppsala University
- Prof. Lefteris Klerides, Secretary-Treasurer. University of Cyprus.

## LOCAL CONFERENCE ORGANISING COMMITTEE

- Prof. Leoncio Vega Gil. University of Salamanca. President of Committee (Vice-President of the SEEC. Sociedad Española de Educación Comparada).
- Prof. José María Hernández Díaz. University of Salamanca.
- Profa. Lurdes Belén Espejo Villar. University of Salamanca.
- Profa. Luján Lázaro Herrero. University of Salamanca.
- Prof. Juan Carlos Hernández Beltrán. University of Salamanca. Secretary of Committee.

## TECHNICAL SECRETARIAT

- Eva García Redondo. University of Salamanca.
- Silvia Martín Sánchez. University of Salamanca.
- Francisco José Rebordinos Hernando. University of Salamanca.
- Alexia Cachazo Vasallo. University of Salamanca.
- Sara González Gómez. University of Salamanca.
- Tania F. Gómez Sánchez. University of Salamanca.







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## GENERAL INFORMATION

### Conference Venue

Hospedería del Colegio Fonseca (Universidad de Salamanca).  
C/ Fonseca, 2.  
Salamanca (Spain).  
<http://www.posgrado.org>  
Phone number: +34923294760  
[hospederiafonseca@usal.es](mailto:hospederiafonseca@usal.es)

### Opening Hours. Conference Secretariat

Sunday June 17	from 18:30 to 20:30	Claustro del Colegio Fonseca
Monday June 18	from 8:00 to 19:00	
Tuesday June 19	from 9:00 to 19:30	
Wednesday June 20	from 9:00 to 19:00	
Thursday June 21	from 9:00 to 13:30	

### Visit to University of Salamanca Library (XV Century)

The visit to the old Library is organized by groups according to the programme. Anyone interested in visiting the Library must contact with the Secretariat of the Congress.

### Lunches

Lunches will be served at University Dining Peñuelas (C/ Peñuelas de San Blas, nº1. Opposite of Palacio de Congresos). Please, bring your tickets with you in order to admittance.



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### **Conference reception**

The welcome reception will be held, Sunday 17th June from 20:30 to 21:30, at Claustro del Colegio Fonseca. (C/ Fonseca. Salamanca).

### **Reception**

A cocktail reception will be held Monday 18 th at 19:30 hrs for all XXV CESE Conference participants at “Escuelas Menores” Courtyard (Patio de Escuelas, nº1. Salamanca)

### **Conference dinner**

The Conference gala dinner will take place at the Sala de las Pinturas (Colegio Fonseca), Wednesday June 20th at 21:00 hrs. Please take into account that pre-registration and payment are required for attendance. Please remember to bring your dinner ticket with you and present it at the entrance.

### **Conference languages**

The official Conference working languages are both English and French. Parallel sessions can be organized in the language of the abstracts.

### **Entitlements**

Full registration rates include admission to all sessions, a book of the Conference Programme with the abstracts, a CD-ROM of the papers received and accepted, three lunches and coffee breaks.



## Acknowledgements

The Organizing Committee gratefully acknowledge material and financial support for the Congress from the following institutions:

### MINISTERIO DE ECONOMÍA Y COMPETITIVIDAD



### UNIVERSIDAD DE SALAMANCA



VNIVERSIDAD  
D SALAMANCA

### AYUNTAMIENTO DE SALAMANCA



### SOCIEDAD ESPAÑOLA DE EDUCACIÓN COMPARADA



### FACULTAD DE EDUCACIÓN



### DEPARTAMENTO DE TEORÍA E HISTORIA DE LA EDUCACIÓN







## PROGRAMME





## PROGRAMME

Sunday, June 17th		
15.00 h.	Executive Committee	Sala Hotel Abba Fonseca
17.30 h.	Women´s Network	Biblioteca del Colegio Fonseca
20.30 h.	Get-together reception	Claustro del Colegio Fonseca

Monday, June 18th		
08.00 h. 09.30 h.	Registration	Secretary
09.30 h. 10.00 h.	Professor Daniel Hernández Rector Magnificus Salamanca University Welcome address	Sala Menor. Fonseca
	Professor Miguel Pereyra President of CESE Opening of Conference	Sala Menor. Fonseca
10.00 h. 11.00 h.	Professor Sabine Hornberg	Sala Menor. Fonseca
11.00 h. 11.30 h.	Coffee break	Cafeteria
11.30 h. 12.30 h.	Professor Iveta Silova	Sala Menor. Fonseca
12.30 h.	Visit to the Old Library. First group	
13.30 h. 15.30 h.	Lunch	University Dining Peñuelas
15.30 h. 17.00 h.	Parallel Working Groups. Session 1	Rooms 1-6
17.00 h. 17.30 h.	Coffee break	
17.30 h. 19.00 h.	Parallel Working Groups. Session 2	Rooms 1-6
19.30 h. 21.00 h.	Reception	Patio de Escuelas Menores



# EMPIRES, POST-COLONIALITY AND INTERCULTURALITY: COMPARATIVE EDUCATION BETWEEN PAST, POST, AND PRESENT

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Tuesday, June 19th		
09.00 h. 11.00 h.	Parallel Working Groups. Session 3.	Rooms 1-6
11.00 h. 11.30 h.	Coffee Break	Cafeteria
11.30 h. 13.30 h.	Parallel Working Groups. Session 4.	Rooms 1-6
13.30 h.	Visit to the Old Library. Second group	
13.30 h. 15.30 h.	Lunch	University Dining Peñuelas
15.30 h. 17.30 h.	Parallel Working Groups. Session 5.	Rooms 1-6
17.30 h. 19.30 h.	Panel. Socrates, Salamanca and Science: Historical and Humanist Motifs in Comparative Education	Sala Menor. Fonseca.
20.00 h.	Reception at the City Hall of Salamanca. After night visit to the city	Rooms 1-6

Wednesday, June 20th		
09.00 h. 11.00 h.	Young Researchers Working Group.	Rooms 1-6
11.00 h. 11.30 h.	Coffee Break	Cafeteria
11.30 h. 13.30 h.	Parallel Working Groups. Session 6.	Rooms 1-6
13.30 h.	Visit to the Old Library. Third group	
13.30 h. 15.30 h.	Lunch	University Dining Peñuelas
15.30 h. 17.30 h.	Parallel Working Groups. Session 7.	Rooms 1-6
17.30 h.	Coffee Break	
18.00 h.	CESE General Assembly	Sala Menor. Fonseca
21.00 h.	Gala dinner	Sala de las Pinturas. Fonseca



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Thursday, June 21st		
09.00 h.	Keynote lecture:	Auditorium.
10.00 h.	Prof. J. M. Moreno	Hospedería Fonseca
10.30 h.	Coffee Break	Cafeteria
11.00 h.		
11.00 h.	The Lauwerys Lecture:	Auditorium.
12.00 h.	Prof. Th. Popkewitz	Hospedería Fonseca
12.30 h.	Closing of Conference	Auditorium.
13.00 h.		Hospedería Fonseca
13.30 h.	Lunch (optional)	University Dining Peñuelas

## SYMPOSIUM

**Postcolonialismos, interculturalidad y cooperación internacional: España y Portugal y las sociedades iberoamericanas.**

**Pos-colonialismo, multiculturalismo e cooperação internacional: Espanha e Portugal e as sociedades Latino-americanas.**

## A) ESPAÑOL

Lunes, 18 de Junio		
15.30 h.	Conferencia Inaugural	Sala Menor. Fonseca
16.30 h.	Prof. Zelia Granja Porto	
17.00 h.	Descanso	
17.30 h.		
17.30 h.	Comunicaciones. Sesión 1.	Sala Menor. Fonseca
19.00 h.		
19.30 h.	Recepción	Patio de Escuelas Menores
21.00 h.		



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Tuesday, June 19th		
09.00 h.	Confêrencia	Sala Menor. Fonseca
10.00 h.	Prof. M. <sup>a</sup> J. Martínez Usarralde	
10.00 h.	Comunicaciones. Sesión 2	Sala Menor. Fonseca
11.00 h.	Descanso	Cafetería
11.30 h.		
11.30 h.	Comunicaciones. Sesión 3	Sala Menor. Fonseca
13.30 h.	Visita a la Biblioteca Antigua. Segundo grupo	
13.30 h.	Comida	Comedor Universitario Peñuelas
15.30 h.	Comunicaciones. Sesión 4	Sala Menor. Fonseca
17.30 h.	Panel. Sócrates, Salamanca y la Ciencia: las razones históricas y humanistas en Educación Comparada	Sala Menor. Fonseca
19.30 h.		
20.00 h.	Recepción en el Ayuntamiento de Salamanca. Visita nocturna a la ciudad	

## B) PORTUGUÊS

Quarta-feira, 20 de Junho		
09.00 h.	Conferencia:	Sala Menor. Fonseca
10.30 h.	Prof. J. Ruivo	
11.00 h.	Resto	Cafeteria
11.30 h.		
11.30 h.	Comunicações. Sessão 1	Sala Menor. Fonseca
13.30 h.	Visita á Biblioteca Antiga. Terceiro grupo	
13.30 h.	Almoço	Cantina Universitaria Peñuelas
15.30 h.	Comunicações. Sessão 2	Sala Menor. Fonseca
17.30 h.	Resto	
18.00 h.	Assembleia da CESE	Sala Menor. Fonseca



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## **A NOTE TO THE PRESENTERS OF WORKING GROUP PAPERS**

Many of you taking part in the CESE Conference in Salamanca will present a paper and it will be given in a Working Group. A Working Group session is 90 or 120 minutes long and, normally, three or four papers are presented in each session so each paper is allocated 30 minutes. Most people use about 15 minutes for presentation and thus their paper are discussed for about 15 minutes. The tradition is that if the presenter uses all of his or her 30 minutes to “read out” the paper, the Chair of the Working Group thanks you and moves on to the next paper without any discussion. Please be alert to this tradition.





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## CESE 2012 CONFERENCE

### **EMPIRES, POST-COLONIALITY AND INTERCULTURALITY: COMPARATIVE EDUCATION BETWEEN PAST, POST, AND PRESENT**

-THE WORLD IN EUROPE – EUROPE IN THE WORLD-

It is interesting – if fairly obvious – why there is a branch of comparative and international education which deals with small islands but there is no comparative education of big continents. Thus we are ill-prepared for example to offer (to anyone who wants it, including ourselves) a way of understanding Brazil, Russia, India and China from within the perspective of academic comparative education.

However that is an odd side effect of the international politics of ‘comparative education’. Add a few more countries (such as Indonesia, Japan, Mexico, Nigeria, Pakistan and the United States) and we are suddenly looking at the education of a very large number of people indeed – and it would certainly be possible to imagine a comparative education based around persons. That is, it would be exciting to think through the ‘agenda of attention’ and intellectual configuration of a different kind of comparative education if the human being (real ones, and many of them) was – on some broad principle of the greatest educational happiness of the greatest number – suddenly inserted as the focal point of comparative education.

We have not quite gone that far here, but perhaps the theme can be kept visible in the work of some scholars at the Conference. In the end, however, in thinking about this Conference we took a simpler approach.

Partly, we were wondering what comparative education had missed thinking about in the last few decades or had thought about but perhaps under-emphasised. Partly, we wondered what some of the major historical events of our epoch had been and what names we had given to the social processes which had affected so many lives – and what we knew about those lives, educationally. Thus in thinking about this Conference we began by naming ‘our times’ through labels for a number of massive social processes with obvious implications for education. In taking some of our final decisions, we inverted the principle and asked if there were any educational events and processes (in addition to the obvious ones such as being able to attend school at all) which looked, in our times, likely to have later a major impact on many human lives. We then asked if we could make a pattern



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of such thinking – a pattern which would lead to major possibilities for a wide range of colleagues to join in the Conference and give papers. Finally, at the beginning and at the end of our thinking – and for quite a bit in the middle – we were wondering about the condition of comparative education itself – hence the subtitle of the Conference: past, post and present.

It was in this way that we came up with the themes of the Working Groups, all of which we hope will stimulate and encourage comparative interpretations of educational patterns and how they change:

- **Empires**
- **Post-coloniality**
- **Post-socialism**
- **Interculturality**
- **International Cooperation**
- **New Empires**

In their different ways, all directly address international events and transnational flows of power, people, ideas and educational patterns. All these ‘events’ are also political processes which are still very much with us. All the processes are global – and have local forms and consequences.

We hope that academic colleagues and CESE Members will join us in Salamanca to explore, through the Plenary Lectures and within the Working Groups and in conversations, these themes which can of course be cross-linked in any given paper.



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## Working Group 1

Theme: **EDUCATION AND EMPIRES**

Chair: Eleftherios Klerides (European University of Cyprus & American University of Beirut).

What kind of comparative thinking is needed today to understand ‘old’ and ‘new’ empires, and education systems? Is theorising empires and education, comparatively, an impossible task?

The range of territorial Empires that could be analysed is considerable – e.g., American, Aztec, Belgian, British, Chinese, French, German, Inca, Japanese, Ottoman, Persian, Portuguese, Roman, Russian, Spanish, Arab, Soviet. The range of possible themes is wide. They include the relationship between empire, universities and ruling-elites; subaltern voices and educational patterns of disaffection; the deliberate use of school curricula and textbooks and rituals in both metropolises and colonies for sociopolitical ends. The questions are many. How were imperial discourses (including the idioms of ‘civilisation’, ‘progress’, ‘democracy’, ‘peace’, ‘modernisation’, ‘socialism’) decoded, for example, in the Maghreb, in Latin America, in India, in Central and Eastern Europe, in Australasia, in North America, etc.? What were the imaginings and practices and sites of gender, nation, ethnicity, race, religion, tribe in their educational forms, both within and in opposition to imperial identities?

Papers are also welcome on ‘new empires’, including empires of the mind, and empires-in-the-making. Sociologically, politically and comparatively can, for instance, the EU, the Council of Europe, OECD, World Bank, UNESCO, be understood as ‘empires’ in relation to education? There is a flurry of theoretical questions to be asked about their styles of ‘invasion’ (e.g., ‘recommendations’, ‘reports’, ‘expert meetings’, ‘coordination committees’), their rhetorics of ‘legitimation’ (e.g., ‘quality’, ‘development’, ‘reconciliation’), and their patterns and regimes of ‘governance’ (e.g., ‘rankings’, ‘benchmarking’, ‘world-class’). How far may the analogy of ‘invasion’, ‘legitimation’ and ‘governance’ be pushed for such international patterns of educational influence? Similarly, how far may a metaphor such as ‘empires of the mind, ideology and belief’ be pushed as ways of understanding educational forms? Where do such metaphors break down as ways of understanding education change and stability?



## Working Group 2

Theme: **POST-SOCIALISM AND EDUCATION**

Chair: Vlatka Domovic (University of Zagreb)

Possible themes for papers include stabilising the topic by reflecting on what came before: the world-system and the rise of state-socialism and state-socialist educational systems and their patterns of curriculum, universities, teacher education and moral orders. A powerful theme is available on 'socialist borrowing', not least in education. What are the socialist and post-socialist contrasts? Equally papers could be offered on Cuba and North Korea and African socialist societies and their educational patterns. What narratively were the dramas of non-change and change? Who wrote the scripts, to which ideologies? Exactly who acted – who were the *dramatis personae*?

There are also the new post-socialist societies: Russia and Central and Eastern Europe and the legacies, memories of education, and the new educational (and societal) narratives. What are the disruptions and continuities within Chinese socialism and Chinese education? How may we understand the roles of, for example, the World Bank, the OECD, the EU and aid and advice and Foundations and organized religions in the shaping of new educational patterns and new governance systems for education in post-socialist societies?

Theorising post-socialist societies and education is clearly difficult. How may theoretical sense be made of post-socialist 'transfer and borrowing', not least in education and how may the new nationalisms and old socialisms, new language mixtures and old religions, and newly assertive minorities and educational patterns be understood? What, in such contexts, do concepts of 'globalisation' explain – and fail to explain? And what of the future and its relation to the past? What is the evidence that our historical interpretations of education and state-socialism and post-socialism have been parochial? What may be said, analytically, about visions of the educational future of post-socialist societies – not least in terms of the question 'whose visions are they'?





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### Working Group 3

#### Theme: **IMPERIALISM, EDUCATION AND INTERCULTURALITY**

Chair: Jagdish Gundara (Institute of Education. University of London)

Intercultural education is both a way of seeing educational systems and societies and, in intention, a way of acting on them both. Papers can discuss intercultural education as a field of study; as a field of study in relation to ‘comparative education’ for example or anthropology, or political science, etc.; and papers can discuss intercultural education as a field of action – by the State, by agencies, by schools, and by teachers and families. No doubt other papers will concentrate on the ways in which the labels and the academic definitions of the field of study of ‘intercultural education’ (in a range of languages) has changed over time – and the politics of those labels in terms of theories of ‘the other’, ‘the majority’ and ‘minorities’.

To frame ‘interculturality,’ papers are welcome to start their analyses on the basis of narratives about any region (e.g., East Asia or the Indian sub-continent) as well as any country (e.g., Argentina, Brazil, China, Denmark, England, France, and so on – including the USA and the UK where the interculturality motif reflects a different history when compared with that of England). Papers from a range of intellectual perspectives are encouraged, e.g., anthropological and historical; and from a range of interpretative positions, e.g., post-feminist, post-modern, post-colonial.

It would be perfectly proper if some of the papers in the Working Group stressed gaps between policy and practice; the formation of policies of interculturality and intercultural education; the influence of international, regional and national agencies; and the flows of migration which have shaped ‘issues of interculturality’ – as well as issues of interculturality which have not been shaped by recent migrations. Persons presenting papers are encouraged to use an explicit interpretative device (e.g., border; mobility; neo-liberal state) or a theory of their own choosing.



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**Working Group 4**

Theme: **POST-COLONIALITY AND EDUCATION**

Chair: Lennart Wikander (Uppsala University)

With the collapse of the nineteenth and twentieth century Empires of the Great Powers, a large number of humankind passed into a political condition loosely known as 'independence'. This was and is clearly a major event in recent history and – with variations – it can be identified in a wider range of situations than the relatively recent collapse of empires such as those of the British or the Portuguese. In what senses may South Korea for example – or even Japan or China – be construed as containing elements of a 'post-coloniality'? How far does the theory of 'post-coloniality' stretch? Also, how did the situation of people after the collapse of Empires become labelled 'post-colonial' and where does this discourse come from and how has it penetrated educational studies? What were the educational consequences of decolonization processes?

Given this core problematique, the theme of this Working Group will include: new nation formations and varieties of modernisation; intercultural issues – along with their regional, national and hemispheric contexts; the themes of international political relations and international economic and consultancy input, labour markets, social models and ideologies, and neo-imperialist educational models – as well as the themes of gender, new political identity, cultural identity, inclusion and exclusion, otherness, subaltern voices, religion, language, reconciliation and revenge, ethnicity, race. How has 'post-colonial' education been shaped by some of the old factors of language, tribal identity, race and ethnicity, and new assumptions about national and international politics?

Finally what are the roles of 'education and international development' in the construction and destruction of 'post-coloniality' and what is the relationship of 'comparative education' to 'education and international development'? In other words, what does the expression 'comparative and international education' mean these days, compared with what it used to mean?



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## Working Group 5

Theme: **NEW EMPIRES OF KNOWLEDGE**

Chair: Hans-Georg Kotthoff (Freiburg University of Education)

In comparative education there has always been a preference for ‘getting the facts’ and for seeing the role of comparative investigation as being linked to the improvement of educational policy. This motif has taken different shapes at different times (e.g., Jullien, Pedro Rossello). Recently we have seen a considerable growth in international studies of achievement – e.g., TIMSS, PISA and PIRLS, accompanied by an increasingly international discourse about economic competition, quality enhancement and accountability in education, and notions of effective and efficient schooling.

These phenomena – in their density and frequency and in their political acceptance – are relatively new to us and are open to comparative analysis. There are ways to think about such research. One way is technical: how good is it and what does it tell us? In what sense does it count as ‘robust and relevant research’ – robust in what senses and relevant to whom, in what ways?

However, the research is also (e.g., PISA) a form of international ranking which sometimes has dramatic political repercussions ‘at home’. What are these new ‘politics of ranking’ and their implications for educational reform and indeed the concept of education itself? As the model extends – for example in the work of OECD or in the Shanghai and Times Higher Education rankings of higher educational systems – should we try to make sense of these rankings as modes of educational (and societal) forms of competition, as a mode of ‘governance by numbers’ and as ‘compasses’ for educational decision?

The broadest question of the WG is whether we are seeing the development of a ‘sociology and politics’ of international numbers and rankings and whether this is a new form of ‘comparative education’ and – if it is – how we might understand it and relate it to our traditional forms of ‘comparative education’.



## Working Group 6

### Theme: **INTERNATIONAL COOPERATION AND EDUCATION**

Chair: Elisabeth Buk-Berge (Institute of Education, University of London)

International cooperation in the production of relevant research, the brokerage of knowledge, and the growing interest in international evidence and the overlappings of the work of international and regional agencies are relatively new forms of educational action currently in Europe and worldwide. These new forms of international cooperation – which are also new in their legitimations and in their worldviews – are open to comparative analysis.

What world do these new forms of educational action, this form of international cooperation, call into being? The public justifications for the work of ‘international cooperation’ include phrases such as ‘evidence-informed’ policy and practice in education. This is one of the immediate priorities in Europe both at international level and within many individual countries. There are questions to be asked about what is the meaning of the term ‘evidence’ as it is actually used in our times, and what currently counts as ‘rigour’ and ‘relevance’ in educational research across different contexts.

Such developments lead to a flurry of questions. What groups of users and other stakeholders are involved in shaping knowledge-informed policy and practice in education? What kind of infrastructure, mechanisms and processes enable mutual learning and the exchange of good practices across borders? What are the criteria of defining what is ‘good practice’ and what kind of research is used in the framing of educational policy proposals in the EU, OECD, World Bank, UNESCO and other organisations? What is the impact of international coordination and priorities of educational research in Europe on research policies at national and institutional level, and choices of individual researchers as well?

Finally – and it is a question of some importance – are there distinctions to be drawn between ‘applied comparative education’ and ‘comparative education’ as a university subject? Can everything be covered by speaking of ‘international and comparative education’? If so, why?



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### **New Scholars' Working Group**

Chairs: Leoncio Vega (University of Salamanca) & Javier Valle (Autonomous University of Madrid).

CESE Conference 2012 will include a New Scholar Section. The main purpose of New Scholars Section is to welcome young colleagues that participate for the first time at a CESE Conference and to provide a space for new scholars to disseminate their research and to contribute to their establishment within the local and international research community.

### **Symposium**

Chairs: L. B. Espejo Villar (Universidad de Salamanca) & Luis Grosso Correia (Universidade do Porto).



## KEYNOTE SPEAKERS







## SABINE HORNBERG

Sabine Hornberg holds a chair in Education at the University of Bayreuth, Germany, since 2008 and has been active in international comparative education for many years. She has a degree in Pedagogics from the University of Bielefeld and from 1990-1992 was Project coordinator of 'Intercultural Education in Frankfurt am Main' at University of Dortmund, Institute for School Development Research.

