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Taylor and Francis Group
Tengecha Primary School Fund
Young lives, University of Oxford

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PLENARY SESSIONS

SATURDAY, 8<sup>th</sup> SEPTEMBER, 3.00-4.00

Professor Jo Boyden, Department of International Development, University of Oxford, UK

‘Mobility, Modernity and the Reshaping of Childhood in the 21st Century: educational aspirations and challenges’

This paper explores the role of school education in the 21st Century in re-shaping the educational aspirations of children in diverse parts of the world. It argues that schooling has become a major force for social and physical mobility among children today, although with some very real risks and constraints that should be of major concern to educationalists and others involved in social policy. The paper draws on Young Lives data as well as research from other countries.

Jo Boyden, a social anthropologist, is Professor of International Development and Director of Young Lives at the University of Oxford. Young Lives is tracking the changing circumstances of 12,000 children and households in Ethiopia, India (Andhra Pradesh), Peru and Vietnam with a view to learning about the causes and consequences of childhood poverty and informing policy. Jo’s previous research centred mainly on child labour and on young people living with armed conflict and forced migration. Most recently, she has begun to explore the intersection between ‘traditional’ values and practices around children and child rearing and emergent expectations associated with the spread of ‘modernity’ (modern technologies, institutions and norms).


http://cye.colorado.edu

SUNDAY, 9<sup>th</sup> SEPTEMBER, 9.30-10.30

Dr. Caroline Dyer, School of Politics and International Studies (POLIS), University of Leeds

‘Challenging Sedentary Schooling; education in and out of pastoralism’

This paper explores the exclusion of pastoralists from the EFA movement, and prospects for future change. It argues that the entrenched view of mobile pastoralism as antithetical to ‘modernity’ has resulted in instrumental uses of sedentary schooling to educate people out of pastoralism. EFA depends on reframing of pastoralism as both modern and mobile in order that formal education can be re-imagined as belonging within pastoralism, and pastoralists no longer have to trade formal education for their mobile livelihood.

Caroline Dyer, a linguist by training, is Reader in Education in Development at the University of Leeds. Her research focuses on policy and practices around education inclusion, particularly for nomads. She has researched and taught adult literacy to migrating Indian pastoralists; used collaborative action research for professional development with teacher educators; explored
literacies in primary school classrooms and home education among Gypsy Travellers. Her current research focuses on how education, social change and the dispossession of pastoralist livelihoods in Western India.


MONDAY, 10TH SEPTEMBER, 11.30-12.45

Panel debate on Education and Immigration in the UK-

Chaired by Professor Madeleine Arnot, Faculty of Education, University of Cambridge.

Madeleine Arnot was one of the founders of the Research Consortium for Research into the education of refugee and asylum-seeking children in the UK which linked the General Teaching Council (GTC), National Union of Teachers and the Refugee Council. She co-authored the national report on this topic with Halleli Pinson http://www.educ.cam.ac.uk/people/staff/arnot/

In 2010 she co-authored with Halleli Pinson and Mano Candappa Education, Asylum and the Non-Citizen Child: the politics of compassion and belonging (Palgrave) which won a 2012 Society of Education Studies prize She was on the steering group for the Refugee Council project on ‘Inclusive Schools’ and has supervised projects on educational assessment of new arrival children and female migrant students.

Lisa Doyle, Advocacy and Influencing Manager, Refugee Council

Lisa Doyle is the Advocacy and Influencing Manager at the Refugee Council, the leading charity working with refugees and asylum seekers in the UK. She leads on the organisations research agenda, including designing, managing, conducting and contracting out research projects. Since joining the charity in 2005 she has undertaken research on a variety of topics including how secondary schools work with refugees and asylum seekers, the effects of providing voucher support for refused asylum seekers and the impact of denying entitlement to work for asylum seekers.

She has recently completed a research project, funded by the Nuffield Foundation, focusing on access to post-16 education (excluding higher education) for refugees and asylum seekers in England. Lisa previously held positions at the Learning and Skills Development Agency (LSDA), where she conducted research concerning widening participation, particularly in relation to improving education services for people with disabilities and/or learning difficulties. Before joining LSDA, she was a lecturer in Human Geography at University of Sussex.

Catherine Gladwell, Programmes Manager, Refugee Support Network,

Catherine is the founder and Programmes Manager at Refugee Support Network (RSN), a London-based charity providing education support for young people affected by displacement and crisis, particularly unaccompanied asylum seeking children. RSN provides educational mentoring for newly arrived young people, education advice and guidance, and also runs a specific service for young refugees and asylum seekers struggling to access higher education.
Catherine has recently completed a research project, funded by UNHCR, focusing on the education and employment experiences of young people who are forcibly returned to Afghanistan. Before founding RSN, Catherine worked in international education policy and with young refugees and asylum seekers at Save the Children UK. Alongside her work at RSN, she is an associate consultant for refugee education and education in emergencies at Jigsaw Consult, and has worked for agencies including UNRWA, Save the Children, War Child and the Global Campaign for Education.

Beryl Randall, Director, Employability Forum

Beryl has been responsible for the development of the Refugees into Schools programme since its transfer from Education Action in July 2010. This has included the progression to a focus on community organisations, the creation of resources for schools and communities. In addition to Refugees into Schools Beryl managed the delivery of a 4-year £1m+ project funded by the Department for Education to support the return of refugee teachers into their profession in London schools and colleges. For more information see: Refugees into Schools (Employability Forum project) - http://www.employabilityforum.co.uk/refugees-into-schools/
Refugees into Teaching (multi-agency project, DFE-funded) - http://www.rit.refugeecouncil.org.uk/

MONDAY, 10TH SEPTEMBER, 12.45 – 1.15

Concluding Remarks

Michele Schweisfurth, Chair of the BAICE Executive Committee,
Director, Centre for International Education and Research School of Education, University of Birmingham, UK

Michele is originally from Canada. In terms of international experience, she has taught or researched in Sierra Leone, Indonesia, Scotland, the Turks and Caicos Islands, Russia, South Africa, Lesotho, Rwanda, The Gambia, India and China. One of her current interests is the experiences of international students in UK Higher Education institutions, both during and after their studies. Her research is concerned with the tensions between global frameworks (such as children’s rights, and notions of ‘best practice’ in teaching and learning) and local and cultural imperatives. This includes concerns about democratic education and education for democracy, learner-centred pedagogy; global citizenship education; teacher professional learning; intercultural learning and university internationalization.


CONFERENCE WORKSHOPS

SATURDAY 8TH SEPTEMBER, 9.30-12.30

Compare writers’ workshop

Do you want to publish your research in an academic journal?

Have you had your work rejected and wonder why?

Compare/BAICE are offering a writing for publication programme for postgraduate researchers in the field of educational research. The programme consists of a half day workshop, to be held at Churchill College Cambridge on Saturday September 8th, 9.30-12.30 (immediately before the BAICE conference). During the workshop, you will work on key features of academic journal articles, look at submitted and revised papers and have the chance to discuss the expectations and interests of Compare with the editors. The workshop will be facilitated by Prof. Anna Robinson-Pant (University of East Anglia) and Dr. Nitya Rao (University of East Anglia and current editor of Compare), both with many years’ experience of journal editing and teaching academic writing. This is a unique opportunity to receive individualised support with your writing and gain an insider perspective on publishing in Compare (a journal of comparative and international education).

Applications will need to be have been submitted in advance. If you are a late applicant please go to the conference registration desk when you arrive to make enquiries about whether you can still join this workshop. To be accepted at the workshop, you will need to have conducted educational research and have unpublished material or drafts of a paper that you would like to work on.

To book a place at the workshop, you will need to have conducted educational research and have unpublished material or drafts of a paper that you would like to work on. Compare/BAICE are sponsoring this workshop so there will be no charge. However, BAICE student members and those from the south will be given preference. Participants will be expected to make their own travel and accommodation arrangements and pay for refreshments on the day. Numbers at the workshop will be limited to 20 participants only.

If you would like to apply for a place at the workshop, please complete the form below and send it to: Miriam McGregor (Compare workshop), CARE, School of Education and Lifelong Learning, University of East Anglia, Norwich NR4 7TJ.

(E-mail for further enquiries: compare@uea.ac.uk).
SATURDAY 8TH SEPTEMBER 10.30-12.30

The Refugee Diaries: a school focused workshop

Annemarie Young

This workshop is aimed at teachers and those engaged in the education of children in upper primary and lower secondary; it deals with the issue of children and their families seeking asylum. The session gives a practical demonstration of a workshop I run for schools, using *The Refugee Diaries series of which I am Series Editor, and an Amnesty International role play called Time to Flee.

It is important for the development of tolerance that children try to put themselves into the shoes of others, whether they be voluntary migrants or asylum seekers. Given the particularly negative and often virulent publicity against asylum seekers, children need to recognise that asylum seekers and refugees are people who have had to flee their country because of physical danger or a fear of persecution.

The workshop session will run through a shortened version of the longer workshop for schools: children are first asked ‘What do you know about asylum seekers?’ This is followed by a matching exercise with the definitions of the words ‘voluntary migrant’, ‘asylum seeker’ and ‘refugee’. Children, in groups, are then asked to discuss ‘What do you think you would do if you and your family found yourselves in serious danger?’ This is followed by the full-scale role play. The plenary at the end uses one of the Refugee Diaries to show the children what a real family has experienced. The workshop can be adapted according to the circumstances of a particular country or school.

Annemarie Young is an author, series editor and editorial consultant in primary education and children’s books. She was the Editorial Manager for primary school publishing at Cambridge University Press until 2002; she has worked with children, teachers, parents, publishers and specialists over many years. Born in Australia of immigrant parents, Annemarie has a diverse family heritage which sparked a strong interest in the reasons for migration and displacement, and in the situations of those who find themselves the ‘other’ in a new or transplanted culture, particularly those forcibly displaced.

*The Refugee Diaries: each book is the true story of one child, forced to flee their home in search of refuge, and eventually finding it in the UK. Each story is told in the child’s own voice, and illustrated with a mixture of photographs and drawings. The books are: Gervelie’s Journey (Republic of Congo); Mohammed’s Journey (Iraqi Kurdish boy); Hamzat’s Journey (a Chechen boy who lost his leg to a landmine); Meltm’s Journey (a Kurdish girl from Turkey). Gervelie’s Journey was named one of USBBY's international books of 2008, and selected as top non-fiction book in Scholastic Best Books of 2008. An interview featuring three of the children, now teenagers, was broadcast on Woman’s Hour.
MONDAY 10TH SEPTEMBER 9.30-11.00am

Refugees into Schools – educating children on why people are forced to seek asylum

Beryl Randall, Tom Shakhli and Habib Diouga, a Refugee into Schools presenter

This workshop is aimed at teachers, education practitioners, local authority education leads, and researchers looking at the impact and value of educating children on why people may seek asylum. Refugees into Schools, which has run for 4 years in London, is unique in that refugees are supported to present their personal accounts of seeking asylum, giving children the chance to take part in a discussion afterwards. Since 2009, it has helped 50 volunteers share their experience of conflict, seeking safety and rebuilding lives, and has met with over 5,000 children across 20 London boroughs.

As funding for Refugees into Schools will end in September 2012, our current focus is on disseminating learning and in particular working with refugee communities so that they can carry out similar visits in their local schools.

During this session, we will provide a project overview and our key findings from 4 years of delivery. One of our volunteers will share their school presentation and discuss their experience of visiting schools. The plenary at the end of this session will take questions on this aspect, and provide advice for teachers, education practitioners and community organisations looking to set up a similar project.

Workshop Leaders:

Beryl Randall was appointed Director in 2008 and has been a member of the Employability Forum team since 2001. She joined from Reed Executive, where she gained experience in accountancy recruitment and welfare to work programmes. Beryl co-chairs a UKBA working group on refugee integration, is a member of the London Strategic Migration Partnership and is a Trustee of Student Action for Refugees (STAR). She has developed Refugees into Schools since its transfer from Education Action in July 2010.

Tom Shakhli has been responsible for the delivery of Refugees into Schools since August 2011. Prior to this role he worked for an MEP in Brussels, and as an English teacher in Spain and Germany. He has an MA in European Politics. Beryl and Tom will be joined by one of the Refugees into Schools presenters who has had experience of being a refugee and working in UK schools on this programme.

If you would like to apply for a place at the free workshop, please complete the form below and send it to: Tom Shakhli. (email: t.shakhli@employabilityforum.co.uk) For more information about Refugees into Schools and Employability Forum, please visit www.employabilityforum.co.uk
INDIVIDUAL ABSTRACTS

AGARWAL Smita, American India Foundation, India

‘Distress Seasonal Migration in India and its impact on children’s education’
STRAND 3: INTERNAL MIGRATION AND DISPLACEMENT

Distress Seasonal Migration is a major development concern in India. Agrarian distress forces large numbers of rural families out of their homes for several months every year in search of livelihoods, and consigns them to a life of unpredictable mobility and highly exploitative work conditions. They are prevented from accessing their basic rights and entitlements, the most critical being the education of their children. An estimated 70 million people migrate, of which 9 million are school-age children. In spite of these gigantic numbers, the problem has been off the radar of Governments, and no authentic data is available on distress migration. This paper enquires into the causes and effects of distress seasonal migration; the contours and dynamics of this phenomenon; its impact on the lives of migrants, especially children; possible interventions to keep children in the schools; and related policy implications. It also looks into how the basic rights of these migrants as citizens are continually violated. The paper is based largely on primary data collected during the implementation of interventions for schooling of migrant children using observations, interviews, and focus group discussions, as well as published and unpublished secondary sources. It focuses on sugarcane harvesting, salt pan and brick kiln migrations in the Indian states of Maharashtra, Gujarat and Odisha. With the Right to Free and Compulsory Education Act having come into force in 2010, this paper looks at the ground level realities of schooling, and the challenges to effective implementation of this Act vis-a-vis migrant children.

AHARONOV Yosef, University of Sydney, Australia

‘Challenges of temporary migration: The case of Israeli educators relocating to Australia’
STRAND 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION

The contemporary phenomenon of extensive mobility among increasing numbers of people has produced a growing awareness regarding temporary migrants and their role in the host society. The case of educational personnel who are recruited as skilled workers from overseas is one of temporary migrants who bring along their cultural background to the educational environment in which they work. A unique case of such educators, who relocate for a temporary period, go from Israel to Jewish Diaspora communities around the world. These educators ("Shlichim," in Hebrew) are sent by an organisation in Israel for either formal or informal educational purposes, seeking to foster the connection between Israel and these communities. In a limited amount of time, they aspire to make an educational impact, even as they personally face psychological and socio-cultural adjustment challenges in the different culture. These challenges might include culture shock; tensions as employees committed to both the sending and receiving bodies; obstacles in the attempt to convey their message; the impact of their temporariness on their educational endeavour; effects on their family; and difficulties in maintaining their connection with Israel during their migratory period. In a research study conducted in Australia and Israel between 2006 and 2009, by means of qualitative methodology, 20 such educators were interviewed at two points of time. In my paper I propose to highlight some of these experiences and challenges, while referring, too, to migration theories.
‘Culture, identity and otherness: negotiating insider/outsider perspectives in international comparative research’

SYNOPSIS; REVISITING INSIDER/OUTSIDER PERSPECTIVES: METHODOLOGICAL CONSIDERATIONS IN THE CONTEXT OF RESEARCHER MOBILITIES AND INTERNATIONAL PARTNERSHIPS

The role of the researcher as producer of objective and authoritative research outputs has been under scrutiny for many years. The ‘emic’ and ‘etic’ accounts of the ethnographic, qualitative researcher gave rise to the insider/outsider concept. Boundaries between ‘self’ and ‘otherness’ were outlined as rather clear delimiters to conduct and evaluate research. However, as qualitative methodology matured, researchers began to recognize limitations of these dichotomies in considering both their own role and that of their participants. This paper expands upon this notion by reflecting on methodological interactions along the continuum of insider/outsider research. It also considers the implications of these interactions for international and comparative educational research with an increased realization that the notions of identity and belonging do not emerge from static conceptual categories but from fluid interaction and reflexivity. This collaborative collection of experiences includes reflections on the internationalization of Higher Education and the ‘us’ and ‘them’ division that often categorises international students’ interaction with the ‘other’. It also highlights a researcher’s experiences as a migrant linked to the researched community through family and cultural ties, and the ensuing dilemmas of legitimate representation given her multiple identities as partial insider or outsider. The paper will also present the observations of a teacher and researcher looking at the development of cultural identities where the insider/outsider continuum is part of who individuals are and how they relate to others. Similar reflections come from research looking at the uneasiness of the insider/outsider dichotomy in reference to the development of a national and European identity. Finally the paper will relate the experiences of a cross-cultural researcher who intentionally slides along the insider/outsider continuum to gather, analyze and interpret data from multiple perspectives.

ALCALDE CAMPOS Rosalina, Universidad Autónoma de Barcelona, Spain

‘The transnational familiar socialization and parent educational implication: the case of Dominican immigrants in New York and Barcelona’

STRAND 7: MIGRANT STUDENT AND PARENTS’ EXPERIENCES OF SCHOOLING

Based in City College of City University of New York and Universidad Autónoma de Barcelona, we led a research project in 2011 into how mothers’ emigration affects their children’s academic achievements. This paper presents the main outputs concerning how parental support in educational experiences can be maintained during the parent’s emigration while children stay in the sender country. This research shows that there exist transnational socializations places that offer support for family socialization and educational parent implication. The relation between the parent socialization model and the educational implication is quite sensitive. In this sense and from our outcomes we have noted the importance of these practices during familiar separation and after familiar reunification in children’s educational successful. These aspects have a relevant effect in children’s self-regulation. And this element has a notable impact on academic achievements. We focused on Dominican mothers who emigrated to New York City or Barcelona. Our methodology is qualitative, based in structure interviews, employing mother and son or daughter as an analysis unit. During 2011 we interviewed eight families in New York and six in Barcelona.
ALIMUKHAMEDOV Farkhad, Turgut Ozal University, Ankara, Turkey

‘The analysis of Uzbek students’ paths in London and Paris’

STRAND 5: EDUCATION, INCLUSION AND SOCIAL MOBILITIES

This paper analyses Uzbek students’ paths of migration in London and Paris. The number of Uzbek students willing to study abroad is rising and European countries remain very attractive for Uzbek youth. There are several reasons for this, but we will focus on the possibility of working in receiving countries, where educational enrolment can serve as the initial step of a migration project. Based on research completed in 2009, conducted in London (2004 and 2009), and in Paris (2005, 2007 and 2009), the primary aim is to study community building by students in these countries, and to build an analysis of students’ lives in these cities. Data was obtained through observation, questionnaires and interviews. Snowball sampling was privileged therefore we have convenience error in our sampling. Our paper includes the pathways of 20 students in Paris and 40 in London. Four main areas of analysis are living conditions, study conditions, working conditions, and social life. Our research aims to answer the following questions. Why do Uzbek students choose these countries to pursue their studies? How and at which stage of migration process do they decide to extend their stay? What are the students’ strategies for changing their status (i.e. acceding to worker status)? What are the impacts of legal actions taken by local and home authorities regarding their paths?

ALVAREZ-GALVEZ Javier, Universidad Loyola Andalucia, Complutense University of Madrid, Spain

‘Immigration and education in dualized digital-divided societies’

STRAND 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION

The beginning of the twenty-first century is characterized by an increasing accessibility to Information and Communication Technologies (ICT). These technologies have become available for an important portion of the world population. However it is still possible to find inequalities in the use of these tools. The so-called digital divide is equally mediated by economic (e.g. labour market risk position) and social factors (e.g. gender, age, belonging to an ethnic minority, education or social class) which determine the individual position in current post-industrial societies. In this paper, using data from the European Social Survey (2002-2008), we study the relationship between skill level and the dual position in the labour market (insider vs. outsider), and its impact on the immigrants’ Internet usage in Europe. Assuming that it is possible to find differences related to the position that immigrant population occupies in the labour market (insider/outsider) and its level of skills (high/low), cross-country differences on Internet usage are analyzed by multilevel analysis techniques. The results highlight the importance of education for the social inclusion of immigrants and demonstrate the risk of exclusion of low-skilled immigrant community. This study contributes to explain the emergence of cleavages around educational differences in post-industrialized societies and its association to the social mobility of excluded groups.

ANANGA Eric D., University of Education, Winneba, Ghana

‘Child migration and access to basic education; the case of school drop outs in Mfantseman district of Ghana’

STRAND 6: DIVERSITY, INCLUSION AND EDUCATION POLICY

SYMPOSIUM: CHILD MIGRATION AND ACCESS TO EDUCATION

The government of Ghana’s pro-action in relation to increasing access to basic education led to the removal of school fees and introduction of capitation grants, school meals and free school uniforms.
While such moves have been applauded, leading to improved access, child migration remains a barrier to educational access for children living in fishing communities. This paper presents the experiences of children who gain initial access but drop out of school seasonally as a result of migration and child labour. The case study is part of consortium of research on educational access, transitions and equity (CREATE) research work conducted in Ghana. The central questions of the study are how and why migration acts as a barrier to the education of children who had initial access. The research presents in-depth analysis of qualitative data. The findings presented in the paper demonstrate that children enrol and attend school until they begin migrating when schools are in sessions. It demonstrates that the retention of some school children in areas of out-migration is difficult and the clash between school times and migration periods reduces the opportunity of some children to attend school regularly, forcing them to drop out of school. The paper claims that policy responses to such a situation require a combination of flexible school periods, mobile and complementary school facilities.

