XV Annual International Conference

of the Bulgarian Comparative Education Society (BCES)

Borovets, Bulgaria, 20 – 23 June 2017



Conference Theme:

Current Business and Economics Driven Discourse and Education: Perspectives from Around the World

Program & Abstracts

Organized in association with

V International Partner Conference

of the International Research Centre (IRC) ‘Scientific Cooperation’, Rostov-on-Don, Russia

Conference Theme: Science and Education in Modern Social, Economic and Humanitarian Discourse

Thematic Sections

BCES Conference Chair: Prof. Dr.habil. Nikolay Popov, Sofia University, Bulgaria

BCES Assistant Conference Chair: Dr. Teodora Genova, Sofia University, Bulgaria

Partner Conference Chair: Assoc. Prof. Dr. Oksana Chigisheva, Southern Federal University, Rostov-on-Don, Russia

1. Comparative Education & History of Education

Section Chair: Prof. Dr. Charl Wolhuter, North-West University, South Africa

2. Teacher Education

Section Chair: Prof. Dr. Jana Kalin, Ljubljana University, Slovenia

3. Education Policy, Reforms & School Leadership

Section Chair: Dr. Gillian L. S. Hilton, Middlesex University London, United Kingdom

4. Higher Education, Lifelong Learning & Social Inclusion

Section Chair: Dr. James Ogunleye, University of Greenwich, United Kingdom

5. Law and Education

Section Chair: Dr. Elizabeth Achinewhu-Nworgu, Birkbeck University of London, United Kingdom

6. Research Education

Section Chair: Dr. Ewelina Niemczyk, Brock University, Canada

7. Educational Development Strategies in Different Countries and Regions of the World: National, Regional and Global Levels

Section Chair: Assoc. Prof. Dr. Oksana Chigisheva, Southern Federal University, Rostov-on-Don, Russia

8. Key Directions and Characteristics of Research Organization in the Contemporary World

Section Chair: Assoc. Prof. Dr. Oksana Chigisheva, Southern Federal University, Rostov-on-Don, Russia

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# Program

## Conference Overall Program

|  |  |
| --- | --- |
| Tuesday, 20 June 2017 | |
| 12:00 – 18:00 | Registration: Festa Winter Palace Hotel |
| 14:00 – 17:00 | Cultural visit to Samokov. Meeting point: Festa Winter Palace Hotel, Reception |
| 17:00 – 18:00 | James Ogunleye / Continuous Professional Development Workshop: Writing a Good Literature Review for a Research Paper. Festa Winter Palace Hotel, Festa Room |
| 18:00 – 18:30 | Opening: Festa Room |
| 18:30 – 19:30 | Johannes L van der Walt. Keynote presentation / The Current Business and Economics Driven Discourse and Education: Perspectives from Around the World |
| 19:30 – 22:00 | Welcome Cocktail: Festa Winter Palace Hotel, Restaurant |
| Wednesday, 21 June 2017 | |
| 09:00 – 11:00 | Thematic Section 1 |
| 11:00 – 11:30 | Coffee / tea break |
| 11:30 – 13:00 | Thematic Section 1 |
| 13:00 – 14:00 | Lunch: Restaurant |
| 14:00 – 15:30 | Thematic Section 1 |
| 15:30 – 16:00 | Coffee / tea break |
| 16:00 – 19:30 | Thematic Section 6 |
| 19:30 – 21:00 | Dinner |
| Thursday, 22 June 2017 | |
| 09:00 – 11:00 | Thematic Section 3 |
| 11:00 – 11:30 | Coffee / tea break |
| 11:30 – 13:00 | Thematic Section 3 |
| 13:00 – 14:00 | Lunch: Restaurant |
| 14:00 – 15:30 | Thematic Section 3 |
| 15:30 – 16:00 | Coffee / tea break |
| 16:00 – 19:30 | Thematic Section 3, followed by Thematic Section 2 |
| 19:30 – 21:00 | Dinner |
| Friday, 23 June 2017 | |
| 09:00 – 11:00 | Thematic Section 4, Thematic Sections 7 & 8 |
| 11:00 – 11:30 | Coffee / tea break |
| 11:30 – 13:00 | Thematic Section 4 |
| 13:00 – 14:00 | Lunch: Restaurant |
| 14:00 – 15:30 | Thematic Section 4 |
| 15:30 – 16:00 | Coffee / tea break |
| 16:00 – 17:30 | Thematic Section 5 |
| 17:30 – 19:00 | Roundtable on Higher Education Lifelong Learning & Social Inclusion |
| 19:00 – 19:30 | Conference Closing |
| 19:30 – 22:00 | Farewell Dinner |

## Wednesday, 21 June 2017

Festa Winter Palace Hotel, Festa Room

### Thematic Section 1: Comparative Education & History of Education

Section Chair: Prof. Dr. Charl Wolhuter, South Africa

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| --- | --- |
| 09:00 – 09:30 | Charl Wolhuter / Economics and Comparative and International Education: Past, Present, Future |
| 09:30 – 10:00 | Johannes L van der Walt / Spontaneous Responses to Neoliberalism, and their Significance for Education |
| 10:00 – 10:30 | Harold D. Herman / Affirmative Action in Education and Black Economic Empowerment in the Workplace in South Africa since 1994: Policies, Strengths and Limitations |
| 10:30 – 11:00 | Teodora Genova / Nordic Internationalists’ and Comparativists’ Contribution to the Field of Comparative and International Education |
| 11:00 – 11:30 | Coffee / tea break |
| 11:30 – 12:00 | Hennie Steyn / Economics Driven Discourse and Education: Productivity Increase in the Education System? |
| 12:00 – 12:30 | André du Plessis / The Paradox of School-based Management as Manifested in the South African Education System |
| 12:30 – 13:00 | Manuel Roblizo Colmenero & Ramón Cózar Gutiérrez (Presenter: Manuel Roblizo Colmenero) / The Impact of Information and Communication Technologies in Educational Processes: Evidence from Comparative Research and Tentative Conclusions |
| 13:00 – 14:00 | Lunch |
| 14:00 – 14:30 | Nicholas Sun-keung Pang & Zhuang Miao (Presenter: Nicholas Sun-keung Pang) / The Roles of Teacher Leadership in Shanghai Education Success |
| 14:30 – 15:00 | Obed Mfum-Mensah / Education and Communities at the “Margins”: The Contradictions of Western Education for Islamic Communities in Sub-Saharan Africa |
| 15:00 – 15:30 | Hanna Kim / The Higher Education Policy of Global Experts Recruitment Program: Focused on China |
| 15:30 – 16:00 | Coffee / tea break |

### Thematic Section 6: Research Education

Section Chair: Dr. Ewelina Niemczyk, Canada

|  |  |
| --- | --- |
| 16:00 – 16:30 | Ewelina K. Niemczyk / Developing Globally Competent Researchers: Perspectives from Around the World |
| 16:30 – 17:00 | Gertrude Shotte / To Mix or Not to Mix? Mixed Methods Research |
| 17:00 – 17:30 | JP Rossouw / The Role of a Research Director in Facilitating Research Education and Development in a Research Entity |
| 17:30 – 18:00 | Lynette Jacobs / Burke’s Dramatism Framework: A Lens to Analyse Bullying |
| 18:00 – 18:30 | Juliana Smith & Rosalie Small (Presenter: Juliana Smith) / Is It Necessary to Articulate a Research Methodology When Reporting on Theoretical Research? |
| 18:30 – 19:00 | Juliana Smith & Agnetha Arendse (Presenter: Juliana Smith) / Economic Transformation through Active Citizenship Education |
| 19:00 – 19:30 | Anna Czyż / Early Support Development of Children with Disorders of the Biopsychosocial Functioning in Poland |