From 1994 -1998 Sabine was research and teaching assistant and from 1999 to 2004 assistant professor at Ruhr-University Bochum working with Prof. Dr. Christel Adick who holds a chair in comparative education. In 2005 Sabine became project coordinator of PIRLS 2006 Germany and in 2006 also of PIRLS 2006 Luxembourg at the Technical University of Dortmund where she worked with Prof. Dr. Wilfried Bos, National Coordinator of PIRLS Germany since 2001. Sabine holds a PhD (1999) from the Ruhr-University of Bochum where in 2008 she completed her habilitation.

She is member of the Working Group for Empirical Research in Education (AEPF) of the German Society for Studies in Education (DGfE) and from 2005 – 2007 was President of the Section International und Intercultural Comparative Education (SIIVE) in the DGfE. She has organized and hosted several conferences in the field of international comparative and intercultural education. Her main research interests are education and schools in the process of internationalization, intercultural education, teaching and learning in schools in the context of heterogeneity and schools with an explicit international profile. Sabine has spent research time in England, Spain and Canada and widely published on topics concerning her research interests thereby lately also referring to the neo-institutionalist approach of the 'Stanford school' and to the concept of transnational educational spaces. She is currently, together with Christian Brüggemann, preparing a publication on the educational situation of Sinti and Roma in Europe.



# EMPIRES, POST-COLONIALITY AND INTERCULTURALITY: COMPARATIVE EDUCATION BETWEEN PAST, POST, AND PRESENT

- THE WORLD IN EUROPE, EUROPE IN THE WORLD -

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## IVETA SILOVA

Iveta Silova, PhD, is an Associate Professor of Comparative and International Education in the College of Education, Lehigh University, Pennsylvania, USA.

Her research and publications cover a range of issues critical to understanding post-socialist education transformation processes, including professional development of teachers and teacher educators, gender equity trends in Eastern/Central Europe and Central Asia, minority/multicultural education policies in the former Soviet Union, as well as the scope, nature, and implications of private tutoring in a cross-national perspective.

Her last three edited volumes include "Globalization on the Margins: Education and Post-Socialist Transformations in Central Asia" (Information Age Publishing, 2011), "Post-Socialism is not Dead: (Re)reading the Global in Comparative Education" (Emerald, 2010), and "How NGOs React: Globalization and Education Reform in the Caucasus, Central Asia, and Mongolia" (Kumarian Press, 2008; with Gita Steiner-Khamsi). Her book "From Sites of Occupation to Symbols of Multiculturalism: Re-conceptualizing Minority Education in Post-Soviet Latvia" (Information Age Publishing, 2006) won the best book award from the Association for the Advancement of Baltic Studies (AABS) for an outstanding scholarly book in Baltic studies (humanities and social sciences) published in 2006 or 2007.

Iveta Silova also serves as the co-editor (with Noah W. Sobe) of "European Education: Issues and Studies" (a quarterly peer-reviewed journal published by M.E. Sharpe).



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## JUAN MANUEL MORENO



Juan Manuel Moreno is Senior Education Specialist at the Department of Middle East and North Africa of the World Bank. Having worked in education development projects in over 25 countries of Latin America, Central Asia and Eastern Europe, he is currently responsible for the Bank's education portfolio in Jordan and Lebanon and manages the Arab Regional Agenda for Improving Education Quality (ARAIEQ). Before joining the Bank in 2002, he was Associate Professor of Education at the Universidad Nacional de Educacion a Distancia (UNED) in Spain.

From 1999 to 2002 he served as Vice-Rector of International Relations of UNED and as the Secretary General of the Ibero-American Association of Higher Distance Education (AIESAD). Dr. Moreno has been a visiting scholar at SUNY Buffalo (USA), and at the University of Nijmegen (The Netherlands). He has also served as consultant and evaluator for the European Commission and UNESCO.

Dr. Moreno has co-authored (with Ernesto Cuadra) the 2005 World Bank first policy report on Secondary Education: Expanding Opportunities and Building Competencies for Young People: a New Agenda for Secondary Education. He has also published eight books and nearly 100 journal articles and book chapters in the fields of curriculum development, education reform and school improvement, and teacher professional development.



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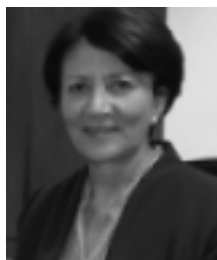


**THOMAS POPKEWITZ**

Thomas Popkewitz is full professor of Curriculum and Instruction at the University of Wisconsin-Madison, and holds a Ph.D.h.c. in four European leading universities. A former Chair of the worldly leading Department of Curriculum and Instruction, his studies research and studies is about politics of knowledge as its relates with the systems of reason that govern educational policy and research related to pedagogy and the issues of social inclusion and exclusion in educational research, focusing on research paradigms, the changing terrains of knowledge about teaching and teacher education, and reforms in school subjects. He has also conducted national and international studies of historical, ethnographic and comparative studies of national educational reforms and policies in Asia, Europe, Latin America, Southern Africa, and the U.S.

He have served as an international expertise in the evaluation of Swedish universities research programs sponsored by the Swedish National Foundation for the Sciences; eternal evaluator for research grants at the Canadian Ontario Institute of Education; consultant for the Norwegian Ministry of Education, Culture and Religion on national reform programs; and Chair of External Evaluation Team for the Portuguese National Foundation for Science and Technology, Education Grant Section.

Some of his main books are: *A Political Sociology of Educational Reform* (New York: Teachers College Press, 1991), *Struggling for the soul. The Politics of Schooling and the Construction of the Teacher* (New York: Teachers College Press, 1998), *Cosmopolitanism and the Age of School Reform. Science, Education, and Making Society for Making the Child* (New York: Routledge, 2008), and *The Child, the Citizen, and the Promised Land: Comparative Visions in the Development of Schooling in the Long 19th Century*, edited in collaboration with D. Tröhler & D.F. Labaree (New York: Routledge, 2011).



## ZÉLIA GRANJA PORTO

She has got a graduate degree in Psychology at the Social Sciences Faculty of Olinda (1981). Specialised in School Psychology from the Federal University of Pernambuco (1987, Brasil). Master,s degree in Cognitive Psychology of Pernambuco Federal University (1995). She received her Ph.D. in Historical, Comparative and Political Perspective of Education by the University of Salamanca (2006). Her Ph. D. Thesis advisor was professor Leoncio Vega Gil who is in charge of comparative education at University of Salamanca.

Currently she is associate professor at the Federal University of Pernambuco. During the last years she has been involved in a wide range of educational fields such as: development environment and primary education; training teacher project, studies on childhood labor task, young and adult education programmes and curriculum & education. She takes part of the Research Group on Popular Education and Young & Adults Education and the University of Pernambuco (UFPE).



## MARÍA JESÚS MARTÍNEZ USARRALDE



Bachelor's degree award (1997) and Doctorate Award, she is currently Associate Professor and Vice-dean of the Practicum and Educational Innovation at Valencia University. She teaches in the degree courses in Pedagogy and Social Education. Besides, she takes part and participate in both National and International Masters and nowadays she leads a post-graduate course which deals with mediation as a socio-educative tool. She belongs to the SEEC (Spanish Society of Comparative Education) from 1998 and she have been member of the SEEC board from 2008-2010 and director of SEEC journal from 2003 to 2009. Her research and studies have been regarded to different issues linked with topics such as, for instance, development models, international agencies policies or diacronica and synchronic study of latin american international policy.

Among her most recent publications we must underline the following: "Análisis y práctica de la mediación intercultural desde criterios éticos" written in collaboration with García López (Valencia, Tirant lo Blanch, 2009); a chapter entitled "Spanien" which is a part of an european compilation of H. Döbert, W. Hörner. B. Von Kopp y L.R. Reuter (Hrs.): *Die Bildungssysteme Europas*. (Baltmannsweiler, Schneider Verlag Hohengehren 2009); the publishing of the "Educación Internacional" handbook (Valencia, Tirant lo Blanch, 2009) and the edition of two important contributions, both in 2011: "'Y para muestra... Políticas educativas de inmigración y modelos de escuela que practican la interculturalidad'" (Valencia, Servei de Publicacions de la UV) and "Sentipensar el Sur. Cooperación al Desarrollo y educación" (Valencia, Patronat Sud Nord y Servei de Publicacions de la UV).



## JOÃO RUIVO

João Ruivo é especialista em Ciências da Educação, designadamente na área da formação e da supervisão de professores. Em 2011 integrou a equipa internacional de investigadores que redigiu e publicou o *International Handbook of Teacher Education World-Wide: Issues and Challenges*. Com dezenas de livros publicados, recebeu dois prémios extraordinários, atribuídos pela Universidade de Salamanca, pelos seus trabalhos de investigação e um prémio mundial, atribuído pela WAN-IFRA - *World Association of Newspapers and News Publishers*, pelo projecto “Educação para os Media”, cuja equipa de investigação integrou. João Ruivo é Doutor em Teoria e História da Educação, Mestre em Organização e Análise do Ensino e Licenciado em Ciências Antropológicas. É Professor Coordenador no Instituto Piaget, Campus Universitário de Almada – Lisboa. Integra a Comissão Científica do *Centro de Investigação de Políticas e Sistemas Educativos* (CIPSE) e dirige a *EDUTOPLA, Consultores & Serviços*. No Ensino Universitário já exerceu as funções de Vice-presidente de Universidade, Director de Faculdade, Presidente do Conselho Científico, Presidente do Conselho Pedagógico, Director de Departamento e coordenou várias equipas pedagógicas e de investigação. Na área da educação fundou ainda o jornal *Ensino Magazine*, que há 16 anos chega mensalmente às universidades lusas e espanholas.



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**CESE**

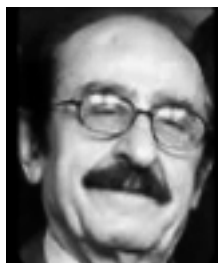
PANEL

**SOCRATES, SALAMANCA AND SCIENCE: HISTORICAL AND  
HUMANIST MOTIFS IN COMPARATIVE EDUCATION**

Chaired by



**Miguel A. Pereyra**, Professor of Comparative Education, University of Granada, CESE President



**Andreas M. Kazamias**, Emeritus Professor of Educational Policy Studies and Comparative Education, Universities of Wisconsin-Madison (USA) and Athens (Greece), Honorary Fellow of CIES and Honorary Member of CESE

Motifs in the history – and in recent academic histories – of comparative education have included positivism, the scientific method, methodological empiricism, the instrumental-developmental conception of education, and discussion of the potentials of various social sciences (sociology, anthropology, political science and economics).

However, what of our longer and deeper roots in a commitment to notions of the human, to notions of ‘education’, and to comparative education as a historical humanistic episteme? What of our traditional concerns with the nature of a ‘good’ education, and the ideal of the ‘well-educated’ human being? These





themes-quintessentially human concerns—were central in the work of the earlier well-known and now almost-forgotten generation of historical-philosophical-cultural-and-liberal-humanist comparativists, such as William Brickman, Nicholas Hans, Isaac Kandel, Friedrich Schneider, and Robert Ulich.

Are we still trying to understand the human condition expressed in myriad educational forms (and if not, why not)? Or perhaps, real human beings are currently not at the centre of our work (but if not, why not)?

To sustain us in exploring such questions, we have traditions, not least those drawn from classical and Renaissance humanism and notions of science. We also have a wide range of conceptual tools with which to think, for example, *paideia*, *studia humanitas*, *Bildung* and several classic questions about what it is to be educated (including Socrates' classic question about the "*paideia* of the soul").

And so, contemporaneously, what do we as comparative educationists now make of the question of what it is to be human? And, contemporaneously, what do we as comparative educationists make of humanism itself?

How do we take up the challenges of humanism as it travelled historically and was contextualised in many places, including Salamanca? Has our view of natural science and the social sciences narrowed to the point where we are thinking of them as European and as a set of skills and as a policy tool-box? Have we forgotten the regenesi s of science in the Muslim world—science as part of civilisation—and the rescue of some of its original motifs: its contribution to our understanding of the lived world and of ourselves, as well as later claims that "doing (good) science" embraces principles of freedom, including freedom of spirit and of speech? Do we, these days, reject Lauwery's concept of 'scientific humanism'?

This Panel offers an opportunity to explore these themes and the per-manent challenge to comparative educationists: what is it to be historical and academic actors in social contexts, including the present social contexts? In what sense has the study of the past something to say to us, as comparative educators, today—especially in histories of the "gendered", "raced", "classed", and religious human being? What, as comparative educationists, are our preferred epistemological paradigms, and what are our moral visions, especially as we invent forms of comparative education which involve thinking about post-structural, post-feminist, post-colonial, post-socialist interpretations of the world?

Right now, what are we saying, in the inner core of our work, about being human? Answering that question probably involves saying something—comparative and precise—about the human being in history and history in the human being.



EMPIRES, POST-COLONIALITY AND INTERCULTURALITY:  
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**CONTRIBUTORS**



JOSÉ LUIS GARCÍA GARRIDO (UNED, Madrid, and former President of CESE)



KARIN AMOS (University of Tübingen, Germany)



CARLO CAPPÀ (University of Roma-Tor Vergata, Italy)



MARIANNE A. LARSEN (University of Western Ontario., Canada)

# WORKING GROUP 1: EDUCATION AND EMPIRES

Chair: **Eleftherios Klerides**  
(European University of Cyprus & American University of Beirut)





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Monday, June 18th. Session 1. Classroom 2.3, 15:30h.

**EUROPE IN THE WORLD: THE CONFIGURATION  
OF SECONDARY SCHOOLS IN ARGENTINA AS AN  
EXAMPLE OF LOCAL INTERPRETATION OF  
WESTERN EUROPE PHENOMENA**

**Felicitas Acosta**

Institucion SAECE (Argentina)

On the basis of comparative historical methodology, this work sets out to reflect on the role of secondary school in the process of configuring modern educational systems. In particular, it deals with the comparison between the organization of secondary education in European Western countries and Argentina. Even though the work does not focus on the analysis of an “Empire” it tries to show the relationship between similar processes, like the configuration of secondary education, in contexts particularly influenced by European educational trends. In this work we propose to analyze the aforementioned process in the context of XIXth century Argentina. What kind of local interpretations/ translation of this international phenomenon took place during the configuration of Argentina’s secondary school? A quick overlook shows that the organization of secondary school in Argentina also partakes of the configuration of Western national educational systems and their contexts. Starting in 1860, the nature of this segment of the future educational system was clearly and decisively defined, as in Europe. Similarities between the process followed in Western Europe countries and the Argentinean case are remarkable. Nevertheless important differences can also be found in terms of institutional diversification such as the creation of other educational modalities (programs based on technical or commercial education) which led to a more rapid expansion of this educational level. There are also relevant differences regarding schooling results. Indeed, since the beginning of secondary school education in Argentina, the significant rate of enrollment was accompanied by a high dropout rate. An in depth analysis of these differences provides a better understanding of the interaction between international processes of educational systems organization -as those that took place in Western Europe- and regional/local characteristics.



Monday, June 18th. Session 1. Classroom 2.3, 16:00h.

**CHINESE CULTURAL EDUCATION AND COLONIAL  
CONTEXT: CONTESTING HIGHER EDUCATION IN POSTWAR  
SINGAPORE AND HONG KONG**

**Grace Ai-Ling Chou**

Lingnan University (Hong Kong)

From 1945 to 1959, the British encountered many challenges as they sought to reestablish their authority in Singapore and Hong Kong after reclaiming their colonies from Japan. In particular, they needed to greatly expand higher education for the predominantly-Chinese populations of both places: wartime destruction of local colleges, combined with the founding of the People's Republic of China in 1949, meant that advanced students from these colonial communities could no longer go to mainland China for further education. Furthermore, the British believed higher education to be essential in order to prepare Singapore youth for the responsibilities of self-governance, which came in 1959, and to train Hong Kong students in intellectual freedom whilst bordering communist China. Both the Singapore and Hong Kong Chinese communities pushed their colonial governments to expand higher education opportunities for their children. However, they also wanted to protect Chinese cultural identity and promote Chinese ethnic advantage against the domination of English-medium education and Western knowledge as advocated by the British. They thus created new university institutions which would be at once culturally loyal to China, cognizant of modern Western scientific research, and championing of intercultural learning. This paper compares how Chinese donors, professors, and students in each colony manipulated the British educational concepts thrust onto them in order to create their own definitions of modern higher education and its relationship to the Chinese intellectual tradition. It also analyzes British colonial views, as articulated by both government officials and British academicians, as to how higher education should develop in each place and why new curricular content and a re-prioritization of academic fields could secure the British imperial legacy in Asia. In so doing, it sheds light on the interplay between British and Chinese attitudes and actions regarding higher education in post-war colonial settings. \*can be refocused for Working Group 3 if requested.



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Monday, June 18th. Session 1. Classroom 2.3, 16:30h.

**REPLACING OLD EMPIRES OF THE MIND WITH NEW SPATIAL  
METAPHORS: DEPLOYING TRANSNATIONAL HISTORY AND  
SOCIAL NETWORK ANALYSIS TO  
CONSTRUCT A NEW CARTOGRAPHY OF CONNECTIONS**

**Jason Beech & Marianne Larsen**

Western University (Canada)  
Universidad de S. Andrés (Argentina)

Much research in the social sciences has been reflective of spatial meta-narratives that posit a separation between place and space, as well as fixed metaphorical meanings of place and space. In this paper, we challenge the assumptions underpinning these spatial ‘empires of the mind’ and propose alternative spatial metaphors to guide our research. In particular, we turn to two distinct developments: transnational history (TNH) and social network analysis (SNA). TNH is an approach to historical inquiry that “focuses on a whole range of connections that transcend politically bounded territories and connect various parts of the world to one another. Networks, institutions, ideas, and processes constitute these connections, and though rulers, empires, and states are important in structuring them, they transcend politically bounded territories” (Bayly, et. al., 2006, p. 1446). SNA is another methodological tool that pushes our thinking beyond old spatial ‘empires of the mind’. SNA involves mapping networks that constitute educational space. The study of networks is not new in educational transfer research in comparative education (e.g. Phillips, 2000; Resnik, 2006; and Steiner-Khamsi and Quist, 2000). We argue that together transnational history and social network analysis provides us with methodological tools that can contribute to a more thorough understanding of networks that constitute new geographies of power/knowledge in education. We suggest that by using these theoretical and methodological approaches comparative education can construct a new cartography of connections between educational places and spaces, and a better understanding of the political effects of imperial global actors in education.



Monday, June 18th. Session 2. Classroom 2.3, 17:30h.

**GLOBALISATION, EDUCATION, AND ANTIMEMBERSHIP:  
METHODOLOGICAL CHALLENGES FOR COMPARATIVE  
EDUCATION**

**Stephen Carney**

Roskilde University (Denmark)

The Foucauldian approach to conceptualising power has become a major challenge to the rich theoretical traditions within comparative education. Understanding the subject and subjectivity via techniques of surveillance, discipline and normalization enable us to view educational regimes as simultaneously repressive and productive where new normative understandings of state, citizen and learner emerge. These ideas enable us to conceptualise society, the subject and social action afresh but present two immediate problems. First, such analyses run the risk of over-generalising and homogenising the complexity and hybridity of practices and processes within educational spaces, resulting in notions such as the cosmopolitan citizen, the self-managing school, the child, the performative teacher. Second, they say little about how we might re-theorise 'place' and 'space' under conditions of globalization. The paper attempts to address these issues, which I see as interconnected, in the context of exploratory research being undertaken amongst young people in urban Nepal. Drawing on Anna Tsing's notion of 'friction' I explore the pervasive regimes of liberal sovereignty and biopower in global educational reform projects but also the diverse and contingent ways in which these take form in different contexts. In relation to issues of 'place' and 'space', I evoke James Ferguson's understanding of cosmopolitanism not as the triumph or disaster of regimes of cross-cultural, political or economic integration but as active processes of identity formation that, in many so-called 'developing countries' (many of which are characterised by connectivity and exclusion), are best characterised as acts of 'anti-membership'. The empirical work presented here identifies young people grappling with schooling and its ambiguous identity projects and insists that we treat seriously incoherence, fragmentation and uncertainty; not as exceptions found in 'fragile' and 'failing' states but as the new conditions of education in late (or post?) modernity.





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Monday, June 18th. Session 2. Classroom 2.3, 18:00h.

## **CRASH OF PEDAGOGICAL EMPIRES: OECD AND UE VERSUS FINLAND**

**María José García Ruiz**

Universidad Nacional de Educación a Distancia (Spain)

The phenomena of Globalisation has been described as a "paradigmatic change" (Dale, 2000: 89) and an "ontological shift" (Cox, 1996) that has provoked that institutions such as the OECD and the EU have been considered "political actors in their own right" (Henry et al, 2001) and real new sociological and political Empires in the XXIst century. Countries such as Finland, of a demonstrated and repeated educational excellence, are emulated as pedagogical Empires of proved quality. In the current times of transit of globalisation and postmodernism typical of the XXI st century, we assist to flagrant paradoxes such as the success of traditional, orthodox and modern countries, such as Finland, in the heart of the discourses, practices and structures of change, reform and postmodernism such as those proposed by the OCDE in PISA, and by the EU in its Bologna Process. Thus, opposite to the scorn of educational tradition proposed by technicians such as Andreas Schleicher (2007), Finland endorses its compromise with historical and traditional influences and teachings from Germany, Russia, the UK and Sweden. Similarly, opposite to the bet for change of those technicians promoters of the PISA studies, Finland reveals in its educational policy its clear bet for continuity and an exquisite balance between tradition and reform. Against the globalising paradigm in fashion in favour of the child-centered pedagogy (Carney, 2010: 128) typical of institutions such as the OCDE and the UE, Finland shows the optimal functioning in the XXIst century of the elements of the formal or traditional pedagogy, with the teacher in the center of the teaching-learning process, the emphasis in contents, and the role of memory.

This crash of paradigms and of pedagogical phylosophies forces the reflection that, surely, the most appropriate way ahead is the combination of both pedagogical paradigms, in armonic balance.



Monday, June 18th. Session 2. Classroom 2.3, 18:30h.