ARTAUD Alexis de la Ferriere and WELPLY Oakleigh, University of Cambridge, UK

‘Importation of colonial space: Representations of migrant children caught in the margins of French towns’

French ZEP (educational priority zone) schools with high immigrant intakes are often perceived and discussed within the framework of a colonial imaginary. Because of the perceived foreignness of immigrant children, these schools are seen as spaces removed from the French nation, hostile to nas by implicitly characterising such problems in colonial terms. In particular, the rhetoric of a ‘mission civilisatrice’ (civilising mission), which has roots in the colonial imaginary of the Third Republic (Rigouste, 2004), still seems to pervade how such schools and children are perceived. The existing literature on the pervasion of a colonial imaginary in ZEP schools is limited to the realm of discourse and ideas (Blanchard, 2005, Green, 2008). As such, it overlooks the possibility that this imaginary is also more deeply rooted in a set of practices which were directly imported from colonial spaces. This paper seeks to answer the question of whether one can in fact identify such practices.

Building of French postcolonial theory (Leménager, 2006), this paper seeks to retrace such practices by means of collating historical sources with data from an ethnographic case study into a French ZEP school. In doing so, it attempts to identify elements of the colonial imaginary with historically entrenched practices affecting ZEP schools.

ASADA Sarah, Waseda University, Japan

‘50 Years of Study Abroad: A case study of the long-term impacts of international experiences on undergraduate students’

While considerable consensus exists regarding the importance of study abroad programs as a strategy for the internationalization of higher education to promote the cultivation of intercultural competent and globally-minded individuals for a globally competitive society, current research focuses mainly on assessing the short-term impact of study abroad in a wide range of destinations. This study employs a retrospective tracer study to examine the long-term impact of the study abroad experience on participants’ subsequent global-orientated behaviors and attitudes and gain an understanding of subsequent migration after the completion of study abroad. The sample includes approximately 1,400 participants from the USA who have studied abroad for one academic year or one semester for academic credit at the undergraduate level in Japan during the period of
A sequential mixed methods design is utilized and consist of two phases. Phase one consists of a single, cross sectional, online survey instrument administered to the whole sample and aims to yield a baseline data set of study abroad alumni and the long-term impact of study abroad. Phase two consists of qualitative in-depth interviews with selected respondents and aims to provide informative insights and enriched understanding of the impact of their study abroad experiences. This study is currently in progress and will be completed in December 2012. The preliminary findings regarding the long-term impact of the study abroad experience on participants’ subsequent global-orientated behaviors and attitudes will be presented.

AULD Euan and MORRIS Paul, Institute of Education, University of London, UK

‘The ‘New Paradigm’ and the migration of reform agendas: A genre analysis’

STRAND 2: TRAVELLING IDEAS IN EDUCATION

Education reform in England is now primarily justified on the basis that we must identify practices which ‘work’ in countries which have, through international surveys such as PISA, been identified as ‘high-performing’. This migration of educational ‘best practices’ derives its legitimacy from a new, pragmatic approach to comparative analysis, one which has been termed a ‘New Paradigm’ and which is premised on the need to generate evidence to substantiate specific reforms. The practice has grown over the last two decades - promoted by a global policy network primarily composed of international agencies, independent consultancies, and think tanks - and, although it is little understood, now defines the parameters of domestic policy debates. This paper takes three recent reports which were published by key members of the policy network, which have been influential at the policy level, and which are representative of the approach which characterizes the ‘New Paradigm’. The reports are compared with regard to a series of analytic categories, drawing out the commonalities between these reports and thereby facilitating a more general critique. The main questions addressed are, (1) how is this approach to analysis distinctive? And, (2) how has it overcome the methodological issues which are associated with policy borrowing and which are emphasized by the comparative tradition it claims to replace? The research suggests that, rather than representing an improvement on existing methods, the approach reflects a distinctive attitude towards the nature and purpose of knowledge, a manner of presentation and the triumph of expediency over rigour.

BALSERA Maria Ron, University of Bielefeld, Germany

‘What lies behind school failure and youth gangs for the second generation? the case of young people of Ecuadorian origin in Spain’.

STRAND 1: TRANSNATIONAL ECONOMIC-EDUCATIONAL MOBILITIES

SYMPOSIUM: MOBILITY AND ASPIRATIONS: INTERROGATING MIGRANT NARRATIVES IN DIFFERENT SETTINGS OF THE GLOBAL NORTH

This research employs a structural perspective on second generation migrants’ integration, highlighting the structural advantages and disadvantages in which different groups have unequal access to opportunities and resources resulting in dynamic ethnic – although also gender and class – economic, educational and in general, well-being inequalities. In order to analyse the narratives of participants who are serving sentences in young offenders institutions, the research pays particular attention to the concept of “downward assimilation” (Portes and Rumbaut, 2006), which describes resistance mechanisms to the integration into the mainstream culture, usually associated to school failure, street gangs and youth crime (Zhou, 1997: 980) which may result in marginalisation and social exclusion. It also considers the labour conditions of immigrants’ parents, and its impact on
their children’s well-being. The aim of the research is to study how the interlocking of ethnicity, class and gender, can be articulated through the narratives of young people of Ecuadorean origin in Spain.

BANDYOPADHYAY Madhumita, National University of Educational Planning and Administration, India

‘Access and equity in school participation: focus on children affected by out-migration in rural India’

This paper analyses the problem of out-migration in rural areas in India and how it affects the access of children to schools and their meaningful participation in school. Drawing reference from different secondary sources and using evidence primarily from the Community and School Survey (CoMSS) conducted for the Consortium for Research on Educational Access, Transitions and Equity (CREATE) in Madhya Pradesh and Chhattisgarh in India in 2008, this paper focuses on problems of children who are affected by this outmigration which is mostly seasonal and distress migration where a family decides to search for livelihood elsewhere during lean part of year. This type of migration is one of the common coping strategies particularly of poorer agricultural and non-farm labourers and it is widely practiced in all parts of India. However, incidences of such migration are higher in the case of tribal region or in those regions where many households are devoid of productive land ownership due to social inequality prevailing in society. The main objective of the paper is to explore whether outmigration from villages could affect children’s meaningful access to school education and identify children most excluded from basic education or facing the threat of exclusion due to this outmigration. The final section of the paper draws together some conclusions and recommends some policy measures.

BAYKUSOGLU Serkan, London Centre for Social Studies, UK

‘Turkish-speaking pupils in British schools: Evaluation of Underachievement from 1990s to 2010s’

This paper examines why attainment rates amongst Turkish-speaking pupils are low, and why they continue to perform below the national average by taking various factors into consideration. They include English language, role of family, influence of school, socio-economic status, culture, gender and inclusion and diversity, although achievement rates amongst other low achieving pupils have significantly improved over recent years. The statistical data used in this study cover a period of two decades from 1990s and includes latest research on Turkish speaking pupils. The Turkish community resides in the United Kingdom since the 1930s and the current population of the Turkish community is estimated to be around 150,000. This figure is disputed by different sources as over 400,000. However, there is not reliable data to prove any of these as the Turkish immigrants and settlers have never been counted as “Turkish” in either surveys or in the national census. This made them relatively invisible, and their diverse needs have not been taken into consideration as much as it can be. Although, the data relating to the existing Turkish community and its educational history in the United Kingdom are limited, a wide range of literature and government papers have been accessed to support relevant findings. The result of these studies shows that Turkish-speaking pupils, when compared with other ethnic groups such as Bangladeshi and Somali, struggle, under-achieve and still continue performing low in British education.
BILECEN-SUOGLU Basak, Bielefeld University, Germany

‘Education as a gateway to migration and as a way of differentiation: experiences of international doctoral students as cosmopolitans’

STRAND 1: TRANSNATIONAL ECONOMIC-EDUCATIONAL MOBILITIES

The increasing numbers of international students worldwide is not a new phenomenon. However, the research concerning this type of mobility is rather dispersed. The mobility of students will continue to be significant as these young and highly educated individuals continue to settle in the countries of education or move on other countries in the pursuit of better life chances or return to their home countries. This type of mobility calls for further research on various topics ranging from their motivations to study abroad, integration to universities, educational systems and wider society to the issues revolving around their settlement in the country of education after graduation with different levels of education and subject of studies. This paper is designed to shed light on the role of education in migration decisions of international doctoral students who are already engaged in the first steps of a longer migration trajectory. To be more specific, it will concentrate on how education is mentioned in their narratives as a reference point to make differentiation among other groups. Drawing upon the interviews conducted with 35 doctoral students in Germany in 2009 for my completed doctoral dissertation, the paper will illustrate the significance of level of education and education as the entry purpose in the narratives. For instance, through identifying themselves as a highly educated professional group with cosmopolitan outlooks, international doctoral students make a distinction of themselves from other groups in the society such as host students and already living immigrant groups with the same nationalities.

BONFANTI Sara and NORDLUND Madelene, Umeå University, Department of Sociology, Sweden

‘Second Chance Education and capability for work of low-income and unemployed people with migrant background in Sweden: a longitudinal study’

STRAND 1: TRANSNATIONAL ECONOMIC-EDUCATIONAL MOBILITIES

Sweden has a long tradition of adult education and the claimed goal of Second Chance Education is to contribute to social inclusion and cultural development. Second Chance Education exists in many different forms and is organized by a range of public and private operators. This paper, focusing on those that can be understood better as employability/integration enhancing devices for migrants, analyze the latter by comparing a workfare/human capital approach with a perspective based on Amartya Sen’s Capability Approach (CA). The article argues that embracing this theoretical approach implies to assess the outcomes of second-chance education not only on migrants ‘material well-being - i.e. on migrants’ possibility to find an occupation or a better paid job -, but also on migrants’ possibilities for self-fulfilment, in other words on migrants’ capability for work. The in fieri empirical section of the paper intends to operationalize such theoretical argument using a longitudinal register database, STATIV, compiled by Statistics Sweden, that allows one to follow all low educated and low income/unemployed adults in Sweden from 1997 over a time span of 14 years. The impact of different kinds of second chance education is assessed both on income development – a proxy of material well-being - and on the distance between the kind of occupation looked for and the education received - a proxy for the capacity of work to provide opportunities of self-fulfilment. Differences and similarities are pointed out, not only distinguishing between migrants and natives, but also among different types of migrants.
BORGHETTI Claudia, University of Bologna, Italy

‘“Stand-up for your rights”: strengths and weaknesses of teaching Italian to adult migrant persons aiming at social rights awareness’

STRAND 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION
SYMPOSIUM: INTERCULTURAL INTERVENTIONS AND SOCIAL JUSTICE FOR MOBILE/MIGRANT STUDENT POPULATIONS

It can be said that second/foreign language teaching always has in principle an implicit dimension of struggle for social justice. The simple fact that language teachers work to enable foreign students to ‘do things with words’ in a different linguistic and cultural context means giving them voice as active and recognized members of the target language communities. A context where more often this implicit commitment assumes explicit intentional forms is the one of voluntary teaching of a second language to migrant persons. As public spaces not regulated by central educational policies, such teaching contexts may allow for innovative attempts of intercultural second language education (IFLE) for social justice; or, on the contrary, present teaching theoretical and methodological weaknesses. Evaluating the substance or the extent of the above-mentioned hypothesis was the objective of the research project presented within this paper. The study was carried out within the ‘Network of Schools of Italian for Migrants’ of Bologna, Italy, and conducted through class observations and interviews to students and teachers. Besides the theoretical framework of IFLE, the adopted approach was particularly inspired by critical pedagogy (Giroux, 1992: 201). The analysis of the data showed a number of significant attempts to raise students’ awareness of their social rights; however, students’ multiple voices appeared to have a little role in the overall educational project mostly due to an essentialist view on migrant people as opposed to Italians. These and the other highlighted phenomena will be presented and discussed.

BORNAROVA Suzana and BOGOEVSKA Natasa, Skopje University, Macedonia

‘Education and return migration: The challenges of educational reintegration of returning migrants in Macedonia’

STRAND 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION
SYMPOSIUM: INTERCULTURAL INTERVENTIONS AND SOCIAL JUSTICE FOR MOBILE/MIGRANT STUDENT POPULATIONS

The issue of reintegration of returning migrants in Macedonia has gained increased attention with the rise in return migration over the last several years, especially of Macedonian citizens – illegal migrants. It has been widely recognized that an organized and systematic state response to return migration is a key for successful reintegration of returning migrants and prevention of re-emigration and social exclusion. The article elaborates the legislative, policy-making and practical challenges of reintegration in the domain of education. The focus is on: access to education for returning children at primary, secondary and tertiary levels of education; access to adult education for returning adults; as well as obstacles for higher educational attainment and outcomes related to language barriers, extracurricular assistance and recognition of diplomas and qualifications.

The paper will reflect the policy-making challenges encountered during preparation of the “Programme for Reintegration of Returnees under the Readmission Agreements” by the Ministry of Labour and Social Policy, adopted by the Government of Macedonia in 2010 and findings from the qualitative research carried out prior to the actual preparation of the Programme. It will also draw on the findings from an ongoing regional qualitative research (2010-2012) “Social Impact of Emigration and Rural-urban Migration in Central and Eastern Europe”, managed by GVG Koln, Germany and financed by the European Commission. The Article will be supported with first-hand
experiences and data from the abovementioned researches since the first author of the proposed article has served in a capacity of main researcher and author in both activities. The Article falls within the Conference theme “Education within the areas of migration and mobility” (sub-theme: Education and national and international migration policy frameworks and responses).

BOUHDIBA Sofiane, University of Tunis, Algeria

‘You need to be educated to migrate! The literacy test as a condition to enter USA (beginning XXth century)’

STRAND 2: TRAVELLING IDEAS IN EDUCATION

In the end of the nineteenth century, the migration policy in the United States started to change making it harder for foreigners to establish in America. May be due to the economic crisis and rising of Puritanism, the Congress forbade to criminals and prostitutes to migrate to the US in 1875, and then started settling selective criteria for the immigration candidates. This study focus on one of these selection criteria: the Literacy test, settled in 1921, consisting in accepting on the American soil only those migrants who are able to read a text written in any language (with thirty to ninety words). The Literacy test is based on the principle that a minimum education level is a guarantee of selecting a « good » migrant. Why did the Congress chose a criteria based on education? Why did President Wilson opposed his veto to this act, with no success? To what extent did this principle reappear in the selection criteria of migrants, in the modern Schengen space for example? These are some of the questions to which I will try to find answers in the research. The study is organized into three parts. The first one reminds briefly the circumstances in which the literacy test has been settled in 1921. The second part examines in more details the Literacy test, and the way it was used. The last part of the study tries to make the link between the education level and the integration capacity of a migrant in the American society.

BRANDHORST Rosa María, Center of Methods in Social Sciences, University of Goettingen, Germany

‘Cuban postgraduate students in Germany: biographical narratives about educational campaigns, career aspirations and restrictions’

STRAND 1: TRANSNATIONAL ECONOMIC-EDUCATIONAL MOBILITIES

SYMPOSIUM: MOBILITY AND ASPIRATIONS: INTERROGATING MIGRANT NARRATIVES IN DIFFERENT SETTINGS OF THE GLOBAL NORTH

Compared to other countries of the global South and North, Cuba’s education system ranks highly. Following the 1959 revolution, all educational institutions were nationalized and education is free and accessible to every Cuban citizen. According to the UNESCO Education for All Development Index (2011), Cuba ranks among the most developed countries of the world in education. Education expenditures receive high priority, as Cuba spends 13.4% of its GDP on education, compared with 5.4% in the United Kingdom and just 4.6% in Germany, according to UNESCO. Nevertheless, a considerable number of Cuban academics search for ways to pursue their postgraduate studies outside the country. The reasons and motivations behind pursuing this path vary, as do mobility trajectories. However, parallels can be observed, revealing that motivations lie more in the field of career aspirations than in academic formation. Furthermore, parents’ educational mobility in the scope of former socialist student exchange programs (between Cuba and the GDR) is reproduced. This presentation will analyze migratory flows of highly qualified Cubans to Germany from a micro-perspective. The genesis of their educational and professional aspirations and of individual motivations of migration will be traced in the interviewees’ biographical and family history. I will address these phenomena drawing on results of reconstructive analysis of biographical interviews.
with Cuban postgraduate students in Germany in the scope of my PhD thesis, which analyses Cuban migration to Germany and transnational family ties in the scope of sociopolitical transformations in Cuba.

BRINKMANN Suzana, Institute of Education, University of London, UK

‘The Role of teachers’ beliefs in shaping implementation of learner-centred pedagogy in India’

STRAND 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION

Recent international education trends have witnessed a widespread push for promoting Western-originating ‘learner-centred’ approaches, often without adequately considering the challenges involved in crossing cultures. Like many developing countries, India has been attempting for years to bring a paradigm shift from ‘teacher-centred’ to ‘learner-centred’ classrooms, particularly through annual in-service training, yet most Indian classrooms remain dominated by lecturing and rote-learning. One potential reason is that although scholars have suggested that Indian pedagogy is grounded in deeply-rooted cultural values resistant to change, research and training programmes have rarely attempted to identify and address these underlying beliefs. To address this gap, this study explores how Indian teachers’ beliefs shape their practice, whether there are certain prevalent beliefs that conflict with a learner-centred paradigm, and how these can be addressed through training programmes. The beliefs of 60 elementary teachers in 3 Indian states are explored through written questionnaires, semi-structured interviews, and open-ended life-narratives, while their pedagogy is analysed through classroom observations. Insights are also drawn from secondary literature and semi-structured interviews with 30 Trainers to synthesise recommendations for addressing teachers’ beliefs. The preliminary analysis completed thus far suggests several cultural beliefs prevalent among Indian teachers are indeed antithetical to learner-centred pedagogy. This research should generate useful insights for teacher educators and policymakers in India and other developing countries, regarding the need for engaging with teachers’ beliefs, potential ways to do so in training programmes, and the need for contextualising Western-originating progressive pedagogies in keeping with local cultural contexts.

BURKE Francesca, University of Oxford, UK

‘Educating Others as empowerment: Palestinian students in the UK’

STRAND 6: DIVERSITY, INCLUSION AND EDUCATION POLICY

While much literature in the field of migration and education focuses on the education of people on the move, attempts by migrants to educate the public of their host country, specifically regarding the political situation of their homeland, remain underexplored. Informed by collective action theory and critical pedagogy, this paper examines the efforts of Palestinian students in the UK (from 1970-2010) to informally educate the British public about the Israel-Palestinian conflict. Drawn from my completed doctoral research, the paper’s findings derive from in-depth participant interviews and textual analysis of literature produced by the Palestinian student movement in the UK, complemented by British state papers, records of the UK’s National Union of Students and of British trade unions, and contemporary newspaper reports. Palestinian students seeking a university education travelled to the UK in significant numbers from 1970. Scholarship on Palestinian education has repeatedly testified to education’s central role in offering financial security to a dislocated and displaced population. However, Palestinian students have also played a vital part in the Palestinian national movement and interviewees commonly related how their formal academic studies took second place to awareness raising about their plight among the British public. This paper seeks to answer key questions including: How can we usefully distinguish informal educational strategies from wider political activism? How did Palestinian students organise to conduct informal education
in the UK from 1970 to 2010? What challenges did they face? And what specific strategies did they employ in their educational efforts?

CAMERON Stuart

‘Migration, urban poverty and education: an international comparison of household surveys’
STRAND 3: INTERNAL MIGRATION AND DISPLACEMENT

Poverty in the world is increasingly urban, in large part due to migration from rural to urban areas. But the statistical picture of the lives of the urban poor is unclear. It is likely that amongst marginalized groups in cities, such as recent migrants and people who live in slums or in the street, children have poor access to schools, but it is difficult to quantify the scale of the problem, because large-scale household surveys may not adequately sample these groups.

Consequently it is difficult for governments or campaign groups to react effectively in providing more and better education. This paper will consider to what extent children of poor rural-urban migrant families are disadvantaged both in terms of accessing primary education in the first place, and in terms of their interactions with teachers and others once they enter the school system. Are recent migrants better or worse off than other children of poor urban families? What resources – money, social networks, time – do rural-urban migrants rely on in order to access education?

Forming part of a broader programme of research on urban poverty and education, the paper will draw on both primary quantitative and qualitative research in Dhaka, Bangladesh, and analysis of household surveys, slum surveys, and censuses from other countries.

CARBONI Simone, Institute of International and Development Studies, Czech Republic

‘Mobility, recognition and local inclusion of Fulani people in primary schooling: Insights from rural Burkina’
STRAND 7: MIGRANT STUDENT AND PARENTS’ EXPERIENCES OF SCHOOLING

This paper examines how different patterns of household mobility by Fulani pastoralists in Western Burkina Faso affect their access to primary public educational services. The Fulani in the region are divided into three subgroups: sedentary farmers, transhumant and seasonal migrants. Patterns of mobility are linked to social recognition and rights of exploitation of natural resources. The Fulani settle into diverse ethnic, political and social surroundings. The framework for interaction between Fulani and autochthonous farmers is « the village » a political system without centralized authority. Recognition by the village community is the main condition to access to natural resources. Fulani can enjoy a right of residence in the territory only if the pass through a local host (Jatigi). Recently, however, due to decline of the Jatigi institution the relationships between Fulani herders and autochthonous farmers have deteriorated. Based on ethnographic material on schooling trajectories and family biographies, collected in the districts of Houet between February and October 2011, the paper argues that recognition and rights of exploitation of land become the conditio sine qua non of accessibility to schooling services. This social constraint structures Fulani schooling strategies. Finally an analysis of Fulani’s attitudes towards schooling shows that the lack of capacity to educate their children is considered a burden to their capabilities due to poor distribution of public goods.
CHARLIER Jean-Emile, Catholic University of Louvain (UCL Mons), Belgium

‘Migration of European educational policies to Africa. Who, how and why?’