## Thursday, 22 June 2017

Festa Winter Palace Hotel, Festa Room

### Thematic Section 3: Education Policy, Reforms & School Leadership

Section Chair: Dr. Gillian L. S. Hilton, UK

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| --- | --- |
| 09:00 – 09:30 | Gillian L. S. Hilton / Disappearing Teachers: An Exploration of a Variety of Views as to the Causes of the Problems Affecting Teacher Recruitment and Retention in England |
| 09:30 – 10:00 | Peter L. Schneller / Capitalism and Public Education in the United States |
| 10:00 – 10:30 | Corene De Wet / Reading Partridge’s ‘The Goblet Club’ as an Integral Part of a Secondary School’s Anti-bullying Programme |
| 10:30 – 11:00 | Johan Beckmann / The Veil of Educational Leadership Performativity over the Essence of Education |
| 11:00 – 11:30 | Coffee / tea break |
| 11:30 – 12:00 | Gillian L. S. Hilton / Government Policy in England on the Financing of ITT: Value for Money or a Waste of Resources? |
| 12:00 – 12:30 | Yoshikazu Ogawa / College Entrance Examination Reforms in East Asia |
| 12:30 – 13:00 | Rita Kiselova & Aija Gravite / STEM Education Policies and their Impact on the Labour Market in Latvia |
| 13:00 – 14:00 | Lunch |
| 14:00 – 14:30 | Vimbi Petrus Mahlangu / Implementation of School Uniform Policy and the Violation of Students’ Human Rights in Schools |
| 14:30 – 15:00 | Elizabeth Achinewhu-Nworgu / Integrating Art and Creative Practices into a Programme of Support for Nigerian Students Studying in the UK: A Brief Literature Review and Scoping Study |
| 15:00 – 15:30 | Claudio-Rafael Vasquez-Martinez et al. / The Reorganisation of the Curriculum in Educational Cycles in Codema College: A Positive Step |
| 15:30 – 16:00 | Coffee / tea break |
| 16:00 – 16:30 | Vusi Mncube / Chronicles on Preventing Violence in South African Schools: Democratic School Management a Solution? |
| 16:30 – 17:00 | Reuven Lazarowitz & Rachel Hertz-Lazarowitz / Developing Curricula for Education in Science, Technology, and Social Science for High Schools in the 21st Century |
| 17:00 – 17:30 | Rachel Hertz-Lazarowitz / Can Academic Research Writing be Enriched by Poetry and Prose Writing? |
| 17:30 – 18:00 | Amelia Molina García, José Antonio Sáenz Melo & José Luis H. Andrade Lara / Influence of International Organisms in the School Management Autonomy as an Education Policy |
| 18:00 – 18:30 | Octaviano García Robelo & Ileana Casasola Pérez (Presenter: Octaviano García Robelo) / Resilience and Intercultural Education on Secondary School: A Comparative Study in Mexico and Germany |
| 18:30 – 19:00 | Octaviano García Robelo, Jorge Hernández Márquez & Ileana Casasola Pérez / Comparative Analysis of English Language Student’s School Paths at a Mexico University |

### Thematic Section 2: Teacher Education

Section Chair: Prof. Dr. Jana Kalin, Slovenia

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| --- | --- |
| 19:00 – 19:30 | Jana Kalin, Renata Čepić & Barbara Šteh (Presenter: Jana Kalin) / Status of Teachers and the Teaching Profession: A Study of Elementary School Teachers’ Perspectives |
| 19:30 – 20:00 | James Owusu-Mensah / Studying Mathematics with Understanding: The Role of the Mathematics Teacher |

## Friday, 23 June 2017

Festa Winter Palace Hotel, Festa Room

### Thematic Section 4: Higher Education, Lifelong Learning & Social Inclusion

Section Chair: Dr. James Ogunleye, UK

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| --- | --- |
| 09:00 – 09:30 | James Ogunleye / Higher Education, Big Data and Learning Analytics |
| 09:30 – 10:00 | Sharon Thabo Mampane / Training Middle Managers of South African Public Schools in Leadership and Management Skills |
| 10:00 – 10:30 | Nelly P. Stromquist / Popular Universities: Providing an Alternative Vision for Lifelong Learning in Europe |
| 10:30 – 11:00 | Matthew A. Witenstein & Chetan Singai (Presenter: Matthew A. Witenstein) / Mapping Disparities in ‘Quality as a Policy Vis-à-Vis Practice' in South Asian Higher Education |
| 11:00 – 11:30 | Coffee / tea break |
| 11:30 – 12:00 | Elei Green Igbogi & Gertrude Shotte / Inclusivity, an Afrocentric Curriculum and the Moral Dimensions of Lifelong Learning: Solutions for Nigeria’s Sea Piracy Problems? |
| 12:00 – 12:30 | Lauren DeCrosta / Repairing a Bridge to Nowhere: A Critical Examination of Syrian Refugee Education |
| 12:30 – 13:00 | Jian Wang, Luping Qu, Qin.Lai & Haili Tian (Presenter: Jian Wang) / A Review of Effects of Distributed and Massed Practice on Motor Skill Learning |
| 13:00 – 14:00 | Lunch |
| 14:00 – 14:30 | Gordana Stankovska, Slagana Angelkoska, Fadbi Osmani & Svetlana Pandiloska Grncarovska (Presenter: Gordana Stankovska) / Job Motivation and Job Satisfaction among Academic Staff in Higher Education |
| 14:30 – 15:00 | Marie Steyn / Training Social Workers on Post-Graduate Level to Enhance the Child Protection Field in South Africa |
| 15:00 – 15:30 | Anna Mankowska / The Private Higher Education Effect. A Case Study from China |
| 15:30 – 16:00 | Coffee / tea break |

### Thematic Section 5: Law and Education

Section Chair: Dr. Elizabeth Achinewhu-Nworgu, UK

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| --- | --- |
| 16:00 – 16:30 | Elizabeth Achinewhu-Nworgu / Integrating Art and Creative Practices into a Programme of Support for Nigerian Students Studying in UK Higher Education Institutions |
| 16:30 – 17:00 | Elizabeth Achinewhu-Nworgu / Comparing Student Retention in a Public and a Private College: Implications for Tackling Inequality in Education |
| 17:00 – 17:30 | Vimbi Petrus Mahlangu / Legal Understanding of Quid Pro Quo Sexual Harassment in Schools |

### 2017 Edition of the Special International Roundtable on Higher Education, Lifelong Learning & Social Inclusion

Moderator: Dr. James Ogunleye, UK

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| --- | --- |
| 17:30 – 19:00 | A panel discussion on significant issues and matters arising from presentations on the Higher Education, Lifelong Learning & Social Inclusion themes  Looking Forward: significant issues for future comparative research or ‘where we go from here' |

### Thematic Section 7: Educational Development Strategies in Different Countries and Regions of the World: National, Regional and Global Levels