## **L'ÉDUCATION DANS LE MONDE AND ITS IMPACT ON THE COMPARATIVE STUDIES OF THE PORTUGUESE COLONIAL EDUCATION SYSTEM**

**Luís Grosso Correia**

University of Porto - Faculty of Arts (Portugal)

The publication of extensive studies by UNESCO on the organization of different national education systems (1955), on primary (1960) and secondary education (1963), and their structural configuration in the colonial spaces of some of these countries, represents a qualitative change for the understanding and analysis of the phenomenon of education worldwide. On the one hand, they have enabled researchers to understand the structure of the educational system of the colonizing countries and, on the other hand, to map the suitability of such systems transferred to the contexts of the colonial spaces. Studies on the educational policies of Western countries in their colonies registered a significant change in the post-World War II period. Even though the publications that analyzed colonial education from an international perspective are scarce in the so-called golden period of colonialism (1910-1940), or the issue was mostly addressed in nationally-centered studies published, for instance, in the context of colonial exhibitions, the aforementioned UNESCO publications are contemporaneous with the beginning of the political emancipation of former colonies and the emergence of new national states. These new states started to take their place at international education conferences organized by the International Bureau of Education (IBE), among others, and to shape the international agenda of education, by raising new issues and debates, including the struggle against the colonizing countries in the mid-1960s, as was the case of Portugal. This paper intends to analyze the methodological framework and the meaning that these UNESCO publications had in the international arena, marked by the beginning of the decolonization process. It further aims to assess their impact on the promotion of the first study on comparative colonial education in Portugal (see Rafael Ávila de Azevedo, 1958) and gradual weakening of Portugal's position, as a colonizing country, in international educational organizations throughout the 1960s (see IBE, 1965).



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Tuesday, June 19th. Session 3. Classroom 2.3, 9:00h.

**UNIMAGINED TRANSFERS: INTERNATIONAL  
ORGANISATIONS AND SCHOOL HISTORY IN  
SOUTHEAST EUROPE**

**Eleftherios Klerides**

University of Cyprus (Chipre)

This paper looks into history reforms in Southeast Europe over the last decade from the perspective of ‘educational transfer’. It is argued that attempts to re-conceptualise historical knowledge are effects of transfer – the transfer of ‘new history’. New history is a specific paradigm of history teaching and writing which was invented in Western Europe in the 1970s. Since the 1990s, international organisations and institutions, such as the Council of Europe, UNESCO and the Georg Eckert Institute, have been transferring new history from Western Europe to Southeast Europe in their effort to contribute to the making of the New Europe – the Europe of pluralism and tolerance and stability. It is specifically believed that new history can eliminate the enmity amongst the Southeastern peoples and promote reconciliation, friendship and understanding. The paper is divided into four main parts. The first part looks at the invention of new history with particular reference to England, paying special attention in sketching some of its major features and characteristics. After that, the appropriation of new history by an alliance of international organisations and institutions is examined, seeking to illustrate how this paradigm of history teaching and writing is defined in transnational space in terms of ‘best practice’. In the third part, the transfer of new history to Southeast Europe is analysed. Here the emphasis is to outline how international organisations and institutions penetrate national spaces and what rhetorics they use to legitimise their penetration. The focus of the fourth part is on how new history is interpreted locally using Greece as a case study, and particularly on its unintended consequences which include, amongst other things, the emergence of the locus of the endangered nation and defensive nationalism.



Tuesday, June 19th. Session 3. Classroom 2.3, 9:30h.

## **THE ROLE OF EDUCATION IN THE CONSTRUCTION OF THE EUROPEAN UNION**

**Rocío Lorente García y Natalia Reyes Ruiz de Peralta**

Universidad de Granada

Modern State involves a new political and social organization, a delimitation of territory borders within states and the enforcement of a national and cultural feeling of cultural and national identity among their inhabitants. The main purpose of this paper is to reflect on the influence of globalization and the new economic situation and the relation of both facts with the actual configuration of states-nations and economy.

As Dale points out, this situation does not necessarily turn states into obsolete or irrelevant realities, although it does affect the content and form of some of the processes and results in creating policies. Consequently, it is true that states maintain intact their formal sovereignty within their territories, but in different degrees they have lost their capacity to create independent national policies. This new configuration involves specific consequences that affect educational policies.

Regarding the European Union, which is trying to get the most competitive knowledge economy, it seems to be completely necessary to impulse new national reforms in the same direction to achieve common goals. The discussion focuses on how and why educational systems and institutions tend (or do not tend) to converge.



Tuesday, June 19th. Session 3. Classroom 2.3, 10:00h.

## **BREAKING POST-COLONIAL LEGACIES THROUGH SUPPORT OF PAKISTANI RESEARCH?**

**Cathryn Magno**

Connecticut State University (United States)

At its center, this paper questions the how external actors influence the development of a research culture in a post-colonial state. Specifically, I analyze my own participation as an American consultant to a USAID project in Pakistan intended to encourage and support local research on pre-service teacher education. The Pre-Service Teacher Education Project (Pre-STEP) is a five-year initiative to improve the quality of basic education in Pakistan through better-prepared teachers. Pre-STEP helps to revise and upgrade teaching quality in the newly created four-year Bachelor's Degree in Education (B.Ed.) and a two-year Associate Degree in Education (ADE). Pre-STEP intends to build upon existing (inherited, post-colonial) structures and directly supports 15 Pakistani universities in their efforts to raise the level of academic standards in teacher education programs. Pre-STEP offers research grants to faculty members in the interest of increasing knowledge and understanding of pre-service teacher education in Pakistan and, in particular, issues related to implementation of the new ADE and B.Ed. degree programs. The primary purpose of the research component of the project is to create a body of research local to the Pakistani context that informs pre-service teacher education practice and policy. To do so, the project contracts international consultants to advise and guide Pakistani faculty members' research. This paper questions the legitimacy of engaging external consultants, asking how local knowledge and experience is valued, expressed, scientifically documented, and legitimated. It asks how post-colonial legacies haunt current research initiatives, and how local researchers interrogate their own work in light of international "quality" standards. It grapples with how "elitism" may affect consultants, faculty researchers themselves, and the research process. Finally, it suggests that perhaps the experience of this research project in Pakistan demonstrates development discourse at both its best and worst.



Tuesday, June 19th. Session 3. Classroom 2.3, 10:30h.

## **“PORTUGAL ISN’T A SMALL COUNTRY”: THE “LESSON OF COLONIALISM” ON COLONIAL EXPOSITION OF PORTO IN 1934**

**Maria Luísa Marroni**

University of Porto

The Colonial Exhibition held in the Portuguese city of Porto in 1934 had as one of its main purposes cover all types of audiences, including non-literate. The exhibition (held in the Crystal Palace Gardens), in line to other similar trips held in Europe (Marseille, 1922, Antwerp, 1930, and Paris, 1931), allow to communicate messages double meanings: to inside in the country (defending the kind civilizing the colonial project, social stability achieved by the New State and a large Portugal territorial) and to the other colonial powers. It was attempted to thus demonstrate a uncompromising defense of the colonial project and the need to “educate” the population of the metropolis for this project. The exhibition directed to one’s target audience continental portuguese (white), designed to give a real “lesson of colonialism”, of mission of “civilizing”, “assimilating” and “teaching” using the public space. The lesson would, among other forms, by the reconstitution of the traditional life of ethnic groups of the Portuguese Empire and its exhibition to visitors. Also attempted to thus reconstruct an image of Other and make it known, as if it were a human zoo, for the portugueses of metropolis. The transformation of society can be achieved through the public space, establishing itself in myths, ceremonies and visual representations (cf. Schriewer, 2009). This change is gradual in daily life of people or culture, and can change the political and social system. It is intended, in this paper, to analyze the content and strategies of ceremonial pedagogy used in the space-time of the Colonial Exhibition of Porto (1934) and its significance for the survival and strengthening of the imperial idea (in the twentieth century), basis of political and ideological construction of a certain national unity.



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Tuesday, June 19th. Session 4. Classroom 2.3, 11:30h.

**THE PHILIPPINES, THE EAST ASIAN DEVELOPMENTAL  
STATES AND EDUCATION: A COMPARATIVE ANALYSIS OF  
WHY THE PHILIPPINES FAILED TO DEVELOP**

**Paul Morris**

Institute of Education, University of London (England)

After WWII, the economic prospects of the Philippines, then the second largest economy in Asia, were viewed positively but by the mid-1970s, it had become Asia's developmental puzzle for its failure to sustain economic growth. In contrast during the same period, regional neighbours, Hong Kong, Taiwan, South Korea and Singapore, achieved previously unknown levels of economic growth and were dubbed the 'East Asian Tigers'. This paper analyses the post war development of the Philippines, focusing on the role that education played, and contrasts it with the East Asian tigers. It is argued that the Philippines was distinctive in the state's failure to exercise strong central control, especially of the education system, which was neither harnessed to promote economic development nor national unity. The status quo that has its origins in a plantation economy prevailed, which ensured the country remained an unequal and impoverished democracy.



EMPIRES, POST-COLONIALITY AND INTERCULTURALITY:  
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Tuesday, June 19th. Session 4. Classroom 2.3, 12:00h.

## **BORDERLANDS, IDENTITY AND INTERNATIONAL EDUCATION**

**Marco Aurelio Navarro**

Colegio de Tamaulipas (Mexico)

Borders are not the limits between countries, but territories where cultures blend to produce a habitus where a different cultural capital grows on the verge of what schools considers as legitimate. This phenomenon is an object of study of international education.

An exploration in Mexican border cities, on the main characteristics of basic education students with previous experience on US schools, gathers some evidence that confirm the idea that borders are not a territorial limit between nations, but a complex area of intense social and economic interaction, that within a framework of asymmetries makes room to a culture that struggles with dominant cultures.

Children growing up in this area of interactions are bred on a habitus that incubates a cultural capital different from the “legitimate” cultural capital of the school. There are problems for regular border schools to cope with the learning needs of these children. Rethinking of subject matters as language, geography or history have to make sense in terms of a different identity.

The reflection about this phenomenon brings about some concepts of identity from Weber, of habitus from Bourdieu and about Wilson’s discussion on international and comparative education as Siamese-twin fields.





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Tuesday, June 19th. Session 4. Classroom 2.3, 12:30h.

**ADULT EDUCATION / LIFELONG LEARNING POLICIES IN  
GREECE AT THE BEGINNING OF THE 2010S:  
INFLUENCES FROM EUROPEAN EDUCATION POLICY AND  
NATIONAL PRACTICES**

**Eleni Prokou**

Panteion University of Social and Political Sciences (Greece)

Efforts for the reorganisation of adult education in Greece have been initiated by law 3879/2010 “Development of lifelong learning and other provisions”. The law states that the aim is “the development of lifelong learning through recognition of alternative educational trajectories, lifelong learning agencies\’ networking, and quality / transparency assurance, so that lifelong learning is linked with employment, and accomplished personalities and socio-economic development in general are formed”. Additionally, according this law, “there are regulations of matters concerning lifelong learning beyond the formal education system, as well as of matters referring to lifelong learning actions being undertaken by bodies of the formal education system”. For instance, law 4009/2011 “Structure, function, quality assurance of studies and internationalisation of higher education” provides for the creation of short-cycle and lifelong learning study programmes within higher education institutions. Law 3879/2010 also states that “informal learning is governed by the provisions of this law only in so far as regards the recognition and validation of its results”. The paper argues that: a) There are certain influences of European education policy on recent lifelong learning policies in Greece, associated with issues such as accreditation / quality assurance and the formation of a qualifications framework (issues to be met also in provisions for the implementation of a national framework of higher education qualifications related to both the national and the European qualifications framework as well as to the framework for qualifications of the European higher education area). b) Lifelong learning policy in Greece still presents major characteristics of the “statist” model (mainly through generalised accreditation policies and the formation of a national network of lifelong learning) while at the same time it strengthens the involvement of social partners and local government, thus presenting some of the characteristics of the “social partnership” model of lifelong learning in Europe.



Tuesday, June 19th. Session 5. Classroom 2.3, 15:30h.

## **TIME, LOCATION AND IDENTITY OF WWII-RELATED MUSEUMS: AN INTERNATIONAL COMPARATIVE ANALYSIS**

**Masako Shibata**

University of Tsukuba (Japan)

This paper looks at education in museums whose major theme is the history of World War II. It focuses on the places which had and still have been heavily involved in the history and the war as such. Generally speaking, these museums provide well-thought, comprehensive and sometimes innovative educational programmes. Occasionally, distanced learning is also available through online courses, payable by credit cards. A variety of programmes are designed for each of different social groups, e.g. for children, school teachers, soldiers and the general public. A variety of methods are invented for preparatory lessons at the school, field work in the museum and refresher courses again at the school. The display of the museums itself also instruct their understanding and interpretations of the history to visitors for pedagogic purposes to the visitors. These educational messages are explicit and conclusive.

In addition to such direct instruction embedded in the programmes offered by individual museums, however, there are 'educational' messages which implicitly demonstrate their approaches to the understanding of historical events related to the war. This paper tries to capture those messages through things outside the educational programmes. It argues that the basic views of, and interpretation about, war memories held by the museums can be drawn from time and space within which the operation of the museums and their exhibitions are involved. Precisely, the paper gives close attention to the location of the exhibitions and the politico-historical contexts in which the museums have developed. Through the analysis, the paper tries to understand what kind of meanings the history of World War II have had in different times and in different places.



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Tuesday, June 19th. Session 5. Classroom 2.3, 16:00h.

**WOULD-BE CITIZENS OF EUROPE. LLL AND SOCIAL  
COHESION DISCOURSES IN MIGRANTS\' INTEGRATION  
POLICIES IN EUROPE**

**Davide Zoletto**

University of Udine (Italy)

The paper focuses on the role played by “education” and “learning” discourses in the emerging configurations of migrants\' integration policies in Europe. The paper aims, in particular, to outline the role that “social cohesion”, “employability” and “lifelong learning” rhetorics are playing in the way in which migrants are expected to become well adapted European citizens. Insofar, the paper tries to shift attention – in the research about educational policies and migrations – from the predominant focus on the cultural or ethnic differences among individual and groups, to a focus on the relevance of governmental practices at a sovranational, national and local level, trying to understand also if and how these practices can be reacted and negotiated from below.



Tuesday, June 19th. Session 5. Classroom 2.3, 16:30h.

## **COMPARATIVE STUDY ON PRIVATE TUITION IN SPAIN AND THE OECD USING DATA FROM THE PISA REPORT**

**Ariadne Runte-Geidel**

University of Jaen (Spain)

International studies about educational tendencies have shown that there has been a remarkable increase in using school reinforcement lessons by students of Compulsory Secondary Education during the last decade. These lessons provide students with a supplement or extension of the knowledge that the so called “school for everyone” is not fulfilling. This type of education is known as Shadow Education, because it accompanies a formal education as if it were its own shadow. The aim of this article is to analyze the use of Shadow Education by students of Compulsory Secondary Education in the Spanish context of the last decade. We intend to verify in which proportion this kind of lessons are being used and also the way this has increased recently. In order to carry out this study, we have analyzed data from the PISA report from 2000 to 2009 as PISA collects information on “shadow education \” in all its editions.

# **WORKING GROUP 2: POST~SOCIALISM AND EDUCATION**

Chair: **Vlatka Domovic**  
(University of Zagreb)





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Monday, June 18th. Session 1. Classroom 2.1, 15:30h.

**ROMA EDUCATION AFTER SOCIALISM:  
A COMPARATIVE PERSPECTIVE**

**Christian Brüggemann**

University of Dortmund(Germany)

Since the end of the Soviet Union many countries in Central and East and Southeast Europe have experienced new opportunities but also new inequalities (Mitter 2003). While all population groups faced a decline in terms of living conditions in the first years of transition, Roma have experienced not just economic deprivation through the breakdown of state industries but also social exclusion triggered by unemployment and welfare dependency (O'Higgins & Ivanov 2006). Even though low levels of education are part and parcel the "vicious circle of poverty and exclusion" (Ringold 2000) and create tremendous costs to the overall economy, most states did not address the educational situation of Roma until international and supranational organizations started to denounce their educational deprivation. Triggered by discussions in the frame of EU accession in 2004 and 2007, by the proclamation of the Decade of Roma Inclusion 2005 to 2015 and the EU framework for national Roma integration strategies, education has become a central pillar for policy intervention followed by the need for quantifiable goals and evaluation (Hornberg & Brüggemann 2012). This paper presents data from the UNDP/World Bank regional Roma household survey that covers some 54.660 individuals in twelve countries. Comparative inquiry will include country comparisons as well as comparisons between Roma and majority populations living in close proximity to Roma. The paper pays particular attention to ethnic segregation in education, overrepresentation in special education, the role of language.



Monday, June 18th. Session 1. Classroom 2.1, 16:00h.

## **SCHOOL SELECTIONS IN THE POLISH SYSTEM OF EDUCATION. CONTEXTS AFTER POLITICAL TRANSFORMATION**

**Iwona Ocetkiewicz**

Pedagogical University in Cracow (Poland)

In the article I try to present a problem of school selections in the light of the Polish system of education. I attempt to do it by means of a presentation of a new type of school- a lower secondary school- introduced after the reform of education. According the reform, the lower secondary school was to help equalize students' educational opportunities. However, research results of various authors, show that this type of school contributed to generalization and consolidation of social differences characteristic of the country after the political transformation.

The outcome of my research, conducted in lower secondary schools in Lesser Poland, shows that students' educational achievements were mainly linked with their social differentiation. Both a selection within school - the lower secondary school examination – and an after-graduation selection (the continuation of education in upper secondary school) are a subject to selective factors. Finding an answer to the question - to what extend socio-economic conditions in Poland after the political transformation affect the course of selection processes in lower secondary school? – is the main problem of my research. The accessibility of school with high standards became an essential factor of a social segregation just like the place the residence. Parents' ambitions about their children's future education also look interesting. The parents surveyed by me presented both a minimum and ideal plan of their child's education path. Depending on a residential area -a village, a small or large city- one can notice differences in parents statements on this issue. The conclusions of research allow to focus on the problem of current education which is a democratic factor of a social life but also, paradoxically, an instrument of social inequalities.





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Monday, June 18th. Session 1. Classroom 2.1, 16:30h.

**LEARNING FOR A GLOBAL CIVIL SOCIETY IN  
POST-SOCIALIST COUNTRIES – FROM “EAST&WEST” TO  
“NORTH&SOUTH” PERSPECTIVE IN EDUCATION**

**Ewa Pająk-Ważna**

Pedagogical University of Cracow (Poland)

The title of article is “Learning for a Global Civil Society in post-socialist countries – from „East&West” to “North&South” perspective in education.” A Global Civil Society is crucial to shape globalisation in positive way. The author will examine two aspects of development education which is an active learning process founded on values of solidarity, equality, inclusion and co-operation. The concept of development education is a complex and multidisciplinary, taking different forms in educational systems all over the world, including awareness raising, formal, non-formal and informal education, life-long learning, campaigning, advocacy, training and learning, international volunteerism. First the support in education from international organisations for post-socialist countries in the 90. will be discussed. It shows so-called „East&West perspective” based on research at schools in 6 East and Central European countries. The research were done among American Peace Corps Volunteers and school directors between 1999-2003. Then the current concepts of implementing global education and education for sustainable development in Polish educational policy will be presented. It relates to Polish NGOs involved in international development cooperation, democracy support and humanitarian aid which work toward better involvement of these subjects at schools. It is so-called „North&South perspective.” Both perspectives promote a critical understanding of globalisation, international cooperation in education and global mutual dependence.



Monday, June 18th. Session 2. Classroom 2.1, 17:30h.

## **THE EVOLUTION OF RUSSIAN HIGHER EDUCATION, CHANGE OR CONTINUITY?**

**Aljona Sandgren**

Åbo Akademi University/Stockholm University (Sweden)

Russian universities, initiated by the state in the 18th century, did not have as long traditions as Western universities, but were, and are, central in society. The situation in Russia was quite different from the West in terms of religion, cultural heritage, ideological background and geographical position, surrounded by hostile tribes. “Nowhere else were clearly and typically mirrored all the waves of change of state policy, as by Russian higher education institutions”. Russian universities were modelled on the German universities and later influenced by the French education system. Russian higher education, utilitarian by nature, was of great importance to the state, which needed educated bureaucrats. Universities were never autonomous as the state provided universities with financial support, controlled the curriculum and professors were considered to be state bureaucrats. The upbringing of students, including the fostering of moral values, became central in the mission of Russian universities. Despite strict control and strong bureaucracies universities played an enlightening role in Russian society and culture. During Soviet times universities became strictly subordinated to, steered and administrated by the state, the curriculum penetrated by Marxist-Leninist ideas, old professors removed from their positions, and during Stalin just disappeared. Education became approachable for the poor, but at the same time access to universities for children of the intelligentsia or non-communist townsmen was restricted. In principle, education was free, but there were some hidden costs, due to corruption. Since the 1990s Russian universities have experienced a double transformation, 1) the liberation from some aspects of the Soviet legacy and 2) the development of entrepreneurial culture, as in Western European society. Periods of liberal undertakings and change in Russian higher education shifted with more open reactionary ideas, but it is still possible to trace the continuity in the history of transformations, even through Soviet times and after.



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Monday, June 18th. Session 2. Classroom 2.1, 18:00h.

**USING POST-COLONIAL THEORY FOR EDUCATIONAL  
RESEARCH IN POST-SOVIET SETTINGS: POSSIBILITIES AND  
DILEMMAS**

**Terra Sprague & Lizzi Milligan**

University of Bristol (United Kingdom)

Drawing on reflections of the two researchers in choosing appropriate theoretical lenses for comparative educational research, this paper will consider the suitability of Post-colonial theory for understanding educational policy and practice in Post-soviet Armenia. Milligan, in her work on Free Secondary Education in western Kenya, has adopted a Post-colonial theoretical position. Through collaborative research, the two speakers have identified a number of similarities between the Kenyan and Armenian educational contexts. Therefore, in the absence of a Post-Soviet theoretical lens, Sprague has considered the use of Post-colonial theory for her work on educational assessment in Armenia. Through discussion, four key tenets of Post-colonialism have been identified that may be useful in the Armenian context: (1) resisting the perpetuation of representation; (2) the colonial education legacy in classroom settings; (3) the enduring Neo-imperial presence in policy making; and (4) the legitimisation of indigenous epistemologies.

This paper will consider their relevance for Post-Soviet settings with particular reference to the Armenian situation and explore the possibilities and dilemmas. A new theoretical framework will be presented, containing elements of Post-colonial theory but also recognising the hybridization of multiple influences upon educational policy reforms in Armenia. Conclusions will also consider whether the simplicity of traditional dichotomies expounded in Post-colonial theory continue to have relevance today for Post-colonial settings and beyond.



Monday, June 18th. Session 2. Classroom 2.1, 18:30h.

## **POST-SOCIALIST KAZAKHSTAN: WHY JOIN THE BOLOGNA PROCESS?**

**Gulnara Tampayeva**

Brunel University, School of Sport and Education

For many countries the start of the post-socialist period meant not only the end of communism, but also the end of a colonial period. This is certainly the case for countries in the former Soviet area. Kazakhstan, like other newly-independent republics, inherited a strong education system from the Soviet Union. However, this did not prevent reforms in education directed towards the European educational system, which resulted in Kazakhstan joining the Bologna process in 2010. The study stresses the importance of political purposes rather than just educational ones in Kazakhstan's pro-Western shift in education. This first touches on the weakening of ties with Russia and of Russian cultural influence, with European values having more attractiveness for post-socialist Kazakhstan. Given that education has long been used as a major tool in the national-building process, the forging of a national identity is often undertaken through education. So, the issue of national identity is central to this paper. In the first section, general information on post-socialist Kazakhstan is provided along with an examination of Kazakhstan's route to cooperation with Europe, which is possible due to the geographical location of Kazakhstan, the prevalence of a Eurasian mentality in Kazakhstan's society, and the cultural orientation of Kazakh intelligentsia in the past. The second section attempts to comprehend the nature of nationalism in the Soviet socialist context. Soviet identity was forged through a particular understanding of nationalism. The nature of the post-socialist national movement in the post-Soviet area originates from a specific understanding of nationalism and the national politics of its socialist past. The final section is devoted to Kazakhstan's struggle with national identity in the post-socialist era. This issue cannot be underestimated in the current politics of Kazakhstan's post-socialist nation building. However, the construction of national identity is a painful and complex process, which remains in progress.