STRAND 2: TRAVELLING IDEAS IN EDUCATION

This paper analyses the exportation of European higher education self-styled ‘model’ to Africa. Launched in 1998, the Bologna process produces effects on policies of the other continents, especially in Africa. Since 2000, the French declination (named LMD (Licence-Master-Doctorat)) of the process is presented in francophone African countries as a model of reform to follow rigorously and as good practices. The objective of this paper is: 1) To show the strategies developed by certain European countries, the European Commission and the European university association, to diffuse the European ‘model’ and its tools (Tuning project, Erasmus programme) in French-speaking Africa; 2) To explain the real motivation of Europe to export its tools: this exportation is so-called motivated by the objective that Africa forms and keeps an elite on its continent, through an intra-African mobility named Erasmus Nyerere and the harmonised description of the skills for each degree in Africa; 3) To understand why the African French-speaking countries strictly follow this model which they consider to be the/a solution to their universities problems, while it risks increasing the brain drain towards the North. This communication uses the theory of Foucault. The material is based on the analysis of documents published between 2000 and 2012 by African and European responsible and higher education actors, and on data collected during international conferences we organised in Africa (Dakar 2005, El Jadida 2006, Lubumbashi 2007) on the impact of the Bologna process on the African continent.

CHOPRA Priti, Greenwich University, UK

‘Rethinking internationalisation at ‘home’ on an ESOL teacher education programme’

STRAND 4: IDENTITY, CULTURE, CONFLICT

SYMPOSIUM: LITERACY, TEXTS AND MIGRATION

This paper analyses officially validated dominant perceptions of professional competency and identity within a postgraduate ESOL (English for Speakers of Other Languages) teacher education programme. Through ethnographic vignettes this paper explores the multicultural practices and identities of first generation migrant course participants as forms of (un)validated knowledge. The study examines how intersectionality in terms of ethnicity, class, age, religion and gender impacts on their learning and learning identities (see Bartlett 2007; Street 2009). This research provides insights into how a process of (re)claiming intercultural learning may encourage a more active engagement with the (un)validated knowledge and socio-cultural realities of minority groups of learners (e.g. Hall 1990; Gudykunst 2005; Holliday 2010). Drawing on a twelve month ethnographic style study, this paper considers ‘other’ glocal realities (Featherstone 1995) which form a part of the subjective processes through which diverse polyvocal situated gendered first generation migrant course participants understand, use and create knowledge to write themselves into multilayered representations within and beyond the course. This study is responsive to three key questions centred on the experiences of heterogeneous course participants: How is the learning trajectory of first generation migrant course participants impacted on by issues of power and representation? What type of challenges related to voice, visibility and agency are encountered through officially validated conceptualisations of competency and professional identity? What are the implications for developing inclusive intercultural teacher education practice?
Finland’s consistent success in PISA has highlighted the achievements of its education system. Research has shown that the high quality of Finnish teachers, who undergo a rigorous admissions process and earn Master’s degrees, contribute to the overall calibre of the Finnish education system. The recent White Paper, The Importance of Teaching, stressed the connection between high-quality teachers and educational attainment. Thus, Finland’s school-based teacher education, which takes place within university-affiliated training schools, has become a model for British teacher education reform. The connection between education and the labour market and the visibility of international comparisons such as PISA has heightened awareness about the potential for and dangers of educational policy borrowing (Phillips & Ochs, 2004; Noah, 1984; Ochs & Phillips, 2002). Comparative education theorists have long warned about the dangers of uncritical policy transfer. Moutsios argues that international organizations, such as the OECD, have shifted power away from the nation-state to a “transnational context” (2009, p. 467). The new educational agendas set by international organizations now eliminate national borders in terms of international policy and have moved policy decisions to a new, transnational space. This study implements qualitative methodology, using case studies to explore the Finnish university-affiliated teacher training school, its implications in terms of policy borrowing and the migration of ideas. This paper draws upon data gathered in a university and its affiliated teacher education school in central Finland. The fieldwork for this British Academy-funded research will begin May 2012. The paper will present the first results.

CRIVELLO Gina, Young Lives, University of Oxford, UK

‘The social and moral dimensions of educational migration in rural Peru’

Children remain marginal within mainstream migration research and debates, although they are arguably the central focus of education research and debates. Children are often considered the ‘luggage’ of their parents’ migration and their roles as socio-economic actors and decision-makers within migration and family processes are often overlooked. This paper presents analysis of three rounds of qualitative data collected over 4 years (2007-2011), with a group of children born in 1994. Education for migration has become increasingly important in this context where significant economic and social inequalities persist and where education promises many poor rural families the hope of escaping poverty. The paper explores the social and moral dimensions of educational rural-to-urban migration, situating children’s aspirations and experiences within the context of their relationships, roles and responsibilities and material circumstances. It raises the question of mobility as a resource for children and explores the factors shaping differential access to educational migration.
CROCHE Sarah, Catholic University of Louvain, UCL Mons, Belgium

‘Understanding effects of homeland culture on host country education and knowledge transmission. Belgian secondary school case study’
STRAND 2: TRAVELLING IDEAS IN EDUCATION

This communication analyses the impact of Moroccan immigration (first generation immigration in Belgium) on Belgian secondary educational system. It aims to understand the effects of the Moroccan homeland ‘culture’ on the knowledge transmission in Belgium. The objective is to show how the oppositions between the discourses and knowledge of ‘occidental’ science (from official programme), and those of tradition or religion (from the homeland culture), are addressed in the classroom. The articulation between science and religion or tradition forms part of the hidden curriculum. What is taught, what is valued among the presented subjects, and how the various kinds of knowledge are dispensed, inform us about the hierarchy of the knowledge considered as obvious by the school, its agents and its users. In Belgium, where the distance between the school knowledge hierarchy is too big with regard to the knowledge hierarchy accepted by the immigrants, attempts are made by immigrants (pupils and families) to add religious or traditional teaching to the secular curriculum. This communication uses the Actor-Network-Theory (ANT) and Foucault. ANT, which holds that all actors have the same chance to see their viewpoints prevail, does not postulate that the production conditions of scientific discourse give it an advantage over all the others. Foucault helps to understand the impact of a homeland cultural ‘apparatus’ on host country practices. The material is based on a qualitative study conducted in 2011 and 2012, which combines the observation of practices in classrooms, with interviews of teachers from different Belgian schools in Brussels and Wallonia.

DESHINGKAR Priya, SANDI Matteo, and ZEITLYN Benjamin, University of Sussex, UK

‘Migration and human development in India: new challenges and opportunities’
STRAND 6: DIVERSITY, INCLUSION AND EDUCATION POLICY
SYMPOSIUM: CHILD MIGRATION AND ACCESS TO EDUCATION

It is now well known that the human development outcomes of migration are mediated by a number of factors at the household level, meso level and macro level. While the role of economic factors has been the subject of intensive research, relatively little is known about the link between migration, caste and human development outcomes in India. Thus we know that factors at the household level such as assets, health, education and individual attributes interact with macro level factors (policy, market, conflict and environmental factors) to shape outcomes. But we do not know whether being a dalit or an adivasi has a strong bearing on the health and education outcomes of migration. This paper explores these relationships first through an analysis of the 64th Round of the NSS and then through case studies from qualitative research in Andhra Pradesh and Rajasthan. The results indicate that the social exclusion of dalit and adivasi groups in Indian society is preventing the transformational investments in education that remittances from migration can allow.

ELBLA Alawia Ibrahim Farag, Ahfad University for Women, Khartoum, Sudan

‘The role of adult continuing education in providing equitable education opportunities for the pastoral Hawazma people in selected areas of Kordofan/Sudan’
STRAND 6: DIVERSITY, INCLUSION AND EDUCATION POLICY

The study reported on in this paper sought to investigate the role of adult-continuing education in providing education for Hawazma nomadic people in selected areas of Kordofan State, Sudan. The
data for this study was collected through the use of a qualitative research strategy. The findings of the study show that the Hawazma people lack the opportunities of gaining access to education. Furthermore, the study shows that the illiteracy rate among adults is estimated to be 71.3% and 65% among the youth. The literacy rate among women is not more than 10% while it is 31.5% among men. During fieldwork conducted among the Hawazma people the researcher became aware of the urgent need for education among this nomadic group and through in-depth interviews the findings showed their keen interest in receiving education. The study uncover that roughly 76.7% of the adults were interested in receiving education, while an overwhelming majority (roughly 98.7%) were interested in educating their children. After discussions with the communities in which this study took place it was discovered that a flexible educational system would be the best option in terms of accessing education for both children and adults. This type of educational arrangement was deemed suitable by the Hawazma people and it was believed that it would accommodate their needs and reflect their culture, a culture that reflects a flexible way of life. The model proposed by the researcher consists of nine flexible integrated units. Note: This abstract is based on a completed research.

ENGIN Zeynep, London Centre for Social Studies UK

‘The effect of higher education on social cohesion within multi-cultural societies’
STRAND 6: DIVERSITY, INCLUSION AND EDUCATION POLICY

This paper will present the impressions and experiences of the ‘high-achieving’ individuals from an ethnic minority background, occupying positions in academia, politics, arts and the public/private sector etc. The data for the analysis was obtained from the project “Promoting the Visibility of Role Models within the Turkish Speaking Community in Britain” whereby thirty individuals, that may inspire the younger members of the community to pursue higher education, were interviewed. The motivation for higher education, personal development and employment prospects for individuals from various subgroups within the community will be discussed. The socio-cultural challenges faced during the adaptation process, along with a comparison on the effect of higher education towards social integration and cohesion will also be provided for both the first and the second generation members of the community. The ties with the British host society and the ethnic minority group will be explored to offer insights into the relation between cultural dynamics and synchronisation with urban life. Furthermore, the patterns of advice to the younger generation will be analysed to identify the perceived function of higher education for building successful careers in diverse social environments.

ERDEN Ozlem, Middle East Technical University, University College London, London Centre for Social Studies, UK

‘The perception of Turkish-speaking parents on their children’s education’
STRAND 7: MIGRANT STUDENT AND PARENTS’ EXPERIENCES OF SCHOOLING

The aim of this paper is to discuss the perception of Turkish –Speaking Parents on their children’s education. The Turkish Speaking community is one of the largest migrant communities in the UK. Local Education Authority (LEA) statistics show that the educational attainment of the secondary school Turkish Speaking students was the lowest amongst all migrant groups. Many studies were conducted to find out why these students were underachievers. In this study, the aim is to look at parents’ perceptions about themselves and about the success of their children. Thus, we analyzed the responses to a questionnaire that was completed by 341 Turkish Speaking parents whose children attended a school in the UK and different variables about parents such as age, gender, education and English language skills, socio-economic status, daily habits, and levels of involvement
in children’s educational activities. The majority of parents assessed their children’s educational 
achievement between good and very good although the results of the LEA showed the opposite. In 
this study, the apparent inconsistency between parents’ perspective and LAE assessment was 
examined by considering the influence of the teacher-figure and teacher/school authority in Turkish 
culture, including language skills, and parents’ educational backgrounds.

ESSUMAN Ato, Methodist University College Ghana Consultancy Centre, Ghana Education Service

‘Education for all and the voiceless: The case of Nigerien school-age immigrants in Ghana’
STRAND 6: DIVERSITY, INCLUSION AND EDUCATION POLICY

Over the past two decades, Ghana has had a high influx of Nigerien immigrants fleeing severe 
drought, malnutrition and poverty in their home country. These immigrants arrive with their 
children, who parade the streets of the cities begging for alms. While these immigrants are not from 
a conflict-affected country and therefore may not qualify for asylum and the courtesies that come 
with it, including education for their children, the children nonetheless have a fundamental right to 
primary education and in particular, given the global efforts at achieving universal primary education 
by 2015. Through interviews and observations, the paper examines the issue of Nigerien school-age 
immigrants in Ghana, their aspirations, challenges and their exclusion from the in-country Education 
For All agenda. The findings of the study make a case for a viable educational and social policy for 
migrant children, an urgent necessity.

FAAS Daniel and Wendy Ross, Trinity College Dublin, University College Dublin, Ireland

‘Identity, Diversity and Citizenship: A critical analysis of textbooks and curricula in Irish schools’
STRAND 2: TRAVELLING IDEAS IN EDUCATION

Despite the long presence of migrant communities, Ireland was only transformed to a net-receiving 
immigration nation in 1996, and is currently experiencing net emigration in the wake of a sharp 
economic downturn. Debates about immigrant incorporation and educational responses are still at a 
relatively early stage. Our study, which forms part of a larger project, set out to explore the role of 
schools and curricula in developing citizenship and the conception of Irish identity implicit therein. 
This article draws on citizenship curricula as well as some textbooks used in citizenship lessons. We 
argue that the curriculum at primary level emphasises diversity and active citizenship in a plural 
society to a greater extent than the curriculum at secondary level. Moreover, there are discrepancies 
between the progressive rhetoric of policy documents and the content of textbooks and other 
curriculum material. This raises important questions of inclusivity in a still Catholic-dominated 
education system.

GATELEY SAÏD Davina, University of Bielefeld, Germany

‘Autonomy, choice and control: perspectives on education and employment of refugee youth in 
London’
STRAND 1: TRANSCONTINENTAL ECONOMIC-EDUCATIONAL MOBILITIES
SYMPOSIUM: MOBILITY AND ASPIRATIONS: INTERROGATING MIGRANT NARRATIVES IN DIFFERENT 
SETTINGS OF THE GLOBAL NORTH

This paper will focus on the integration of newly-recognised refugee youth participating in a 
government-funded integration service -- contracted through a third-sector organisation in London. 
The experiences of autonomy, choice and control (Burchardt et. al. 2010) of refugee youth during 
the integration process will be examined alongside their perspectives on education and
employment. A relational autonomy perspective is used (Mackenzie & Stoljar 2000) with specific emphasis on social and political (structural) constraints to autonomy. For example, research has shown that refugees face poverty and disadvantage in ways that are similar or worse than other marginalised groups in UK society, compounded by discrimination and xenophobic attitudes and the necessity to bridge cultural and language barriers. The intervention is also evaluated in the context of Hartley Dean’s “life-first” approach, a holistic intervention model which prioritises an individual’s life needs. Thereafter, discussion regarding the ethics of research with vulnerable groups will be presented. Refugees suffer high levels of trauma resulting from experiences of torture, bereavement and violence and exile itself can present experiences of isolation and loss: of home, family, as well as support structures. The potential impact of qualitative research studies on an individual, who is already precarious and vulnerable, should be mitigated. Practical points will cover access, ways to verify research results, appropriateness of certain interview types (narrative/semi-structured) and interviewing techniques such as feminist approaches. Reference will be made to the sensitivities and flexibility necessary when researching in busy voluntary organisations, where UK-government cuts had a catastrophic organisational impact.

GAZOVICOVA Tina, Comenius University, Bratislava, Slovakia

‘Children with migration background in the Slovak education system’

The aim of the present paper is to introduce the current state of educational policies towards children with migration backgrounds (CMB) at Slovak elementary schools and to reveal how the absence of consequent policies could lead to arbitrary segregation. The education of children with migration backgrounds has become a major issue during the past decades in many European countries. Slovakia has so far been an “unknown territory” in this regard. Currently, foreign citizens constitute 1.2 % of the overall population of the Slovak republic and their number is increasing rapidly. In 2009, the Centre for the Research of Ethnicity and Culture conducted a qualitative research on the education of immigrants in Slovak elementary schools. The results have been published in the book available in Slovak language “*Education of children of foreigners in Slovakia – needs and answers” *(Gazovicova ed., 2011). The research was based on an analysis of the legislation and interviews with policy makers, principals and teachers at elementary schools. The proposed paper addresses educational policies and their impact on CMB. The research has shown a lack of consequent policies targeted on the education of CMB. This leads to different ad-hoc solutions for integration that are sustainable only as long as the number of CMB is very small. The proposed paper points out the risk of arbitrary segregation of CMB, as de-facto segregation has already become a major problem in Slovakia towards Roma children.

GONDA Marcin, Centre for Research in European Culture at the Institute of Sociology, University of Łódź, Poland

‘Narratives on Polishness: Collective identity ambiguities of foreigners of Polish descent undertaking studies in Poland’

The purpose of the proposed paper is to present identity ambiguities that an individual may face when returning to the homeland after a long period of exile. Empirical data in this respect covers 30 autobiographical narrative interviews with foreigners of Polish origin (from the former Soviet republics) undertaking studies in Poland. The interviews were conducted between 2009 and 2011 in various Polish academic centres for the purpose of the author’s PhD project. The methodological and theoretical framework for the collection and analysis of data is Alfred Schütz’s (1990) concept of ‘the homecomer’ and the concept of 'the marginal man' by Everett Stonequist and Robert Park
The object of the research is to reconstruct students’ image of the homeland and the Poles that arise from existing narratives of Polishness to which the respondents are exposed; firstly, in their local milieus and afterwards upon their arrival to Poland. It will result in the definition of what the contents of the transmitted narratives are and how they affect students’ collective identity. Finally, it will enable to examine whether studying in Poland is a kind of ‘return to the motherland’ and consequently a chance to confirm their Polishness or rather a pragmatic choice dictated by institutional opportunities?

GRIEFF Wilhelmina Johanna, University of South Africa (Unisa), South Africa

‘Mobile Learning in Distance Education: Do e-classrooms admit all?’

Unisa is the largest open and distance university on the African continent and as such caters for mobile and migrating individuals (which Africa, arguably, is beset with) seeking tertiary education. The opportunity of studying without ever, physically, having to visit the University does, however, present its own educational obstacles; chief among them the inherent difficulties created when educator and student mostly never once see each other. Monge (1999), at the onset of academic discussion regarding the influence of globalisation, identifies three influences gotten from the use of new technologies. Taken to the field of mobile and distance education, it is argued that the use of new technologies (such as vodcasts) has the potential to compress the time and space between students and university; to instil a sense of global consciousness; and to promote disembeddedness in a single location – bridging some notable obstacles found in this kind of educational context. With the theoretical possibility established, this paper explores the question of its appropriateness in the specific context of African mobile and distance students, who historically stand on the dire side of the digital divide. This paper empirically explores these theoretical possibilities, within an interpretivistic paradigm, assessing the perceptions of a randomly selected sample of mobile and distance undergraduate students regarding the use of vodcasts for a second-year, undergraduate course. The perceived appropriateness (if not) of this medium to create an e-classroom (‘constructed’ wherever the student chooses to access it from) is researched, by making use of quantitative questionnaires, analysed statistically.

HENDERSON Emily F, University of London, Institute of Education, UK

‘Migrating ideas embodied: Western gender equality as performed and analysed by the travelling subjects of international volunteering’

It is through the physical translation of the embodied paradigm to a ‘developing world’ context that the enactment of migrating ideas may be scrutinised and destabilised (Frank, 1986; Hutnyk, 1996; Gilkes, 1999; Yala, 2005). This paper engages with the way in which Western travelling subjects, in the form of international volunteers, embody ideas of Western liberal framings of gender and women’s rights. The study that forms the basis of this paper was a small-scale research project, involving the textual analysis of detailed, context-specific questionnaires from 24 recent ex-volunteers from 12 countries, all of whom had volunteered in the same destination city in West Africa (unnamed to protect the identity of the participants).

The research participants had paid substantial sums to gain an educational experience through becoming ‘people on the move’, and so were particularly keen evaluators of their experience. The volunteers provided substantial detail on how they felt their experiences had been positively and
negatively affected by their gender, and so facilitated a reading of their embodiment and performance of the Western liberal gender paradigm. The analytical framework used to interrogate the volunteers’ accounts combines Butler’s ‘gender triad’ of ‘anatomical sex’, ‘gender identity’ and ‘gender performance’ (1999) with her reading of identity conferral through recognition (1997), and translates these concepts to a context of cross-cultural interaction. This paper attempts an honest representation of the plurality of justifications and interpretations within the Western idea of gender equality, as seen through its enactment by travelling subjects.

HIMLER David, European Master in Migration and Intercultural Relations (EMMIR), Germany

‘Inclusion into exclusion: Abject education in after-school-support-programmes in Bremerhaven, Germany’

The proposed paper is based on Tyson E. Lewis’ adaption of Giorgo Agamben’s theories of encampment and homo sacer to education and schooling, which conceptualizes the school as an ‘exceptional space’. In such a space, some students are reduced to ‘bare educational life’ which is held in a constant state of abandonment. These students, while formally included in systems of education, remain excluded – they are internally exiled. As such, they form an abject other, which becomes the basis for the very definition of the normal and the abnormal. They are established as the un-educatable that forms the parameters for the field of educated and un-educated. My argument is that such a conceptualization of education as a process of abandonment, albeit it radical, could help us understand the processes through which the concept of education is constructed in discourses of integration and migrant incorporation. Based on a grounded theory analysis of participant observations and personal interviews conducted in an after-school-support programme in Bremerhaven, Germany, the paper at hand seeks to empirically apply the concepts developed by Lewis to a specific instance of migrant education in order to illustrate whether these concepts can prove to be fruitful in the study of education of young migrants. Through such a practical application, I seek to outline how we can use the conceptual language developed by Lewis in order to capture how such programmes, while based on the best intentions of inclusion, could be viewed as spaces of internal exile.