&

### Thematic Section 8: Key Directions and Characteristics of Research Organization in the Contemporary World

Festa Winter Palace Hotel, Meeting Room

Section Chair: Assoc. Prof. Dr. Oksana Chigisheva, Russia

|  |  |
| --- | --- |
| 09:00 – 09:30 | Oksana Chigisheva, Anna Bondarenko & Elena Soltovets (Presenter: Oksana Chigisheva) / Analytical Overview of the European and Russian Qualifications Frameworks with a Focus on Doctoral Degree Level |
| 09:30 – 10:00 | Tatiana Korsakova & Mikhail Korsakov (Presenter: Tatiana Korsakova) / Tutor System as a Source of Harmonizing the Educational System with the Needs of Economics |
| 10:00 – 10:30 | Lyudmila Dyshaeva / On the Theoretical and Practical Consistency of Neoclassicism as a Theoretical Platform of Economic Disciplines |
| 10:30 – 11:00 | Svetlana Melnikova & Ludmila Petrenko (Presenter: Ludmila Petrenko) / Experience of Teaching Drawing in German Schools by A. Ažbe and S. Hollósy (on the Example of the Image of Human Head) |
| 11:00 – 11:30 | Coffee / tea break |

### Distant Participation

Anna Serebrennikova & Yekaterina Mashkova / Terrorism as a Social and Legal Phenomenon [video presentation]

Elena Kirillova, Boris Kuznetsov, Vasiliy Aleshin & Evgeniy Vodolazhskiy / Psychological Counseling Services in the Universities of Russia and the West

Intra Lūce / Short Cycle Higher Education Development in Latvia

Sergey Glushkov / Peculiarities of Teaching Medical Informatics and Statistics

Irina Bobyleva & Olga Zavodilkina / The Role of Social Practice for the Development of Educational and Professional Standards

Galina Zashchitina & Natalia Moysyak / Some Aspects of Developing Background Knowledge in Second Language Acquisition Revisited

Olena Bashta, Stephen Azaiki, Larysa Palchykovska, Nataliia Voloshchuk / Problems and Solutions to the Formation of a New Generation of Scientists in Ukraine

## List of Participants in the XV BCES Annual International Conference

| **Name** | **Title, Degree** | **Institution, Country** |
| --- | --- | --- |
| Aija Gravite | PhD Candidate | University of Latvia, Latvia |
| Amelia Molina García | Prof. Dr. | Universidad Autónoma del Estado de Hidalgo, México |
| André du Plessis | Mr. | University of Pretoria, South Africa |
| Anna Czyż | Dr. | Pedagogical University of Cracow, Poland |
| Anna Mankowska | Dr. | Adam Mickiewicz University in Poznań, Poland |
| Charl Wolhuter | Prof. Dr. | North-West University, South Africa |
| Claudio-Rafael Vasquez-Martínez | Prof. Dr. | Universidad de Guadalajara, México |
| Corene de Wet | Prof. Dr. | University of the Free State, South Africa |
| Elei Green Igbogi | Dr. | Nigerian Maritime Administration and Safety Agency |
| Elizabeth Achinewhu-Nworgu | Dr. | Birkbeck University of London, United Kingdom |
| Ewelina Kinga Niemczyk | Dr. | Brock University, Canada |
| Gertrude Shotte | Dr. | Middlesex University, United Kingdom |
| Gillian Hilton | Dr. | Middlesex University London, United Kingdom |
| Gordana Stankovska | Prof. Dr. | State University of Tetovo, Republic of Macedonia |
| Hanna Kim | Prof. Dr. | Tsinghua University, China |
| Harold D. Herman | Prof. Dr. | University of the Western Cape, South Africa |
| Hennie Steyn | Prof. Dr. | North-West University, South Africa |
| James Ogunleye | Dr. | University of Greenwich, United Kingdom |
| James Owusu-Mensah | Dr. | Vaal University of Technology, South Africa |
| Jana Kalin | Prof. Dr. | Ljubljana University, Slovenia |
| Jian Wang | Prof. Dr. | Tianjin University of Sport, Tianjin, China |
| Johan Beckmann | Prof. Dr. | University of Pretoria, South Africa |
| Johannes L van der Walt | Prof. Dr. | North-West University, South Africa |
| José Antonio Sáenz Melo | PhD Student | Universidad Autónoma del Estado de Hidalgo, México |
| José Luis H. Andrade Lara | Prof. Dr. | Universidad Autónoma del Estado de Hidalgo, México |
| JP Rossouw | Prof. Dr. | North West University, South Africa |
| Juliana Maria Smith | Prof. Dr. | University of the Western Cape, South Africa |
| Kalina Popova | Teacher, MA | 12th Secondary General School, Sofia, Bulgaria |
| Lauren A. DeCrosta | PhD Candidate | University of Maryland, USA |
| Lynette Jacobs | Dr. | University of the Free State, South Africa |
| Manuel Roblizo Colmenero | Prof. Dr. | Universidad de Castilla-La Mancha, Spain |
| Marco Aurelio Navarro-Leal | Prof. Dr. | Universidad Autónoma de Tamaulipas, México |
| Marie Steyn | Dr. | North-West University, South Africa |
| Matthew A. Witenstein | Dr. | University of Redlands, USA |
| Nataliia Voloshchuk | Dr. | National University of Life & Environmental Science of Ukraine |
| Nelly Stromquist | Prof. Dr. | University of Maryland, USA |
| Nicholas Sun-keung Pang | Prof. Dr. | The Chinese University of Hong Kong, China |
| Nikolay Popov | Prof. Dr.habil. | Sofia University, Bulgaria |
| Obed Mfum-Mensah | Prof. Dr. | Messiah College, Mechanicsburg, USA |
| Octaviano García Robelo | Dr. | Universidad Autónoma del Estado de Hidalgo, Mexico |
| Peter L. Schneller | Prof. Dr. | University of Mount Union, USA |
| Rachel Hertz Lazarowitz | Prof. Dr. | Haifa University, Haifa, Israel |
| Ramón Cózar Gutiérrez | Prof. Dr. | Universidad de Castilla-La Mancha, Spain |
| Reuven Lazarowitz | Prof. Dr. | IIT, Technion, Haifa, Israel |
| Rita Kiselova | Assist. Prof. Dr. | University of Latvia, Latvia |
| Sharon Thabo Mampane | Assoc. Prof. Dr. | University of South Africa, South Africa |
| Stanislava Stankova | Teacher | Bulgaria |
| Teodora Genova | Dr. | Sofia University, Bulgaria |
| Vimbi P Mahlangu | Assoc. Prof. Dr. | University of South Africa, South Africa |
| Vusi Mncube | Prof. Dr. | University of the Free State, University of KwaZulu-Natal, South Africa |
| Yoshikazu Ogawa | Prof. Dr. | Hiroshima University, Japan |