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Tuesday, June 19th. Session 3. Classroom 2.1, 9:00h.

## EDUCATION REFORM IN EUROPE

**Richard Verdugo**

SELF (Netherlands)

Education reform has emerged as an important and controversial topic throughout the globe. While there are many factors driving such controversy, the most significant seems to be ideology, both Neo-Liberal and Socialist. Neo-Liberals employ a market-based framework in their education policies, while the focus among Socialists is equality of education opportunity. The present paper is a summary and analysis of education reforms in France, Italy, Finland, Norway, Portugal, Spain, Great Britain, Sweden, and Germany. Data for my paper are from chapters from each country for a book I am currently editing (Oxford University Press).

Tentative results indicate the following: (1) Education reform is a contest terrain with at least two camps attempting to shape education policy: Neo-Liberals/Conservatives, and Socialists; (2) the economy, whether global or nation specific also drives policy, as education decision-makers attempt to shape students to better fit a nation's economic needs; (3) teacher training, and teacher quality has emerged as a controversial issue; and (4) religion and public/private schools are also being hotly debated.

My tentative conclusion is that education reform is a complex political issue being driven by ideology and politics, as different political camps struggle to gain political control and thus have the power in shaping educational systems.



**WORKING GROUP 3:  
IMPERIALISM, EDUCATION AND  
INTERCULTURALITY**

Chair: **Jagdish Gundara**  
(Institute of Education, University of London)







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Monday, June 18th. Session 1. Classroom 2.5, 15:30h.

**FINNISH, JAPANESE AND TURKISH PRE-SERVICE TEACHERS'  
INTERCULTURAL COMPETENCE: THE IMPACT OF  
PRE-SERVICE TEACHERS' CULTURE,  
PERSONAL EXPERIENCES, AND EDUCATION**

**Hasan Arslan, Sari Hosoya & Mirja Talib**

Kanto Gakuin University (Japan)

Due to the mobility of people and an interdependent industrialized world, intercultural competence and orientation towards cultural differences are needed in order to function in multicultural contexts. The challenges facing education and teacher education are real. In multicultural and diverse school settings, teachers need to have intercultural competence so that all students of any background can attain successfully. Talib and Hosoya have studied intercultural competence among pre-service teachers in Finland, Japan, and in the US. Finnish and Japanese pre-service teachers showed very different tendency in terms of intercultural competence; the Finnish pre-service teachers seemed to show less defensive and more distinct attitudes of tolerance of differences than their Japanese counterparts. The aspects of teachers' intercultural competence including sense of mission, empathy and social responsibility appeared differently in each group. American pre-service teachers showed similar tendency with Finnish counterparts, however, the data showed that multicultural environment does not necessarily promote their intercultural competence. Pre-service teachers acquire the competence through their culture, environment, personal experiences, and education. Some aspects of intercultural competence are influenced by culture, the others by personal experience and education.

In this paper we include Turkey as the next country of comparison. As a preliminary study we compare the descriptive data obtained by the research, and attempt to clarify the impact of each variable on intercultural sensitivity in order to promote intercultural competence among pre-service teachers. We hope to contribute to teacher education for multicultural society.



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Monday, June 18th. Session 1. Classroom 2.5, 16:00h.

**CULTURAL TRAVELLING AND COMPARATIVE  
EDUCATION IN THE 21<sup>ST</sup> CENTURY**

**Leslie Bash**

Leo Baeck College (United Kingdom)

With the dismissal of ‘travellers’ tales’ as a relic of a bygone age, mid-twentieth century comparative education became dominated by a positivistic mission to create a ‘science’. While later currents modified this stance through flirtation with alternative non- and post-positivist approaches any notion of ‘cultural travelling’ as an appropriate epistemological dimension of comparative education seemed to reference the era of the grand tour. This paper seeks not to resurrect the cultural explorer in pursuit of the exotic but rather to salvage the idea of travelling as having twenty-first century relevance in an era of global communication and interculturality. Such cultural travelling carries with it, in principle, a degree of mutuality and reciprocity and can be evidenced through a number of mechanisms, including, for example: migration, tourism, transnational business, virtual networking and social media. Education, no less than other social institutions, is subject to the consequences of intercultural penetration as policy and practice reflect a flexible and rapidly-moving world. In recent years, much emphasis has been upon the ramifications of the processes of migration and the existence of nomadic and minority groups for the efficient functioning of education systems. Yet, at the same time, we underplay the actual and potential fluidity of those systems as a consequence of weakened borders between distinct categories of social actors whether at the national, regional, local or institutional level. Importantly, if we can strip cultural travelling of its exploitative elements and instead view it as a global – intercultural - resource there is the possibility that it might provide comparative education with a renewed purpose which connects it much more with many of the pressing global issues with which education must engage now and in the future.



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Monday, June 18th. Session 1. Classroom 2.5, 16:30h.

**YOUNG PEOPLE WITH HIV/AIDS: CONCEALMENT  
STRATEGIES TO COMBAT SOCIAL STIGMA AND  
EDUCATIONAL EXCLUSION**

**J. Carlos González Faraco, Antonio Luzón & Mónica Torres**

(University of Huelva & University of Granada)

AIDS is probably the most tragic face of the global age. This paper, which derives from an interdisciplinary research project, aims to describe the extreme risk of social and educational exclusion forced upon people with HIV/AIDS, particularly adolescents and young people. Pursuing a knowledge-based approach, and using an ethnographic methodology, we study the social construction of this disease based on the stories of those affected by it. Through them, we analyze the various mechanisms that these individuals employ to confront the danger of rejection in the various areas of their social relations, including those concerning education. Among other things, these young people adopt certain strategies of concealment and masking that reveal the stigmatizing power of the disease and the extraordinary continuing capacity of the social and cultural systems of advanced societies to divide, classify and exclude.



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Monday, June 18th. Session 2. Classroom 2.5, 17:30h.

## **BEING 'PERSONABLE' AND WORKING INTERCULTURALLY IN INTERNATIONAL HIGHER EDUCATION SETTINGS**

**Meeri Hellsten**

Sodertorn University (Sweden)

Internationalization of higher education has brought about remarkable changes to teaching and learning policy and practice during the past few decades. These changes have required rapid adaptation and re-configuration on behalf of scholars, in the ways they think about and manage their professional encounters (Trahar, 2011). The rapidly increasing numbers of international students in classrooms, have required innovative action in the application of teaching methods and practices.

Consequently, new didactics have at times been implemented in situ, somewhat reactively and sometimes without consideration of pedagogical consequences. This situated practice has left the international education community of scholars feeling challenged whilst remaining committed (Hellsten & Reid, 2008).

The self-study method has recently been applied as a workable instrument for investigating professionalization and pedagogy in international teaching and learning sites (Trahar, 2011). This presentation focuses on the self-reporting of scholars involved in intercultural teaching in Scandinavia and elsewhere. Central to the talk are comparative narratives collected from senior academics in different countries and cultures and which highlight some of their theorisations and pedagogical philosophies. Narrative inquiry theory (Trahar, 2009) according to a model by Somers and Gibson (1994:60-63) has been implemented in the analysis of scholarly reflections. The theory relies on Lundegård and Wickman's (2009) claim that interactive events between people require them to show responsibility and deep involvement in order to be legitimised. Such are interpreted and mediated through our histories and identities that in this process construct new identities and professional spaces on which to act upon.

The methodology relies on Somers and Gibson's four components of narrative inquiry and by adding a fifth that is applicable to intercultural narratives makes the model relevant for international and intercultural education. The paper concludes by discussing the pedagogical implications available from narrative inquiry applied to intercultural education. The evidence points to the value of academic reflective narratives in affirming meaningful dialogue within international education settings and for enhancing pedagogy in and for intercultural settings.



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Monday, June 18th. Session 2. Classroom 2.5, 18:00h.

**TRANSNATIONAL PERSPECTIVES ON EDUCATION: IDENTITY,  
TIME, AND SPACE IN THE NARRATIVES OF AN IMMIGRANT  
MOTHER**

**María Belén Hernando Llorens**

University of Wisconsin-Madison

This institutional ethnography examines how the everyday experiences of an immigrant mother are linked to the wider political, social, and economic processes. This study is guided by a sociology for people (Smith, 2005) which begins in the actual life experiences of women and explores the social relations in which those experiences are given meaning. The researcher uses social psychological theory (Côté& Levine, 2002) of identity development to analyze how Rosi imagines herself to be, what she wants for her children, and in what ways her identity and agency shapes education work at home. This study aims to shed light on the role that schooling plays in the process of identity formation of an immigrant woman and the ways this may affect literacy work at home. Conclusions from this study aims to help schools and policy makers to implement policy that enable immigrant women and mothers to take full participation in decisions making affecting their lives and their children's lives in a context of transnational education in a global era.



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Monday, June 18th. Session 2. Classroom 2.5, 18:30h.

**ACADEMIC MOBILITY, LANGUAGE, AND CULTURAL CAPITAL:  
THE EXPERIENCE OF TRANSNATIONAL ACADEMICS  
IN BRITISH HIGHER ACADEMICS IN BRITISH HIGHER  
EDUCATION INSTITUTIONS**

**Tejendra Pherali**

Liverpool John Moores University

This paper is concerned with the experiences of transnational academics teaching and researching in British higher education institutions (HEI). Although there is a plethora of studies related to the issues of international students and Western academics teaching abroad, very little has been written about the recent global phenomenon in which academics from non-English-speaking backgrounds move to English universities. This underresearched area is explored drawing on an in-depth study considering the cases of seven international academics in five different universities. The study identifies a range of their distinctive experiences which constitutes an exigent “field” in their struggle to adapt to the new cultural setting. The “logistic challenges” may exist but are transitory. Although providing an opportunity for professional development is helpful, “the offer of support” is a sensitive notion and may be perceived as a threat to both their status and identity.



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Tuesday, June 19th. Session 3. Classroom 2.5, 9:00h.

**EMPIRES OF KNOWLEDGE, CAPITAL AND ALIENATION IN  
UNIVERSITIES: FROM COLONIAL TO NEOLIBERAL  
COMMODIFICATION OF KNOWLEDGE AND HIGHER  
EDUCATION**

**Terri Kim**

Brunel University (United Kingdom)

This research paper revisits Adam Smith and Karl Marx to examine the contemporary condition of knowledge capital and academic alienation in the contemporary (neoliberal) university contexts to argue that what we used to know as a 'University' in the European tradition - its purpose and role - have entered a long transition into new forms, which are not yet totally clear. It will critically examine the commodification and displacement of knowledge in universities on a global scale, and learning for consumption in the neoliberal economic globalisation of higher education, notably through NPM and WTO/GATS and FTA. In East Asia – taken as a specific comparative counterpart to Europe, however, the colonial origins and relations of university knowledge and development tend to the contemporary trading and commodification of knowledge and higher education quite differently. For instance, the overtly utilitarian purpose and use of higher education as a positional good (in direct relation to better employability and greater financial rewards in life) have been dominant in East Asia since colonial times (Kim, 2001; 2007). Further, it will be suggested that what used to be the idiosyncrasies of 'colonial' higher education has become a global trend contemporaneously. It offers a critical analysis of institutional knowledge (re)production in higher education to highlight the geometries of global-local power and knowledge, through which interculturality is enmeshed with (de)coloniality on the global university scene. The conclusion of the paper will critically consider the possibility of intercultural dialogue of 'knowledges' to reconcile the epistemic divide between *Wissenschaften* and *Weltanschauungen*.



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Tuesday, June 19th. Session 3. Classroom 2.5, 9:30h.

**ISLAM AS A CULTURE OR AN IDEOLOGY:  
UNIVERSITY'S FUNCTION**

**Abbas Madandar Arani, Lida Kakia & Amir Mohhamad Kakia**

Lorestan University (Iran)

Dialogue among civilizations requires a full understanding of different views towards the functions of each civilization. Islamic civilization has been one of core points in controversies about both \"dialogue and conflict among civilizations\" in the two recent decades. The word \"Islam\" may raise two general views on this civilization. The first one regards Islam as a culture and the second one considers Islam as an \"Ideology\". These two views necessarily entail different social and cultural implications which redefine the relationships between Islamic civilization and other civilizations and call for a variety of expectations from individuals. Universities in their modern formations are the kind of institutes that based on social situations in every country can promote one of the two aforementioned views. Taking a cultural view towards Islamic civilization, universities can strengthen an intellectual relationship between civilizations while promoting an Ideological view in universities increases the conceptual and understanding distances between Islamic civilization and other civilizations. The present paper tries first to explain these two views and then to indicate different functions of universities and other higher education centres in this regard in some Islamic countries.





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Tuesday, June 19th. Session 3. Classroom 2.5, 10:00h.

**STUDY ABROAD EXPERIENCES, COMPETENCIES, GLOBAL  
CITIZENSHIP AND INTERCULTURAL EDUCATION**

**Carla Roverselli**

Università di Roma Tor Vergata (Italy)

From more research (Hammer, Bennett, Grove, Hansel) comes out that studying abroad for a long enough period of time (6 months, one year), seventeen year old students develop a number of competencies that so far have been broadly defined intercultural. The Hammer's conclusions show that experience of life and school in another country during adolescence, contributes to reducing prejudice, stereotypes, discrimination and create a common basis for a resolution of cultural conflicts.

According to new research (carried out in Italy with ethnographic methodology) we can say that students acquire during this experience, in a variable way, a variety of skills to be larger than that identified by Hammer, falling in all key competencies defined and promoted by Europe. For example, the experience of living abroad facilitates the acquisition of environmental attitudes and a much broader sense of civic duty. However, because the skills are not dispersed, but become a lasting heritage of the student, they must be recognized and properly evaluated by the school and consolidated by appropriate extracurricular supports. These aspects of the issue lead the discussion on the evaluation of formal and informal competencies, yet difficult to solve issue in Europe.

The study of the development of transversal competencies acquired in a study experience abroad and the assessment implemented by teachers of that competencies, constitute a series of studies of intercultural education particularly rich and complex.



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Tuesday, June 19th. Session 3. Classroom 2.5, 10:30h.

## **CONSTRUCTING THE OTHER: POLITICS AND POLICIES OF INTERCULTURAL EDUCATION IN CYPRUS**

**Eleni Theodorou**

Europa University of Cyprus (Cyprus)

During the past two decades, Cyprus has been transformed from an exporter to an importer of immigrants. This change has been reflected in the composition of the student body attending public schools in Cyprus. According to the Ministry of Education and Culture (MoEC), the percentage of primary school students whose native language is not Greek, which is the official school language, has risen from 1.6% in 2000 (MoEC, 2001) to 11.7% in 2010 (MoEC, 2011). However, it is only recently that the MoEC has made efforts to incorporate intercultural education rhetoric in its policies and adopt intercultural education principles in its practices. This paper explores the way culturally diverse students are being constructed through official policy documents produced and disseminated by the MoEC with the purpose of establishing and communicating intercultural education policies. Archival data spanning the period of 1997, when such documents first emerged, to 2010 include circulars sent to schools by the MoEC to provide guidelines and inform teachers and principals about policies and procedures; minutes from Council of Ministers sessions; reports published by the MoEC; and two landmark policy documents produced within the general context of curriculum reform which has been underway in Cyprus since 2004, namely the Policy Document for Intercultural Education (2008) and the Strategic Planning for Education (2007).

Discourse and thematic analysis of the official documentation has revealed the construction of various categories of students/groups who are being conceptualized as somehow 'deviating' from the norm, such as 'other-language children', 'repatriates', co-ethnics' and 'economic immigrants' to name a few. These categories are, in turn, hierarchized based on notions of perceived 'cultural distance' from the Greek-Cypriot majority, grounded upon but also contributing to deficit approaches to diversity which pathologize its presence. Findings of this study reveal the ways in which the State constructs and perceives diversity as it negotiates and responds to flows of migration through the construction of particular types of migrants with particular characteristics which place them along a continuum of outsiders and insiders to the dominant majority—the ethnic citizen.



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Tuesday, June 19th. Session 4. Classroom 2.5, 11:30h.

**A MEDIATED INTERCULTURAL EDUCATION:  
TRANSNATIONAL PERSPECTIVES. THE ROLE OF NEW MEDIA  
TECHNOLOGIES IN PROMOTING SOCIAL AND SCHOOL  
INTEGRATION OF POST-MIGRANT YOUTH IN FORMAL AND  
NON FORMAL EDUCATIONAL CONTEXTS**

**Luisa Zinant**

University of Udine (Italy)

This paper would analyze the ways in which in different Countries of Europe intercultural education is currently promoted, in formal and non formal educational contexts, through new media technologies.

From the time when European states have been involved in a continuous and intense flux of people from all over the world, many projects have been developed in order to enhance the socio-economical integration of migrant adults. As time goes by, ever more migrants have decided to create a family in the host Country and, consequently, the number of children having migrant background was and it is, still now, constantly grown. For this reason, in these last years, many scholars have underlined the importance to consider the social and school integration of the post migrant youth as a key element to preserve and to sustain the social cohesion of the states implicated in this process. In order to achieve this crucial aim, social workers, educators and teachers are preparing, often working together, a variety of suitable intercultural projects. In the era in which technological progress has influenced all the spheres of human life, these educators have understood the importance of planning their initiatives keeping in mind the potential that new media technologies could offer them, and, above all, to young people they work with. Considering just a little part of the range of projects (divided into international, national and local geographical scope) concerning the issue raised up by this paper, the present research is going to demonstrate how the intercultural education is becoming, nowadays, an ordinary mediated practice.



# WORKING GROUP 4: POST-COLONIALITY AND EDUCATION

Chair: **Lennart Wikander**  
(Uppsala University)





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Monday, June 18th. Session 1. Classroom 2.4, 15:30h.

## **THE SHADES OF THE HISTORY CURRICULUM IN ANGOLA FROM THE 1960S ONWARDS**

**Rebeca Helena André & Luís Grosso Correia**

University of Porto

This paper aims to analyse the problems of the History curriculum in Angola from the final period of Portuguese colonial rule to the present. The study will consider the educational rationale underlying the design of such a sensitive curricular subject to the country's socio-political setting, both in the colonial and post-independence period.

We intend to examine the process of the history curriculum's developments in light of the educational purposes underpinning the construction of the Angolan nation-state and its geo-strategic positioning at different historical junctures, especially after its independence in 1975.

The political and social changes that took place in the country since the 1960s to the present will guide a comparative study on the structure, content and teaching methodology adopted for the History curriculum. The analysis will also focus on diplomatic relations and educational cooperation between Angola and other countries (such as Cuba, Portugal and Brazil, among others) in the period considered.

The study is based on the comparative analysis of documental sources, such as the curriculum organization, teaching methods guidelines, official laws, and educational plans, among others, collected from the archives of the Portuguese Ministry of Overseas Territories and public institutions of the Republic of Angola.



Monday, June 18th. Session 1. Classroom 2.4, 16:00h.

**SOME CRITICAL ISSUES OF SECONDARY EDUCATION  
-A PERSISTENT PROBLEM WORLDWIDE-  
AS THEY HAPPEN IN LATIN AMERICA**

**Adriana Aristimuño**

Catholic University of Uruguay (Uruguay)

Some of the crucial problems of contemporary Secondary education are presented, namely, goals and purpose crisis, the urgency for better quality in contexts of expanding matriculation rates, financing problems, increasing social demands, outdated institutional formats, and instability that results from political shifts.

In Latin America, with an average net matriculation rate of 67%, and in greatly unequal societies, Secondary education has become a very relevant factor in the development efforts that take place, as well as in the social construction process: it has a very relevant economic as well as a social role to fulfill. The problems of social inclusion, cultural diversity and management of Secondary education have become complex, especially considering that they happen in democracies that are struggling to develop.

The issue of technical and vocational education, usually offered to the lower income populations, becomes critical: should a comprehensive Secondary education be offered, that postpones the integration to the labor market, or a Secondary education that offers differentiated curricula at earlier stages, with the negative consequences for equity? ¿A Secondary education financed exclusively by public resources or with the participation of private actors? ¿More alternative curriculum formats, such as Mexico's "telesecundaria", or/and focalized tutorial offers such as Uruguay's?

These matters are presented first in a conceptual way, and then four mini-cases are included, by means of illustration, three from Latin America one from the north: Brazil and Canada as examples of decentralized and federal systems; and Mexico and Uruguay, from a much more centralized tradition. The educational institutional formats of these four countries are presented, their curricula, duration in years, financing systems format, and technical education characteristics.

Several conclusions are included, as they emerge from the comparative analysis, as well as some questions that arise.





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Monday, June 18th. Session 1. Classroom 2.4, 16:30h.

**EDUCATION FOR STRENGTHENING GLOBAL PARTICIPATION  
AND LOCAL IDENTITY: A COMPARATIVE STUDY OF  
EDUCATION POLICY IN ZANZIBAR AND TANZANIA**

**Zehlia Babaci-Wilhite & Macleans Geo-JaJa**

Brigham Young University (United States) & University of Oslo

Zanzibar and Tanzania, which are part of a joint republic (the United Republic of Tanzania), have until recently had similar educational curriculum. In 2010, Zanzibar began implementation of a new Education and Training policy. This policy will change important aspects of curriculum in primary and secondary education, including language of instruction (LoI), the balance between natural and social sciences through increased use of English, to facilitate globalization. This paper will critically analyze the new curriculum, how policy decisions were made, how policies are being implemented and their consequences for quality learning in primary schools. The work will be grounded in education and pedagogical research, where the principle emphasis has been on the choice of language on cognitive and learning processes, but also emphasizes cultural identity and the politics of development, drawing on the political science theory on 'place' in education in a globalized context. This comparison will provide a basis for examining how the curricula in Tanzania and Zanzibar are perceived and used in school, and the ways that local people and governments interpret and deal with the issues related to learning process within the curriculum development. How do curricula open to the global developments but keep local knowledge in school in order to maintain cultural identity and social equality. The results of this study are important because it contributes to our understanding of good learning, to children's pride and confidence in their community but also to their ability to understand and engage with the world on their own terms.



Monday, June 18th. Session 2. Classroom 2.4, 17:30h.