HORGAN Aoife, University College Cork, Ireland

‘Separated children ageing out of the care system: Barriers to educational opportunities in Ireland’

This paper will focus on ongoing PhD research being conducted in University College Cork, Ireland. This research is investigating the process of separated children ageing out of the care system in Ireland and the consequences this transition period presents in terms of aftercare provision and access to education. The arrival of separated children into Ireland brought many issues to the fore such as the quality of care afforded to them. Progress has been made with the care of separated children who are now being integrated into Irish society through a system of fostering. However, this process of integration is fractured when separated children reach 18 years of age. While the Health Service Executive (HSE) has an obligation to provide care to separated children while they are minors, this responsibility under the Child Care Act 1991 changes from 'shall' to 'may' once they turn 18 (Joyce and Quinn, 2009). Education was one of the key priorities highlighted by separated children in the recent Ombudsman for Children and Youth Affairs report on listening to the voices of children in the care system. However, the newly implemented policy of targeted dispersal forces many separated children to leave their communities and schools in their final school year (Smyth, 2010). This paper will look at a legal action against the HSE taken by 4 aged out minors to be allowed
to return to their schools to complete their Leaving Certificate. It will highlight the lack of protection and barriers to educational opportunities in this case.

HOUSEN Tambri, HOPKINS Sandra, and EARNEST Jaya, Centre for International Health Curtin University, Australia

‘Migration patterns and the impact of internal remittances on human capital in Timor-Leste’

Migration and remittance literature predominantly focuses on international remittances. The household level impact of internal remittances is largely unknown due to a deficit of empirical research. This study, undertaken in 2010, sought to fill this knowledge gap by exploring the impact of internal migration and remittances on poverty and human capital in Timor-Leste. Adopting a mixed-methods research design, data was obtained from a migration and remittance household survey administered to 654 randomly selected households in 45 villages from 3 districts of Timor-Leste. Qualitative data from in-depth focus groups discussions and key informant interviews served to enhance reliability of quantitative results and added a sense of ‘completeness’ to the data. The findings documented that internal migration generates significant human capital gains for migrants and households of origin. Education was reported as the main reason for migration and although 29% of households lived below the poverty line, over 40% of households reported sending remittances out, predominantly in support of household migrants pursuing higher education. Migrant remittances were uncommon with almost 80% of all cash transfers received from government solidarity pension payments. Econometric analysis revealed that these formal transfers decreased poverty and resulted in recipient households spending more on education and less on consumption goods. The results, interpreted within a broader conceptual framework of migration and remittance theory, contribute to the understanding of the nexus between migration, remittances, education and human capital in a post-conflict developing nation and should enhance policy decisions in this area.

HUANG Yueh-Chun, National Chiayi University, National Taiwan Normal University, Taiwan

‘The international perspectives of children born in Taiwan with one parent from Southeast Asia’

The purpose of this study was to compare the international perspectives of two groups of elementary school students in Taiwan: children with one local parent and one parent from Southeast Asia, and children whose parents are both natives of Taiwan. In order to forge stronger economic and diplomatic relations with the Southeast Asian countries, in 1994 the government of Taiwan implemented the "southward policy" (南向政策, nanxiang zhengce). This new policy included encouraging Taiwanese to marry citizens of Indonesia, Vietnam, Cambodia and the Philippines. The vast majority of these marriages have been between a foreign bride and a local groom, and by 2000 the number of children of these marriages enrolling in the educational system began to increase dramatically. Yet, at present very little is known about the academic performance of these children and how well they are able to fit into Taiwan’s educational system. This study defines “international perspectives” as “one’s views and knowledge regarding other nations and cultures,” which might alternatively be referred to as “cross-cultural awareness,” or “international understanding.” The Questionnaire on the International Perspectives of Elementary School Students” was devised and administered to both groups of children, and statistical analysis was applied to the data thus obtained.
‘Native American educators’ perceptions on academic achievement among reservation students: An examination of transculturation’

Native Americans display one of the highest secondary education attrition rates in the United States. As a consequence, personal mobility and community development of reservations continue to suffer. Understanding ways to improve the educational experience for Native students is essential for the vitality of reservations and individuals. This paper reports the findings derived from a completed qualitative study using personal interviews as a primary data collection technique with 21 Native American elementary and secondary educators serving reservation schools in the Northern Plains of the United States. The sample was drawn using a combination of snowball and purposive sampling. The research question posed in this paper is: Will the participants recognize the need to build the cultural identity of their students as suggested by transculturation theory? I employed conventional qualitative data analysis techniques including initial coding, focused coding, and thematic coding to identify major themes and patterns in the data. Consistent with the fundamental premise of transculturation theory, the educators regarded a strong cultural identity reinforced by culturally relevant pedagogy and curriculum as critical to the success of their students. Additionally, they related the general opinion that reservation schools can and should provide significant contributions toward cultural and language preservation. Nevertheless, they identified significant barriers preventing schools and educators from fulfilling that role. The paper concludes by outlining a number of important scholarly, pedagogical, and policy implications derived from the professional experiences reported by the participants.

‘Building a world class university in developing countries: The case of the Indian Institute of Technology and Reverse Brain Drain’

Harvard, Cambridge and Oxford are the brand names often associated with World-Class Universities (WCU). Anyone could name these universities without being a higher education expert. The challenging part begins now. Try naming some WCU brands in countries other than United States or United Kingdom. University of Tokyo, Hong Kong University and the list runs out rather quickly. Not only is there a geographic bias, but also it seems that being situated in a developed nation is a pre-condition for all WCU. However, there are exceptions such as IIT, whose rankings steadily rose past few years, achieving the title of WCU and drawing much attention from the industry for its unprecedented success. To explore this success, this research examined IIT Delhi and Bombay to answer following questions: (1) What are the major driving factors behind its success? (2) What are the challenges that IIT face today? Through in-depth interviews with institutional stakeholders, the study identified few key success factors such as generous alumni support and rich pool of talents. However, the study found that most of the stakeholder believed that one of the crucial success factors of IIT was reverse brain drain. Large numbers of faculty and researchers at IIT are found to be mostly IIT alumni, who left India upon receiving an undergraduate degree for further studies overseas, but eventually returned to India. The institutional stakeholders believed that these members of IIT community have brought back world-class researches and teaching elements back to IIT, which contributed to its success.
JASROTIA Amithy, Indian Institute of Technology Kanpur, India

‘Perception of education and path of social mobility among Mahashas of Jammu and Kashmir in India’
STRAND 5:  EDUCATION, INCLUSION AND SOCIAL MOBILITIES

The present study focuses on education among Mahashas, one of the low caste communities in Kathua district of Jammu and Kashmir (J&K) State of India. The community migrated from the India-Pakistan border due to the insurgency during “partition” and later got permanently settled in Jammu. The Community is a beneficiary of the “Land-Reform Act 1950” of J&K. They live in poor conditions with low literacy levels compared with other castes. Mahashas gradually started sending their children to schools and a few of them experienced upward mobility through employment.

The prime objectives of the present study are: to explore the values and perceptions of education among the Mahashas; their perception whether education leads to mobility or is wasted, and their barriers and facilitators experienced by them in the process of education and mobility. The study attempts to relate them to their conditions of existence. The research design employs methodological triangulation by mixing quantitative as well as the qualitative techniques for the data collection. Purposively selected cluster of more than 200 families is the sample and heads of the families, parents, and children are interviewed using semi-structured interview schedule. In addition, a few informal interviews of a few school teachers are also included.

JOHNSSON Ewa Linda, MICKIEWICZ Adam, University Poznan, Poland

‘Reproduction / transmission of national mentality through the compulsory education – case study – Sweden’
STRAND 4:  IDENTITY, CULTURE, CONFLICT

In this paper I would like to present findings that are part of my PhD thesis regarding the reproduction/ transmission of the national character/ national mentality in the compulsory education in Sweden. The purpose of this study is to consider which Swedish national characteristics are included in the curriculum and textbooks for the beginning of grundskola. This study employed qualitative methods approach: qualitative data from analysis discourse in the textbooks and school documents (curriculum) and observation. Theoretical framework of the study is long-term studies conducted in Sweden about the mentality of the national / national character of Swedes and theories of culture has been internalized by the individual. This abstract is based on ongoing research provide in multicultural school in suburb area of Malmoe City (Skane, South Sweden) where around 30% of habitants are immigrants or Swedes with foreign roots. Internalization of tools of new culture (Swedish) is so important in the process of integration society and to make opportunity to succeed in the future life. Directive resulting from the present studies are particularly valuable for all those involved in education and all those responsible for the formation of new generations of Swedes.

JONBEKOVA, Dilrabo University of Cambridge, Faculty of Education, UK

‘The role of university education in post-Soviet Tajikistan: Perspectives of graduates and employers’
STRAND 1:  TRANSNATIONAL ECONOMIC-EDUCATIONAL MOBILITIES

Reforms to institutional structures, funding, relevant curriculum, and language issues, continue to remain challenges for the higher education sector in post-Soviet Tajikistan. Yet, over the past twenty
years, the number of universities has grown rapidly, with increasing student enrolment, including enrolment of international students in the fields of medicine. In the face of this expansion, university graduates continue to experience high levels of unemployment domestically, with the Tajik business community arguing that skill shortages are a key barrier to market expansion and an important constraint to economic growth. This raises important questions of: a) why are skills argued to be a critical constraint, if higher education is expanding, in demand, and producing ‘notable outputs’ and b) if there are limited employment opportunities in the local labour market, is it that individuals are pursuing university degrees to provide them with international labour mobility? Utilising a mixed method approach, this study examines the relationship between university credentials and labour market skills in post-Soviet Tajikistan. Given work in progress, the focus of this presentation is on one specific aspect - the role, value and quality of Tajik university degrees from the perspective of local graduates and employers. Emphasis will be placed upon the implication of these perceptions on the possibility for ‘brain drain’, implications for Tajik university credibility and attitude of future generation toward further learning and potential.

KADIWAL Laila, University of Sussex, UK

‘Selective cosmopolitans: Language and culture in international higher education in Dubai’

STRAND 4: IDENTITY, CULTURE, CONFLICT

The paper discusses key findings of an ethnographic project (2008-2009), which was designed within the context of migration of Western universities and educational programmes to overseas, mainly developing country’s educational markets. It examines the adaptation of the UK’s teacher education model, the Post-Graduate Certificate in Education, in the context of Dubai. The study investigates ambivalence and pedagogical challenges that Arab postgraduate students and their teachers face as they negotiate between Western education and the local Emirati context. Data analysis draws upon Zlatco Skrbis and Ian Woodward’s framework (2007) of ‘ambivalent’ and ‘strategic’ cosmopolitanism. The results show that language and culture are central features of the participants’ everyday ambivalence and strategic cosmopolitanism, which in turn shapes the nature of the programme. The students relate to the UK educational model and the English language through the ‘opportunity’ versus ‘threat’ approaches. The students value overseas (specifically Western) education, as the means to participate in globalization, however they engage with it best/most effectively when they perceive it as sensitive to their culture. The educators demonstrate faith in supremacy of Western education but selectively draw upon the students’ local cultural frame of references to convey their ideas. Both relate differently to the notion of local culture in an international higher education setting. For the students their culture is a matter of identity and safety but for the educators it becomes a tool in teaching. Thus cosmopolitanism is ‘variably deployed’ in strategic and ambivalent ways in international higher education.

KARAKAS Nurten

‘The use of multiple language and intercultural competences of transnational teachers in the German school system’

STRAND 1: TRANSNATIONAL ECONOMIC-EDUCATIONAL MOBILITIES

This article deals with multiple language and intercultural competences of trans-national teachers drawing on a quantitative and qualitative study of ethnic minority teachers in Germany conducted for the Department of Intercultural Education Science at the University of Berlin. This study researched teachers’ educational biographies, professional self-conceptions and their integration into school. This article will discuss how teachers deal with their multiple linguistic and cultural competences (relating to their country of origin and Germany) in the context of their profession and
in particular how these skills impact on communication with migrant pupils as well as with their parents. The article also offers a wider discussion of the under-representation of teachers with migration background in the German school system and the role of trans-national teachers in the political and academic debate.

KELLY Peter, University of Plymouth, UK

‘A socio-cultural analysis of insider and outsider perspectives in comparative pedagogic research’
STRAND 3: INTERNAL MIGRATION AND DISPLACEMENT
SYMPOSIUM: REVISITING INSIDER/OUTSIDER PERSPECTIVES: METHODOLOGICAL CONSIDERATIONS IN THE CONTEXT OF RESEARCHER MOBILITIES AND INTERNATIONAL PARTNERSHIPS

Using a social-cultural lens this paper will explore how the perspectives of researchers are influenced by their familiarity with the norms, discourses and practices of the pedagogic settings which they research and the cultures of research practice in which they work. Whilst practitioner researchers are immersed in pedagogic cultures and bring research cultures to bear on these, others are more immersed in research cultures, bringing these to pedagogic settings. Nevertheless, all adopt dual relations. Boundary objects such as theories and methodological tools, and boundary practices such as processes of critical analysis and argument can promote movement between the research and practice communities, allowing the possibility of hybrid objects and practices to develop. In a micro-sociological analysis of the process of research, research objects and practices will be privileged over those pertaining to pedagogic practice; a process further complicated when the macro-sociological cultures from which research draws differs from, and is in power relation to, that of the pedagogic practice it seeks to examine. This opens research to a charge of cultural insensitivity or even violence. It is important therefore that researchers are reflexive, open and transparent in their own work with regard to their operation and, wherever possible, work in partnership with pedagogues in the settings they are researching. In particular, researchers should be aware about how ideas travel across the cultural boundaries of professional practice and research for the sake of mutual understanding and the creation of new knowledge.

KELLY Ursula, Faculty of Education Memorial University of Newfoundland St. John’s, Canada

‘Migrations, modernity and education: A Newfoundland and Labrador case study’
STRAND 2: TRAVELLING IDEAS IN EDUCATION

The closure, in 1992, of the Northern Cod Fishery, the historic raison d’etre for the once British colony, then nation, and now Canadian province of Newfoundland and Labrador, had devastating social and economic consequences, in particular, for those largely White Euro descendant inhabitants of the hundreds of coastal communities which formed its human capital infrastructure. In the decade which followed, hundreds of these communities were abandoned or downsized and amalgamated as 12 per cent of the population of the province ‘out-migrated’ to find employment. Nearly two decades later, an economic upturn due to large-scale oil and mineral production has resulted in increased, largely urban-based growth accompanied by a shortage of local workers to fill the demands of industry, thereby creating the conditions for repatriation, ‘in-migration’, and immigration. These intersecting migrations and their effects on places and people (leavers, stayers, and receivers) are profound and complex, encompassing a massive cultural reorientation and transformation. In my research, I investigate the psychic and socio-cultural contours of such shifts and their implications for an education too often premised, historically, on assumptions of stasis and certainty. Examining narratives of migration – memoirs, biographies, and life histories, I develop an educational discourse of migration, place, and belonging which addresses the vicissitudes of transience and loss as the basis of a productive response to living in responsible relation to multiple
diasporas and hybridized identities. Herein, I outline these developments, their sociocultural and psychic manifestations, and the possibilities for and challenges to education presented by them.

KIM Terri, Brunel University, UK

‘Transnational academic mobility, knowledge and social justice: a critical reflection on interculturality and (de)coloniality’

STRAND 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION
SYMPOSIUM: INTERCULTURAL INTERVENTIONS AND SOCIAL JUSTICE FOR MOBILE/MIGRANT STUDENT POPULATIONS

The paper looks at the relationship between intercultural experience, epistemic development and marketised higher education. It draws on C. Wright Mills’ Sociological Imagination and Paul Ricoeur’s Narrative Identity to link individual lives, political structures and social movements and history. The initial proposition is that an important way to see the processes of academic mobility and the ways in which mobility is entwined with knowledge creation is through different types of knowledge, as ‘capital’. The paper examines the transfer and transformation of knowledge and the rise of ‘transnational identity capital’ (Kim, 2010) in the course, and as a result, of academic mobility and migration, drawing on both empirical and documentary research data - twenty selected interviews with contemporary mobile academics (including former doctoral students) as well as published (auto)biographies of well-known transnational academic intellectuals in the UK, Europe and elsewhere. The paper will offer a critical analysis of unequal power relations embedded in the process of forming and shaping new knowledge and identity capital among mobile academics in universities. It highlights the global-local knowledge nexus, through which interculturality is enmeshed with (de)coloniality. It further explores the possibility of intercultural dialogue of ‘knowledge’ in higher education to reconcile the epistemic division between Wissenschaften and Weltanschauungen and concludes with its implication for global social justice.

KOSTNER Sandra, University of Education Schwaebisch Gmuend, Germany

‘Tenacity and implications of “imported” educational propensities: A comparative analysis of Greek and Italian Migrants in Australia and Germany’

STRAND 5: EDUCATION, INCLUSION AND SOCIAL MOBILITIES

This paper is based on the results of my doctoral thesis (University of Sydney, 2009), in which I compared the educational attainment of the descendents of Greek and Italian migrants in Australia and Germany. The starting point of my research was statistical data showing that in both recipient nations in terms of pursuing a higher secondary education, students of Greek descent have consistently been ahead of their Italian peers by about 15 per cent. The consistency of attainment patterns across receiving countries suggested that the attainment gap stems from “imported” educational propensities. I will delineate that the “Greeks” educational success is attributable to their parents'/grand-parents’ pre-migration experiences regarding the cultural value and the socio-economic expediency ascribed to acquiring a higher education. Greek migrants originated from a country that featured accessible mobility channels and strong culturally-undergirded educational values, whereas pre-migration Italians had been faced with fairly closed mobility channels and a culture that generally did not value education in its own right. Hence, for the most part Greek parents take pains to facilitate their children’s educational careers, while, by and large, Italian parents adopt a laissez-faire attitude towards education which tends to act as an impediment to their children’s educational progress. Expanding on my PhD, I have recently researched the implications of the identified tenacity of educational predilections for migrant education programs.
Drawing on this research, I will conclude my paper by presenting a set of recommendations as to how culturally-informed educational (self-)deprivation can be best addressed.

KUMAR Duru Arun, SABHARWAL Shreya, and SINGH Tashi, Netaji Subhas Institute of Technology, Delhi University, Dwarka, New Delhi, India

‘Migration Trends of Undergraduate Students in India - A Socio-cultural Perspective’

STRAND 1: TRANSNATIONAL ECONOMIC-EDUCATIONAL MOBILITIES

The demand for professional engineering education in India has increased significantly in the post economic liberalization phase since 1991. This can be seen in the substantial growth in student enrolment and the number of government and private engineering institutes in India. High salary jobs, better career opportunities, scope for social mobility have been quoted as some of the reasons for the increase in demand for technical education. A progressive upsurge in domestic migration of students to regions other than their hometowns has been observed within India for pursuing higher education. This is reflected in the growth of a number of residential campuses and rising demand for hostel accommodation. Availing better quality education seems to be the primary objective for migration for most of the students. However our preliminary inquiries reveal that there are several non-academic and non-economic factors such as the need for independence, peer pressure, exposure, experience, social status and the increasing tendency to adopt western model of parenting which play an important role in education related migration trends. These are often understated and not given adequate sociological significance in determining educational trends. In this research paper, an attempt is made to understand the role of socio-cultural factors and the impact of globalization on education related migration in India. Our findings are based on the qualitative analysis of data collected through questionnaires, personal interviews of undergraduate students, parents and teachers.

LANGE Marie-France, HENAFF Nolwen, Institut de recherche pour le développement (IRD), France

‘Internal migration and access to basic education in Vietnam’

STRAND 3: INTERNAL MIGRATION AND DISPLACEMENT

While the question of access to school has drawn some attention in China due to the huge number of internal migrants, it has not aroused the same interest in Vietnam. Yet, one of the legacies of a thousand years of Chinese rule is the residential registration (ho khau) system, which allows local authorities to control population movements in Vietnam. The aim of this presentation is to analyse how the migration of parents within the country affects the situation of their children with regard to school. The analysis is based on the existing literature and on the information collected through qualitative surveys conducted in 2007 and 2008 in 2 rural communes located in the provinces of An Giang and Ca Mau in the Mekong delta, and in two wards of districts 3 and Go Vap in Ho Chi Minh City. The results show that the situation of children depends on the type of migration and on whether parents move with their children or leave them behind. While children left behind may face difficulties with regard to school, those who follow their parents for short periods of migration are at risk of dropping out because of their repeated absences, and the undocumented children of “illegal” migrants are denied access to formal schooling.
LANGLO Tatziā, University of California, Santa Barbara, Department of Education, USA

‘Global citizenship and experiential learning: Development through action and engagement in collaborative research’
STRAND 2: TRAVELLING IDEAS IN EDUCATION

Does higher education provide experiences and develop collaboration skills necessary for global interaction? The research design for this ongoing study is a mixed methodology, including a survey, interviews from group “observant reporters,” and professors. The participants are U.S. undergraduates (n=75) and professors (n=3). Completed surveys are provided by all participants. Group “observant reporters” (9-12) are interviewed who recently have completed a group project/paper. The professors (3) are interviewed regarding expectations of student ability, related values, and strategies used to assign collaborative/group work. The data analysis for the surveys and interviews are discussed in categorized themes: collaborative education values, collaborative/group skills and confidence, obstacles, and suggestions for solutions. The methodology employed, reflects a structure of experiential learning, in which the process of discovery through inquiry is useful to the participants and communities of the study. This study reveals opportunities for developing skills and knowledge for building bridges of effective global interaction, and provides a foundation for further comparative studies to identify relationships between micro-local patterns and macro-global systems in societies and education (Erickson, 2011; Wallerstein, 2004). Issues of mobility and migration, often seen as perceived challenges, involving time/space, cultural, and language barriers are examined, in order to transform these challenges as being resources, necessary to fill in unseen gaps through research. The theoretical approach of this study applies a service-learning framework for research methodology design, based on Dewey’s experiential learning theory, suggesting this as a model and concept of democratic education as a practice for life itself (Fishman, 2007).