## List of Participants in the V International Partner Conference

| **Name** | **Title, Degree** | **Institution, Country** |
| --- | --- | --- |
| Anna Bondarenko | Master Student | Southern Federal University, Rostov-on-Don, Russia |
| Anna Serebrennikova | Prof. Dr. | Lomonosov Moscow State University, Moscow, Russia |
| Boris Kuznetsov | Assoc. Prof. | Moscow State University of Technology “STANKIN”, Moscow, Russia |
| Elena Kirillova | Prof. Dr. | Institute of Constructing and Technological Informatics RAS, Moscow, Russia |
| Elena Soltovets | Senior Lecturer | Southern Federal University, Rostov-on-Don, Russia |
| Evgeniy Vodolazhskiy | Assoc. Prof. Dr. | Moscow State University of Technology “STANKIN”, Moscow, Russia |
| Galina Zashchitina | Assoc. Prof. Dr. | Moscow State Linguistic University, Moscow, Russia |
| Intra Lūce | Dr. | College of Law, Latvia |
| Irina Bobyleva | Assoc. Prof. Dr. | Institute of Study of Childhood, Family and Education of the Russian Academy of Education, Moscow, Russia |
| Ludmila Petrenko | Teacher | Children’s Art School No 5, Voronezh, Russia |
| Lyudmila Dyshaeva | Assoc. Prof. Dr. | Ural Institute of Management of the Russian Academy of National Economy and Public Administration, Yekaterinburg, Russia |
| Mikhail Korsakov | Prof. Dr. | Southern Federal University, Rostov-on-Don, Russia |
| Natalia Moysyak | Senior Lecturer | Moscow State Linguistic University, Moscow, Russia |
| Oksana Chigisheva | Assoc. Prof. Dr. | Southern Federal University, Rostov-on-Don, Russia |
| Olga Zavodilkina | Ms. | Institute of Study of Childhood, Family and Education of the Russian Academy of Education, Moscow, Russia |
| Sergey Glushkov | Assoc. Prof. Dr. | I. M. Sechenov First Moscow State Medical University, Moscow, Russia |
| Svetlana Melnikova | Senior Lecturer | Southern Federal University, Rostov-on-Don, Russia |
| Tatiana Korsakova | Prof. Dr. | Southern Federal University, Rostov-on-Don, Russia |
| Vasiliy Aleshin | Prof. Dr. | Moscow State University of Technology “STANKIN”, Moscow, Russia |
| Yekaterina Mashkova | Assist. Prof. | Lomonosov Moscow State University, Moscow, Russia |

# Abstracts

### Thematic Section 1: Comparative Education & History of Education

|  |
| --- |
| Charl Wolhuter / Economics and Comparative and International Education: Past, Present, Future  The aim of this paper is to map this place of economics in the field of study of Comparative and International Education. Interrelationship between economy and education is concerned, two broad lines of enquiry lie within the scope of Comparative and International Education: economy as shaping force of education systems and the effect of education on the economy. In the interwar “factors and forces” stage of Comparative Education, the economy as a shaping force of national education systems came to the fore. In the social science phase of the 1960s the focus shifted to a study of the effect of education on the economy. This was reversed again in the 1970s, when socio-economic reproduction theories assigned a deterministic place to socio-economic stratification of society. In recent years neo-liberal economics dictated the research agenda of Comparative Education. In conclusion recommendations for a future research agenda in the field are made.  Keywords: Comparative and International Education, human capital theory, knowledge economy, neo-liberal economics, socio-economic reproduction |
| Johannes L van der Walt / Spontaneous Responses to Neoliberalism, and their Significance for Education  This paper is a sequel to the keynote address at the 2017 BCES Conference. The keynote address concluded with the thought that some educationists respond intuitively and spontaneously to neoliberalism and its impact on education whereas others reject neoliberalist precepts and their pedagogical implications on definite principled grounds. This paper deals with the former response; it offers pedagogical insights gleaned from an overview of intuitive, spontaneous reactions to neoliberalism.  Keywords: anti-neoliberalism, neoliberalism, education, education system, globalization, internationalism |
| Harold D. Herman / Affirmative Action in Education and Black Economic Empowerment in the Workplace in South Africa since 1994: Policies, Strengths and Limitations  This paper explains the concepts of Affirmative Action (AA) and Black Economic Empowerment (BEE) and the policies developed in post-Apartheid South Africa. It compares it to similar policies adopted in different contexts in Malaysia, India and the U.S.A. It explains and critiques the South African policies on AA and BEE, its history since 1994 and how class has replaced race as the determinant of who succeeds in education and the workplace. It analyses why these policies were essential to address the massive racial divide in education and the workplace at the arrival of democracy in 1994, but also why it has been controversial and racially divisive. The strengths and limitations of these policies are juxtaposed, the way it has benefitted the black and white elites, bolstered the black middle-class but has had little success in addressing the education and job futures of poor, working class black citizens in South Africa. The views of a number of key social analysts in the field are stated to explain the moral, racial, divisive aspects of AA in relation to the international experience and how South Africa is grappling with limited success to bridge the divide between the rich and poor.  Keywords: Affirmative Action, Black Economic Empowerment, South African policies, racial inequity, international experience, race, class, poverty, education and workplace, positive discrimination, reverse discrimination |
| Teodora Genova / Nordic Internationalists’ and Comparativists’ Contribution to the Field of Comparative and International Education  This paper aims at summarizing the key findings of a PhD dissertation research focusing on the Nordic representatives’ contribution to the field of comparative and international education (CIE) since the middle of the 20th century to the present days. Тhe field of CIE is explored in Sweden, Norway, Finland and Denmark excluding Iceland by focusing on 14 most distinguished scholars. Following the idea of the clear-cut distinction between the two component parts of the field in this region, a structural model has been built containing the names of both internationalists and comparativists who are associated with the organizations they belong to. On one hand, their individual contribution to the development of the field has been presented and on the other hand, their contribution to the development of the organizations’ activities has been found. Thus, by making an attempt at searching for their scientific achievements, the author finds what the practical and theoretical development of the field of CIE in the Nordic countries looks like. It is concluded that both component parts of CIE in the Nordic countries complement each other and exist in unity, which allows both groups of educators to collaborate closely throughout the field’s development. This relation is graphically presented using the matrix of research circumstances and potential responses by Phillips и Schweisfurth (2014, p. 67). In addition, six areas of contribution have been found. To sum up, the field of CIE in the Nordic region is characterized by a large bulk of publications of textbooks, encyclopedias, yearbooks, journals, etc. It has its well-established institutions and professional organizations and a great variety of methodological approaches.  Keywords: comparativist, contribution, education, internationalist, Nordic, organization |
| Hennie Steyn / Economics Driven Discourse and Education: Productivity Increase in the Education System?  Education is the central business of the education system. While the responsibility of the education system is to provide in the education needs of the target group, the target group will expect that quality education is provided in an efficient economical and financially economical manner. This implies that because the target group, of a particular education system provides the funding for that education system through taxes and/or direct school funds, will expect an ever increase of the productivity of that education system. The target group expects that their monies are spent with great care and competence to the advancement of quality education. Therefore, it is expected that in the education system the gap between the achievement of learners and the related cost of the education will continuously increase. In their attempt to increase productivity, the functionaries of education system usually focus on the teaching and learning activities. They, for example, either try to decrease cost by increase the class sizes or to increase the achievement by spending large sums of money on modern information and communication technology, without relating the cost of these technology with the rise in academic achievement of the learners. However, there are better ways through which the productivity of the education system can be increased. One such manner is that the functionaries of a particular education system should in a continuous manner consider every action they execute and every structure they develop. For example, by applying a balanced teaching strategy the ‘class size doesn’t matter’ and the cost will decrease while the academic achievement of learners increase in comparative sense. The introduction of new assessment should relate the higher cost because of higher time input by teachers to the increase of the achievement of learners. All elements of the education system should be scrutinized in order to identify places and activities that can be used to increase the productivity of the education system. Therefore, the improvement of productivity in and of the education system is not a random and haphazard action by the functionaries, but should be a thorough and balanced planned strategy to accomplish the required and vital increase in productivity in the education system.  Keywords: productivity increase, education system, cost of education |
| Marco Aurelio Navarro Leal / Commodity versus Common Good: Internationalization in Latin-American Higher Education  The aim of this paper is to explore the meaning of internationalization using some Latin American experiences of higher education, to identify two views of this activity and pose the need for reflection upon internationalization as a means that should correspond to pedagogical ends in the context of globalization.  Keywords: internationalization, higher education, Latin America, globalization |
| André du Plessis / The Paradox of School-based Management as Manifested in the South African Education System  In South Africa the worldwide trend of decentralisation has coincided with political and social reforms which have intensified the notion that the education system should be democratised and should allow for greater participation. However, the initial commitment to stakeholder democracy and participatory decision-making did not last long and the education authorities moved to increase their control through greater regulation and accountability. The initial post-apartheid rhetoric of democracy and participation has now been replaced by a rhetoric dominated by compliance assurance and the Department of Basic Education is now managerialistic in its approach in order to promote efficiency in policy implementation and education delivery through implementing greater control measures over schools. The South African education system is now a highly regulated one. The power afforded to the Minister of Basic Education to make regulations ensures that the central government still holds the power in that it decides which power to allocate to the lower hierarchical levels. This paper firstly provides an analysis of school based management against the paradoxical demands of neo-liberalism and managerialism. This is then followed by an analysis of legislative and policy directives which forms the basis of establishing a culture of compliance.  Keywords: school-based management, South Africa, decentralisation, basic education |
| Manuel Roblizo Colmenero & Ramón Cózar Gutiérrez / The Impact of Information and Communication Technologies in Educational Processes: Evidence from Comparative Research and Tentative Conclusions  All through the last decades, the progressive implementation of information and communication technologies has occurred in educational practices all around the world. By and large, the influence of ICT on educational life has developed through a series of areas: firstly, as a sort of agent that strongly competes with schools and families when it comes to socialization in values; secondly, by putting forward a change in prevailing educational paradigm, as symbolized in the transit from a content-based model to a skills-based one; and, finally, by becoming an educational tool to be used in everyday practice, thus hopefully enhancing students’ performance and achievement. Nowadays social scientists and educational researchers have at their disposal a really wide empirical evidence that makes possible an effective assessment about what has actually changed in education due to the impact of new technologies, and with what effects. Our purpose is to pose this topic for discussion, founded on the findings of the different research reports that international institutions provide to the educational community. Given its comparative nature, it is possible to transcend every country’s context and go beyond frontiers in order to highlight what is commonly underlying in this new reality.  Keywords: ICT, comparative education, educational achievement |
| Nicholas Sun-keung Pang & Zhuang Miao / The Roles of Teacher Leadership in Shanghai Education Success  Teacher leadership is generally accepted as having a critical role in supporting school improvement. However, most knowledge on teacher leadership comes from the West, the roles of teacher leadership in the East, particularly, the most populated country, China, remain largely unexplored. Shanghai students were ranked top in PISA 2009 and PISA 2012 and these successful experiences have set examples to the world. This paper aims to report why and how Shanghai schools have been successful from the perspective of teacher leadership. A qualitative study to explore the roles of teacher leadership in six Shanghai schools was conducted. The findings confirmed the critical contribution of teacher leadership with three specific roles of teacher leadership emerging from leadership practices to support school improvement. The findings from this study may contribute to the literature on how teacher leadership sustains school improvement.  Keywords: teacher leadership, school improvement, Shanghai, PISA |
| Obed Mfum-Mensah / Education and Communities at the “Margins”: The Contradictions of Western Education for Islamic Communities in Sub-Saharan Africa  This paper employs postcolonial framework to discuss the contradictions of promoting western education in Islamic communities in sub-Saharan Africa (SSA). Prior to colonization, Islamic education was an important socializing process that instilled strong Islamic identity in Islamic communities in SSA. European encounters in SSA and the introduction of western education shifted the socializing process and reconfigured SSA societies and dislocated Islamic communities in the region. I argue that Islamic communities’ marginalization educationally since the colonial era is partly the result of their resistance to western colonization and all its forms. In the first part of the paper I discuss postcolonial discourse and education. The second part discusses education and religion nexus in sub-Saharan Africa. It uses recent Pew Research for example as evidence to delineate the Muslim-Christian gaps in education by age categories and gender. The third part outlines ways western education became a tool for reconfiguring Islamic communities and the rationales behind Islamic communities’ resistance to this form of education. The concluding section discusses contemporary efforts to promote education in Islamic communities in SSA within the rubric of Education for All (EFA).  Keywords: education marginalization, Education for All, religion and education, colonialism, Islamic education |
| Hanna Kim / The Higher Education Policy of Global Experts Recruitment Program: Focused on China  There is an increasing interest in how to train and use national experts around the world. Major advanced countries are putting their national efforts into attracting global experts overseas and preventing domestic experts from flowing out of their countries. China has also endeavored much to attract global experts for its economic development and the global expert recruitment plan has passed a distinctive development process, which was different from that of western countries, since its aim was to maintain and develop its socialist economic system. After the Reform and Openness Policy began in 1978, China regarded global experts recruitment as one of the most important elements for strengthening its national competitiveness and has implemented various initiatives to attract global experts from foreign countries, one of which being the implementation of the Recruitment Program of Global Experts at both central and local governmental levels. Based on our findings, this research suggests policy implications in terms of the major tasks for establishing and pushing forward the Global Expert Inducement Policy of world.  Keywords: Recruitment Program of Global Experts, global expert inducement policy, higher education, China |