**POST-COLONIAL EDUCATION, CULTURAL IDENTITY AND  
THE REMAINING PROBLEM OF EXCLUSION:  
A COMPARATIVE PERSPECTIVE ON –AND FROM–  
ARGENTINA**

**Phillip Dylan Thomas Knobloch**

Universität Bayreuth (Germany)

Analysing ideas and reality of post-colonial education in Argentina can offer a concrete idea about the meaning of ‘comparative and international education’ today and in the 19th century, when Argentina achieved national independence. For this it is helpful to focus on the founder of public education in Argentina, Domingo Faustino Sarmiento (1811-1888), and to consider him not only as an teacher, journalist, author, politician and national president, but also as an early representative of comparative and international education: His educational explorations in Europe, Africa and America or his exchange of ideas with Horace Mann can verify this perspective. In the struggles of early independence Sarmiento also tried to understand and express the Argentine identity in its post-colonial condition and created with his famous work ‘Civilization and Barbarism’ (1845) not only the basis of the Argentine discourse of identity, but also for his educational thinking and efforts. In spite of the fact that Sarmientos opinion about the intercultural formation of Argentina as well as his concept of normalization of society by public schooling is heavily criticized since the middle of 20th century, recent studies have pointed out the historical social and semantic connection between his dichotomy an the actual phenomena of inclusion and exclusion. Therefore an analysis of the international ‘Policy Guidelines on Inclusion in Education’ (UNESCO 2009) from an Argentine point of view will show how far the post-colonial discourse on education can reach in this case. As this analysis is based on a nearly forgotten theory of comparative education from Friedrich Schneider (1946), extended and actualized by contemporary social science, it may serve to discuss, what ‘comparative and international education’ means today – and what it used to be.



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Monday, June 18th. Session 2. Classroom 2.4, 18:00h.

**THINKING OUTSIDE THE (SCHOOL)BOX: BOLIVIAN  
PERSPECTIVES AND PRACTICES OF INTRA-/INTERCULTURAL  
AND PLURILINGUAL EDUCATION**

**Mieke Lopes Cardozo & Joëtta Zoetelief**

Universiteit van Amsterdam

In a world of continuous interrelations between different cultures and languages, the theme of interculturality is vital and is in large part regarded as a task of education. In Bolivia, where indigenous peoples claim recognition and representation of their cultures and languages, the debate on intercultural education is alive more than ever, particularly since in 2006 a new Plurinational government was installed. Under the presidency of Evo Morales, the first indigenous president of the country, in 2010 a new educational law named ‘Avelino Siñani-Elizardo Pérez’ (ASEP) was accepted. This ‘decolonising education law’ promotes education that is intracultural, intercultural and plurilingual for a society of ‘Vivir Bien’ (to Live Well), and strives for a more equal economic distribution, better recognition of cultural diversity and political representation for groups that historically were excluded from participation. (Future) teachers are envisioned as strategic political actors of change in these transformations. Taking Fraser’s (2005) social justice framework as starting point, this paper seeks to critically explore the role intercultural education and (future) teachers as agents of intercultural education (can) play in contributing to a society of ‘Vivir Bien’. It aims to contribute to the wider debate on the complex and contradictory role of education in conflict and social justice and how it can work to reproduce or amplify inequality, exclusion and social polarization or, conversely, contribute to social justice (North 2008; Dyer 2010; Davies 2005 as cited in Dyer 2010). As such, it aims to locate Bolivian debates on intra-/intercultural and plurilingual education within the broader academic debates on this topic. In addition, the paper exemplifies how such progressive educational visions – that envision education in a different way (or ‘out of the traditional school-box’) – are met with partly enabling and partly restricting educational environments.



Monday, June 18th. Session 2. Classroom 2.4, 18:30h.

**REVISITING NYERERE'S EDUCATIONAL PHILOSOPHY IN  
POST-COLONIAL CONTEXTS:  
RELEVANCE, SELF-RELIANCE AND FREEDOM**

**Lizzi Milligan & Curtis Riep**

University of Bristol (United Kingdom)

Written more than forty years ago, Julius Nyerere's Education for Self-reliance proposed a way of transforming a colonial society into an independent society that could define and meet its own interests. This paper was conceived from reflection that, in many ways, postcolonial African societies continue to be defined by the colonial legacy and an obligation to external actors that define their educational interests. The aim of this paper is to revisit Julius Nyerere's conceptions of 'Education for Self-Reliance' and 'Education for Liberation in Africa' and consider the enduring relevance it has for educational development in postcolonial African contexts. The paper will be situated within a framework which critiques the empires of education which are dominated by global agendas and priorities and are run by an array of supranational, multilateral and inter-governmental actors who prescribe hegemonic answers to questions of education quality and development.

Drawing on recent fieldwork and professional experience in Uganda and Kenya, we will reflect on the contemporary significance of some of Nyerere's educational conceptions: a contextually relevant value-based education, education for well-being and education's ability to transform and liberate individuals. We will consider how these key ideas resonate with the contemporary alternative formulations of education quality linked to social justice and capabilities approaches to development. By cross-examining these perspectives, we propose an approach to educational development based on postcoloniality intended to be socially empowering, relevant and transformative. The paper will conclude by considering the importance of promoting a postcolonial voice for challenging global hegemonic discourses of education quality, practice and priorities and their dominance in postcolonial contexts. Possibilities for a more substantiated form of self-determination and decolonization through education will also be addressed in this study.



Tuesday, June 19th. Session 3. Classroom 2.4, 9:00h.

**FORMATION OF CABOVERDIAN FEMALE\'S IDENTITY:  
COLONIALISM INFLUENCES, EDUCATION AND  
CURRENT DEVELOPMENT ACTIONS**

**María Rosa Oria Segura  
F. Oliveira Neves Andrade**

University of Extremadura (Spain)  
Cape Verde

The socio- economic and cultural insertion of Capeverdean women is under-developed despite some progress in equality and education and executive issues which have been of major concern to public and private life since the independence of Cape Verde in 1975. This occurrence is not detached from the influence of its colonisation: between 1462 and 1975 western Portuguese influence engendered and legitimised a specific model of relationships with regard to men, along the lines of “social reproduction” of dominant relationships formulated by Bordieu. Indeed, discrimination in the labour market still occurs in Cape Verde, as is demonstrated by higher levels of unemployment and poverty among the female population, as well as continued domestic violence and the poor participation of women in political life. All of these are matters which require comprehensive research as only Comparative Education can offer. In this respect, the present research aims to find the historical and cultural causes that hamper Capeverdean women from really benefiting from the opportunities of development. Among these causes we found that formal education has passed on, in many cases, dominant gender relationship patterns, so it is therefore appropriate to analyse the role of other institutions which are carrying out work on the education and support of women. Specifically, we refer to two NGOs, MORABI and OMCV. Their role is interesting as they are organisations which take action where the state does not, or where it has ceased its intervention. But, as we shall see, neither do these organisations escape the influence of the structures which have created them, promoting in some cases the figure of a woman more bound to her family environment as a strategy to better reach certain groups and to complement messages about gender and feminism.



Tuesday, June 19th. Session 3. Classroom 2.4, 9:30h.

## **WI LIKKLE BUT WI TALLAWAH: RE-HISTORICIZING JAMAICA'S EDUCATION SYSTEM THROUGH COLONIAL DISCOURSE ANALYSIS**

**Saran Stewart**

University of Denver (United States)

Despite the vast research examining the evolution of West Indian education systems, little is chronologically tied to the postcolonial perspectives of specific island-state systems such as the Jamaican education system. Scholars such as Williams (1964), Rose (2002) and Bacchus (2006) have written vehemently about the legacies of British colonialism and the perpetuation of generational subservience and systemic inequities. However, the nomenclature of postcolonial theories (PCT) has made it difficult for scholars to contextualize postcolonialism in the Jamaican education system. Accordingly, this research paper seeks to address this gap by critically positioning postcolonial theories in education to examine the social history of education in Jamaica from its inception to its current state. Specifically, the goal of this research paper is to critically deconstruct and decolonize imperialistic and colonial representations of knowledge throughout history using colonial discourse analysis (Andreotti, 2011; Ghandi, 1994).

The following tenets were theoretically contextualized from a review of the literature to study the evolution of the Jamaican education system: 1) PCT in education involves the “unlearning” of dominant, normative ideologies (Spivak, 1988); 2) PCT in education calls for critical pedagogical approaches that reject the banking concept of education (Freire, 1993) and introduces inclusive pedagogy (Tuitt, 2003) to facilitate “the passage from naïve to critical transitivity” (Freire, p. 32, 1973); 3) PCT in education introduces culturally responsive and nationalistic relevant content inclusive of oral stories, reclamation of native languages, and the re-positioning of indigenous peoples in history (Smith, 1999); and 4) PCT in education foregrounds historical knowledge from the research and narrative accounts of the colonized and/ or postcolonial subject (Andreotti, 2011; Tikly 2001). The research sets the stage for new forms of knowledge construction and legitimization of decolonizing research and pedagogies to produce implications for critical change models to the Jamaican education system.



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Tuesday, June 19th. Session 3. Classroom 2.4, 10:00h.

## **THE PURSUIT OF EXCELLENCE: A STORY OF KOREAN UNIVERSITY**

**Hannah Choi**

SungKyunKwan University

This article is to examine the challenges in Korean Universities in the process of creating and re-creating the patterns of higher education. Firstly, considering the unique historical experience of South Korea during the 20th century in terms of its relation to the West, the USA in particular, it will attempt to characterise the elements of post-coloniality in South Korea today. Secondly, it will analyse how the Western values in higher education are translated into Korean higher education. The successful national economic development with the emphasis on education led to the creation of competition-oriented environment for education in general and higher education in particular. In addition, the growing transnational flows of power, people and ideas are currently driving Korean universities to become more sensitive to top international institutions. Finally, by investigating the changes of the oldest Korean university, Sungkyunkwan with a six hundred-year history, it will look at the changing role of comparative education in the re-creation of the patterns of higher education today.





# WORKING GROUP 5: NEW EMPIRES OF KNOWLEDGE

Chair: **Hans-Georg Kotthoff**  
(Freiburg University of Education)





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Monday, June 18th. Session 1. Classroom 2.6, 15:30h.

**THE PHENOMENON OF OCCUPATIONS OF SCHOOL  
BUILDINGS IN GREECE AS A FACTOR CONTRIBUTING TO  
THE UNDERSTANDING OF THE LOW ACHIEVEMENTS**

**Kalliope Vrinioti**

University of Western Macedonia

Occupations of schools by upper secondary school students have for the past two decades proved a recurrent phenomenon, occurring annually in the overwhelming majority of Greek schools. During occupations damage to school buildings and classrooms, arson and other violent actions are frequently observed. These actions can be seen as an expression of discomfort with learning and achievement under the prevailing school conditions in Greece, which differ significantly from those in other countries, and are unique in at least two respects. Firstly, learning is based mainly on memorizing facts rather than applying knowledge to novel situations. Secondly, school inefficiency forces a large majority of students to resort to private ‘cramming courses’ which take up 3 to 4 hours every afternoon. Schools simply do not trigger students’ interest for the taught subjects.

The present paper uses data produced by a recent project on school occupations carried out in spring 2011 at the Aristotle University of Thessaloniki, in the course of which a written questionnaire concerning students’ attitudes towards occupations and their participation or non-participation in occupations was submitted to a national sample of 8.335 students. In addition, they were asked about their general attitudes toward school, learning, and toward the political system.

This paper compares the answers of students in two Athenian school groups with socially contrasting student population – one group consisting of inner city schools and the other of suburban schools. The comparison shows that attitudes differ significantly between the two groups. However, it is remarkable that the data also suggest a general devaluation of school as an institution, which is observed among both groups of students. Hence, high scholastic achievements cannot be expected in a country in which the institution of the school is weak.



Monday, June 18th. Session 1. Classroom 2.6, 16:00h.

## **POLICY BORROWING: THE CASE OF INCLUSIVE SCHOOLING**

**Kasper Mazurek & A. Margaret Winzer**

University of Lethbridge

Two concepts and practices from two different fields of research in education inform this paper. First, from comparative studies, the idea of policy borrowing; second, from special education, the inclusive reform in schooling for students with special needs. In spite of the fact that policy borrowing is a key element in comparative studies, and inclusion has been at the forefront of international education reform agendas for over 25 years, the inclusive agenda lacks well-founded international comparative analyses.

The general philosophical tenets of inclusion are heavily influenced by powerful international non-government organizations. However, specific policies, programs, and best practices tend to be 'borrowed' from dominant western nations such as the United Kingdom and the United States. In particular, education theories, legislative and administrative models, policy frameworks, and so-called 'best practices' emanating from the United States constitute powerful stimuli for change predicated on American primacy in the development, implementation, and articulation of the inclusive agenda.

What are the benefits - and drawbacks - of the globalization of the United States' ideology of inclusive schooling? From the complex and myriad elements of the inclusive agenda we select critical components - legislation, the constructs of disability, and education settings - and use these to present the United States' agenda and compare it with progress in selected developing nations.

We conclude that the US experience may serve as a valuable sounding board for innovations, but the international community should remain cautious and skeptical about embracing the particular United States variant of inclusive reform. In the end, inclusive schooling must be shaped and tailored within the contexts of individual national and cultural realities.



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Monday, June 18th. Session 1. Classroom 2.6, 16:30h.

## **PARTICIPATION PATTERNS IN FORMAL, NON-FORMAL AND INFORMAL LEARNING OF MIGRANTS IN EU-27, CYPRUS AND TURKEY**

**Marcela Milana & Laura Palmario**

Aarhus University (Denmark)  
Roma (Italy)

One of the greatest challenges for countries receiving migrants is to understand how well this population settles into the host country, not least as this has a major impact on establishing and/or revising existing immigrant selection criteria set by Governments. Consequently, a great deal of migration research deals with the transferability of migrants' productive skills into the labour market of the host-country and, by extension, in the investments of migrants in the acquisition of new skills through participation in education and training in order to succeed in the search for jobs.

The availability of cross-sectional, individual level micro-data nationally representative of the adult population aged 15+ or 16-65 has proved extremely fruitful to investigate worldwide patterns of participation in lifelong learning; hence to identify its main determinants; however, no attention has been paid so far to gain insight on patterns of participation in lifelong learning by the migrant population.

The scope of this paper is to explore patterns of participation in formal, non-formal and informal learning of migrants that has relocated within one of the European member states, Cyprus or Turkey, either from within or outside Europe, in comparison with native-born citizens.

The empirical analysis draws on the Eurostat Adult Education Survey (AES) dataset. The paper also points at methodological limitations of the AES that could be overcome in further cross-national surveys so to increase multicultural sensitivity when understanding equalities/inequalities in lifelong learning participation. This proves especially important in light of a recent deliberation by the European Parliament and the Council of the European Union on a common framework for systematic statistics in lifelong learning to be produced at the Community level.



Monday, June 18th. Session 2. Classroom 2.6, 17:30h.

**ASSESSING THE BENEFITS OF UNIVERSALISED  
PRESCHOOL EDUCATION AND CARE ON READING  
ACHIEVEMENTS**

**Tarek Mostafa & Andy Green**

Institute of Education (United Kingdom)

Few observers could have predicted the Arab Spring last year. Yet many indications pointed to the growing dissatisfaction of the People of the Middle East and North Africa. Unemployment, food insecurity, totalitarianism, and most of all social and educational inequalities were the major causes according to many. Education occupies a major role as it is probably the sole efficient ladder for social mobility. In this paper, we are using TIMSS 2007 data to assess educational inequalities in 17 MENA countries. The objective is to explain how differences in educational performances arise from variations in inputs. These inputs include students' socio-economic background, peer composition, and school characteristics. In our analysis, particular attention will be given to gender inequalities, and to the rural urban divide.

The countries included in our paper are the following: Algeria, Bahrain, Egypt, Iran, Jordan, Kuwait, Lebanon, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Syria, Tunisia, Turkey, and Yemen. Note that 3 of these countries experienced uprisings and regime changes in the last year (the only missing country is Libya). The rest of the countries experienced more or less active protests; in some they led to elections (Morocco) or to governmental change (Jordan). We are also including two countries for comparative reasons, these are Norway and Malaysia. The first is known for its good educational practices and high performances and the second had a very similar situation to the MENA countries in the 1960s, but then it evolved and diverged. The analysis consists of a multilevel econometric model used to explain variations in performance scores. The explanatory variables are student, school and peer characteristics. The institutional context of each education system is used to interpret the results and to describe how inequalities arise. In the last section, policy implications, based on the regression results, are derived.



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Monday, June 18th. Session 2. Classroom 2.6, 18:00h.

## **THE RELATIONSHIP BETWEEN SCHOOL SES AND STUDENT OUTCOMES: A COMPARATIVE ANALYSIS OF FIVE COUNTRIES**

**Laura Perry & Andrew McConney**

Murdoch University

The research literature has shown conclusively that socio-economically disadvantaged students and schools do less well on standardized measures of academic achievement compared to their more advantaged peers. Less is understood, however, about how the relationship between mean school socio-economic status (SES), individual SES, and academic achievement may vary for students from different social backgrounds, in different school contexts, and in different countries. To uncover these finer grained associations, we have been conducting secondary analyses of the Programme for International Student Assessment (PISA). Our previous analyses of the Australian dataset are: 1) the relationship between school SES and academic achievement is similar for all students regardless of their social background; 2) increases in the mean SES of a school are associated with consistent increases in students' academic achievement; and 3) the strength of the relationship between school SES and achievement becomes stronger as the SES of the school increases. We are now conducting similar studies of other national education systems. In this presentation we compare findings from Australia with Canada, New Zealand, Finland and the US. The four English-speaking countries have a similar cultural heritage and share many educational goals, but they differ in how they fund and organize their educational systems. The Finnish education system has high levels of overall student achievement and equity of outcomes. In this presentation we examine whether the relationships vary cross-nationally, and if so, the extent to which they appear qualitatively linked with variations in systemic factors such as school funding, organization and marketisation. By building a comparative framework about school SES and student outcomes, we aim to deepen our understanding of the ways in which systemic factors are related to education equity.



Monday, June 18th. Session 2. Classroom 2.6, 18:30h.

## COMPARATIVE EDUCATION BETWEEN CULTURE AND MEASURE

**Elisabeth Regnault**

Faculté de Sciences de l'éducation, Université de Strasbourg

I propose an other approach in comparative education which aims is certainly to improve of educational policy but with an other ethic dimension, which gives place to the actors of the sys tem. This approach isn't linked to "good practises". It is comprehensive. I would like to present the differences between the pragmatic and the comprehensive approach and to focus on the benefits and limits of each other. It is important to link the approach chosen by the researcher and the methods used for observation. The international studies like PISA refers to the pragmatic approach. In the beginning of the XX<sup>e</sup> Century, the metric Psychology and the intercultural Psychology have appeared when it has been made the statement of facts that differences exist between groups according to their socio-cultural context (Bottani, Vrignaud, 2005). The pragmatic approach is quantitative, predictive and based on the measure and the metric Psychology. For Messick (1994) , a test is equitable if the psychologist can take the same decisions for individuals with same skills whatever the characteristics of the individuals. The consequences of this approach is the possibility of good practises transferability. The benefits can be, through the big mediatic diffusion, the world educational systems knowledge and common problematics discovery. The limits can be a new way of gouvernance (Cowen, 1999, Novoa, 2006, Yariv -Mashal, 2006) The comprehensive approach is qualitative, contextual and non predictive. It is based on the intercultural Psychology (Berry, Poortinga, Segall, Dasen, 1992) which considers that the cultural context is important. Therefore the opinions of the actors of the system must be taken into account with interview and observations and not with tests. The good practises aren't relevant in that case. The actors decide themselves if they want to improve their educational system or not. The benefits are the world educational systems knowledge and common problematics discovery but no ranking, no classifications. For the critical Comparatism and the Hermeneutism (Novoa, 2001), comparative education doesn't consist of descriptions and prescriptions but on comprehension. The limits can be few mediatic diffusion and the difficulty for the actors to appropriate themselves the research results.





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Tuesday, June 19th. Session 3. Classroom 2.6, 9:00h.

**WORLDS APART OR ONGOING CONVERGENCE?  
HIGHER EDUCATION REFORM IN ENGLAND AND  
GERMANY IN COMPARATIVE PERSPECTIVE**

**Hubert Ertl**

University of Oxford (U.K.)

This paper analyses recent and current reforms in the higher education sector in England and Germany. It outlines some of the historical background relevant for the understanding and interpretation of reforms in the two systems.

Based on the historically-developed differences of structures in the higher education sectors, it is argued that pushes for introducing convergence in European higher education systems have had very different effects on the systems in the two countries in question.

Using the Bologna Process as a major initiative to make structures in higher education in Europe more transparent and comparable, differences in the reception of the Process in England and Germany are highlighted in order to explain and interpret the ongoing reform agendas in both counties. The areas of reform analysed include the fee policies, the degree structures and the institutional diversification of higher education in the two countries. Recent reforms in Germany seem to have introduced a higher degree of institutional autonomy of universities and other types of higher education providers and growing importance of peer-review mechanisms for assessing the quality of research and teaching in higher education; developments that are to some extent at odds with the traditional idea of the Humboldtian university.

In England, the discussion about financing higher education and the ensuing debate about the public or private nature of higher education are regarded as being central to recent reforms in the sector. In this context, the relevance of the Bologna Process has been rather limited. Based on the country specific analysis and the comparisons put forward, the paper concludes with predictions of future areas of reform.



**WORKiNG GROUP 6:**  
**iNTERNATiONAL COöPERATiON AND**  
**EDUCATiON**

Chair: **Elisabeth Buk-Berge**  
(Institute of Education, University of London)





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Monday, June 18th. Session 1. Classroom 2.2, 15:30h.

**A NEW MODEL OF KNOWLEDGE ADOPTION:  
AN ALTERNATIVE PERSPECTIVE ON HOW  
RESEARCHERS CAN FACILITATE THE TAKE-UP OF  
EVIDENCE BY POLICY MAKERS**

**Chris Brown**

Independent researcher

Much has been written in terms of how research can enhance policy and it has been suggested that there are a number of key points at which research can assist the policy-making process: for instance, by aiding the identification of a problem, by helping to create, form or steer the public agenda or by aiding (or inspiring) policy directorates in the development of their initiatives. The means through which policy makers encounter and engage with evidence has also been conceptualized in a variety of ways. For example, the phrase ‘knowledge adoption’ depicts the process, in all its complexity, of policy-makers digesting, accepting and then ‘taking on board’ research findings; noting their relevance, benefits or future potential. As a result it is argued that researchers’ greatest chance of influencing policy is by facilitating a process of knowledge adoption at those points in the policy process where policy makers will be most receptive to evidence or new ideas.

Whilst models have been put forward to explain knowledge adoption activity, this paper argues that such models are flawed and fail to fully address those complexities affecting the successful realization of knowledge adoption efforts.

Within the paper, existing frameworks are explored and critiqued, and an alternative approach presented. It is argued that this alternative conceptualization provides a more effective account of the knowledge adoption process. The paper also illustrates how this model has been tested and examine its implications for evidence-informed policy.



Monday, June 18th. Session 1. Classroom 2.2, 16:00h.