LARON Dinah, LEV ARI Lilach, Oranim Academic College of Education, Israel

‘Jewish students of Ethiopian Origin: a case study in a multicultural Israeli academic college of education’
STRAND 6: DIVERSITY, INCLUSION AND EDUCATION POLICY

This paper describes the conceptions of Jewish students that come from families who immigrated recently to Israel from Ethiopia, towards the Academic College of Education in which they learn, and if they perceive it as multicultural in the spirit of Banks and McGee Banks (2001) multi-cultural dialog: Does it enable them equal academic and social integration in the present time? Does it provide a solid base for future integration in the Israeli society? The research was carried out for two consecutive years among students of Ethiopian origin in an Israeli academic college of education, using both qualitative and quantitative methodologies. Our findings show that these students appreciated the college’s social climate. They felt being treated equally as a result of a multicultural approach. Their involvement in class and in social activities increased with time. Their expectations indicate a high motivation (3.5 in a scale of 1 to 5) to engage in education in their communal schools as leaders of social changes, and to develop leadership for their community. Being a high-visibility minority in the population of Israel, the students of Ethiopian origin prove that such groups can be successfully integrated in an academic environment.
LI Jiayin, University of London, UK

‘Parents and the generation of social capital in Chinese complimentary schools’
STRAND 7: MIGRANT STUDENT AND PARENTS’ EXPERIENCES OF SCHOOLING

This paper describes briefly an ongoing PhD study which is being conducted in one Chinese complementary school (CCS) setting in Berlin and one CCS setting in London. The concept of social capital refers to the value of social networks. Bourdieu (1986) states that social and economic resources are embodied in social networks and that social capital is generated in a durable social network in which acquaintance and recognition exist. Following the notion of social capital, this research suggests that the Chinese Complementary School (CCS) is one of those settings in which networks, mutual support and reciprocity come together. This study reveals that parents actively engage with their children’s CCS and set up their own networks in the school settings. Based on the observation of the parental interactions at the CCS school settings, the study further investigates the significance of the social capital generated at CCS settings for the first generation migrants parents. Within a comparative framework, the research adopts an ethnographic approach in order to gain an in-depth understanding of social capital agendas in Chinese complementary schools, with a strong emphasis on the biographies of first generation migrant parents and their experiences of migration. Observing the parental interactions at the school settings provides insights into how parents exchange their local knowledge, support each other and gain a sense of belonging. In-depth interviews focussing on the migration experiences of first generation parents reveal a variety of experiences and illustrate the significance of social capital generated at CCS settings for the participants’ lives.

LIEN Chi-Chih, University of York, UK

‘Tension, conflicts and dilemmas faced by the ‘middle-class’ Chinese migrant family in the management of children’s education’
STRAND 7: MIGRANT STUDENT AND PARENTS’ EXPERIENCES OF SCHOOLING

This paper is based on an empirical study. By using semi-structured interviews with 40 middle-class Chinese parents and thematically analysing their accounts, it intends to explore the tension, conflicts and dilemmas faced by middle-class Chinese parents in the management of their children’s education. This paper discusses the relation between heritage culture and children’s education. Confucianism is seen as the core idea of Chinese culture and emphasises the importance of education. An analysis of Chinese children’s education inevitably needs to examine the influences of Confucianism on families and parental expectations. Chinese parents, especially the middle class parents, are more likely to draw on cultural capital to guide their children’s educational choices and occupational opportunities, by which they expect that their children will achieve a higher socio-economic status (Francis and Archer 2006:37). By studying how the participants spent their time and focused their effort, in terms of educational strategies, their concerns, frustration and difficulties with life in a British environment are revealed. This paper also explores a dilemma faced by the middle-class parents: they do not know whether they should integrate into or segregate from the British social/cultural/educational system to manage their children’s education. To some extent, they expect their children to follow Chinese educational disciplines. This paper concludes that Chinese culture (or Confucianism) plays an important role and significantly influences middle-class parents’ attempts to transmit Chinese traditions, values and beliefs to their children.
MADDOX Bryan, School of International Development, University of East Anglia, UK

‘Going glocal: an ethnographic account of ‘literacy assessment events’ observed in the UNESCO literacy assessment and monitoring project (LAMP) in Mongolia.’

STRAND 4: IDENTITY, CULTURE, CONFLICT
SYMPOSIUM: LITERACY, TEXTS AND MIGRATION

There is considerable debate about globalised projects of assessment and how they frame and produce statistically derived knowledge about literacy. So what happens when standardised literacy assessments travel globally? Hamilton (2001) applies Actor Network Theory (ANT) to the analysis of large-scale literacy assessment, and has called for ethnographic research on the politics and practices of literacy measurement regimes. This paper responds to that call with a detailed ethnographic enquiry of processes of literacy assessment and the production of statistically derived knowledge, in this case with observations of the UNESCO Literacy Assessment and Monitoring Programme (LAMP). The paper develops and applies a theory of literacy assessment events that draws from Actor Network Theory (e.g. Latour 2005), and from Goodwin’s theories of context and participation (Goodwin 2000, 2007). It presents an ethnographic account of encounters with standardised literacy assessment texts in Mongolia. The paper will discuss how ethnographic data informs analysis of implicit constructs of literacy, cognition and assessment, and the contextual significance of the local and global.

MANIK Sadhana, University of KwaZulu-Natal, South Africa

‘Veiled Vulnerability: Zimbabwean teachers’ experiences in South Africa’

STRAND 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION

South Africa’s (SA) magnetism in attracting the skilled and unskilled, particularly in a post apartheid context, has been highlighted in various studies. However, there appears to be an eclipse of studies that examine the experiences of skilled migrants in South Africa. Furthermore, there are none that focus on immigrant teachers despite foreign teachers fulfilling South Africa’s need for teachers in specialist subjects like Maths and Science. This paper explores the experiences of Zimbabwean teachers in South Africa. It draws from an ethnographic study undertaken in 2011 to understand the nature of Zimbabwean teachers’ migration to SA. The data is generated from thirteen semi structured interviews with Zimbabwean teachers located in the province of Kwa Zulu-Natal, SA. Zimbabwean teachers’ experiences in SA included a complex process of acquiring documentation to enter SA’s labour market, difficulty in acquiring job security, xenophobic attitudes and workplace exploitation. This economic and psychological vulnerability impacted on immigrants’ attempts to meet their family responsibilities as they were occupying a critical role in the household and living transnational lives. A common thread amongst Zimbabwean teachers was that their qualifications coupled expertise did not provide them with easy access into the professional education domain in SA; they had to settle for less professionally and some for naught by virtue of being non-citizens. Keywords: Zimbabwean teachers, South Africa, remuneration, job security, xenophobia, workplace exploitation.
MARKER Michael, University of British Columbia, Canada

‘Coast Salish youth and resistance to multicultural education: Transnational identities and the re-inscription of indigenous cognitive geographies’

STRAND 4: IDENTITY, CULTURE, CONFLICT

The Coast Salish people represent one of the most powerful cases of cultural survival and renewal in the indigenous world. Although these communities have faced leviathan forces of assimilation and dislocation, they have both resisted and adapted to modernity maintaining their languages, ceremonies, and core traditional values. Despite colonization and urbanization, the Coast Salish world of interconnected villages has remained, in many ways, a vital and separate reality from the mainstream dominant societies that surround them. Indigenous youth experience the geography of the region based on their connections to traditional ways of life, ceremonies, and cultural relationships across borders and waters. They are also saturated with modern and post-modern forms of urban and media culture. Coast Salish youth, crossing the invisible borders of their traditional territory must also navigate the political and cultural geographies of Canada and the United States. These trans-national youth dwell in a multi-layered reality that is both traditional and, at the same time, immersed in the kaleidoscopic scenes of colonization. This paper draws on both ethnographic interviews and documentary analysis to compare and contrast educational histories and policies across the border while recognizing the permeability and even invisibility of the border in the Coast Salish world.

McNESS Elizabeth¹, ARTHUR Lore¹ and CROSSLEY Michael³, University of Bristol¹+³, The Open University²

‘Ethnographic dazzle’ and the construction of the ‘other’: revisiting dimensions of insider/outsiderness in international and comparative research’

STRAND 3: INTERNAL MIGRATION AND DISPLACEMENT

SYMPOSIUM: REVISITING INSIDER/OUTSIDER PERSPECTIVES: METHODOLOGICAL CONSIDERATIONS IN THE CONTEXT OF RESEARCHER MOBILITIES AND INTERNATIONAL PARTNERSHIPS

The increasing globalisation and internationalisation of education, together with its attendant mobilities and migrations, has brought new opportunities, as well as new challenges, to all those interested in educational quality, improvement and equity. Within the field of international and comparative education, much has been achieved in challenging both the unit of analysis and the uncritical transfer, or ‘travelling’, of ideas and policy from one context to another. However, little has been written about the important concepts of ‘insiderness’ and ‘outsiderness’ in relation to cross-cultural research in a post-modern and post-colonial world. This paper argues that a more complex understanding of the relationship between the researcher and the researched needs to be discussed in the light of new developments in international and comparative studies. For example, social constructivist epistemologies, which regard identity as multiple, shifting and constantly in the process of formation, argue against such dualisms as ‘the insider’ and ‘the outsider’, or the ‘researcher’ and the ‘researched’. At the same time, cross-cultural, collaborative and inter-disciplinary research teams seek to harness the strengths of combining multiple perspectives, not only in the collection and analysis of data but also in research design and in debating the appropriate questions to be asked. As researchers strive for a more nuanced and participatory approach to their work questions need to be asked about the various dimensions of identity, such as gender, language, and ethnicity, and they way in which these can contribute to a deeper understanding of educational issues.
McGOWAN Barry John, Institute of Education, University of London, UK

‘Experiences and coping mechanisms of visiting Chinese students enrolled on postgraduate creative programmes in UK universities’

STRAND 4: IDENTITY, CULTURE, CONFLICT

This paper reports the initial findings of an ongoing study of Chinese students who pursue postgraduate studies in creative programmes within UK Higher Education. It focuses on the students’ perceptions of their academic and social experiences throughout their two year course, identifies the challenges they face studying overseas, and determines any strategies or adaptations used to cope with those challenges. The method of enquiry involved a qualitative research methodology with an interpretative approach. Data was obtained by audio-recorded, open-ended, semi-structured interviews. Three sets of interviews were undertaken with thirty-one students at the beginning, middle and end of their two year course; thereby ensuring that all changes that occurred were fully observed and documented throughout the entirety of their relocation to the UK. The research focuses on Chinese students at an Art College in London following a postgraduate course in Art and Design that places a premium upon the ability to use imagination to generate new ideas, and then develop these ideas in an innovative manner. Many existing portrayals of Chinese international students focus on their Confucian cultural heritage, which is depicted as encouraging a transmissive pedagogy and learning style that would be in conflict with that which prevails in most Art and Design programmes within the UK. This paper argues that such claims about Chinese students may be more imaginary than real and contends that the main problems and challenges faced by Chinese students, studying within a UK higher educational environment, are of a societal rather than a pedagogical nature.

MILLIGAN Lizzi, University of Bristol, UK

‘Using participatory ‘insider’ techniques in cross-cultural educational research in Kenyan secondary schools’

STRAND 3: INTERNAL MIGRATION AND DISPLACEMENT

SYMPOSIUM: REVISITING INSIDER/OUTSIDER PERSPECTIVES: METHODOLOGICAL CONSIDERATIONS IN THE CONTEXT OF RESEARCHER MOBILITIES AND INTERNATIONAL PARTNERSHIPS

In an increasingly mobile research community, there is intensified concern for conducting valid and ethical research in cross-cultural contexts while developing grounded insights of a given educational setting. This paper will reflect on the use of participatory techniques with secondary school students in one rural community in Western Kenya as an enabling tool for an ‘outsider’ to both gain ‘insider’ perspectives and develop a more ‘insider’ role in that community by privileging and legitimating participant-driven data. I will (1) situate the rationale for using participatory methods within postcolonial concerns for challenging the traditional dichotomy of researcher/researched where there is uneven power distribution; (2) describe the techniques used with students – essay writing, poster drawing and diary and photo linked interviews; and (3) offer some examples of data to illustrate how using this nuanced participatory approach blurred the insider/outsider divide. Conclusions will consider the benefits of using participatory ‘insider’ techniques to enter the ‘third space’ between ‘insider’ and ‘outsider’ for building meaningful relationships in the field and for authentic participative knowledge (co-)construction.
MLECZKO Agata, and ISANSKI Jakub, The Centre for Migration Studies (CeBaM)

‘Educational experiences of immigrants in Italy and its effects on the families’
STRAND 7: MIGRANT STUDENT AND PARENTS’ EXPERIENCES OF SCHOOLING

As the number of migrants on the territory of the European Union has been increasing for last decades the presence of children with migrant background in European classrooms is more likely to occur. It has been a serious challenge for primary and secondary schools in Italy. Pupils with migrant background face problems related to their migratory status and to formal education which is compulsory for all below 16 years of age. This research was focused on adaptation process of the pupils of the lower secondary schools in Italy. Data were collected in 2009/2010, using qualitative and quantitative methods. The results show that linguistic problems frequently influence the adaptation and learning processes. Pupils of migrant background often experience cultural and linguistic vulnerability. Fast acquisition of the language of a host country is not a problem-free solution either. Pupils who are fluent in Italian may experience some family conflicts related to the tension between language spoken at home and language of instruction. There is a growing number of pupils experiencing incomplete acquisition of mother tongue and Italian which results in linguistic and cultural deprivation. Mother tongue is especially exposed to the incomplete acquisition and the language attrition. The results of this research call for action at the local and national levels of educational policy.

MOTALA Shireen, University of Johannesburg, South Africa

‘Migration, marginalisation and access to education in South Africa’
STRAND 6: DIVERSITY, INCLUSION AND EDUCATION POLICY
SYMPOSIUM: CHILD MIGRATION AND ACCESS TO EDUCATION

South Africa is often presented as a success story in terms of universalizing access for large numbers of children, illustrated by high gross and net enrolment rates. An important sub group who experience substantial barriers to accessing education are migrant children. The migration of learners takes two forms: either from out of the province or from out of South Africa. Those who were entering the education system and were born out of South Africa were the worst off in terms of accessing education and were the most likely to dropout. This paper uses the quantitative and qualitative data from the CREATE research undertaken in South Africa from 2006 to 2009 to identify the characteristics of migrant children of compulsory school age (seven to fifteen years of age) who are out of school, either because they have failed to enrol in school at all or because they have dropped out of school. The paper provides national level analysis and then focuses on two provinces, Gauteng and the Eastern Cape. The research found that the pattern of exclusion is most pronounced in Gauteng were there is substantial in-migration to the province, unlike the Eastern Cape which is characterised by out-migration. Key related factors that further disadvantage migrant children and contribute to their exclusion are disability, household structure and poverty. The paper concludes with proposals on how this marginalised group of migrant learners can be targeted so that they can begin to meaningfully access quality education.
MUELLER Romina, Leuphana University Lüneburg, Germany

"Still different? A comparison of the educational and occupational aspirations and motivations of immigrants at European universities"

STAND 3: INTERNAL MIGRATION AND DISPLACEMENT

The demand for education and qualification rise in today's knowledge-based societies. Higher education must be made accessible to those groups who have traditionally participated less, e.g., immigrants or people from non-academic background. Within the European research project OPULL - Opening Universities for Lifelong Learning - which aims to deduce success factors of how Higher Education Institutions (HEI) can successfully open up to non-traditional students, a cross-sectional study was set up with a total sample of 935 students from various non-traditional groups in German, Danish and Finnish universities. In addition to socio-demographic variables, data on their motivation, academic self-concept and study satisfaction was collected. This paper discusses possible differences between the native and foreign populations based on these variables. Migrants are more likely to have higher educational aspirations even in studies controlling for social background and school ABSTRACTS. Suggested explanations are immigrant optimism, social networks or deficit of knowledge of educational systems. This implies that migrants might have a higher academic self-concept, motivation, occupational aspirations and/or, might felt more secure at the start of their studies. The analysis of the data is testing these hypotheses. Further, we seek to find out whether students' confidence in their ability to study lasts over the course of the study period, e.g. if they warm up (increase) or cool off (decrease). To analyze the research questions, univariate and multivariate statistics are calculated. Data analysis is still in progress but univariate statistics are revealing interesting differences between native and foreign populations and participating countries.

MÜLLER Tanja R., Humanitarian and Conflict Response Institute, Manchester University, UK

‘Decomposing mobility narratives: aspirations among Eritrean refugees in Tel Aviv’

STAND 1: TRANSNATIONAL ECONOMIC-EDUCATIONAL MOBILITIES

SYMPOSIUM: MOBILITY AND ASPIRATIONS: INTERROGATING MIGRANT NARRATIVES IN DIFFERENT SETTINGS OF THE GLOBAL NORTH

This paper takes as its starting point Ferguson's (2006) dictum on the aspiration for connection among populations of the global South and looks at the multi-layered motivations for Eritrean youth to embark on the journey to seek refugee status in Israel. Based on personal narratives of Eritrean refugees in Tel Aviv it is shown how their stories can be presented as a common refugee narrative in which people were made to flee an authoritarian regime that threatened their lives. But their stories can equally be read as personal journeys by ambitious Eritrean towards the realisation of modern aspirations in a global world, aspirations that to an important degree hinge on being able to pursue their educational aspirations. As this is not possible for most within Eritrea due to parameters of the political situation within the country, they embark on a journey where decisions were made each step on the way with this ultimate objective in mind. Both narratives are in important ways ‘true’ and show the refugee existence as a place of ‘bricolage’ and creative invention, an invention that is in important ways connected to the promise of a better life via educational achievements.
MWANGI Phyllis W., and NJOROGE Martin C., Kenyatta University, Kenya

‘Negotiating language and cultural barriers in the classroom: A case study of migrant learners in the Dadaab refugee camp in Kenya, Africa’

Due to political instability in the Horn of Africa and the Great Lakes Region, Kenya has witnessed an influx of refugees from surrounding countries. Most of these migrants are accommodated in the Dadaab Refugee Camp, the world’s largest. Although the migrants are of different backgrounds, they are expected to fit into the laid down structures in the camp. Focusing on migrant learners within the camp, the study on which this paper is based, investigated the various ways in which these learners deal with language and cultural challenges they encounter in their host country. The study sought to answer the following questions: How do the migrant learners negotiate around language and cultural bottlenecks? What structures are put in place to facilitate the migrant learners’ smooth transition into the culture, language and the education system of the host country? The judgemental sampling method was used to select 80 migrant secondary school learners who fitted the sample frame: gender, ethnicity, education level, culture, religion and age. The study adopted a descriptive research design and used ethnographic qualitative techniques in data collection. The research instruments used were a tape recorder, an interview schedule, an observation schedule, discussion topics and a questionnaire. To explain the process through which the migrant learners adapt to the new language and culture, the study made use of Acculturation Theory. The paper highlights classroom experiences of migrant learners in their attempt to cope with language and cultural challenges in the Dadaab Refugee Camp and proposes the way forward.

NAPIERALA Joanna, Centre of Migration Research, University of Warsaw, Poland

‘Screeners of qualifications – the role of employment agencies in migration process – sending country perspective’

Employment of any new worker carries considerable economic risk for the employer as the screening of candidates’ abilities is challenging. In comparison to the recruitment process within the native labour force, the recognition of qualifications of migrant workers is even more complicated as the differences in educational systems between sending and receiving countries are very common. Hence the screening procedures of foreign workers are financially more demanding since also the cultural differences makes the workers’ skills signalization less transparent for employers. Migration networks used in the recruitment process partly guarantee that the new migrants will have similar skills to those who recruited them and therefore are frequently used. However if such networks doesn’t exists or employers do not have access to them, the demand for a market of more formal recruiters (employment agencies), who possess the institutional and organisational recourses necessary to link the demand and supply side of the migration process, arises.