### Thematic Section 2: Teacher Education

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| Jana Kalin, Renata Čepić & Barbara Šteh / Status of Teachers and the Teaching Profession: A Study of Elementary School Teachers’ Perspectives  In scientific literature a large number of different conceptual definitions of status found that can be applied as a framework for the analysis of different professions although it should be noted that there is no single, universally accepted, unambiguous definition or theoretical construct. For example, Haralambos (1994) defined reputation as the amount of respect and honor associated with social status, characteristics of an individual and his or her lifestyle, while social status, as a determined position in the society that includes a certain role, is a set of standards that define the behavior expected of members of a certain status. In this paper, we will try to establish what points of view elementary school teachers hold regarding the reputation of the teaching profession in the society and how they rank the level of reputation of elementary teachers in relation to the reputation of other professions.  Keywords: elementary school teacher, status of teachers, reputation, professionalism, teaching profession |
| James Owusu-Mensah / Studying Mathematics with Understanding: The Role of The Mathematics Teacher  The influence of the mathematics teacher on students’ performance in the subject is very critical, especially at the school level. At the school level the teacher plays a key role in shaping students’ interest and their attitude towards the study of mathematics. Many school leavers could not get the chance to pursue the course of their choice at tertiary level because of poor performance in mathematics. Such situations could be attributed partially to students not developing positive attitude coupled with lack of understanding of basic mathematical concepts and how they are applied. This paper is a case study which used qualitative research method on a group of 32 high school students and 10 high school mathematics teachers. Data were gathered by administering questionnaire and conducting interviews with the participants. The paper aims at sharing the experiences of both students and mathematics teachers in teaching and learning mathematics with understanding. The study found that mathematics teachers need to motivate and encourage learners as far as the studying of mathematics is concerned. They also need to create a positive classroom atmosphere and high levels of interaction among learners.  Keywords: motivation, personal attributes, students’ performance, support, teaching mathematics, teaching strategy |