## **THE LUSO-BRAZILIAN SPACE OF HISTORY OF EDUCATION AND COMPARATIVE EDUCATION**

**Ana Lúcia Cunha Fernandes**

Institut of Education University of Lisbon

In April 1992 occurred the 1st Iberian Meeting of History of Education in São Pedro do Sul, Portugal, which brought together Portuguese, Spanish and Brazilian researchers. Since then, many studies have tried to research the common process of construction of modern education in Portugal, Spain and Brazil. Over these 20 years, there has been a strong trend towards building a common space of research between Portugal and Brazil in relation to studies on the History of Education. On one hand, the researches in the historical studies on education benefited from the theoretical approach linked to the movement of the New History and Cultural History in particular. On the other hand, such researches have used (explicitly and intentionally or not) compared methodologies, using more traditional models or mobilizing theories as the world-system approach or even the perspective of postcolonial studies. In this sense, such studies have attempted to break an ancient “national” tradition and have flowed towards a transnational or international perspective. The scientific production in this field has been evidenced in the Luso-Brazilian Congresses of History of Education, held since 1996 and the analysis of this production has been the subject of some discussion (see Nunes, 1996; Alves, 1998; Veiga and Pintassilgo, 2000; Stephanou and Werle, 2002). This paper aims to examine a different aspect of this production: the one generated in the scope of research projects developed specifically on the field of History of Education conducted by Brazilian and Portuguese researchers, supported by the respective national scientific foundations countries and named Grices-Capes Projects, from 1998 onwards. The documental corpus of this paper is based on the results of these projects (scientific articles and published books) and its main objective is to map how the compared theoretical concepts were mobilized in these studies.



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Monday, June 18th. Session 1. Classroom 2.2, 16:30h.

## **FINNISH AND ITALIAN RESPONSES TO EUROPEAN CHALLENGES IN VOCATIONAL EDUCATION AND TRAINING (VET)**

**Sara Frontini**

Åbo Akademi

Globalization and its rhetoric has affected European policy on Vocational Education and Training (VET), influencing its definition and aims. The analysis based on Bacchi's "What's the problem?" approach demonstrates how the latest discourse on VET is defined in paradoxical ways. In effect, two competing representations are recognized. A dominant representation, mostly framed by the latest documents, interprets VET as a key component to reach the European aims based on excellence; another representation, mainly referring to the traditional definition and application of VET, sees the institution as an instrument of inclusion. These reflections are important in order to comprehend how the two representations are differently stressed at the national level in relation to the national context. In particular, in this paper Finland and Italy, classified according to the categorization centre – semi-periphery – periphery, are observed with the intention to see how the two different Member States respond to European challenges. The study firstly permits to see how their peculiarities have influenced the interpretation of European policy after the Lisbon declaration in 2000, but even showing how similarities can provoke diverse outcomes, which generally means stressing on excellence rather than inclusion. The main research question of this paper is: How have Finland and Italy responded to European challenges? Furthermore, considering Finland and Italy respectively centre and semi-periphery in VET sub-researchs questions are: a) How does a centre in VET like Finland differ in applying European strategies from a semi-periphery like Italy? b) Do they reproduce diverse representations of VET?



EMPIRES, POST-COLONIALITY AND INTERCULTURALITY:  
COMPARATIVE EDUCATION BETWEEN PAST, POST, AND PRESENT  
- THE WORLD IN EUROPE, EUROPE IN THE WORLD -

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Monday, June 18th. Session 2. Classroom 2.2, 17:30h.

**EVIDENCE IN EDUCATION IN THE EUROPEAN CONTEXT**

**Sieglinde Jornitz**

German Institute for International Educational Research

Regarding international cooperation in the field of educational science, two strong players should be named: the European Union on the one hand, and the OECD on the other. Both force national educational scientists to cooperate closer with the aim of gaining more reliable data for educational policy and practice. They promise to deliver the information and insights that politicians and practitioners need to justify their actions and to make the right decisions. What kind of research is supported and used to provide the information and insight? What kinds of best practice are perceived to serve an evidence-informed policy and practice? Do they really result from a cooperation that is interested in the “view of the other”? Based on the definition of the term “international cooperation”, the analysis will show the specific and different ways of research that are strengthened by the OECD and the European Union by analysing some of their latest educational publications. The analysis will reveal that it is a certain kind of research and a certain kind of evidence that is preferred, addressing only a part of the educational research community. This leads directly to the question how both players understand the field of education. A more or less technological point of view is taken and we should discuss whether this view leads to the core problems of education or if it fails to do so. If the latter is true, what kind of comparative perspective do we need to establish an international cooperation that helps us understand and solve the educational problems in our own countries?





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Monday, June 18th. Session 2. Classroom 2.2, 18:00h.

## **CURRICULUM DEVELOPMENT AND LEARNER ASSESSMENT: SEAMLESS OR INCONSISTENT VET POLICIES?**

**Irene Psifidou**

Cedefop, European Agency

Curricula in initial vocational education and training are being revised to respond to the diverse needs of learners and the labour market. New curricula emphasise learning outcomes valuable for work and social life. European policy initiatives such as the European Framework of Key Competences for Lifelong Learning (European Parliament, 2006) and the European Qualifications Framework (European Parliament, 2008) give a European dimension to these national reforms illuminating how the global and national/local interact with respect to education and training reform (Psifidou, 2012). Existing research (Cedefop, 2010) suggests that new curricula can increase learner motivation, raise participation rates and help prevent early school leaving. They can also forge stronger links between theoretical and practical learning and help improve learners' prospects on the labour market. Similarly, but at slower pace, learners' assessment becomes broader not only in terms of purposes and methods used but also in terms of the learning outcomes that are measured. Formative assessment, skills demonstrations, portfolios and simulation of real work settings are more applied in initial VET than previously. The purpose of this paper is twofold: – to map and analyse how learning outcome approaches embedded in European initiatives and tools shape national curriculum and assessment policies; – to provide deeper insights into how curriculum and assessment policies may be implemented cohesively to improve learning outcomes in VET. The analysis is based on qualitative research methods combining secondary analysis of official curricula, and primary analysis based on interviews with key stakeholders in 32 European countries. Research tools developed for the collection and analysis of primary data based on open-ended questionnaires. The study has a strong comparative approach embracing all 32 countries participating in "Education and Training 2020". The findings complement existing research in this field and invite further research in curriculum implementation.



Monday, June 18th. Session 2. Classroom 2.2, 18:30h.

**FROM IMPERIALISM THROUGH POST COLONIALISM  
TO GLOBALISATION: TRACING THE DEVELOPMENT  
OF INTERNATIONAL STUDENT POLICY IN  
UK HIGHER EDUCATION**

**Patricia Walker**

Institution University of East London

The internationalisation of tertiary education has long been understood to be a multi-faceted multi-national concern to which deeply important educational principles are attached; it represents a significant set of variables affecting relationships between nations (sending and receiving), institutions and ruling-elites.

It has given rise to academic mobility of industrial proportions and affects and is affected by, national economies. Increasingly it embraces a form of socio-economic politics hungry for international data including evidence based research rankings fed by increasingly powerful national and international agencies. Currently British universities are host to the second highest number of international students in the world; the proportionality of international students in the student body in UK HE is also the second highest globally. Over the decades the British government has failed to link policy and practice on international student issues, rather, has taken a stance which veered from a view of the country as imperialist patron, to post-colonial solicitous host, to global entrepreneur. Its present position has been described in the specialist higher education press simply as 'crazy' referring to the visa changes for prospective international students estimated to cut numbers by 25% despite the success of the former Prime Minister's initiative which raised international student numbers by more than 75 000.

To a certain extent these varied positions have reflected the political complexion of the day: in many ways they have acted as harbingers of policy change across the higher education sector. What can a study of the international student presence in UK HE tell us about the future of UK HE and the UK's relationships with the EU and beyond?



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Tuesday, June 19th. Session 3. Classroom 2.2, 9:00h.

## COMPARATIVE EDUCATION AND INTER-MODERNITIES

**Elisa Gavari Starkie**

UNED (Spain)

The purpose of my paper is to fill a gap in the field of Comparative Education by linking the idea of an interpolar world as a new international relations scenario to the idea of modernities or even intermodernities. The interpolar organisation of the world has moved from the conception of multipolarity (various economic powers such as China, USA, RUssia, India) to the idea of interpolarity where new economic powers depend one on the other which is a new phenomenon. This is that we are now in an interpolar world (GIOVANNI GREVI: 2010). This new international scenario has its impact in the building of Comparative Education both theoretically and from the point of view of the methodology. In my paper I offer a revision of how the idea of modernity has changed around the XXth century moving under the Interventionist State, the welfare State, and the neoliberal or economic State.

As I understand I see the Comparative Education field as an interdisciplinar and flexible one able to adapt to the significant economic and political changes that are taking place in the world. The paper provides with a historical revision of the idea of modernity; modernity after Second World War; postmodernity; and Multiple modernities.



Tuesday, June 19th. Session 3. Classroom 2.2, 9:00h.

## **DEVELOPING CAPACITY IN EVIDENCE INFORMED POLICY AND PRACTICE IN EDUCATION IN EUROPE (EIPPEE)**

**David Gough, Janice Tripney & Caroline Kenny**

Institute of Education (London)

This paper presents research on building capacity in the synthesis, interpretation and use of research evidence or evidence informed policy and practice (EIPP). EIPP in education is a developing field, which is understood differently across the range of countries and cultures in Europe involving a range of terms such as knowledge-based, evidence-based and research-inspired. Underpinning many of these terms are particular understandings about what counts as valid evidence and the different ways that such evidence might influence policy and practice; the ways in which empirical and conceptual findings of research can be used both instrumentally (with empirical data) and through enlightenment (with ways to understand and analyse issues) to inform decision making. The work is a part of two European Commission Directorate on Education and Culture projects on EIPP in Europe. It is funded as part of the Lifelong learning 2020 strategy and informed by European Commission (2007) report on 'Towards more knowledge-based policy and practice in education and Training' (SEC,2007,1098) and involves thirty six partners from 24 European countries. The project is raising capacity through training, examples, and networking in: (i) knowledge, practice and possibilities of EIPP; and (ii) the development of research on the generation and use of educational research. A particular focus of interest is how research evidence created in one international context can be applied to other contexts; in other words the comparative applicability of research across international boundaries.



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Tuesday, June 19th. Session 3. Classroom 2.2, 9:30h.

## **APPROACHES TO ASSIST POLICY-MAKERS' USE OF EVIDENCE IN EDUCATION IN EUROPE**

**Caroline Kenny, David Gough & Janice Tripnety**

Institute of Education (London)

Although it is widely recognised that education policy should be informed by evidence, little is known about how evidence is used in different European countries. Most efforts to increase evidence use focus on 'pushing' findings out to potential users through dissemination or communication strategies. However, it is also important to try to facilitate the 'pull' for evidence from policy-makers and to consider the different political and social contexts that shape their use of evidence. Based on a survey conducted as part of a previous European Commission funded project, this paper will analyse the different efforts to create an appetite for evidence use within policy-making in 32 countries across Europe. The paper will examine comparatively:

- The nature and range of activities and mechanisms to increase evidence use in policy-making ;

- The groups or stakeholders behind such efforts for example, those that are setting up such activities, those that are running them on a daily basis and those that are providing funding; and

- The level of policy-making in which these efforts concentrate. In so doing, the paper will map out how different infrastructure, mechanisms and processes are being used to encourage the use of evidence amongst policy-makers in education across Europe. Although based on a non-exhaustive survey, the paper will draw out the implications for international co-operation, showing any overlaps between different agencies or countries and setting out areas for potential learning from existing strategies or from research conducted in this area. Although little evidence is available on the effectiveness of different strategies to increase evidence use in education in Europe, the paper will draw on research conducted in other sectors, such as health, to examine the implications for future efforts to increase evidence use in policy-making.



Tuesday, June 19th. Session 3. Classroom 2.2, 10:00h.

## **UNDERSTANDING DIFFERENT APPROACHES USED ACROSS 32 EUROPEAN COUNTRIES TO ENCOURAGE THE USE OF RESEARCH EVIDENCE WITHIN EDUCATION: LESSONS FROM THE EIPEE PROJECT**

**Janice Tripney, Caroline Kenny & David Gough**

Institute of Education (London)

Within education, the relation between research, policy and practice is a growing point of interest across Europe, both at international level and within many individual countries (Burns and Schuller, 2007; DIPF, 2007). As one of the priorities of the European Commission, the recent 'Europe 2020 Strategy' promotes knowledge and innovation as drivers of future growth, stressing the need to focus on the impact of research spending, promote knowledge partnerships, and strengthen links between education and research throughout the Union (EC, 2010). However, despite a political climate demanding evidence-based decision-making in education, little empirical evidence is available, particularly concerning the relationship between research and policymaking. Although there are numerous position papers on this topic, debates are for the most part conducted on the basis of assumptions. To address this, the study of research utilisation is being encouraged by the European Commission, which recognises its importance for both the research and policy communities in helping further debate and action in member states. This paper will discuss a study conducted as part of the European Commission funded project 'Evidence Informed Policymaking in Education in Europe' (EIPEE) that analysed the nature and range of activities and mechanisms used to link research evidence and educational policymaking in 32 European countries. The findings of the study are presented, along with some of the conceptual and methodological challenges involved in (i) collecting information from countries with very different backgrounds in, and understandings of, the issue of evidence-based policy and practice, and (ii) developing an analytical framework that would enable classification of the activities in such a way as to be able to make a conceptual distinction between the different types and thereby help systematise current thinking and understanding about this issue across Europe. The paper will conclude with some recommendations for future cross-European work in this area.

# NEW SCHOLARS' WORKING GROUP

Chair: **Leoncio Vega & Javier Valle**  
(University of Salamanca & Autonomous University of Madrid)







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Wednesday, June 20th. Young Researchers Working Group. Classroom 2.4, 9:00h.

## **EDUCATIONAL APPROACHES, LEGISLATION AND RESTORATIVE JUSTICE FOR YOUTH AT RISK, IN THE EUROPEAN CONTEXTS**

**Elisabetta Colla**

PhD Student of “Tor Vergata” University of Rome (Italy)

From several years, particularly concerning young people in situation of risk or already in contact with penal circuit, have been adopted, in different European countries, laws, procedures and international agreement aimed at specific educational contexts where it is important to ensure equal opportunities to provide answers to the needs and rights of adolescents or young adults. If the adolescence is a period of transition to adulthood, where, at times, certain acts are lawless and behavior occur characterized by a willingness to take risks, this can involve the entry into deviant circuits so that the treatment of educational problems in adolescence involves many difficulties. Therefore, the legal protection of minors implies specific, educational, responses of justice, capable of activating growth and accountability processes to young to overcome the deviant behavior from a social perspective recuperative and re-socializing. It is possible to do this, e.g., implementing accountability and rehabilitative potential (with educational talk, socialization, mediation with the victim, self-narration); in some cases, it is possible to speak about ‘first education’ because, for many youngster, the justice circuit is the first opportunity to learn social rules, to rethink his own life, to find significant adults able to listen and guide them properly, trying to promote positive attitudes. Among educational interventions, in this field, can also make use of the “mediation”, a strategy of conflicts management, widely diffused in some European and extra-European countries, which is spreading increasingly in the social, scholastic, familiar, intercultural, and judiciary fields, in the latter case as the centerpiece of the so-called Restorative Justice (RJ), a very interesting justice approach that emphasizes repairing the harm caused, with strong educational implications, widely used in many countries as a privileged instrument of crime prevention. In particular, it is highlighted, especially with youngsters who commit bullying and/or crimes, the educational value and the accountability empowerment, as well as restorative, of approaches such as VOM, victim offenders mediation, a philosophy and a technique, implemented in different ways concerning different countries and schools of thought, to encourage the encounter between offender and victim, involving, where possible, the whole Community in a common attempt at rebuild relationships and balances. In an age marked by a struggle between public and private crises and conflicts, it seems to be emerging, with increasing effectiveness, the contribution of theoretical approaches and practices of intervention in the educational context of the Juvenile Justice and Restorative Justice.



Wednesday, June 20th. Young Researchers Working Group. Classroom 2.4, 9:30h.

**USING THE NETWORK, BY THE NETWORK:  
PERFORMATIVITY, VISIBILITY AND NEW SCENES**

**Valentina D'Ascanio**

Institution University of "Tor Vergata", Rome

This paper will propose an accurate analysis of the idea of performativity inside the frame of the production of knowledge in the higher education. Specifically, such phenomenon is seen on that multifarious horizon whose coordinates result from those numerous processes of internationalization, convergence and harmonisation which, since the Bologna Process, have been characterising the European educational systems and which have given a contribution in redefining the relations among the various States, supranational Organisations and Universities. Inside this elaborate and changeable scene, performativity is a not univocal and hardly circumscribing phenomenon, so a widespread element, whose effects are plural and complementary. It will be shown, beside, the performativity role as a crucial factor to define the diffusion of those techniques to measure performance, that is a peculiar sign in the today panorama in the production of knowledge. Those techniques are an element strenuously promoted by various political subjects, whose attention is focused on reaching a higher grade of comparability and transparency of institutions through standardisation and quantification. Particularly, the study of the performativity action will clarify the request, addressed to the higher education system, to make their results visible and conveyable by mass media. Visibility, indeed, manifests itself in the mapping of the centres of excellence, in the publication of rankings and in the diffusion of evaluations, moreover it qualifies as a necessary condition to enhance the competitiveness of the European Research Area and to answer to the relevant internationalization connected to the production of knowledge. The image of the network, then, will be used both to describe the characteristics of the space in which the effects of performativity take place, and to elucidate the requests of efficacy, competitiveness and visibility that drive the establishment of the partnerships among universities, industry and centres of research.



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Wednesday, June 20th. Young Researchers Working Group. Classroom 2.4, 10:00h.

**EDUCATION RIGHT AFFECTED BY EDUCATIONAL  
REFORMS: THE CASE OF HOSPITAL EDUCATION FROM  
A COMPARATIVE AND INTERNATIONAL POINT OF VIEW**

**Antonio García Álvarez**

Autonomous University of Madrid

The historical development of education systems has been intertwined with further discussions and agreements embodied in diverse regulations and documents. Those, which have high impact, have reconfigured the characteristics of education as a social and collective advocacy. Consequently, centrality acquired the elucidation of the scope of the education right for contemporary educational politics analysis as it allows evaluating the scope of the purposes and objectives of the educational policies implemented by the State. In several countries such as Argentina, Spain and Sweden, after the implementation of profuse educational reforms, which have done major changes among key aspects such as the forms of government and academic structure of educational system, it is relevant to investigate the scope of the education right. In international law of human rights are a network of treaties and declarations that regulate education and allow for minimum standards that should be met to allow the enjoyment of this human right. Analysis proposed here through public policies on education in terms of accessibility, affordability, acceptability, adaptability, equality and respect for diversity. This selection of these countries is relevant because it is national contexts that have made strong commitments to the international perspective on human rights. In this paper, we focus on the partial results of a research that takes the academic structure of educational system as an object of inquiry from an international and comparative perspective. Through this analysis (of recurrent educational reforms) we raise discussions on the acquisition and maintenance of rights of access, retention and graduation from the different educational tracks in countries with have different levels of socioeconomic development. This article develops a presentation on the topic of regulation in each country case studies and educational projects advocated into their recurrent cycles of educational reforms, over the past four decades in the national context.



Wednesday, June 20th. Young Researchers Working Group. Classroom 2.4, 10:30h.

**HIGH ACHIEVEMENT IN POVERTY CONDITIONS IN SOUTH  
AMERICA, THE CASE OF RESILIENT STUDENTS IN PISA 2009  
(ARGENTINA, CHILE AND URUGUAY)**

**Gabriela Gómez Vera  
Juan Pablo Valenzuela  
Carmen Sotomayor**

Santiago de Chile (Chile)

According to the last version of the international PISA reading survey (2009), Latin America is one of the regions where the influence of the socioeconomic status on the outcome is among the strongest in the sample (OECD, 2010). Argentina, Chile and Uruguay are three of the countries present in the study and in the three of them, in spite of the strong influence of the environment, there are students that escape this tendency. These students are those who come from low income families and show academic excellence. There are two points of coincidence among them: they all belong to the poorest 25% of the sample and they all attain results high above the national average. For this phenomenon the OECD has coined the term resilience. In this paper we study the characteristics and schooling levels of these students in the three previously mentioned countries. The goal is to determine the key factors that trigger their good performance in reading comprehension. Two hypotheses are studied here: in first place the schools are analyzed, supposing that the resilient students may attend better schools, secondly, their individual characteristics are analyzed, supposing their better performance may be the outcome of personal effort. Different factors such as the attitude towards study, learning strategies and the motivational drive to read are among the analyzed features. The results show that in the three countries resilience is primarily linked to the individual characteristics of the students, even though there are school institutions that favor resilience. Finally, the implications of the phenomenon in reading comprehension are discussed.



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Wednesday, June 20th. Young Researchers Working Group. Session 6. Classroom 2.4, 11:30h.

**CHILDREN'S' POVERTY IN RUSSIA AND NORWAY:  
COMMONALITIES, DIFFERENCES AND INTEGRATION OF  
THE DIALOGUE IN COMMUNICATION PRACTICES USED BE-  
TWEEN THE OFFICIALS AND CHILDREN**

**Mikhail Gradovski**

Telemark University College

The author examines the present-day children's poverty in Russia and the possibilities the children living in impoverish conditions have to be engaged in a symmetrical dialogue with the adults responsible for their well-being. Children's poverty in Russia is compared with children's poverty in Norway. The results show that in both countries there are children that live in relative poverty. Although the number of children living in relative poverty in Russia and in Norway per capita is very different, the types of families and social groups where these children belong to are the same in both countries.

The official communication practices that should be used by the social services in both countries to communicate with and serve such children are described and analyzed. The point of departure for the analysis is the requirements concerning children's involvement as they are stipulated in UNESCO's "A world fit for children". The communication practices used in Russia are asymmetrical in connection to the respect to a child as a human being and can be characterized as paternalistic. In Norway both asymmetrical and symmetrical dialogues are practiced. The author suggests that the symmetrical dialogical communication should be integrated in the activities of the primary, secondary and tertiary prevention in both Russia and Norway to ensure that the children can get better opportunities to express themselves in communication with the adults responsible for their well-being.



EMPIRES, POST-COLONIALITY AND INTERCULTURALITY:  
COMPARATIVE EDUCATION BETWEEN PAST, POST, AND PRESENT

- THE WORLD IN EUROPE, EUROPE IN THE WORLD -

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Wednesday, June 20th. Young Researchers Working Group. Session 6. Classroom 2.4, 12:00h.

**PRACTICAL EXPRESSION OF GOVERNANCE IN FUNDING  
SPANISH PUBLIC UNIVERSITIES**

**Luján Lázaro Herrero**

Universidad de Salamanca (Spain)

The aim of this paper is to analyse the repercussions that global changes in politics and economics are having on public universities in Spain. Once again, we shall discover how globalization processes determine the education planning of a country. On this point, the compass of governance has set the course of the educational institutions for economic efficiency, following a set of market criteria which involve their own funding and results. In any event, this paper tackles a live issue, the development of which depends on current political and economic events.