The aim of the paper will be to show the role of the Polish employment agencies in the recognition of qualification of Polish labor migrants on the European labor markets after Poland joined EU. The paper will be based on the results of qualitative research with employment agency workers in Poland conducted in the first quarter of 2012 and quantitative analysis of statistical data within the framework of the project titled “Labour migrants from Central and Eastern Europe in the Nordic countries: Patterns of migration, working conditions and recruitment practices”.
NAVARRO Mónica, Université Catholique de Louvain, Belgium

‘Identity strategies of quechua-origin students in the UMSS, in the context of decolonization of Bolivia’

STRAND 4: IDENTITY, CULTURE, CONFLICT

In the last ten years, major changes took place in Bolivia, where 62% of the population assumes an indigenous identity. Changes were headed by social movements and young people, and designed a new context in which the negotiation of the ethnic identities takes new meanings. Once the access of indigenous people to higher education is no longer a serious problem, in terms of an aymara leader the problem is that "We enter the university as indigenous and we graduate as ‘professionals’ without identity". Then, the question I search to answer with my doctoral research is: how do quechua-origin students negotiate their ethnic identities at the public university o Cochabamba, in the framework of the Bolivian plurinational State building? After a qualitative fieldwork, my first interpretative hypothesis are: a. Indigenous peoples have acquired more legal rights in the new Political Constitution of the State and other recent laws; nevertheless, this has awakened and strengthened discrimination and “racism”. b. Even if diversity is the main feature of the students, as a colonial heritage, quechua-origin students are daily discriminated, specially according to mixed criteria that gather socioeconomic and ethnic factors. c. Discrimination of individualities at the university is based on collective features of their ethnic community of reference: their manners, their way of speaking Spanish, their clothing, their academic results and others. d. However, the university could also be at the origin of the ethnic affirmation via: the ethnic solidarity, the awakening of values developed by the family education, and the scientific formation.

NGWARU Marriote AKU IED EA, Dar-Es-Salaam, Tanzania

‘Importing pedagogical innovations from the West to the South: Applying the Reading to Learn literacy programme in the Kenyan and Ugandan primary classrooms’

STRAND 4: IDENTITY, CULTURE, CONFLICT

SYMPOSIUM LITERACY, TEXTS AND MIGRATION

Children’s learning achievements in Sub Saharan Africa (SSA), as elsewhere in the developing world, are undermined by a multiplicity of factors ranging from the use of a second language as a language of education, poverty and poor health, illiteracy at home, under-resourced schools, inadequately trained teachers and disconnected education systems. A number of initiatives as a result, however, have been initiated on the ground especially to do with mediating the challenges emanating from the use of a second or foreign language as the language of education. Interventions in the form of bilingual education programmes at pilot level have been launched in a number of SSA countries taking cue from the theories and literature generated from research and policy forums. This paper examines one such intervention implemented in East Africa to highlights the process and assumptions that partly informed the methodology.

The East Africa Quality Early Learning (EAQEL) was a multifaceted pedagogical intervention with the goal to improve learning outcomes for children in disadvantaged communities in Kenya and Uganda. Examining the levels of success achieved against the number of project facets, this paper interrogates some of the probable factors that affect imported innovations in their adopted and new contexts. The EAQEL intervention based on the Reading to Learn literacy programme, was launched in 112 primary schools in Kenya and Uganda for two years ending in December 2011. This paper shares pedagogical insights and challenges encountered when innovations are adopted in different contexts by discussing the results of a qualitative evaluation of the intervention. The paper highlights
some of the crippling challenges in terms of adaptability and huge over-expectations pinned on the innovations as silver bullets.

NOVELLI Mario and SMITH, Alan, University of Sussex, University of Ulster

‘Education, displacement and peace-building’

According to estimates there are at least 28 million children who are affected by armed conflict and who lack access to education (UNESCO 2011). The speedy establishment of education services following conflict is vital and consideration needs to be given early in the process to issues of conflict sensitivity such as the location of schools and curriculum content. Attention should also be given to any opportunities that exist for education to contribute to wider social transformation. A failure to do so not only means that we are missing important opportunities to contribute to peace building processes but also the search for a durable solution to displacement. In this context UNICEF have recently made a commitment to a programme of education to support peace building over a three year period. This presentation draws on the experience of initial programme implementation in Lebanon, Nepal and Sierra Leone and draws conclusions regarding the implications of education for displaced populations in terms of its contribution to peace building.

OBORUNE Karina, Faculty of Social Sciences, University of Latvia, Latvia

‘The impact of the Erasmus programme on fostering European identity in Latvia’

The European Commission and scholars argue that the Erasmus programme fosters European identity. On the other hand, there are a limited number of empirical studies researching this issue. In 2010 there was held a quantitative survey of 330 former, potential and non-Erasmus students of Latvia proving that good knowledge of foreign languages, previous international exchange experience and multicultural background is a potential obstacle for non-mobile students to participate in the Erasmus programme. This study was implemented first time in Latvia, but the results are important also at the level of Eastern Europe and EU. The survey data show that Erasmus students have both strong national and European identity. Besides, this case study proves that the Erasmus programme is both a political tool and a social process. Moreover, author came to conclusions that were contrary to conclusions of previous case studies of countries of Western and Central Europe. First, potential Erasmus students already have political European identity comparing with non-Erasmus students. Second, the survey results have revealed that the Erasmus programme has an impact on support for European integration. Third, contrary to previous studies this research proves that potential Erasmus students are more multicultural and ‘Euro-friendly’ than non-Erasmus students. Last but not least, EU officials should take into consideration the fact that potential Erasmus students already have European self-identification comparing with non-mobile students, therefore the European identity should be promoted in those students who do no take participation in the ERASMUS programme.
O’DOWD Mina, Department of Sociology, Lund University, Sweden

‘Immigration policy and practice in Sweden: The reception and education of youth asylum-seekers’
STRAND 6: DIVERSITY, INCLUSION AND EDUCATION POLICY

Recently criticism of Sweden’s immigration policy has increased for a number of reasons. On the one hand, the dire economic situation in Europe and elsewhere has caused concern in Sweden. Economic stagnation as well as unemployment has contributed to the concern heard today as regards immigration. On the other hand, immigration has historically played as an important role in Swedish history as it does today, according to Johnson 2010. Since the early 1980s, immigration patterns have changed, with less labor immigration and more and increasing numbers of asylum-seekers. At present over 13 percent of Sweden’s populations is made up of foreign-born persons, with 16.7 percent being either foreign-born or Swedish-born with two foreign-born parents. Eger (2010) argues that the increasing influx of asylum-seekers has negatively influenced the Swedish people’s attitudes towards welfare. Against this background the Swedish immigration policy will be discussed, especially as it relates to the growing number of youth who arrive in Sweden on their own to seek asylum. How Swedish municipalities cope with the educational and social needs of these youths and how youths are received and their needs met will be discussed in this paper. This paper is based on on-going research being conducted in Sweden. Key words: education, asylum-seeking youth, social needs, language training.

OLIVER Caroline, Centre on Migration, Policy and Society (COMPAS) University of Oxford, UK

‘Informal education, ageing and migration’
STRAND 4: IDENTITY, CULTURE, CONFLICT

The ageing of the baby-boomer generation presents unprecedented challenges for twenty-first century Western society. Demographic, economic, medical, socio-cultural and legal changes have laid the path for older people, the most highly educated cohort of retirees in the world’s history, to seek fundamentally different experiences than those of prior generations, and to exploit the ‘third age’ of life as a period of activity (Blaikie 1999). A fundamental tenet of discourses of ‘active ageing’ is adult education, which is embedded in worldwide policy discourse (e.g. WHO 2002, BIS 2009), particularly as research documents the importance of educational activities in reducing social isolation and loneliness among retirees (Cattan et al. 2005). However, in practice, formal learning opportunities for late/post-professional learning are limited. This paper is based on research on informal learning in a community of retired migrants who have moved from Britain to Spain to experience a better quality of life (Oliver 2008). It charts the content, process, meanings and social structuring of educational activities, generating understandings of the motivations, dis/continuities with previous experiences and consequences for individuals participating in post-professional learning. In particular, it considers moral valuations of education as a ‘valid’ use of time, metaphorical conceptions of education as health-promoting (i.e. as ‘brain exercise’), impacts of education for civic engagement and social networks (Sanjek 2009, NAICE 2011) and education as a class signifier in migratory contexts. It presents findings from extensive past field research (ethnography, semi-structured interviews) and sets the agenda for new research.
OR-RASHID Harun, BRAC University, Dhaka Bangladesh

‘International Labour Migration and its Effect on Education: A Case Study of the Southern Part of Bangladesh’

STRAND 1: TRANSNATIONAL ECONOMIC-EDUCATIONAL MOBILITIES

For Bangladesh, international labour migration is now considered as the crucial for its national economy. Government data shows that between 1976 and 2009 an estimated 7.5 million Bangladeshis have left the country for working abroad. The paper examines the international labour migration patterns of Bangladeshi students who migrate for working in the labour receiving countries, especially in the Middle East. It explores the consequences that the migration process driven by economic and social reasons has on youth education. The paper is based on a critical review of the available literatures on labour migration in Bangladesh and a primary study on the Southern part of the country, where almost in every family one or more members migrated abroad. The paper shows that, most of the migrant workers, before their migration, were students. Thus a major part of rural students, mostly in the secondary level, stop education and migrate abroad. The findings of this work show that the inter-links between migration and education are more complex than the simple assumption that international labour migration is essential for the overall development of Bangladesh.

PASZTOR Adel, Department of Social Sciences, Northumbria University, UK

‘Students on the move: doctoral students at an elite British university’

STRAND 1: TRANSNATIONAL ECONOMIC-EDUCATIONAL MOBILITIES

International student migration, especially at doctoral level, is an under-researched component of international migration, yet increasingly important as a result of the Bologna process, the internationalisation of higher education, and the global competition for talent. During the last two decades there has been a staggering, if somewhat unnoticed growth in postgraduate student numbers in UK higher education: there are now more than five times as many postgraduates than in 1990. While international students largely contributed to the expansion of higher education very little is known about them. What are the characteristics and motivations of internationally mobile students? Are their experiences different from that of “local” students? Is international student migration classed, gendered or raced? There are many questions but little research done on postgraduate student migration covering the whole period of studies abroad. Relying on 30 in-depth interviews with local and international doctoral students at an elite university the author investigates the effects of ethnic, social and academic background on the motivations and opportunities of students together with their experiences of doctoral education and the potential for geographically and socially mobile careers in the future. Theme - Migration for educational reasons. Methodology used - in-depth interviews: 20 international and 10 home students (comparison group). Data collection - completed in Autumn 2011, in England (UK). Data analysis - in progress.
PEPPIN VAUGHAN Rosie, University of London, Institute of Education and University of Bedfordshire, UK

‘Making ideas travel: Changing patterns of aid and the ‘soft power’ of girls’ education’
STRAND 2: TRAVELLING IDEAS IN EDUCATION
SYMPOSIUM: TRAVELLING IDEAS AND SHIFTING PERSPECTIVES ON GENDER AND EDUCATION IN A CHANGING GLOBAL CONTEXT

The idea of gender equality in education appears to have travelled and spread in the late 20th century – it is central to the Millennium Development Goals, and has become a near-universal feature of development policy and theory, agreed in a number of international covenants and declarations. However, the drivers behind its widespread adoption are disputed. Drawing on the work of feminist scholars, and policy and international relations theorists (Stromquist, 1995; Rai, 2008; Mundy, 2007; Goetz, 1995), this paper critically examines the purposive attempts of bilateral donors to transfer the idea of gender equality in education to recipient countries, through shifts in the patterns of aid allocated for this purpose. The paper explores a number of angles to the ‘exporting’ of girls’ and women’s education through foreign aid, using OECD DAC data on levels of aid between 2000 and 2012, and bilateral policy documents and activities of major donors. First, how the deployment of gender equality in education is prioritised relative to other donor concerns. Second, drawing on the recent work of Ball (2012), an examination of global networks of policy influence through changing levels of harmonisation in funding to girls’ education. On both of these questions, the impact of the financial crisis and the arrival of new donors are considered. Finally, shifts in the recipients of aid to girls’ and women’s education are examined, to explore the significance of geopolitical factors and foreign and economic policy. Are particular articulations of gender equality and women’s rights used for diplomatic and national interests when countries are negotiating their position on the international scene?

PERRY Valery, Public International Law and Policy Group (PILPG), USA

‘Returnees and the challenges for education reform in Bosnia and Herzegovina’
STRAND 3: INTERNAL MIGRATION AND DISPLACEMENT
SYMPOSIUM: EDUCATION FOR DISPLACED CHILDREN

The three and a half year war in Bosnia and Herzegovina resulted in the displacement of approximately half of the country’s population of 4 million, including both internally displaced persons and refugees. Since the signing of the Dayton Peace Agreement in late 1995, there have been efforts to support return and, in particular, minority return (the return of people to a community where they would now be in a demographic minority). However, with some exceptions, the wartime ethnic cleansing operations were successful in creating much more homogenous communities throughout the country. In those communities where there is diversity, however, the education structure makes reintegration and inclusion extremely difficult, as the country’s education structure and curricula are defined by ethno-national, rather than civic, practices and values. This practice has a particular effect on minority returnees and their re-integration into a community; an effect that ultimately could render lasting, sustainable return a failure. This paper reviews the education challenges in Bosnia and Herzegovina, with a focus on the efforts to address the divisive nature of curricular content which, if unchanged, will cement fear and distrust among new generations of citizens and leaders, and prevent the country’s long-term democratic consolidation.
PILON Marc, DELAUNAY Daniel, BOYER Florence, l’Institut de Recherche pour le Développement (IRD), France

‘Migration patterns, education and demographic transitions in two Sahelian capitals: Ouagadougou and Niamey in 2010’

STRAND 2: TRAVELLING IDEAS IN EDUCATION

In some Sahelian cities, investment in human capital is a growing concern for families, powering a private economy of education and leading to new reproductive strategies theorized by Oded Galor (United growth theory). This framework is particularly relevant in situations of late African demographic transition and moreover, it offers lines of analysis to understand the implications of education on economy of migration, the composition of families (demographic bonus/malus) and urbanization. Dynamics of schooling should be reconsidered in the light of the demographic transition components, and particularly of the migratory one. Despite their proximity, the two Sahelian capitals studied in this paper - Ouagadougou and Niamey - present two well differentiated migration patterns in how they involve differently men and women and successive generations, while their populations are experiencing similar levels of education. A detailed comparison of residential and educational life courses is developed to analyze the interactions between education and migration. The hypothesis, which shall be documented in the presentation of results, is that the migration patterns of the two capitals differ with the singular triangulation of flows between three areas: the rural, the capital and abroad, particularly in Africa. Because of this mediation, education does not have the same impact on employment, fertility, women’s place in the family and urban society and ultimately the urbanity of the inhabitants. The statistical analysis is based on original data from two representative surveys on urban mobility and migration (2009-2010), with residential, professional and educational biographies, supplemented by a series of interviews.

RAO Nitya, University of East Anglia, UK

‘I want to be respected’: migration, mobility and the construction of alternate educational discourses in rural Bangladesh

STRAND 4: IDENTITY, CULTURE, CONFLICT

SYMPOSIUM: LITERACY, TEXTS AND MIGRATION

In a context of globalisation, individual aspirations transcend the local as people seek to move to distant locations, to fulfil their own as well as larger social expectations. Formal schooling often does not lead to the acquisition of appropriate knowledge or relevant skills to attaining these aspirations, making students opt for vocational or other specialist skills instead. Learning here is seen as the ability to function effectively in a globalised and increasingly competitive livelihood context. Theoretically, the paper demonstrates the ways in which learning is embedded in practice (Bourdieu 1984), used to challenge or indeed reproduce structures of power and domination in particular social and cultural contexts (Street 1993), mediates the relationship between the local and the global (Lave and Wenger 1991), and constitutes gendered identities (Willis 1997). No ideology is uncritically transmitted down the line. Existing tensions and disjunctions in the new circumstances of globalised work cultures have generated alternative discourses of education and learning that seek to negotiate, contest, resist and transform dominant values, meanings and relationships (Gee 2000). They seek to make acceptable, innovative and flexible modes of learning, including opportunities ‘outside the educational silo’ (Rogers 2004:248). These are highly contextualised, individualised and small-scale, yet involve clear learning objectives and outcomes, and help develop a sense of identity and self-worth (Barton et al 2000). Based on empirical research in Bangladesh, this paper explores the meanings of learning, both formal and informal, for young men aspiring to social and economic mobility.
Since the launch of the international volunteering programs “International Citizenship Service” and the “Weltwärts” Program in the UK and Germany, both focusing on development related issues and attached to the respective ministries of international development, the discussion on global learning, global engagement and the impact of volunteer services has received new attention in academia and in practice. While these programs may not have a substantial impact on local development, they do have the potential to sensitize participants to global issues. Diverse societies and societies faced with migration issues need individuals who do understand the reasons for migration and transformation. While teaching methods often fail with only cognitive approaches on diversity, International Voluntary Services in the so-called “Global South” can serve as such new (additional) learning setting. They confront young adults with topics of global development and provide first-hand experience of everyday life in a developing or emerging country. Issues such as the gap between living standards in between North and South (as one reason for migration), the impact of migration in home countries and cultural identification are some of the most present learning topics during living and working in the Global South. This presentation focuses on selected findings on an ongoing PHD survey on individual learning processes through the experiences of participants of International Volunteering Services supported by the German government. The qualitative data analysis is based on semi-structured interviews with returnees of different programs, including volunteers with migration background who serve in a country related to their origins.

The internationalisation of higher education has expanded in contexts of globalisation (De Vita & Case 2003). This is represented in the dramatic rise in the mobility of students, academics and knowledge across borders (Organisation for Economic Cooperation and Development, 2007; Daniel & West, 2007). This expansion is regarded as ‘good business’ for the receiving countries - in the UK the government and universities have been engaged in a push to improve the international competitiveness of the higher education attracting overseas students (Guardian, 2006; UKCOSA, 2004; UKCISA, 2007 Milligan et al 2011). There has been a growing research interest focusing on international students studying abroad. Sanderson (2008) investigated the nature and quality of the experiences of international. Schweisfurth & Gu (2009) conducted a study investigating the experiences of first-year international students during their undergraduate study at four UK higher education institutions. While such research is encouraging, less attention has been paid to the ‘non academic’ experiences of international students, particularly research students. This paper seeks to fill these gaps by focusing on the social worlds of international research students in the UK. It pays particular attention to their family context and their social networks they form whilst studying. Based on an exploratory study of a selected group of international research students at the University of Sussex, it considers how they the contradictory pulls of ‘belonging’ as students, as family members, and as friends located within specific social networks and space.
Research over the past decade has explored the adjustments that international PhD students are required to make during their time in the UK, particularly with regard to unfamiliar reading, writing and learning/teaching practices that they encounter. Given that many students are only temporary migrants in the UK, we know little however about what happens on their return to their home context. Whilst studying in a UK university, such students are continuously making decisions around identity, voice and genre in response to challenges to their own assumptions about ‘normal’ academic writing. They are also aware of writing for two or more audiences - their UK readers and their ‘home’ colleagues/employer - with possibly conflicting ideas about what constitutes a good academic text. Canagarajah (2002), for instance, revealed that the qualities of academic writing that were prized in his former US university context were dismissed as ‘aggressive individualism’ by his colleagues at the University of Jaffna. In this paper, I will attempt to move beyond a discussion of the differences between English and ‘other’ academic writing, which carries the danger of essentialising cultural or linguistic difference. Though the field of cross-cultural rhetoric has now evolved to embrace the idea of ‘intercultural rhetoric’ (Connor 2004), it has still proved difficult to take account of how academic literacy practices are constantly changing in every cultural context in response to globalisation and the movement of people and texts. Through interviews with international doctoral students who returned to their home countries several years ago, I will look at how the experience of studying in a UK university has influenced the way that they now approach academic writing and reading. By framing the analysis around literacy practices, I will extend the focus from academic texts, to consider other literacies associated with the PhD process (including ‘bureaucratic’ literacies – see Robinson-Pant & Street 2012) and to explore how the spaces within which academics interact are being transformed.

Vietnam’s rapid economic and educational development is linked to a raft of liberalisation policies, which in the education sector include measures to ‘socialise’ the responsibility for education provision, including through increasing the financial contributions of households. While growth has reduced poverty considerably, differences in educational quality and in households’ ability to pay vary widely between urban and rural locations and between regions of Vietnam. Young Lives collected data in 2011 at 80 schools in 5 provinces, focused on education in Grade 5. This data is linked to detailed longitudinal data on the children’s development collected from their households since 2002. This paper employs these data to examine the linkages between growing up in poverty and educational outcomes, exploring implications for social mobility in Vietnam. It addresses the impact of poverty on access to quality schooling and the relationships between household resources and children’s achievement.
Fifteen percent of Ghanaian households contain at least one foster child; fosterage is a major form of child migration that is unremarked upon in most literature on education. Fosterage is also an important cultural institution that serves to strengthen kinship solidarity among a range of other functions including meeting needs for child labour. Its effects on education are ambiguous. This study examines fostering as a possible contributor to the low levels of educational access and progress in the district using secondary data and interviews with key informants and foster-carers. The effects of fosterage on schooling depend somewhat on the circumstances of the sending and receiving homes, the reason for fostering children between them and the extent to which the two homes cooperate to provide for access to education. Nonetheless, fostered children do typically experience lower levels of access to meaningful education. This is partly because they tend to live in areas and attend schools where meaningful access is lower, but the individual ‘Cinderella effect’ of fosterage is found to be palpable, especially for girls, so that being fostered, even to a more economically advantaged households does not typically benefit the foster child educationally and on balance is associated with a worsening of their educational access. Fostered children on average enrol in school less often, drop out more often and achieve less in school, especially when compared to biological children in the same home rather than to children in homes which host no foster children.