### Thematic Section 3: Education Policy, Reforms & School Leadership

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| Gillian L. S. Hilton / Disappearing Teachers: An Exploration of a Variety of Views as to the Causes of the Problems Affecting Teacher Recruitment and Retention in England  This paper discusses the causes of the difficulties experienced in recruiting and retaining teachers to work in schools in England. The analysis begins with a report by the National Audit Office which blamed the Department of Education’s actions as the main reason for the difficulties, then using other documented sources, reports, press articles, parliamentary committee information and news channels the paper explores the problem from a wider perspective. Despite the criticism of the Department for Education it appears that though its actions have exacerbated the problem and it has been slow to acknowledge that we are facing a crisis, the main concern it appears is the tremendous work load faced by teachers in England. This, combined with other concerns is not only making teachers think seriously about leaving the profession, but also preventing potential recruits applying to train.  Keywords: teacher training routes, teacher recruitment, financing teacher training, teaching profession |
| Peter L. Schneller / Capitalism and Public Education in the United States  The United States democratic system includes characteristics of capitalism as well as socialism. Perhaps the most socialistic endeavor of the US is its K-12 public school system; in fact, US public schools are necessary for democracy to thrive and to create an educated and well-informed populace. However, capitalism and socialism are strange bedfellows. The soft underbelly of capitalism - greed - has become a problematic influence for K-12 schools. This paper examines the history of US public schools and the influence of capitalism focusing on problems associated with greed at the individual and corporate level.  Keywords: capitalism, socialism, greed, No Child Left Behind (NCLB), Race To the Top (RTTT), Every Student Succeeds Act (ESSA) |
| Corene De Wet / Reading Partridge’s ‘The Goblet Club’ as an Integral Part of a Secondary School’s Anti-bullying Programme  Notwithstanding legislation and individual schools’ codes of conduct prohibiting bullying, bullying is an escalating problem in South African schools. It seems as if existing anti-bullying policies, programmes and intervention strategies are failing to address the scourge. Bibliotherapy has been identified as a way to strengthen schools’ existing anti-bullying programmes. This paper reports on findings from an investigation into the suitability of reading Partridge’s The Goblet Club during bibliotherapy sessions which form an integral part of a school’s anti-bullying programme. The study found that The Goblet Club gives an authentic, well-researched portrayal of bullying among boys, as well as teacher-on-learner bullying. The book sheds light on the bullies, victims, bully-victims and bystanders, types of bullying, and coping strategies employed by the fictional victims of bullying. The reading of Partridge’s The Goblet Club as part of a school’s anti-bullying programme will give learners the opportunity to use the fictional characters’ struggles and aggression to gain insight into their own nemeses, different types of bullying, and the effectiveness of coping strategies.  Keywords: adult youth fiction, bibliotherapy, South Africa, teachers as bullies, victimisation |
| Johan Beckmann / The Veil of Educational Leadership Performativity over the Essence of Education  In South Africa the Policy on the South African Standard for Principals (was published in March 2016 by the Department of Basic Education. Its aim is to “establish a clear and agreed understanding of what the South African education system expects of those who are, or aspire to be, entrusted with the leadership and management of schools”. The Standard proposes eights key performance areas for principals. It sets out what principals need to know and need to be able to do in regard to each of the key areas. The focus of a principal’s focus should be on achieving the aim of education namely preparation for adulthood. A principal should accept responsibility for the education of the child and guide educators to do the same. The focus of knowledge on the essence of education is not obvious when one scrutinises the Standard. This could be due to an assumption that everybody knows what the aim of education is. It could also be that the essence of education has been subjugated to a view of a school as a business or an enterprise that delivers certain outcomes or products in terms of business principles. Even a fairly superficial knowledge of the functioning of the education system at present strongly suggests the presence of a business paradigm or at least a vulnerability to such a paradigm. The way in which the Appraisal System for educators functions suggests that responsibility and authentic accountability for the education of children has made way for compliance with prescripts. The effectiveness and quality of schools are measured in terms of the pass rate in the National Senior Certificate examination at the end of 12 while matters of concern such as the fact that more than half of learners enrolling in Grade 1 disappear from the system and do not make it to Grade 12elicits very little discussion. This paper will propose an operational definition of the essence of education and explore the manner in which the basic elements of education are manifested in the Standard. My working assumption is that the essence of education is hidden to a degree under a veil of performativity.  Keywords: South Africa, educational leadership performativity, essence of education |
| Gillian L. S. Hilton / Government Policy in England on the Financing of ITT: Value for Money or a Waste of Resources?  A recent report by the National Audit Office (NAO, 2016) has criticised the Department of Education’s organisation of Initial Teacher Training programmes in England as not providing value for money. This paper explores recent reports from government agencies, Parliament and the press on this issue. Further to this, leaders of various programmes for teacher training, including those run by a university, a School Centred Teacher Training organisation and a lead school in an Academy consortium, between them providing a wide variety of programmes, were questioned on the recent actions of the Department for Education and the National College for Teaching and Leadership with regard to how their actions have affected providing programmes for prospective teachers. The paper concludes that the NAO’s claim that the DfE is not providing value for money is correct and that in order to prevent further wastage a more measured and coherent approach to teacher training in England is required.  Keywords: financing teacher training, organising teacher training, training effective teachers |
| Yoshikazu Ogawa / College Entrance Examination Reforms in East Asia  It is well known that Asian countries are the region where college entrance examinations are highly competitive. The exams are basically written tests of academic subjects with a one point scale. Applicants are allowed to enroll in colleges and universities if they get higher scores than others. In order to succeed in the exam, they have to memorize a considerable amount of knowledge of academic subjects. Accordingly, this type of exam forces applicants to spend much time studying hard every day and to do nothing other than studying. High schools also tend to teach exam-oriented contents to increase their prestige. In order to change the exam-hell situations, many Asian countries have initiated drastic reforms in recent years. Although some differences exist among them, the whole trend is similar: the shift to a new type of competitive examination system different from the traditional type one. There seem to be several driving factors to be considered. The first one is student-related: can the reform make applicants’ mental burden less? The second one is college-related: how can colleges evaluate the new type of scholastic abilities required for example by PISA in the admission process? The third one is government-related: how can the government reduce the gaps between areas or ethnic groups through the exam reforms? This presentation discusses the college examination reforms from the point of these factors in East Asian countries, specifically, in South Korea, Taiwan, and Japan. The research findings identify that individual countries develop their own way, reflected by their particular social background, although many things in common have been found in the examination reform process. Those differences could be clues to understanding the diversity and reality of the concept of ‘justice’.  Keywords: college entrance, examination reforms, South Korea, Taiwan, Japan |
| Rita Kiselova & Aija Gravite / STEM Education Policies and their Impact on the Labour Market in Latvia  This paper explores the results of implementing the state education policy aimed at satisfying the labour market demand for engineering and medicine specialists via strengthening STEM (science, technology, engineering, mathematics) education both in schools and higher education.  Keywords: OECD PISA, STEM education, higher education, labour market |
| Vimbi Petrus Mahlangu / Implementation of School Uniform Policy and the Violation of Students’ Human Rights in Schools  The paper highlights the violations of students’ human rights in schools. The problem is the incident that took place at a school in Pretoria in 2016 where Black girls protested against the School’s Code of Conduct relating to hairstyle. Qualitative approach was used to collect information through a literature review and desk-top research methods. Black girls claimed they were discriminated against and the protest serves as an example to demonstrate students’ human rights violations when schools implement school uniform policies. Inequality in schools is rife in South Africa. School uniform policies with regard to dress codes are expected to reduce school violence, prevent discipline issues, and improve in school safety. Students have rights and their rights can include issues regarding cultural, economic, and political freedoms. Students, especially adolescents, respond very negatively to school uniforms.  Keywords: wrongful discrimination, waiver and consent, school uniform, coercion, equality principle, violation, human rights, substantive equality |