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Wednesday, June 20th. Young Researchers Working Group. Session 6. Classroom 2.4, 12:30h.

**THE COMPARATIVE EDUCATION CURRENT ENCLAVE  
WITHIN THE SPANISH UNIVERSITY SYSTEM. THE STATE,  
DEFINITION AND PROSPECT OF THE FIELD**

**Miriam Lorente Rodríguez & Ana Ancheta Arrabal**

University of Valencia (Spain)

The present work paper aims to analyze and to figure out the keys of the development and the status of the comparative education field within the scientific-academic Spanish university context in the recent years. To do this, from the theoretical review of the background research, it is expected to lay the foundations from the study of the driven trends and the scenario in which this discipline is today projected. Under this perspective, the evident discussions and reviews regarding the relevance, and whether the convenience to consolidate formally the Comparative Education and the International Education under the same shared array of possibilities. Hence, this is one of the key aspects, as well as the origin and evolution of the issue, which focus the suggested analysis. Likewise, the proposal pretends to highlight the reality of the Comparative Education as a scientific and academic subject, after the implementation of European Higher Education Area (EHEA) in the Spanish system; and its presence in the new official university studies. Finally, drawing from this view, it attempts to carry out a prospect which reflects on the obvious challenges, the possible actions and the future developments in the field of Comparative Education.



Wednesday, June 20th. Young Researchers Working Group. Session 7. Classroom 2.4, 15:30h.

## **NORWEGIAN COMPULSORY EDUCATION AND SOCIOCULTURAL VALUES: FRESH AND FIRST OBSERVATIONS FROM PHD PROJECT**

**Anna Mankowska**

University of Ponzan (Poland)

Main object of my PhD thesis is the shape of compulsory education in Norway, manifested through the prism of its cultural. The aim is to examine the relations between culture and the system of compulsory education. A case study about Norwegian compulsory education is viewed as interdisciplinary intersection between scientific disciplines: comparative education and pedagogy, cultural psychology, cultural anthropology and sociology.

As a main concept and idea of pedagogy and culture at my theoretical part of the project I am inspired by Jerome Bruner. According to Bruner's concept, education is a kind of intimate relationship between culture and school life. Without understanding what is happening in contemporary culture we will not be able to understand what is happening or what will happen to the school. Bruner repeatedly emphasizes that the school curricula, and "school climate" reflect the inarticulate cultural values. These values are always linked to the issue of social class, gender and policy priorities. Relation of culture and education is codependent and intermingled. Through my research project (research part) I will look closer to "classroom climate", meet "learning culture" and recognize "schools ties" at norwegian school and understand the role of norwegian teacher at primary stage and the pupil's role (active or passive) at school. I will present Norwegian education system in the globalization and multicultural times. Norwegian education system remained faithful to the same traditions and values, is based on the unchanging rules and values connected to Norwegian history. During research I would like to use innovative meta-framework comprising strategies designed to guide qualitative data collection. The answers to the questions raised shall be given through literature analysis, analysis of school documents and also an ethnographic observation at one of the school.





Wednesday, June 20th. Young Researchers Working Group. Session 7. Classroom 2.4, 16:00h.

**DAILY PRACTICE OF PRINCIPALS OF SECONDARY:  
MANAGEMENT AND PEDAGOGIC LEADERSHIP**

**Cristina Moral Santaella & Francisco Javier Amores Fernández**

University of Granada (Spain)

Recent contributions to the field of educational leadership include the need to pay attention to the performance of the school leader in building an organization “safe” and “live” to advance and progress toward improving student learning (Mulford, 2010). In this paper we analyze the daily practice of 24 principals of Secondary in the province of Granada (Spain), following the line of Spillane and Zuberi (2009). Our goal is to describe the actions of the principals deepening the processes they use to build an organization that allows the center safely operate and achieve their educational purposes. Our attention is directed to analyze what they do and how they do it, specifically analyzed the following variables: a) Type of work done (pedagogical, curricular, positive school climate and building learning communities, professional development, and administrative management and external relations), b) Time of completion of tasks, c) Hearing, d) Procedure e) Place of action, and f) Emotions. To collect the daily practice of the principals have used an “Observation Script”, which fills each independently. The data collected provide us with information on the time spent on various activities, finding out what activities are most underserved and under-served, which spend more time and not paying any attention. We also provide information on how to perform the activities, what procedure, audience and location, and how they feel when they perform the various activities, confident, energetic, concerned or nervous. The combinations of these data can provide much information about the spatial context / emotional where the principal is faced with the daily task.



Wednesday, June 20th. Young Researchers Working Group. Session 7. Classroom 2.4, 16:30h.

**EVALUATION AND RESULTS OF STUDENTS AT RISK OF  
SCHOOL FAILURE IN EDUCATIONAL INSTITUTIONS IN  
AREAS OF SOCIAL DEPRIVATION IN THE PROVINCE OF  
GRANADA. A SLINDY CARE**

**Maximiliano Ritacco Real & Francisco Javier Amores Fernández**

University of Granada (Spain)

This work is part of a Research Project entitled “Students at risk of educative exclusion in the ESO: situation, programs and good practices in the Autonomous Community of Andalusia”, developed under the National Plan I + D + I 2006-2009 (SEJ 2006-14992-C06-04/EDUC). This research investigates the importance of the evaluation processes in educational institutions located in contexts of social deprivation. The characterization and analysis of these processes has been arranged in a series of lines that symbolize some of the dimensions of educational evaluation: continuous and processual character, the use of different tools and assessment instruments, the degree of adaptability and flexibility, among others. To obtain the data, we interviewed 32 professionals (management, leadership studies, teachers, guidance department) from three schools located in marginal areas of the province of Granada. Following the analysis of the information (through the NVIVO software), we identify different strategies and assessment practices that seek to eradicate or reduce the failure of students. At the same time, this analysis reflects the different areas of improvement in educational outcomes among students overall improvement, performance improvement, and improving social skills and work habits. From this perspective, it is concluded generally as improving education focuses on issues associated with certain skills and personal skills are highly valued by teachers (leadership, autonomy, teamwork, responsibility, study habits, effort).



Wednesday, June 20th. Young Researchers Working Group. Session 7. Classroom 2.4, 17:00h.

## **CONCEPTUALIZING CHILDHOOD AT THE SUPRANATIONAL LEVEL: TEN YEARS OF INNOCENTI REPORT CARDS**

**Bianca Thoilliez**

Autonomus University of Madrid (Spain)

Established in 1988, the UNICEF Innocenti Research Centre (IRC) has over the past two decades produced studies that have explored neglected areas of child rights and well-being, informing policy and practice in numerous countries around the world. IRC's agenda reflects three interrelated strategies: (1) evidence-based analysis, drawing on quantitative and qualitative information, and the development of recommendations concerning child well-being and the realization of children's right; (2) partnerships with a wide range of research and policy institutions and development actors; and (3) communication and leveraging of research findings and recommendations to support policy dialogue and development and advocacy initiatives. It is within the first and the third strategies where the Report Card series' experience was initiated. Each of the eight documents published in the last decade (2000, 2001, 2002, 2003, 2005, 2007, 2008, 2010), has focused on the well-being of children in industrialized countries and it includes a league table ranking the countries of the OECD according to their record on the subject under discussion.

This paper aims, first, to analyze what conceptualization of the child is being built from these international reports and, second, to address what role their findings can be playing in the educational policy formulation at the supranational level. It has been defended that the concept of the child that emerged in the Enlightenment was based on the idea that children are fundamentally different from adults, that children are not born into adulthood but must achieve it, and that it is the responsibility of adults to both protect children and lead them down the road to adulthood. An analysis about the persistence of that conception in the Report Card series will be followed by a discussion on its current pertinence.



Wednesday, June 20th. Young Researchers Working Group. Session 7. Classroom 2.4, 17:30h.

## **FROM DISCURSIVE IMAGINARIES TO EDUCATIONAL REALITIES IN BOLIVIA**

**Joëtta Zoetelief**

University of Amsterdam

The Bolivian Plurinational government is striving for a more just education and society. The policies of intracultural, intercultural and plurilingual education, included in the 2010 Education Reform, play an important role in this strive for a society of “Vivir Bien” (“Live Well”). The present research shows that Fraser’s (2005) critical social justice approach is relevant to understand (in)justice in Bolivian education and the potential role of intercultural education to contribute to justice in education and society. Moreover, this study provides insights into educational practices and the role of teachers, enabled and constrained by their environments, in establishing intercultural education. This paper is based on literature review and semi-structured interviews with 42 Bolivian teachers at public secondary schools in the cities La Paz (3 schools) and Trinidad (2 schools). It is argued that intercultural education, at least at a discursive level, may contribute to cultural recognition and political representation, but that there is a long road ahead to ensure intercultural education at secondary schools that will contribute to social justice in education and society.

# SYMPOSiUM

Chairs: **L. B. Espejo Villar & Luis Grosso Correia**  
(Universidad de Salamanca & Universidade do Porto)





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Lunes, 18 de Junio. Sesión 1. Sala Menor, 17:30h.

## **ESCULTISMO FEMENINO Y GUIDISMO EN ITALIA Y EN ESPAÑA. EJEMPLOS DE EDUCACIÓN NO FORMAL EN PERSPECTIVA DE GÉNERO**

**Valeria Vittoria Aurora Bosna, María Luisa García Rodríguez**

Universidad de Messina y Universidad de Salamanca

El análisis de la evolución histórica y pedagógica en Italia y en España, permite evidenciar la relación existente entre el contexto socio-político y la condición del género femenino. En efecto, la asociación femenina de educación no formal que en 2012 celebra el centenario, ha contribuido mucho al recorrido de emancipación y auto-formación de las mujeres. En particular se ha mostrado importante en el trabajo en perspectiva de género, la contribución a la auto-formación, a la valoración de la diferencia y al empoderamiento de las jóvenes scouts y guías.

En ese sentido la investigación llega a ser muy valiosa para los conocimientos pedagógicos profundizando en una realidad educativa presente y activa desde hace cien años, llegando a millones de chicas en todo el mundo con un método provechosamente exportable también a otros contextos educativos. Constituye sin duda una importante dimensión de la reciente historia de la educación femenina, cuyos pasos hacia adelante han llegado hasta hoy.



Lunes, 18 de Junio. Sesión 1. Sala Menor, 18:00h.

## **Prensa Pedagógica en España. Estado de la cuestión**

**Alexia Cachazo Vasallo**

Universidad de Salamanca (España)

Los estudios de investigación sobre prensa pedagógica en España, aunque ya tienen cierta tradición, puesto que las primeras investigaciones se realizaron en torno a 1960, y a pesar de que en las últimas décadas ha habido importantes aportaciones, aun hoy no se dispone de una visión de conjunto de este campo de estudio, ni tampoco del significado, que puede tener su análisis, para lograr un conocimiento más completo de la historia en general y de la historia de la educación en particular.

Se quiere reivindicar desde este trabajo, que la prensa pedagógica es un importante material histórico que ha venido siendo testigo de la actividad educativa del hombre en la época contemporánea y que, por ello, debe ser objeto de investigación, tanto por sí misma como por las contribuciones que puede ofrecer para la interpretación general de los acontecimientos.





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Lunes, 18 de Junio. Sesión 1. Sala Menor, 18:30h.

**INFLUENCIAS TRASNACIONALES EN LA EDUCACIÓN:  
LAS REFORMAS PARA EL LOGRO DE LA CALIDAD EN LOS  
SISTEMAS ESCOLARES DE MÉXICO Y ESPAÑA**

**Inmaculada Egido Gálvez**

Universidad Complutense de Madrid (España)

Resulta ya un hecho conocido que el mundo actual las ideas que inspiran las políticas educativas desbordan los planos nacionales y circulan cada vez más de manera global, influidas por corrientes de pensamiento de alcance internacional y por las recomendaciones de los organismos y organizaciones trasnacionales. Por esta razón, en esos momentos resulta posible encontrar líneas de convergencia en las reformas educativas emprendidas en contextos muy diferentes. Esta comunicación trata de ilustrar la influencia de esas corrientes trasnacionales a partir del análisis de las políticas orientadas al logro de la calidad educativa llevadas a cabo en los pasados años en dos sistemas educativos con características claramente distintas, como son los de México y España. Las similitudes que muestran las medidas políticas adoptadas en ambos países, aunque adaptadas en cierta medida a cada uno de los contextos, pueden servir como indicio de la existencia de una corriente de pensamiento compartida en buena parte del mundo occidental que trata de abordar situaciones y problemáticas muy diferentes con las mismas estrategias de intervención.



Martes, 19 de Junio. Sesión 2. Sala Menor, 10:00h.

**PODER POLÍTICO Y SISTEMAS DE CONTROL EN LAS  
INSTITUCIONES EDUCATIVAS.  
LA TRANSICIÓN IDEOLÓGICA EN EL GOBIERNO DE LAS  
ORGANIZACIONES ESCOLARES**

**L. Belén Espejo Villar**

Universidad de Salamanca

El presente trabajo tiene por objeto reflexionar acerca de la evolución, así como de la regulación institucional, que políticamente se está realizando de las estructuras de control en el ámbito de la educación. El poder político asignado históricamente por algunos países a instituciones de vigilancia como la inspección, y las inferencias que de esta figura se han atribuido a modelos educativos de calidad, constituyen cada vez más un aspecto central en la investigación sobre la gestión política del conocimiento -tal y como se comprueba en las reformas curriculares que algunos Estados vienen realizando motivados mayoritariamente por la presión contenida en los informes internacionales-, al tiempo que evidencia el influjo que la cultura acreditativa y las teorías de la excelencia están ejerciendo en el gobierno de las organizaciones escolares.



Martes, 19 de Junio. Sesión 2. Sala Menor, 10:30h.

## **PISA 2009 Y LAS REFORMAS EDUCATIVAS NACIONALES. APROXIMACIÓN A LA REALIDAD DE ESPAÑA Y PORTUGAL**

**Eva García Redondo**

Universidad de Salamanca

La rapidez con la que surgen en esta sociedad global nuevos acontecimientos a nivel social, político y económico, suponen, sin duda, un marco de valor en el que el desarrollo de las políticas educativas cobra un significado especial. Después algunas décadas, parece que nos hemos acostumbrado a la terminología y estudio sistemático y temporal que, desde organismos internacionales (OCDE, UNESCO...), se propone para la apreciación del rendimiento de nuestros estudiantes en diferentes competencias. PISA es, sin duda, es más claro ejemplo de ello. Al igual que en versiones anteriores, el “Informe del Programa Internacional para la Evaluación de Estudiantes” del 2009 ha mostrado las deficiencias y potencialidades de los sistemas educativos voluntariamente evaluados y, de manera especial, las de aquellos estudiantes que, con 15 años, se encuentran escolarizados en los mismos. Este informe, así como los datos que reporta, nos permite conocer, por un lado, la situación particular de cada uno de estos territorios y, por otro, la comparación internacional. En el caso que nos ocupa, nos centramos en los países que componen la Península Ibérica, primero, por tratarse de dos países que han mantenido una trayectoria bastante similar a lo largo del último siglo en cuanto a políticas educativas y de ordenación del sistema educativo y, seguidamente, por comprobar de primera mano si el “milagro” portugués en PISA 2009 se debe a alguna iniciativa nacional que haya pasado desapercibida en España o si realmente se debe más a una cuestión social, cultural o de cualquier otra índole. Analizaremos, para ello, las propuestas de acción nacionales que, en España y Portugal, y en base a directrices europeas, generan esas divergencias y convergencias que nos remite PISA 2009. Destacaremos, así, el porqué del rápido y eficaz avance portugués y del discreto puesto español, descubriremos el papel que los alumnos resilientes tienen en el contexto escolar actual y, finalmente, analizaremos, a la luz de la descentralización territorial y de los procesos de gobernanza, las variaciones regionales en el rendimiento escolar.



Martes, 19 de Junio. Sesión 3. Sala Menor, 11:30h.

## **CIEN AÑOS DE GUIDISMO. ESTUDIO COMPARATIVO ENTRE ESPAÑA E ITALIA**

**María Luisa García Rodríguez**  
**Valeria Vittoria Aurora Bosna**  
**Raquel Gómez Sánchez**

Universidad de Salamanca y Universidad de Messina

Se completan en 2012 las celebraciones del primer centenario del Guidismo, el movimiento juvenil surgido en el Reino Unido como rama femenina del Escultismo.

La Asociación Mundial de las Guías Scouts acoge diez millones de niñas y mujeres jóvenes en ciento cuarenta y cinco países. Es la asociación femenina más numerosa del mundo.

Italia fue uno de los países que acogió actividades de las exploradoras guías en la primera etapa de su andadura. Esta oportunidad histórica invita a comparar las trayectorias de España e Italia.



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Martes, 19 de Junio. Sesión 3. Sala Menor, 12:00h.

**LAS ONGS EN LA BASE DE LA SOLIDARIDAD EDUCATIVA:  
EL CASO DE “MADRE CORAJE”**

**Isabel Grana Gil**

Universidad de Málaga (España)

La ONG Madre Coraje nació en Jerez de la Frontera y actualmente tiene delegaciones en casi toda España. Su finalidad es cooperar en el desarrollo de las comunidades empobrecidas de Perú y de otros países mediante Ayuda Humanitaria, basada principalmente en el Reciclaje; Proyectos de Desarrollo Sostenible; y Educación para una auténtica Cultura de la Solidaridad, con denuncia de la injusta realidad del mundo. En esta comunicación pretendo dar a conocer cuáles son los proyectos educativos que se han y están realizando.



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Martes, 19 de Junio. Sesión 3. Sala Menor, 12:30h.

## **CIUDADANÍA, EDUCACIÓN Y EXCLUSIÓN SOCIAL. RELATOS QUE CARACTERIZAN ACTUACIONES DOCENTES INCLUSIVAS**

**M<sup>a</sup> Magdalena Jiménez Ramírez**

Universidad de Granada

La complejidad de la sociedad actual, como consecuencia de las transformaciones acontecidas en el ámbito económico, tecnológico y social, están influyendo en las dinámicas de acceso a las redes de protección del Estado del bienestar y a los derechos básicos, considerándose la educación uno de ellos. Así, se ha configurado un marco globalizador que ha provocado nuevas pautas de división social, y que potencia y universaliza las posibilidades de competitividad y productividad laboral en el seno de los parámetros neoliberales. Estos planteamientos están demandando a los sistemas educativos el desarrollo de actuaciones vinculadas fundamentalmente con el rendimiento y la competitividad escolar pero sin tener en cuenta los condicionamientos socio-culturales y económicos de las personas más desfavorecidas. De la consideración de este complejo entramado de relaciones, nos aproximamos al análisis de las estrategias puestas en funcionamiento desde algunos centros educativos de la red pública andaluza ubicados en contextos desfavorecidos para hacer frente a la vulnerabilidad y a los procesos de exclusión escolar. Para ello, analizamos el concepto de “buenas prácticas” como actuaciones que se producen en las instituciones escolares y que posibilitan al alumnado el acceso a las oportunidades educativas a las que se tiene derecho. El análisis de la realidad sociocultural, el compromiso con la comunidad educativa y con el entorno, las micro políticas que se establecen para diseñar el currículo y los relatos desde la experiencia, identifican los elementos básicos que caracterizan esta investigación\*. \* Este trabajo forma parte de la investigación “Estudiantes en riesgo de exclusión educativa en la ESO: situación, programas y buenas prácticas en la Comunidad Autónoma de Andalucía”, (Plan Nacional I+D+i 2006-2009), con referencia SEJ 2006-14992-C06-04/EDUC. Investigador principal: Dr. Antonio Bolívar, Universidad de Granada.



Martes, 19 de Junio. Sesión 3. Sala Menor, 13:00h.

## **GESTIÓN POR PROYECTOS Y AUTONOMÍA EN ESCUELAS DEL NIVEL MEDIO DE ENSEÑANZA DE LA PROVINCIA DE CÓRDOBA (ARGENTINA)**

**Nora Zoila Lamfri, María Cecilia Bocchio**

Universidade de Lisboa- Instituto de Educação

En esta comunicación se presentan las principales conclusiones obtenidas en un estudio de caso sobre el impacto del “Proyecto de Promoción Autonomía de la Escuela”, implementado por el Ministerio de Educación de la Provincia de Córdoba (Argentina) entre los años 2003 y 2006 con el financiamiento del Banco Interamericano de Desarrollo (BID). El mencionado proyecto se orientó a potenciar la calidad, la eficiencia, la equidad y la participación educativa de los niños y jóvenes alumnos en condiciones de exclusión socio-educativa de la Provincia de Córdoba; y en segunda instancia, a generar prácticas de gestión y condiciones materiales que incrementaran la autonomía de las escuelas participantes. A modo de hipótesis general se sostiene que la “gestión por proyectos”, derivada de los procesos de descentralización y autonomía institucional promovidos por las reformas educativas neoliberales, han impactado sustancialmente en los modos de gestionar las instituciones educativas configurándose “modelos híbridos” (A. Viñao Frago - J. Barroso) de gestión directiva que se construyen determinados por las especificidades que atraviesan a la gestión escolar de cada escuela. Se introdujeron orientaciones inspiradas en la “nueva gestión pública”, promoviendo la utilización de instrumentos de gestión privada de corte empresarial consideradas exitosas. Se reconoce a la “gestión por proyectos” como uno de los principales mecanismos de regulación y de focalización de recursos del sistema educativo, a partir del cual se promueve un tipo de autonomía que traslada responsabilidades a las escuelas y legitima nuevas modalidades de control. Si bien la investigación se estructuró a partir de tres ejes centrales de análisis: 1) Modelos de gestión directiva, 2) Estrategias de gestión directiva y, 3) Sentidos atribuidos a la autonomía escolar, se reportan en esta comunicación, por razones de espacio, las cuestiones referidas al primer y segundo eje.



Martes, 19 de Junio. Sesión 4. Sala Menor, 15:30h.

## **DINÁMICAS ENDÓGENAS DE PRIVATIZACIÓN EN LA EDUCACIÓN. EL PAGO POR MÉRITOS DOCENTES EN LOS CENTROS EDUCATIVOS DE ANDALUCÍA**

**Julián Luengo, Maximiliano Ritacco & Geo Saura Casanova**

Universidad de Granada (España)

La presente comunicación se enmarca dentro una investigación más amplia que trata de desvelar los mecanismos de privatización en la educación y de la educación en el sistema educativo español.

Se han detectado varios mecanismos de privatización en la educación o privatización endógena, como la denomina Ball & Youdell (2007), refiriéndose a “esas formas de privatización que implican la importación de ideas, métodos y prácticas del sector privado a fin de hacer que el sector público sea cada vez más como una empresa y crecientemente comercial”. Entre los mecanismos de privatización endógena analizados, se destacan los que se han denominado como los cuasimercados educativos, porque producen, entre otras, una intensa desregulación que perjudica notablemente a los sectores de población más desfavorecidos, ya que las familias prefieren escolarizar a sus hijos en colegios de mayor prestigio social, produciéndose así el cierre de los centros menos capaces, en nuestro caso, los de titularidad pública.