Schools are not only places of education but also sites of socialisation and interaction. Social norms, values and expectations are taught and learned through both the formal and informal curriculum – in the classroom, playground and at the school gates (Adams and Kirova, 2006). For newly arrived migrant children and their parents school may be the place where they encounter the diversity of the host society in all its complexity and newness. While school may be regarded as a safe place of learning, it can also be daunting and confusing. Conversations at the school gates may provide parents with a valuable opportunity to acquire new information and make friends (Ryan, 2007). However, school can also be associated with culture clashes, negative stereotypes, feelings of isolation and even racist bullying. Thus, for newly arrived migrant children and their parents, school provides an array of opportunities and challenges. In this paper we explore these issues drawing on our research with Polish migrants in London (Ryan et al, 2007; 2008) and on Polish children in London primary schools (Sales, et al, 2008). Based on interviews with parents and teachers at 4 London primary schools, as well as some additional data from Polish children, we explore processes of adaptation, accommodation, negotiation and identity formation. In particular, we analyse how, in the specific context of London’s diverse and multi-ethnic school populations, Polish migrants engage with ‘otherness’ and construct notions of Polishness through education.
This article explores how citizenship is organised and practiced in contemporary communities in the context of increased diversity, mobility and migration. The focus of this study is on transnational home-making practices as a type of informal education and the impact they have on constructions of place, space, belonging and social inclusion. It explores how migrants make a home in a foreign country and how conceptualisations and meanings of ‘home’ are influenced by governing structures and integration policies. Based on personal narratives of five transnational families living in a small town in the Midlands, UK (as part of an exploratory study conducted between 2007 and 2009), this research brings a specific ‘practice’ approach to understand the connections made with place of origin, family and childhood, the difficulties of constructing a plausible narrative of personal history and continuity which can provide a connection to identity and place. In this study, transnational families, ‘from within’ their homes, uncover their lives, experiences and personal stories, capturing the ways in which they represent themselves and how they interact with certain norms within their community as well as the barriers they face. The article shows that trans-mobile people and trans-migrants find themselves belonging to several places at the same time, which has important consequences for concepts like citizenship, identity, nationhood and governance.

This article offers a theoretical exploration of transnationalism and education, aiming to develop a middle range theory. The formulation of the middle range theory is based on an evaluation of theoretical approaches which have been applied in the context of transnationalism and education; placing particular emphasis on concepts of structure, agency and social emergence. On the basis of the theoretical review the empirical, theoretical and methodological implications of developing a middle range theory of transnationalism and education will be discussed followed by the formulation of a possible theory. The proposed middle range theory centers on the concepts of structure, agency and social emergence and reflects a conceptual framework approach which formulates potentially relevant conceptual links rather than hypotheses which can be tested against empirical evidence (i.e. substantive theory).

Whereas “social selectivity” of German primary and secondary schools has already been demonstrated by extensively discussing the strong correlation between social class and migration background, there still exists a lack of research concerning the social selectivity at tertiary level. While it has been found out by now that the transition rate from secondary to tertiary education and the willingness to obtain university or college degree is higher for young people with migration background, far less is known about studying conditions of these students who obtained their tertiary level entrance qualifications in Germany. For instance, we still have to investigate whether specific migrant groups decide to study at institutions of higher education, whether they have the same chances to graduate and whether they are exposed to similar risks as ethnic Germans during
studies. This paper – based on the ongoing research – thus aims at shedding light on the situation of tertiary level students with migration background in Germany. We use the dataset “Economic and social conditions of students in Germany” 2010 (about 16,000 respondents representative for German higher education institutions) in order to reveal the major issues of current situation and graduation determinants of students with migration background as compared to ethnic Germans. This paper highlights the most important issues of studying conditions of tertiary level students. Moreover, it gives recommendations to the social policy in higher education in order to improve the integration of students with migration background leading to their successful graduation and subsequent labour market transition.

SESNAN Barry, Echo Bravo Consultants

‘Supporting the status of forced migrant teachers in education in emergencies’
STRAND 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION
SYMPOSIUM: THE ROLE AND STATUS OF REFUGEE TEACHERS IN EDUCATION IN EMERGENCIES

Qualified, experienced teachers tend to be significantly under-represented in forced migrant populations. Often, they are replaced by members of the displaced community given minimal training. This can have an adverse effect on education quality, access and inclusiveness. Institutions can either erect barriers or facilitate access to meaningful employment opportunities for teachers forced to cross borders, influencing their choices about whether to remain teaching. To investigate these issues, a research study on the role and status of refugee teachers in education in emergencies was commissioned by the Commonwealth Secretariat. Field research was undertaken in northern and western Uganda, northern Kenya and South Africa, interviewing teachers, former teachers, policy-makers and managers, to identify the incentives driving teachers’ choices, within the framework of formal and informal institutions. The study examines the connections between the issues forced migrant teachers face, the protection of their rights, and the contribution they are able to make towards increasing access to and quality of education in emergencies. An analysis of the reasons why teachers leave the profession in an emergency finds gaps in the existing policy environment and legislative framework managing forced migration. The study provides recommendations for policy-makers aimed at protecting the professional role and status of teachers forced to migrate and enhancing their ability to operate constructively in emergency conditions.

SHARIFF Abusaleh¹ and KAUR Veerpal ², US-India Policy Institute, Washington DC, USA¹, Jawaharlal Nehru University, New Delhi India²

‘Virtuous links between migration, remittances and schooling in India’
STRAND 6: DIVERSITY, INCLUSION AND EDUCATION POLICY
SYMPOSIUM: CHILD MIGRATION AND ACCESS TO EDUCATION

About 30% of the Indian population migrates; internal migration has become a prominent mechanism through which households, especially those in rural areas, are able to earn and consume more. Many migrant households are also able to spend more on education as a result of remittances. Research points to several different ways in which migration and education interact in ways that help or hinder access to education. Thus the interplay of migration and education can generate different outcomes for people’s lives, identities and status in society. Gender, caste, class, state of origin and destination mediate the links between migration and educational attainment. The National Sample Survey 64th round (2007-08) is a rich source of data to study these patterns. There are multiple types of migration such as intra-district, intra-state, rural to rural or rural to urban and so on. This paper explores the education achievement differentials according to the streams of
migration. The paper aims to identify the types of migration that are growth and development oriented, identifying a ‘virtuous inter-state migration stream’.

SHEEHY Ita, Senior Education Officer, UNHCR, Geneva, Switzerland

‘The new UNHCR education strategy 2012-2016’
STRAND 3: INTERNAL MIGRATION AND DISPLACEMENT
SYMPOSIUM: EDUCATION FOR DISPLACED CHILDREN

This presentation provides an overview of the UNHCR Education Strategy 2012-2016 which is anchored in a renewed focus on ensuring the provision of refugee education, not as a peripheral stand-alone service but as a core component of UNHCR’s protection and durable solutions mandate. Quality education that builds relevant skills and knowledge enables refugees to live healthy, productive lives and builds skills for self-reliance. At present, many refugees do not have access to quality education that provides physical protection and personal capacity development. This is particularly true for marginalised groups, including children and young people with physical and cognitive disabilities; over-aged learners who have missed out on years of schooling; and children associated with armed forces. Refugees can also be marginalised on the basis of gender, ethnicity, language, and poverty. Girls continue to be left out of mainstream education. The Education Strategy is framed by the 1951 Refugee Convention and relevant human rights instruments. It aims to meet Education for All targets, Millennium Development Goals and UNHCR Global Strategic Priorities. http://www.unhcr.org/4af7e71d9.html

SHEEHY Ita, Senior Education Officer, UNHCR, Geneva (PANEL CHAIR)

‘Panel Discussion: Implementing institutions to support refugee teachers in education in emergencies’
STRAND 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION
SYMPOSIUM: THE ROLE AND STATUS OF REFUGEE TEACHERS IN EDUCATION IN EMERGENCIES

Teachers forced to cross borders by conflict or natural disaster often find that the institutional environment in the host country erects barriers discouraging them from continuing to practise their profession. The Commonwealth Secretariat recently commissioned a research study on the role and status of forced migrant teachers in education in emergencies. This identifies the issues forced migrant teachers face and suggests policy recommendations designed to make staying in the education sector more attractive to them. This panel, formed of key representatives from two of the governments represented in the study, will discuss the implications of the study findings on education and refugee policy and legislation and what practical action can be taken to take the recommendations forward. The discussion will be open to questions from the audience.

SIGONA Nando, HUGHES Vanessa, Refugee Studies Centre, University of Oxford, UK

‘Irregular migrant children in UK schools: exploring the impact of legal status on access to, and experiences of education’
STRAND 6: DIVERSITY, INCLUSION AND EDUCATION POLICY

The paper is based on a recently completed research project on irregular migrant children in the UK. The study shows that irregular migrant children are a diverse population mostly below the radar of current political debate. Of an estimated population of 120,000 irregular migrant children (0.9 per cent of the UK population under 18), over half of them (65,000) were born in the UK to irregular migrant parents. The latter are British citizens in becoming as current legislation entitles them to
apply for British citizenship on grounds of residence after 10 years in the UK. Drawing on in-depth qualitative interviewees with irregular migrant children and parents and education professionals in London and Birmingham, this paper explores issues of access to compulsory education for children without legal immigration status and explores their experiences of schooling, as well as broader expectations and future aspirations. Juxtaposing the narratives of migrant children and parents to the views of educational professionals, the analysis sheds light on the impact of legal status on children’s experiences of education and on how education professionals understand and carry out their role in relation to irregular migrant children in the current political climate. Education professionals’ opposition and resistance to UKBA’s ‘invasion’ of public services is used to investigate the coexistence of conflicting policy rationales in the multi-level governance of irregular migrant children and to raise questions of the long term impact of current policy on a generation of children that, our research shows, are either born or have spent most of their childhood in the UK and are de facto non-deportable.

SINGAL Nidhi¹ and OLIVER Caroline², Faculty of Education, University of Cambridge¹, COMPAS, University of Oxford², UK

‘Migration and disability: Eliciting unheard voices’
STRAND 5: EDUCATION, INCLUSION AND SOCIAL MOBILITIES

There is little research on the experiences of children with special educational needs from migrant backgrounds and from minority ethnic groups. The prevailing tendency to regard individuals with disabilities as ‘culturally neutral’ (DFES 2006:3) has resulted in significant gaps in understanding the experiences of these young people and their families. This research draws on interviews conducted as part of an ongoing pilot study in a special school in an ethnically diverse urban area in eastern England, characterised by the rapid and unexpected settlement of newly arrived migrants from Eastern Europe and other origins. The paper is based on interviews with senior teaching staff and migrant parents whose children attend the secondary school. It considers to what extent parents have been motivated in their migratory decisions by seeking a better quality of life for their child with disabilities? What issues arise in securing access to these schools (i.e. variations in constructions of disability, experiences of assessment processes)? What challenges arise for schools in mediating and negotiating different understandings of disability and wellbeing? What are parental experiences of school cultures, especially participation and integration within the school? And the tensions faced by teachers in pursuing an inclusion agenda while responding to dominant pressures for attainment? This research focus is novel and timely, and will provide useful insights to for the challenges faced in responding effectively to the needs of young people with SEN and/or disabilities from migrant and/or different cultural backgrounds.

SLOAT Arianna, Inter-agency Network for Education in Emergencies (INEE), UK

‘Supporting the role of forced migrant teachers in education in emergencies.’
STRAND 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION
SYMPOSIUM: THE ROLE AND STATUS OF REFUGEE TEACHERS IN EDUCATION IN EMERGENCIES

Quality education contributes to the social, economic and political stability of societies even in contexts of forced migration. While the roles and responsibilities of teachers and other education personnel may vary depending to circumstance, they play a vital role in providing for the needs of children and youth. In such contexts, education can both sustain and save lives by providing physical, psychosocial and cognitive protection to learners. The INEE Minimum Standards for Education: Preparedness, Response, Recovery were developed to provide guidance to education workers to ensure access to safe, quality, relevant education to all by articulating the minimum level of
educational quality and access in emergencies through to recovery. The existing research on supporting teachers in forced migration contexts is limited. This paper draws from a number of case studies which refer to the Standards application when developing and implementing programmes related to teacher recruitment, training and compensation as well as their psychosocial support in the context of forced migration. It will highlight the good practices in applying these standards, and how they may further contribute to improved learning outcomes, greater teacher self efficacy and quality teaching and learning. The paper will then discuss challenges to implementation and design of such programmes and identify gap areas where more research is needed.

SPRAGUE Terra, CROSSLEY Michael and McNESS Elizabeth, University of Bristol, UK

‘Travelling Ideas and BAICE Research Priorities: Insights from the BAICE History and Archive Project’

STRAND 3: INTERNAL MIGRATION AND DISPLACEMENT

When the history of BAICE was written up and published in the 2007 volume Common Interests, Uncommon Goals: Histories of the WCCES and its Members (Masemann, Bray & Manzon) it was noted that the association’s archives were in need of strengthening, updating, and making more interactive and accessible. Following on from this, the BAICE History and Archive Project was established with the strong support of the society itself. This paper, and presentation, documents the origins and nature of this initiative, updates the more recent intellectual history of the association, and introduces the new Virtual Archive that has been developed for formal launch at the BAICE 2012 Conference in Cambridge. Linking with the theme of the conference, this presentation explores how intellectual, professional ideas and educational policy ‘travelled’ and ‘migrated’ in ways that have influenced the research and scholarship priorities of both BAICE and its membership in recent years. (n.b. regarding submitting as 'alternative': we will require internet access in addition to standard computer and projection facilities for the purpose of sharing the BAICE Virtual Archive.)

STREET Brian, King’s College, London, UK

‘Literacy practices; concepts and applications’

STRAND 4: IDENTITY, CULTURE, CONFLICT

SYMPOSIUM: LITERACY, TEXTS AND MIGRATION

There has been a shift in recent years to a ‘social’ view of reading and writing involving in particular development of the concepts of literacy events and literacy practices. I will explain these terms and link them to what has come to be called The New Literacy Studies (NLS), a key feature of which is the use of Ethnographic Perspectives to describe the uses and meanings of ‘Literacy’ in social context. I will describe a case study of Current Applications of what this shift involves - Learning Empowerment through Training in Ethnographic research (LETTER), is a programme for supporting adult literacy facilitators in international contexts, where the theoretical frame being discussed here underpins the approach but might remain implicit in a context that focuses on applied rather than theoretical work. Letter workshops have taken place in India, Ethiopia and Uganda, with Kenya planning a workshop later.
‘Complementary schooling in the lives and identities of Eastern European immigrant pupils in London’

An exploratory study reported in this paper aimed to map the agenda and purpose of Eastern European (including Slovak, Albanian, Bulgarian, Ukrainian, Russian) complementary ethnic schools in London and, additionally, to explore Bulgarian and Albanian immigrant pupils’ sense of belonging and relationships with England and their country of origin in relation to attending respective complementary schools. The study employed a qualitative methodology: group discussions with pupils (aged 11-16), photo-elicitation, observations of lessons and school life, and teacher/organiser interviews. The data collection took place on the weekends and lasted 5 months during 2011-2012. The first section of this paper provides an outline of different models and objectives of complementary education that exists in Eastern European communities in England with reference to existing knowledge and research about the value of ethnic mentoring in immigrant communities. The second section explores young people’s negotiation of their ethnic identities and a sense of belonging, as well as the role and importance of complementary schooling in their lives. I compare and contrast (where appropriate) the views and experiences of Albanian and Bulgarian immigrant pupils. The model of complementary schooling is identified as one of the main factors helping to maintain young people’s community involvement and positive ethnic identification.

‘“They’re not English either”: Eastern European ‘immigrant’ and British ‘Minority Ethnic’ youth perceptions of race in two English secondary schools’

In England there are European citizens of member states that now assume immigrant status, as well as established immigrant communities that have affiliations to the former British Empire. A multi-ethnic new Europe emerges as the context for understanding cultural uncertainties, tolerance, nationalism and xenophobic anxieties. One may wish to ask, do newly emerging racial identities conceptualise race and race relations in similar ways to existing minority ethnic communities? This paper examines the experiences and perceptions of two groups of diverse young people: British ‘minority ethnic’ and more recently migrated Eastern European ‘immigrant’ youth between the ages of 12-16. Findings, gathered for PhD research, examined everyday experiences, perceptions, practices and barriers that validate stereotypes of 30 young people. A qualitative methodology was employed to elicit data, over a five month period. The primary aims in this paper are: (1) to illustrate some articulations of both of inclusion and exclusion within the English educational system, particularly in relation to schooling, communities and the comparative and temporal dimensions of migration; and (2) to demonstrate how the framework of Critical Race Theory (CRT) can be used to examine conceptualisations of race and race relations. Findings show that young people expressed fixed notions of term race and also deny and accept consequential racism. I argue that conflicts between bordered racial perceptions and capricious racial experiences point towards the need for regularly considering racism and discrimination that modifies in localities, as showcased in this paper.
“‘Maybe we are more similar than dissimilar’. Online intercultural exchanges: opportunities for social justice?’

STRAINS 8: TEACHERS AND TEACHING IN THE CONTEXT OF EDUCATION

Teachers often perceive web-based exchanges as an effective method for developing language learners’ intercultural competence (Maurice, 2007). While geographical mobility does not always ensure the disappearance of stereotypes and inequalities (Cain, 1994; Murphy-Lejeune, 2003), can online communication tools modify these aspects? Many studies have focused on intercultural competence as the ability to suspend disbelief and judgment (Byram, 1997). In contrast, based on a constructionist approach, this paper examines the development of the relationship to the ‘Other’ based on the central idea of social justice. Can online discussions and interaction with peers lead to the awareness and expression of injustice? What might be the role of technologies as far as fighting against discrimination is concerned? Based on a critical analysis of online intercultural education, this paper explores how a group of 17 language learners deal with social justice in an intercultural project called Cultura. My analysis is based on both online discourse and interviews. The results suggest that the use of online communication tools favour the expression of tensions and disagreements. But at the same time, culture is still expressed as a whole that legitimizes attitudes and beliefs. Awareness of and expression of social justice does not seem to play any role in the exchanges. To conclude, the opportunities to promote social justice in such environments will be considered.

TOURNEBISE, Céline, University of Metz, France and University of Turku, Finland

‘Teaching interculturality in Finnish higher education: any place for social justice?’

STRAINS 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION SYMPOSIUM: INTERCULTURAL INTERVENTIONS AND SOCIAL JUSTICE FOR MOBILE/MIGRANT STUDENT POPULATIONS

In this paper, we examine how interculturality is taught to international/exchange students in Finnish Higher Education. The latter context is well known for its achievements in education – topping most international rankings. Courses on interculturality are provided in both Finnish universities and universities of applied sciences but we know very little of their contents, theoretical and methodological approaches and educational impact on the students. In our paper, we are interested in the place that is devoted to the notion of social justice, a central aspect of 21st century citizenship, in such courses. Our approach to the ‘intercultural’ is critical and is positioned within a postmodern understanding of cultures and identities (Wikan, 2002; Maffesoli, 2011; Dervin, 2012). The data is derived from focus groups with 10 lecturers at Finnish institutions, during which they discussed their approaches and the problems they encounter. Our approach to analyzing focus groups is based on dialogism, which examines how individuals construct their discourses through inserting multifaceted voices. The results show that there is no agreement on the way intercultural communication should be taught at Finnish universities, that culture is used “as an explanation for all” and that social justice is absent from lectures, readings and learning outcomes. To conclude we discuss the consequences of these on both students and experiences of mobility.
‘Location matters: the impact of local contexts on the school experiences of Polish children in urban and rural neighbourhoods across the UK’

STRAND 7: MIGRANT STUDENT AND PARENTS’ EXPERIENCES OF SCHOOLING

Based on a large-scale qualitative study carried out in urban and rural locations in England and Scotland in the years 2009-2011, we consider how location impacts on the school experiences and educational opportunities of Polish children. The EU Accession of 2004 entailed a rapid and significant migration wave from Poland to the UK. In consequence of this new settlement, there has been a considerable increase in numbers of Polish children in schools across Britain. Considering the fact that the UK is currently experiencing a ‘Polish baby boom’, this trend is likely to continue in the coming years. One characteristic feature of the post-accession migration wave from Poland is that the ‘new’ Polish community is greatly dispersed, with Polish citizens registered in every local authority across the UK. Therefore, Polish children are entering schools where there is a well-established tradition of catering for children from whom English is not their first language, particularly in certain urban areas, but also schools which have never received foreign-born pupils before. Moreover, policies towards such children are often location-dependent (e.g. different policies apply in England and in Scotland). In this context, we would like to explore the role of local contexts for the experiences of Polish children in UK schools. How were they received by the schools and their peers? What support were the schools able to offer to the Polish pupils and their parents? How might locality impact on future educational opportunities? These are the questions we would like to address in our presentation.