| Elizabeth Achinewhu-Nworgu / Integrating Art and Creative Practices into a Programme of Support for Nigerian Students Studying in the UK: A Brief Literature Review and Scoping Study  This literature review and scoping paper explores the experiences of overseas students from Nigeria studying in Higher Education Institutions (HEIs) in the United Kingdom. The paper sets the scene for the research by considering, through a literature review, the role of art in education and the interrelationships between art, creativity and student motivation and success. It goes on to explain the context for Nigerian students in UK HEIs and some of the particular pressures and challenges they experience in making the transition from education in Nigeria to achieving academic success and adapting to life as a student in the UK. With reference to the work of Professor Claudio-Rafael Vásquez-Martínez, at the outset of a collaborative project to explore these issues further, this paper considers whether the use of painting and other creative practices could assist these students in managing the transition more effectively and ultimately in succeeding in their academic studies. For the present study, qualitative data was gathered using interviews with Nigerian students who came to study in the UK with the assistance of a London-based organisation, Focus Learning Support Ltd, which assists Nigerian students in their applications to UK HEIs, and which supports them throughout their studies.  Keywords: art education, painting, creative practices, transition, international students, academic success |
| Claudio-Rafael Vasquez-Martinez et al. / The Reorganisation of the Curriculum in Educational Cycles in Codema College: A Positive Step  The policy of reorganising schools in pedagogical cycles has been restored little by little in the state schools of the city of Bogota. This reform began in the year 2008 in Codema College, which faced a number of challenges, personal as much as institutional. The reform depended upon the participation and engagement of the educational community in the reform process, and for that reason, this paper presents a positive view of the school reorganisation in relation to the theme of cycles, to balance some of the views that have been expressed previously.  Keywords: reorganisation, curriculum, educational community |
| Vusi Mncube / Chronicles on Preventing Violence in South African Schools: Democratic School Management a Solution?  The paper is based on a qualitative study conducted in South African schools to obtain insights and understanding of the how and why of violence in schools based on the perceptions and experiences of teachers, learners, principals, support staff and School Governing Bodies (SGBs). Semi-structured interviews, focus group interviews and observations were conducted to collect data. The study also employed ‘quantitative’ research methodology so questionnaires were administered across six provinces in South Africa. The study reveals that many lack of teacher professionalism – teacher absenteeism, absenteeism and non-punctuality – contribute to school violence. There is evidence in the report of some schools’ failure to take into account the individual needs of young people by trying to control them in a generic manner resulting in violent rebelliousness. There is evidence in the report that many schools are not managed well. Thus, policy makers and educationalists will have to change ways of reducing violence in schools from those that emphasise punishment, control and surveillance of learners to employing strategies that eliminate authoritarianism and increase effective school organisation and culture.  Keywords: violence, South African schools, teachers, learners, principals, qualitative study |
| Reuven Lazarowitz & Rachel Hertz-Lazarowitz / Developing Curricula for Education in Science, Technology, and Social Science for High Schools in the 21st Century  High school science and technology curricula for the 21st century have to enclose learning units which include science-technology content knowledge and pedagogical content knowledge in a continuous interaction in order to be relevant to students' needs. The science content and technology related to societal issues written on the Science, Technology and Society (STS) approach have to use teaching/learning strategies, and learning settings, such as cooperative learning in small groups, individual learning and computer episodes using the inquiry approach. In the social science, the Group Investigation method was used as a participatory research method with young students in mixed Arab-Jewish educational context. It was assumed that by using all these teaching/learning strategies students will acquire science-technology knowledge connected to societal issues. The high school curricula for the 21st century may provide students with the skills needed for integration and participation in the scientific-technology society in which they will live, being able find a job based on their learning.  Keywords: curricula, science, technology, 21st century |
| Rachel Hertz-Lazarowitz / Can Academic Research Writing be Enriched by Poetry and Prose Writing?  Most of social psychology researchers were trained to consider quantitative research methodologies as "the kings and queens" of their academic work. Publication of such studies was the most valued way to promotion. However many of us were unhappy with their insights into the phenomena we studied. In such areas of attitudes, Identity or even classroom climate measures of Means and Standard Deviation (SD) left us with no feeling of our subjects opinion. Many of us and me as well, added open-end questions that added the genuine writing voice of the subjects, namely the human behind the scales and numbers. This was the shift to use prose in the studies. In the late nineties at Haifa University, we introduced interviews short prose writing, drawings, diary and stories writings and poetry. I will share with you few examples of students and adult writing that reached the quality of fine prose and of moving poetry just by re-arranging the lines on their page or the protocol of their talk. All these examples were reviewed and approved for sharing by the writers.  Keywords: social academic research, prose, poetry |
| Amelia Molina García, José Antonio Sáenz Melo & José Luis H. Andrade Lara / Influence of International Organisms in the School Management Autonomy as an Education Policy  A “worldization” process of the education system started during the later years of the last millennia. This movement has been strengthened through the participation of supranational organizations, in which their recommendations have served as the source of guidance in the definition of educational policies of the associated countries. One of the phenomena related to the context of globalization is the decentralization of the education systems, in which the process is paired with the generation of policies that promote education management independence. Through this context, we analyze the role that globalization plays on the emergence of supranational policies. How have these processes of decentralization occurred, in which way is the dissemination mechanism promoted, and what is the incidence of veto players in the positioning of an educational public policy, and its supranational, national and sub national dissemination.  Keywords: educational policy, management autonomy, supranational organisms, education system, comparative study |
| Octaviano García Robelo & Ileana Casasola Pérez / Resilience and Intercultural Education on Secondary School: A Comparative Study in Mexico and Germany  This paper presents one product of a research report about the promotion of resilience in the school setting in two public secondary schools, located in Mexico and Germany, and its relation with the pupils’ multiculturalism. The paper focuses on the need of the results’ analysis to identify the school actors’ perceptions of the promotion of resilience at the secondary school, in contexts where pupils’ cultural characteristics are highly diverse. The theoretical guidelines are linked to resilience research, especially research focusing on resilience in schools, as well as to studies on intercultural education. A mixed method was used; it is a dual comparison in two geographical, economic, political and cultural different national contexts, where the analysis unit was “the school”. Research was conducted with secondary schools’ principals, including the teaching staff, from both schools and with a first graders group on Telesecundaria 42, in Hidalgo, Mexico, and one group of the same grade from a Realschule in NRW, Germany. The results provide significant data that show a strong nexus between students’ and teachers’ perceptions of resilience development at the school. This article focuses on resilience promoting factors. It was concluded that positive emotional relationships between students and teachers build resilience and decrease risks of failure and dropout.  Keywords: resilience, intercultural education, secondary school |
| Octaviano García Robelo, Jorge Hernández Marquez & Ileana Casasola Pérez / Comparative Analysis of English Language Student’s School Paths at a Mexico University  Seven factors related to academic paths of students of the Bachelor of English Language of a public university in Mexico are investigated. With a non-experimental descriptive design, a Likert scale was applied to evaluate the college students’ perception of these factors. A comparative analysis between three types of school paths was performed. It was found that students with irregular school paths show higher academic difficulties by internal and external problems, such as difficulties in their study habits, problems with their teachers, personal problems and economic problems. Most students reported having difficulties with management of stress, among other important results. This research provides useful information to improve teaching practices, curriculum and mentoring. Psychological and external problems were identified as factors that can be integrated into programs of prevention or intervention, to help improve the education of students and increase terminal efficiency in this university.  Keywords: academic paths, higher education, English language |