Estos mecanismos de mercantilización de la educación están propiciando la gestión empresarial por parte de los directores, destacándose estrategias propias de los sectores privados para promocionar sus centros educativos, en abierta competencia por el alumnado y por los resultados académicos. Todo ello ha propiciado que la burocratización se haya apoderado de la gestión de los centros, exigiéndole a los docentes, cada vez más, una “rendición de cuentas” de su praxis profesional.

Todo lo expuesto se analiza en el contexto diseñado por la administración educativa andaluza al haber establecido una política de pago por méritos docentes, en la que el profesorado está adscrito a un sistema de incentivos económicos en función de los resultados conseguidos en el “Programa de calidad y mejora de los rendimientos escolares en los centros públicos de Andalucía”.





Quarta-feira, 20 de Junho. Sessão 1. Sala Menor, 11:50h.

## **AS TRANSFERÊNCIAS LITERÁRIAS ENTRE OS ENSINOS SECUNDÁRIOS DE PORTUGAL E DO BRASIL (SÉCULOS XIX E XX)**

**Lígia Penim**

Universidade de Lisboa (Portugal)

Na educação secundária (média) de Língua e Literatura, em Portugal e no Brasil, foram usados trechos de escritores que, ao longo dos séculos XIX e XX, tiveram as suas obras inscritas nos respectivos cânones clássicos das duas literaturas nacionais. As ligações históricas e coloniais dos dois países implicaram transferências culturais. Centrar-me-ei no período pós-colonial, reflectindo sobre as permanências de alguns autores da literatura portuguesa no cânone escolar do ensino brasileiro; e, no inverso, nas presenças de obras brasileiras no ensino de língua portuguesa, em Portugal.

Alguns escritores portugueses fazem parte do cânone literário brasileiro, porque as suas obras foram escritas em território brasileiro, enquanto colónia. Após a independência do Brasil, outras obras portuguesas circularam no Brasil e nas suas escolas. Já com fronteiras culturais bem definidas, durante quase todo o século XX, a literatura portuguesa continuou a ser estudada no ensino médio brasileiro. A literatura portuguesa foi tomada como herança reconhecida e matriz histórica da própria literatura brasileira. Por outro lado, a literatura brasileira foi afirmando o seu património cultural nacional. Os autores e obras brasileiros inscreveram-se num cânone literário próprio, dando azo a narrativas históricas nacionais coerentes; organizando períodos, estilos e movimentos literários; projectando, por entre a variedade, uma unidade cultural nacional forte. As transferências culturais de obras e escritores brasileiros no ensino secundário liceal, em Portugal, foram, porém, pontuais. Não obstante, existiram momentos históricos em que certos trechos brasileiros entraram no ensino secundário, em Portugal. Viso compreender as razões para os esquecimentos e/ou valorização destas literaturas. Estou convencida que as posições curriculares atribuídas às literaturas do Outro não significaram meras escolhas estéticas. Elas foram atravessadas por poderes que organizaram os campos culturais e escolares e as relações políticas entre Portugal e Brasil. Assim, trazer à discussão essas transferências literárias e apropriações escolares de obras parece-me ser pertinente.



Martes, 19 de Junio. Sesión 4. Sala Menor, 16:00h.

## **LA INCIDENCIA DE LAS PRUEBAS DE DIAGNÓSTICO EN LA ORGANIZACIÓN DE LOS CENTROS EDUCATIVOS EN LA PROVINCIA DE GRANADA (ANDALUCÍA)**

**Maximiliano Ritacco Real**

Universidad de Granada (España)

Este trabajo es fruto de nuestra participación en el proyecto de investigación “Dinámicas de la privatización exógenas y endógenas en y de la educación” (Plan Nacional I+D+I Ref. EDU2010-20853, Ref. 2720). El mismo, indaga en como la tendencia actual hacia la búsqueda de excelencia y la calidad educativa, al tiempo que potencian los mecanismos de inspección, priorizan la búsqueda de rendimiento académico, la estandarización de los resultados y la rigidez en los mecanismos de evaluación. El enfoque del objeto de investigación se focalizó en el esclarecimiento del impacto de éstos mecanismos de evaluación sobre las dinámicas de organización escolar. Para ello, los objetivos que nos hemos propuesto se han centrado en:

- Identificar y analizar el impacto en la organización escolar a modo de indicadores del cambio inducido por el impacto de las pruebas de evaluación de diagnóstico.
- Ampliar el bagaje de información que nos posibilite una descripción y comprensión más profunda y precisa del impacto de las pruebas de diagnóstico en los diferentes niveles escolares.

Se ha realizado un acercamiento mediante una metodología cualitativa de investigación a seis centros educativos emplazados en la provincia de Granada. La entrevista semiestructurada y el análisis de documentos fueron los instrumentos de recogida de información utilizados. Al finalizar el proceso de categorización, la categoría emergente referente a la estructura y organización del centro y del aula fue una de las más referenciadas:

Así pues, dentro de la misma, se pudieron identificar las siguientes subcategorías:

- Organización de los espacios
- Organización de los tiempos
- Organización del alumnado
- Organización del profesorado

En cada uno de éstos ámbitos enfocamos nuestro trabajo hacia su análisis individual apoyándonos en el sustento empírico de los fragmentos extraídos de las opiniones de los informantes y reflexionando acerca de las primeras confluencias y convergencias.



Martes, 19 de Junio. Sesión 4. Sala Menor, 16:30h.

**LA UNIVERSIDAD DE SALAMANCA COMO GERMEN DEL  
MOVIMIENTO UNIVERSITARIO HISPANOAMERICANO.  
LÍNEAS DE ACTUACIÓN (INSTITUCIONALES Y ACADÉMICAS)  
EN EL MARCO DEL PROCESO DEL PERÍODO HISPÁNICO**

**Águeda Rodríguez Cruz**

Universidad de Salamanca

La Universidad de Salamanca surge en el siglo XIII, en el primer movimiento universitario europeo de los siglos medievales, formando parte de las cuatro primeras universidades de Europa. Desde su primera andadura se perfila su índole universalista. Durante su trayectoria histórica ha ido acogiendo a multitud de estudiantes de distintos lugares y procedencias. Es en el Siglo de Oro, el siglo de su madurez, cuando se da su primera expansión en América, proyección que va a continuar a lo largo de la historia.

El Descubrimiento de América fue la ocasión para que se diera la mayor proyección de una universidad que ha habido en la historia cultural. Salamanca está presente en Hispanoamérica desde el alba de la primera fundación hasta la última fundada por España. Luego continúa en las universidades llamadas de la segunda generación, que surgen con los nacionalismos, y en las que llamo de la tercera generación, las más contemporáneas, donde la inspiración de base salmantina sigue muy viva.

Generalmente los documentos reales y papales erigen estas universidades conforme a la Universidad de Salamanca y con sus privilegios, otorgados en plenitud a algunas de ellas. Al menos el ochenta por ciento de la legislación universitaria hispanoamericana hunde sus raíces en el tronco salmantino. Muchos alumnos de la Universidad de Salamanca pasan a América en misión de servicio en los distintos campos de la educación, la evangelización, el gobierno la administración. Se destacan los que se vincularon al movimiento universitario, que son el alma dinámica y viva de esta proyección.

Las líneas culturales de la proyección salmantina en Hispanoamérica son de distinto tipo e intensidad. Las he clasificado en dos grupos fundamentales: línea directamente salmantina; e influjos salmantinos indirectos. La línea directamente salmantina también aparece diferenciada en dos aspectos: influjos salmantinos copiosos e intensos; e influjos escasos y débiles.



Martes, 19 de Junio. Sesión 4. Sala Menor, 17:00h.

**MODELOS DE CIENCIA Y ENSEÑANZA EN EUROPA.  
DEL DESASTRE DEL 98 A LA REPÚBLICA DE WEIMAR.  
[NOTAS PREVIAS PARA UNA INVESTIGACIÓN COMPARADA  
-ESPAÑA/ALEMANIA- (1898-1933)]**

**Juan Luis Rubio Mayoral y Guadalupe Trigueros Gordillo**

Universidad de Sevilla

En los primeros años del siglo XX los Estados europeos comienzan a coordinar y organizar el desarrollo de las instituciones y centros de investigación científica a través de la creación, mecenazgo privado y medidas de fomento. La importancia de cada uno de los modelos es condición para entender el desarrollo de sus sistemas de formación superior. También del de la propia ciencia y su aplicación práctica. Son parte de los condicionantes del avance de la técnica y del crecimiento de sus economías, en relación a los sistemas políticos que los gestaron.

Nuestra investigación compara los modelos hispano [Junta para la Ampliación de Estudios -1907- (JAE)] y germano [Kaiser Wilhelm Gesellschaft -1911- (KWG)] y su desarrollo dentro del contexto europeo del primer tercio del siglo XX. Tiene como finalidad relacionar la ciencia europea con la enseñanza universitaria entre 1898 y 1933. La investigación contiene en sus presupuestos básicos y por tanto en su objeto, el hecho de que a) los contextos sociales (nacionales, culturales, etc.) ejercen una influencia decisiva sobre los fenómenos intra-sociales (intra-nacionales, intra-culturales, etc.) y por tanto sobre sus efectos y problemas resultantes; que a su vez b) pueden descomponerse en sus factores condicionantes (explanatory variables) c) permitiendo investigar las relaciones entre factores condicionantes [system-level variables] y fenómenos de interés particular [within-system variables] (Schriewer, 2010). La base inicial del origen del estudio parte de la información existente en esos años sobre la JAE y la KWG. Ha sido contrastada con los estudios más recientes sobre ambas instituciones. La hipótesis inicial relaciona áreas de producción y niveles de desarrollo con modelos de investigación científica y papel del Estado en materia de ciencia y enseñanza. La ciencia alemana en distintos campo vive también su propia edad dorada (Hess, 2010, Tenorth, 2011). De ello damos cuenta en la investigación.



Miércoles, 20 de Junio. Sesión 1. Sala Menor, 12:30h.

**LOS PROCESOS DE REFORMAS EDUCATIVAS EN LA  
ARGENTINA Y ESPAÑA: CONVERGENCIAS Y DIVERGENCIAS  
EN LOS CICLOS DE REFORMAS DE LA EDUCACIÓN  
OBLIGATORIA**

**Guillermo Ramón Ruíz**

Universidad de Buenos Aires\_ CONICET

Como expresión quizás de un nuevo tipo de intercambio post-colonial, a partir de las últimas décadas del siglo XX se evidenció una convergencia internacional en el desarrollo de los sistemas educativos. Esta convergencia estuvo dada por la implementación de políticas de reforma educativa, entendidas como lugar de confluencia entre el espacio de las políticas públicas y el de las medidas instrumentadas para modificar diversos aspectos de la educación formal. Se instrumentaron reformas que incluyeron: la descentralización del gobierno, la autogestión institucional, la evaluación de la calidad, cambios en la estructura académica (que promovieron la extensión de los estudios obligatorios) y cambios curriculares. Ahora bien: ¿cuál ha sido el lugar del debate pedagógico en estas reformas? ¿Cuáles han sido los términos del debate y cómo se tradujeron en las normas de reforma? Éstas son algunas preguntas que cabría responder en la medida en que, luego de un primer ciclo de reformas, se han comenzado a instrumentar nuevas políticas de reforma desde la primera década del nuevo siglo. Estas nuevas reformas se encuentran enmarcadas en normas que enmendaron o derogaron la legislación que había encuadrado las anteriores reformas. Cabría preguntarse además si una ley equivale a una reforma. El que exista un consenso educativo en una sociedad plural supone compartir significados o sentidos de lo que debe ser la educación. Con este trabajo se aspira a elucidar, desde una perspectiva internacional y comparada, las convergencias entre los ciclos de reformas educativas experimentados en la Argentina y España entre los años 1990 y 2006, períodos en los cuales fueron sancionadas leyes orgánicas de educación en ambos países. Dicha elucidación tomará como punto de partida el análisis normativo y documental relativo a estos procesos de reformas educativas contemporáneas y se analizará sus alcances en lo que atañe al denominado rango obligatoriedad de los estudios.



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Quarta-feira, 20 de Junho. Sessão 1. Sala Menor, 12:00h.

**FORMAÇÃO DE PROFESSORES. ESTUDO COMPARADO ENTRE  
POLÍTICAS E REFORMAS EDUCACIONAIS NA ESPANHA E NO  
BRASIL: INFLUÊNCIAS DO MOVIMENTO INTERNACIONAL E  
DE FATORES INTERNOS. (DÉCADAS DE 1980-1990)**

**Cleusa Valério Gabardo**

Universidade Federal do Paraná

Extraída da tese de doutorado da autora, intitulada A Formação de Professores em Perspectivas Internacionais. Estudo comparado entre modelos europeus e brasileiro, a presente comunicação destaca, nos processos de concepção e elaboração das leis educacionais da Espanha e do Brasil, entre as décadas de 80 e 90 do século XX, questões, formas de encaminhamento e fatores intervenientes, especialmente os considerados similares nas histórias vivenciadas pelos dois países. Foi enfatizada a influência exercida pelo movimento internacional de reformas - entre as quais a educacional -, em evidência durante o período analisado. Organismos internacionais como a UNESCO e a União Européia, o Banco Mundial, o Fundo Monetário Internacional e a Organização de Cooperação e Desenvolvimento, marcaram presença nos referidos processos. Por outro lado, foram objeto de análise os sujeitos e fatores de ordem interna, intervenientes nas políticas educacionais e na gestão e desenvolvimento dos sistemas de ensino desses países. A análise das reformas da formação do professor considerou, entre outras, questões relacionadas a/aos: procedimentos adotados por dirigentes governamentais e por instituições educacionais durante o desenrolar dos processos; formas de controle e de execução das ações educacionais, pelo Estado; papel desempenhado pelos sujeitos e atores, nesses processos - movimentos de professores e o peso da área privada de ensino frente ao poder decisório; concepções de formação de professores e a relação teoria e prática, nos cursos formadores. Finalmente, são apresentadas algumas considerações que referendam constatações e críticas de estudiosos da área. A necessidade de resgatar a importância do professor é ponto comum nas políticas, nas leis educacionais e nos cursos formadores, evidenciando-se o rechaço à racionalidade técnica. No entanto, a ideologia pragmática da economia de mercado e, ao mesmo tempo, um novo tecnicismo, se impuseram na condução de políticas educacionais.

## LIST OF PARTICIPANTS







## XXV CONGRESO CESE PARTICIPANTS

NAME	SURNAME	INSTITUTION
Alicia Beatriz	Acin Pastore	(España)
Felicitas	Acosta	SAECE (Argentina)
Francisco J.	Amores Fernández	Universidad de Granada (España)
Karim	Amos	University of Tübingen (Germany)
Adriana	Aristimuño	Universidad Católica del Uruguay (Uruguay)
José	Arribas Vizán	Pasadena City College (USA)
Zehlia	Babaci-WilHITE	University of Oslo (Noruega)
Leslie	Bash	Leo Baeck College (United Kingdom)
Jason	Beech	University of San Andres (Argentina)
María Cecilia	Bocchio	Universidade de Lisboa (Portugal)
Chris	Brown	University of London (United Kingdom)
Christian	Brüggemann	University of Dortmund (Alemania)
Elisabeth	Buk-Berke	University of London (United Kingdom)
Alexia	Cachazo Vasallo	Universidad de Salamanca (España)
Carlo	Cappa	U. degli Studi di Roma "Tor Vergata" (Italia)
Stephen	Carney	Roskilde University (Dinamarca)
Hannah	Choi	University of Sejong (Korea)
Grace Ai-Ling	Chou	Lingnan University (Hong Kong)
Elisabetta	Colla	Università di "Tor Vergata" U. of Rome (Italia)
Robert	Cowen	University of London (United Kingdom)
Ana Lucia	Cunha Fernandes	I. de Ed. da U. de Lisboa (Portugal)
Valentina	D'Ascanio	University of Tor Vergata (Italia)
María Luisa	de Castro Marroni	University of Porto (Portugal)
Vlatka	Domovic	University of Zagreb (Croatia)
Inmaculada	Egido Gálvez	Universidad C. de Madrid (España)



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- THE WORLD IN EUROPE, EUROPE IN THE WORLD -

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NAME	SURNAME	INSTITUTION
Hubert	Ertl	Oxford University (United Kingdom)
Sara	Frontini	Åbo Akademi (Finlandia)
Barbara	Gambellin	Università of “Tor Vergata” (Italia)
Antonio	García Álvarez	Universidad Autónoma de Madrid
María Luisa	García Rodríguez	Universidad de Salamanca (España)
José Luis	García Garrido	UNED (España)
Eva	García Redondo	Universidad de Salamanca (España)
María José	García Ruiz	UNED (España)
Zlata	Godler	University of Toronto (Canada)
Raquel	Gómez Sánchez	(España)
Tania F.	Gómez Sánchez	CNIE (España)
Gabriela	Gómez Vera	Universidad de Chile (Chile)
Juan Carlos	González Faraco	Universidad de Huelva (España)
Sara	González Gómez	Universidad de Salamanca (España)
David	Gough	Institute of Education (London)
Mikhail	Gradovski	Telemark University College (Noruega)
Isabel	Grana Gil	Universidad de Málaga (España)
Zelia	Granja Porto	Pernambuco (Brasil)
Luís	Grosso Correia	University of Porto (Portugal)
Jagdish	Gundara	IE. London (United Kingdom)
Meeri	Hellsten	Sodertorn University (Suecia)
Juan Carlos	Hernández Beltrán	Universidad de Salamanca (España)
José María	Hernández Díaz	Universidad de Salamanca (España)
María Belén	Hernando Llorens	Universidad de Wisconsin-Madison (USA)
Sabine	Hornberg	I. A. Didaktik und Schulpädagogik (Alemania)
Sari	Hosoya	Kanto Gakuin University (Japón)

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NAME	SURNAME	INSTITUTION
M <sup>a</sup> Magdalena	Jiménez Ramírez	Universidad de Granada (España)
Sieglinde	Jornitz	G. I. for International Ed. Research (Alemania)
Andreas M.	Kazamias	Emeritus Professor (USA)
Caroline	Kenny	Institute of Education (London)
Terri	Kim	Brunel University (United Kingdom)
Eleftherios	Klerides	University of Cyprus (Chipre)
Phillip D. T.	Knobloch	Universität Bayreuth (Alemania)
Hans-Georg	Kotthoff	University of Education Freiburg (Alemania)
Marianne A.	Larsen	University of Western Ontario (Canada)
Luján	Lázaro Herrero	Universidad de Salamanca (España)
Mieke	Lopes Cardozo	University of Amsterdam
Rocío	Lorente García	Universidad de Granada (España)
Miriam	Lorente Rodríguez	Universidad de Valencia (España)
Julián	Luengo Navas	Universidad de Granada (España)
Antonio	Luzón Trujillo	Universidad de Granada (España)
Cathryn	Magno	Connecticut State University (USA)
Abbas	Madandar Arami	Lorestan University (Iran)
Anna	Mankowska	University in Poznan (Polonia)
Natalia	Marcuello Genzor	Universidad de Granada (España)
Silvia	Martín Sánchez	Universidad de Salamanca (España)
María Jesús	Martínez Usarral	Universidad de Valencia (España)
Kasper	Mazurek	University of Lethbridge (Canada)
Marcella	Milana	Aarhus University (Dinamarca)
Lizzi	Milligan	University of Bristol (Inglaterra)
Amir	Mohammad Kakia	Lorestan University (Iran)
Cristina	Moral Santaella	Universidad de Granada (España)



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NAME	SURNAME	INSTITUTION
Juan Manuel	Moreno Olmedilla	World Bank (España)
Paul	Morris	University of London (United Kingdom)
Tarek	Mostafa	Institute of Education (Inllaterra)
Marco A.	Navarro Leal	Colegio de Tamaulipas (México)
Iwona	Ocetkiewicz	Pedagogical University (Polonia)
Niceforo	Orazio	University of Rome Tor Vergata (Italia)
María Rosa	Oria Segura	Universidad de Extremadura (España)
Ewa	Pająk-Ważna	Pedagogical University of Cracow (Polonia)
Donatella	Palomba	Università di Roma "Tor Vergata" (Italia)
Lígia	Penim	I. de Educação. Universidade de Lisboa (Portugal)
Tejendra	Pherali	Liverpool John Moores University (U.K)
Miguel A.	Pereyra	Universidad de Granada.CESE (España)
Laura	Perry	Murdoch University (Australia)
David	Phillips	University of Oxford (United Kingdom)
Thomas	Popkewitz	University of Wisconsin-Madison (USA)
Eleni	Prokou	Panteion U. - (Grecia)
Irene	Psifidou	Cedefop, European Agency (Grecia)
Anatoli	Rakhkochkine	University of Leipzig (Alemania)
Francisco J.	Rebordinos Hernando	Universidad de Salamanca (España)
Elisabeth	Regnault	Université de Strasbourg (Francia)
Natalia Reyes	Ruiz de Peralta	Universidad de Granada (España)
Bruno José	da Rocha Pinheiro	Universidade do Porto (Portugal)
João	Ruivo	Instituto Piaget (Portugal)
Maximiliano	Ritacco Real	Universidad de Granada (España)
Águeda	Rodríguez Cruz	Universidad de Salamanca (España)
Carla	Roverselli	Università di Roma Tor Vergata (Italia)

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NAME	SURNAME	INSTITUTION
Juan Luis	Rubio Mayoral	Universidad de Sevilla (España)
Guillermo R.	Ruiz	U. de Buenos Aires-CONICET (Argentina)
Ariadne	Runte-Geidel	Universidad de Jaén (España)
Aljona	Sandgren	Stockholm University (Sweden)
Geo	Saura Casanova	Universidad de Granada (España)
Diego	Sevilla Merino	Universidad de Granada (España)
Masako	Shibata	University of Tsukuba (Japón)
Iveta	Silova	Lehigh University (USA)
Terra	Sprague	University of Bristol (Inglaterra)
Saran	Stewart	University of Denver (USA)
Gulnara	Tampayeva	Brunel University (United Kingdom)
Eleni	Theodorou	European University Cyprus (Chipre)
Bianca	Thoilliez	Universidad Autónoma de Madrid (España)
Mónica	Torres Sánchez	Universidad de Granada (España)
Janice	Tripney	Institute of Education (London)
Cleusa Valério	Gabardo	Universidade Federal do Paraná (Brasil)
Javier M.	Valle López	Universidad Autónoma de Madrid (España)
Leoncio	Vega Gil	Universidad de Salamanca (España)
Richard	Verdugo	SELF
Kalliope	Vrinioti	University of Western Macedonia (Grecia)
Patricia	Walker	Institution University of East London (U.K.)
Lennart	Wikander	Uppsala University (Sweden)
A. Margaret	Winger	University of Lethbridge (Canada)
Luisa	Zinant	University of Udine (Italia)
Joëtta	Zoetelief	University of Amsterdam (Holanda)
Davide	Zoletto	University of Udine (Italia)



## NOTES



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