‘What has happened to empowerment? A critical reading of changing meanings of women’s empowerment and education’

STRAND 2: TRAVELLING IDEAS IN EDUCATION

SYMPOSIUM: TRAVELLING IDEAS AND SHIFTING PERSPECTIVES ON GENDER AND EDUCATION IN A CHANGING GLOBAL CONTEXT

The paper addresses the changing meanings of the word empowerment in relation to women’s and girls’ education and the travel of ideas between sites of resistance and policy formation. Following Lukes’ analysis of power in 1974, many academic writers on empowerment have concentrated on engaging with the concept of power, reviewing its form and location. But the word empowerment was not coined in response to settled power relations. To ‘empower’ as a neologism was first used in the mid 17th century in England in the context of the Civil War, a major political upheaval and intense struggle over what power was and who should share it with whom and why. To empower quickly becomes associated with the usurpation of power illegitimately and it is in this sense that the word empowerment is used by Milton, Swift and Franklin. In 1849 empowerment as a noun is first used, again in a period of widespread revolution in Europe. It thus appears initially as a panic word, deployed it seems when power is radically contested and redefined. In the 1960s the word was used to signal collective radical transformation appearing in the writings, and in the early 1990s the term comes to be used by the women’s movement growing in confidence and access to powerful organisations in the post-Cold war era. Women’s organisations built networks, entered powerful institutions and tried to change them through gender mainstreaming. Empowerment was the name they themselves gave a process of restoring power to those who had unjustly been excluded,
delegitimized, dispossessed and denigrated. In this articulation, it takes on meanings associated with individuals, groups and institutions in all forms.

In this political context it comes to be used in sociology and politics and the emphasis on social relations is given particular prominence because the actions for social change are self evident. But the migration to sites of power also had costs. The critical scholarship on empowerment as a buzzword has alerted us to the ways in which the initial transformative dynamic of the word has been co-opted, but this scholarship has not paid close attention to the ways in which empowerment has continued to be used by critical scholars in education (Stromquist, Monkman), alongside its deployment by organisations, like the World Bank that are more concerned with individual entrepreneurship. In mapping through a range of policy texts, political manifestos and critical scholarship the shifting configurations of social relations associated with the changing connotations of the linking of women’s empowerment and education this paper tries to consider the question of whether the concept can still do transformative work in education or whether it is too compromised by particular associations and a new vocabulary might be necessary.

VAN DER LINDEN Josje, University of Groningen, Netherlands

‘The challenge of being involved from a distance: The contribution of the diaspora to the reconstruction of education in South-Sudan’

STRAND 1: TRANSNATIONAL ECONOMIC-EDUCATIONAL MOBILITIES

Conflicts all over the world result in people living in diaspora, usually maintaining strong ties with the country they were forced to leave. As they are generally well educated and dedicated to their country, the expectations of the contributions they can make are high. This paper focuses on the contribution of the South-Sudanese diaspora to the reconstruction of the educational system after the peace agreement (2006) and the subsequent independence of South-Sudan (2011). Initial enthusiasm over the long awaited independence is tempered by worries over arising conflicts, youth dropping out of school and the seeming incapacity of the government to counter these phenomena. Diaspora feel the urge to intervene, but also feel powerless faced with the huge challenges in the area of education. Based on theories about capacity building and development at one hand and on interviews and discussions with South-Sudanese in the Netherlands on the other hand, this paper discusses the involvement of the diaspora in the reconstruction of education, the difficulties they encounter and the ways in which they challenge these. The findings reveal a variety of responses ranging from sending remittances to establishing schools or returning to South-Sudan as a teacher. Each response has its own problems to be solved on the ground in South-Sudan, but also in terms of maintaining contact and control from a distance. This ongoing study gives insight in the dynamics of a post-conflict situation in which a nation is struggling to (re)build its educational system, while its people are dispersed around the world.

VAN MOL Christof, Department of Social Sciences, Northumbria University, UK

‘Segregation or integration in the host society? Socialisation patterns of European mobile students’

STRAND 3: INTERNAL MIGRATION AND DISPLACEMENT

Today, European student mobility can be considered as an integral part of the “new map of European migration” (King 2002). Nevertheless, despite several efforts over the last decade to frame European student mobility empirically and theoretically (see for example Brooks & Waters 2011; Findlay et al. 2006; Murphy-Lejeune 2002; Papatsiba 2003), international comparative analyses of
the phenomenon are rather limited in number. In this paper, a comparative study into the socialisation patterns of Erasmus students is presented. Based on a mixed-method approach, we seek to understand why the socialisation of European mobile students with host country students remains generally limited to the university environment. With this in sight, 48 in-depth interviews and 6 focus groups were conducted with ex-mobile and non-mobile students at the universities of Antwerp (Belgium), Innsbruck (Austria), Oslo (Norway), Oxford (United Kingdom), Roma (Italy), and Warsaw (Poland), in order to compare their discourses. Moreover, three online questionnaires were conducted at 41 universities in these countries, at the end of the 2008-2009, 2009-2010 and 2010-2011 academic years. The present abstract is based on an ongoing five-year research project in the last phase of analysis. In June 2012, all analyses will be finished. As a result, at the BAICE 2012 conference the projects’ results will be presented for the first time. The abstract fits well in the theme “education within the areas of migration and mobility”, and the subtheme “migration for educational reasons: teachers, students, pupils, researchers”.

VANDENBROUCKE Anneloes, WETS Johan, University of Leuven , Belgium

‘Explaining the school careers of immigrant youth in Flanders’
STRAND 6: EDUCATION, INCLUSION AND EDUCATION POLICY

Fifteen percent of the total Belgian school population has an immigrant background. PISA 2009 results show that Belgium - despite being in the top 15 performers of all OECD countries - has one of the highest performance differences in Europe between children with and without an immigrant background. This paper explores the determinants of school achievement, school failure and sorting of children with an immigrant background, using a rich database from a large survey (11,000 pupils) conducted in secondary education (age 15/16) in 2010 in three large Flemish cities. The survey is part of a large scale multi-method ongoing research on school careers of immigrant pupils from Moroccan or Turkish backgrounds on the one hand (pupils typically stemming from older migration waves with less beneficial school careers) and from Polish or Chinese backgrounds on the other hand (pupils from more recent migration waves, of which the last group typically experiences a successful school career). School careers are explained using variables stemming from four important spheres of influence, namely family conditions (SES, intact family, siblings, parental human capital, use of languages, religion, etc.), school (denomination, number of strands offered, average SES, amount of immigrant pupils, size, etc.), peers (school performance, time spent together, support) and neighbourhood (immigrant concentration, social control, overlap between neighbourhood and school friends). Together with detailed information about the pupils’ school career and psychological functioning a broad picture of cognitive and non-cognitive outcomes will be drawn.

VELEZ-REndon Gloria, Purdue University Calumet, USA

‘Are you speaking English? The positioning of accented identities’
STRAND 4: IDENTITY, CULTURE, CONFLICT

This paper is part of a larger research project that seeks to uncover how Colombian women residing in Chicago redefine their social identities in the context of immigration and how language, gender and ethnicity are implicated in this process. In this presentation, I compare and contrast two excerpts drawn from the same interview with a participant that deal with the issue of linguistic discrimination. Dominant discourses about migrants’ language ability construct them as inadequate interlocutors even when they are sufficiently proficient in the English language. In addition to judgments about language competence, native speakers/gate keepers make assessments based on identity markers such as race, ethnicity and gender in daily encounters with migrants (Block, 2007). In order to gain an understanding of the reconfiguration of immigrant identity, I use the framework advanced by feminist poststructuralists that strives among other things “to deconstruct master
narratives that oppress certain groups – be they immigrants, women, or minority members – and devalue their linguistic practices” (Norton and Pavlenko, 2004, p. 2). Social positioning theory is used to perform the analysis of the interview excerpts because it helps understand how identity positions are claimed, negotiated, and rejected through different discourse practices. Positioning also allows us to elucidate how the participant constructs a sense of self in a narrative, how she constructs her identity in relation to the groups to which she belongs, to others and to the broader societal ideologies and discourses (De Fina and King, 2011; De Fina, 2003).

WANG Ru-Jer¹ and HUANG Yueh-Chun², National Taiwan Normal University¹, National Chiayi University², Taiwan

‘The academic achievement of new immigrant children in Taiwan’

According to statistics compiled by the Ministry of Education, between 2009 and 2010 the number of “new immigrant children” (those with one parent from overseas) enrolling in primary schools increased by about 11 percent, from 133,272 to 148,610. The purpose of this study is to examine the academic performance of new immigrant children in math and Chinese in comparison with “native students” (children whose parents are both natives of Taiwan). Research Questions: 1) What is the academic achievement of fourth- and sixth-ABSTRACT immigrant students?; 2) Is there any difference between new immigrant students and native students?; 3) What is the impact of various school factors (school environment, classroom order, peer relationships, bullying problems, family factors, and parenting style) and individual factors (identity, learning motivation) on the academic performance of new immigrant and native students? Methodology: A measure of the academic achievement of fourth- and sixth-ABSTRACT students was devised based on the test used for the TASA database. ANOVA and hierarchical regression are employed to analyze the data. Results: A pilot study was conducted in February, 2012. The sample of the pilot study was composed of two classes of students at two schools in northern Taiwan, two in the center, two in the south, and two in the east. Of the 385 students in the study, 102 are new immigrant children. Anticipated Contributions: This is an ongoing study. It is expected that the survey will be carried out during June of 2012. The results will provide a complete understanding of the academic achievement of new immigrant children in Chinese and Mathematics.

WANGUI wa Goro, University of London, Institute of Education, UK

‘“I will be a hummingbird”: lessons of translation, orature and traducture in global education through Wangari Maathai’s work’

The first African woman to win the Nobel Prize for Peace, the celebrated, late Professor Wangari Maathai’s launch of the “international” tree planning campaign, with “local women”, witnessed the planting of over 1 billion trees in six months in 2007. Through her work we revisit the story of the humming bird, and planting trees as methodological metaphors for migration as a locus of articulation, meaning and sense-making/unmaking in the notions “international”, “global”, “local”, “endogenous”, “indigenous”, “Diaspora”, “North” and “South” in reference to migration. The paper revisits the question of locus, particularly Spivak’s notion of the “subaltern” to exploring the shifting paradigm offered by traducture in knowledge production and management and the in-between intercultural space of migration as deep translation. The lessons are applied to international educational theory and practice by drawing on traducture research findings conducted through a
just concluded, five year Dutch Government funded research project. We will focus, in particular on the findings from three case studies, one on research methodologies, another on crowd sourcing and another on critique of education as development. The research programme which was conducted using conventional qualitative and quantitative, “emergent” and iterative methodology including symposia, literature reviews, paper presentations, publications, interviews, case studies drawn from the MDGs, (including South Africa as country focus) observation, questionnaires and open ended dialogues. The traducture research project was part of a wider IKM programme and we therefore had ongoing, self reflective, peer and independent insights from the wider research programme and its methodologies for example through wiki’s, process diaries and closed and open conferences/dialogues (see http://wiki.ikmemergent.net/index.php/Main_Page).

WOLHUTER C.C., RATKOVIĆ S., and MCGINN M., Nagraadse Skool vir Opvoedkunde, Graduate School of Education, North West University, South Africa

‘Language, migration, and international academics: Reflections from the changing academic Profession (CAP) International Survey’

For academic as well as economic, political, social, and inter-cultural reasons, universities worldwide are currently engaged in internationalization. One aspect of the internationalization of universities is an increasingly internationally mobile academic profession. This paper investigates the interplay between language and academic mobility with a particular focus on the extent to which the English language influences patterns of migration and the experiences of internationally mobile academics. The paper uses data from the recently completed Changing Academic Profession (CAP) international survey of academics from 19 countries or regions: Norway, Australia, the United States of America, Netherlands, Canada, Germany, Japan, South Korea, Finland, Hong Kong, Italy, United Kingdom, Portugal, Argentina, Mexico, Malaysia, Brazil, mainland China, and South Africa. Data from this broad survey indicate that immigrant academics are much more likely to have English as a first language (39%) than academics who are employed in the country in which they were born and received their first degree (16%). It is also the case that immigrant academics are more likely to rely upon a second language in their teaching (23%) or research (55%) than other academics (6% and 37%, respectively). This non-first language is most likely to be English. We explore what these and other patterns within the CAP data reveal about linguistic diversity, English as international lingua franca, and potential divides between Anglophone and non-Anglophone speakers within the academic profession.

WOODHEAD Martin and JAMES Zoe, University of Oxford, UK

‘Changing school landscapes, privatisation and mobility between schools in India.

Data from Andhra Pradesh demonstrate a substantial increase in uptake of private schooling for 8-year olds between 2002-2009. De facto privatization of education has brought about a school market in which parents from even the most marginalized backgrounds are faced with the opportunities associated with increased choice. This paper draws on a qualitative study in three sites in 2011 concerning the forces driving children’s movement between schools. It considers how caregivers navigate the increasingly complex education landscape and the factors and processes that shape school decisions. It underlines the regard with which schooling is held by many families, and how households reconcile themselves to diverting scarce financial resources towards education spending. It demonstrates the potentially empowering potential of privatization; whereby parents
feel able to demand change and exercise choice. It also raises questions about the potential longer-term implications of continued reliance on a highly heterogeneous private sector for equity.

YAMAMOTO Lucia E, Shizuoka University, Faculty of Education, Japan

‘Migrant children educated in a transnational context: Strategies and dilemmas.’

STRAND 7: MIGRANT STUDENT AND PARENTS’ EXPERIENCES OF SCHOOLING

According to the Japan Immigration Association statistics around 230 thousands of Brazilian workers and their families are currently living in Japan, and around fifty percent of the Brazilians have permanent residence visas. However, not all of them are settling down in Japan. Data indicates that Brazilians continue to move between their home and received countries. In the present article we analyzed how the transnational families’ strategies challenge existing family structures and to what extent does the strategies influence their children’s school education. To explain the relationship between family strategies and their children’s education, we conducted interview with Brazilian parents who are moving across transnational spaces. Our previous research results indicate that the frequent children changes school due to the family coming and going from/to Brazil, makes maintaining a stable education a difficult task to pursue. Frequent moving from one place to another influence not only the children’s learning process but it also makes teaching those children a difficult task. Moreover, many Brazilian families are making an effort to educate their children in one education system, although they are not sure yet if they are settling down there or are going back to Brazil. The instability those choices bring give new direction to the family plans. Even if Brazilian parents are not willing to stay longer in Japan, their children are adapted to the local community’s culture and they are building their own strong relationships. More often than not, these children do not want to move again.

YE Wangbei, East China Normal University, China

‘Internal migration’s challenges to citizenship education in China: Evidences from Shenzhen City’

STRAND 3: INTERNAL MIGRATION AND DISPLACEMENT

Migration’s influences on citizenship education in the past century were widely discussed in the literature. However, most studies were based on international migration which drew experience from, for example, North America, Europe, less attention was put on internal migration nor less developed areas. This article takes China as an example, which is a country that has experienced and will experience extensive internal migration (rural-to-urban), to analyze internal migration’s challenges to citizenship education. This article selects Shenzhen City as a study site, for it reflects the relationship between China’s population move and city development in the last three decades. Interviews with 38 teachers in 6 schools and relevant university scholars, education bureau officers in 2008 were analyzed for this article. The article reports three challenges brought by internal migration to citizenship education: migrant families lack necessary resources to support traditional citizenship education; to maintain the residents, resources for city development, migrants gain more influences in citizenship education; expanding migrant population and their growing influences in citizenship education challenge the state’s authority in citizenship education. The analyses of the findings reveal that similar to international migration, internal migration made citizenship education reflecting diverse voices, and at the same time uniting the society. In this study, citizenship education is used to create a new cultural identity to replace migrants’ previous ones for social cohesion.
YONEMURA Akemi, OCHS Kimberly, Independent consultant, UNESCO-IICBA

‘Managing teacher migration: Implications for policy and practice in Africa’
STRAND 8: TEACHERS AND TEACHING IN THE CONTEXT OF MIGRATION

The migration of teachers has a great impact on the development of Africa. Increasing brain drain from low-income countries to high-income countries, as well as efforts to reverse its negative impacts, have been much debated in the international discourse. Given the time needed for teacher training and the shortage in supply to meet the rapidly growing demand for teachers, international recruitment has been one of the common responses as a short-term solution. In this context, there is broad consensus among the international community for the need to create global and regional mechanisms to support a more equitable distribution of the investment in education and training, and increase benefits of employment created by the international labor mobility. In 2004, the Commonwealth Teacher Recruitment Protocol (CTRP) was adopted by Commonwealth Member States, which aims to balance the rights of Commonwealth teachers to migrate internationally against the need to protect the integrity of national education systems, and to prevent the exploitations of scarce human resources in developing or low-income countries. The research on the implementation of CTRP started in 2008 through interviews, surveys and literature review. After introducing key issues and drivers of teacher migration in Africa, this article examines issues affecting the implementation of the Protocol, as well as key successes, challenges, and lessons to be learned that are informing new education policy initiatives, such as the development of a recruitment protocol for Africa by the African Union. It concludes with recommendations for policy and practice.

YUN You, Institute of Education, University of London, UK

‘Learning from East Asia? – A comparative perspective on policy borrowing in the field of teacher education and school autonomy in England.’
STRAND 2: TRAVELLING IDEAS IN EDUCATION

Policy borrowing, which results in the ‘migration’ of educational policies across national systems, has replaced appeals to ideology and history as the primary rationale for reforms in many countries. England has a long history of drawing on external experiences to introduce and justify new policies. Over recent decades, due to pupils’ superior performance in international assessments, East Asia (EA) has been extensively used as the main model for educational policy borrowing in England. The reforms of teacher education (TE) and school autonomy (SA) which were proposed in the 2010 UK White Paper are the most recent example of this trend. However, the assertions about the features of TE and SA in EA, both in official documents and their key sources of evidence, have not been subjected to critical scrutiny. This on-going study identifies the claims made with regard to TE and SA in selected East Asian societies by policy makers in England and then examines the extent to which those claims are valid. The central argument developed is that the key features of TE and SA in EA identified and promoted by the UK government to initiate and substantiate domestic reform actions are a mixture of partial selections and distortions of the reality in EA. It seems that, rather than pursuing the reality of foreign educational systems, English political actors prefer to use the ‘imagination’ of high performing educational systems elsewhere to mobilize the public’s feeling of anxiety, despair, hope and aspiration to push educational reforms in their preferred direction.
YOUNG Catherine, LEAD (Language, Education and Development) Asia, SIL Asia Area, SIL International – Philippines

‘Effective and sustainable mother tongue-based multilingual education in multilingual contexts’

STRAND 4: IDENTITY, CULTURE, CONFLICT

This paper aims to describe the undergirding principles and practices of effective and sustainable mother tongue-based multilingual education (MTB-MLE) for learners from minority ethnolinguistic communities in complex multilingual contexts in Asia. The paper is based on extensive field research in the Philippines and Bangladesh and investigation in collaboration with other researchers in Southeast Asia. Urbanisation, economic development systems and the impact of global technologies have impacted language use patterns and culture of learners from non-dominant language. This paper will describe approaches to MTB-MLE that will enable learners to access quality education in multiple languages without sacrificing their own ethnolinguistic and cultural identities. Conclusions and recommendations arising from the author’s research and experiences in MTB-MLE design and development in South and Southeast Asia will be shared. The paper will include a description of effective practices in mother tongue instruction and the capacities necessary to enable systematic up-scaling of MTB-MLE implementation at national level. The paper will situate implementation of MTB-MLE within a broader context reviewing the roles of international organisations as influencers of both policy and implementation strategies and will also consider issues surrounding the strengthening of government capacity in the delivery of equitable education and the empowerment of local communities to establish sustainable local education structures, responsive to local needs. The paper will also reflect on the socio-political and historical issues that impact the successful implementation of MTB-MLE in Asian contexts and suggest enablers and constraints of effective practice.

ZEITLYN Benjamin, University of Sussex, UK

‘Education and social mobility among British Bangladeshis in London.’

STRAND 5: EDUCATION, INCLUSION AND SOCIAL MOBILITIES

According to recent research, most ethnic minority groups in the UK achieve upward social mobility, measured by the chance of getting professional or managerial employment, through education. However this phenomenon does not apply to British Bangladeshis and Pakistanis who are not achieving the labour market and social mobility outcomes that one would expect with their education and class background. Education appears not to work as a route to success for British Bangladeshis (Platt, 2005). Drawing on ethnographic research in a primary school in London with a group of British Bangladeshi children and their families, this paper explores this phenomenon, arguing that the ideas about education that British Bangladeshi parents have mean that their children do not acquire crucial ‘non cognitive skills’ or cultural capital that have been shown to be important in the labour market.
**ROOM ALLOCATIONS**

*All plenary sessions take place in Wolfson Hall*

**Strand 1** (red) Transnational Economic-Educational Mobilities: JCR Games room

**Strand 2** (orange) Travelling Ideas in Education: Bevin room

**Strand 3** (yellow) Internal Migration and Displacement: Seminar room 1

**Strand 4** (green) Identity, Culture and Conflict: Jock Colville Hall

**Strand 5** (light blue) Education, Inclusion and Social Mobilities: Tizard room

**Strand 6** (blue) Diversity, Inclusion and Education Policy: Room 49 p

**Strand 7** (purple) Migrant Students’ and Parents’ Experiences of Schooling: Clubroom

**Strand 8** (white) Teachers and Teaching in the Context of Migration: Cockcroft

**WORKSHOPS**

*Saturday morning workshops*

- Compare Writers’ Workshop: Bevin room
- Refugee Diaries: Tizard room

*Entertainment*

- Saturday Film: Jock Colville
- Sunday Gala Event: Main dining hall

*Monday morning workshop*

- Refugees into schools workshop: Bevin room

**MEETINGS**

*Saturday meetings*

- BAICE student forum: JCR games room
- Compare Journal Editorial board: Bevin room

*Sunday evening*

- BAICE AGM: Bevin room

**NOTES**