### Thematic Section 4: Higher Education, Lifelong Learning & Social Inclusion

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| James Ogunleye / Higher Education, Big Data and Learning Analytics  The UK higher education has a responsibility to provide data in specified forms to the Higher Statistics Agency (HESA), an agency of the UK government charged with the responsibility for collecting data from higher education colleges, universities and other providers of higher education. The HESA-collected data is provided to the UK government and higher education funding agencies to inform state regulation, funding policy and mechanisms in the higher education sector. For many UK universities, however, this government-encouraged data-driven culture is generally seen as a compliance necessity – something that has to be done for reporting purposes. Thus, the potential use of internally-generated data remains largely untapped. The recent phenomenon of Big Data, a quantum increase in the amount of digital and physical data that exist and the innovation that surrounds the use of this data, has brought home the importance of analytics in the higher education sector. This is more so as an increasing amount of student data, especially on student learning, is fluid and the need to perform analytics on the data becomes a critical necessity. This paper critically examines the phenomenon of Big Data in higher education and how analytics can be used to derive actionable insights from universities’ own internally-generated data. The paper concludes that engaging with big data and learning analytics will help universities to make better use of, as well as leverage their data assets as applied to student learning.  Keywords: UK, HESA, higher education, Big Data, analytics |
| Sharon Thabo Mampane / Training Middle Managers of South African Public Schools in Leadership and Management Skills  The purpose of this conceptual explanatory research is to highlight the importance of training of Middle Managers or Heads of Department (HoDs) in leadership and management in South African public schools. Leadership responsibilities in schools are becoming more complex to the extent that principals can no longer be sole leaders in schools. The achievement of effective teaching and learning through leadership and management generally requires middle-level leaders such as heads of departments or subject leaders, to be trained. It focuses on “why” or “what caused” HoDs in schools to be trained in leadership and management. HoDs are former class teachers promoted to the role of supervising other teachers so their training and guidance about leadership and management skills by more experienced facilitators, may equip them with updated abilities, interests and knowledge for teacher leadership. Training facilitators guide HoDs who may not possess such skills, through formal training. The identified topics, aims and objectives, content regarding theoretical knowledge, practical skills to be acquired, attitude towards work and the necessary support materials were used in the presentation and these encouraged an interactive participation and engagement throughout the training process. The leadership and management programme was helpful in identifying what should be taken into consideration for leading and managing teachers and learning tasks. The skills developed by HoDs would assist them in producing a pool of highly qualified and committed teaching workforce in the field of education. A number of approaches were suggested for HoDs to increase their ability to act effectively and authoritatively based on ability and competence.  Keywords: Heads of Department, leadership and management, teaching and learning, teacher supervision, facilitation, teacher development, support |
| Nelly P. Stromquist / Popular Universities: Providing an Alternative Vision for Lifelong Learning in Europe  Since the late 1980s, lifelong learning policies have become a central tenet of European Union education policy. These policies emerged as a response to demographic changes but primarily as a strategy to remain competitive in the global market. In contrast with this market-driven notion, popular universities throughout Europe provide avenues for lifelong learning that recognize the social and ludic dimension of knowledge acquisition. This paper focuses on popular universities in two countries—Spain and France. Based on survey data built on open-ended questions provided by popular universities in those two countries, the study describes and analyzes the popular universities’ objectives, organizational structures, funding, instructor and participant profiles, and programmatic content. Although the models followed in Spain and France are slightly different, both have been able to provide vital and accessible lifelong learning education, while avoiding the emphasis mandated by EU policies. The paper also seeks to explain how this policy “evasion” has been possible.  Keywords: popular universities, lifelong learning, Europe |
| Matthew A. Witenstein & Chetan Singai / Mapping Disparities in ‘Quality as a Policy Vis-à-Vis Practice' in South Asian Higher Education  Recent higher education growth across South Asia has been substantial. Consequently, this unprecedented expansion has exposed the region to higher education quality issues. Respective agencies and institutions across the region have developed quality assurance frameworks, often reproducing quality parameters from developed nations. Thus, expansion with quality is one of the main driving forces guiding the development of higher education in South Asia, gaining the attention of both policymakers and actors. Yet, inconsistency with how the term quality is interpreted and manifested can create confusion in its development and implementation. Additionally, analysis of quality as policy and in practice are typically examined in isolation of one another. The purpose of this study is to make meaning of and consider opportunities to bridge the chasm between quality policies and practices in higher education in the South Asian Association for Regional Cooperation (SAARC) countries. These disconnections at macro (policy) and micro (institutional) levels call for critically examining the following questions: What are the patterns and variations across quality at the macro level in South Asian higher education? What are the main causes for breakdowns at the implementation level? How can linkages be forged between macro- and micro-levels to more seamlessly implement quality? A systematic review of the policies and its practices provides insights in examining the disparities between quality as policy and in practice. Finally, the integrative analysis proposed here will offer researchers, practitioners and policymakers meaningful findings that can foster keener understanding and more seamless connections between macro- to micro-level interpretations and implementations of quality.  Keywords: higher education, quality, South Asia |
| Elei Green Igbogi & Gertrude Shotte / Inclusivity, an Afrocentric Curriculum and the Moral Dimensions of Lifelong Learning: Solutions for Nigeria’s Sea Piracy Problems?  The establishment of the International Maritime Bureau Piracy Reporting Centre (IMB PRC) in 1992, has given shipmasters a welcomed opportunity to report piracy-related incidents, as well as furnished the global community with lenses to view the piracy world. With the escalation of piracy episodes in the twenty-first century, piracy has attracted academic scrutiny from a variety of perspectives and social disciplines. It bears a direct link to International Relations because of its global spread and impact, and has become a constant agenda item for international organisations such as World Bank, North Atlantic Treaty Organisation (NATO), International Maritime Organisation (IMO), African Union (AU) and European Union (EU), among others. The focus in this paper is Nigeria, one of the countries located in the Gulf of Guinea, internationally noted to be a pirate hotbed. The paper investigates whether a direct focus on inclusivity, a relevant Afrocentric curriculum and the moral dimension of lifelong learning can alleviate Nigeria’s piracy problems. It acknowledges the menaces that characterise sea piracy, but looks behind these dangers to determine the role that education can play in understanding and dealing with these issues. To do this, the paper employs a literature-based strategy. The authors select representative literature, then examine and analyse related descriptive and theoretical content, which formed a base for the discussion. Based on the analysis, a ‘cautious’ conclusion suggests that inclusivity, a relevant Afrocentric curriculum and the moral dimension of lifelong learning are crucial factors that can play a major role in combatting sea piracy in the Gulf of Guinea, and on global levels. The paper takes care to point out that the three facets identified are not the cure-all for piracy issues, but are quite useful in terms of providing a platform from which to launch problem-solving activities.  Keywords: global governance, international relations, inclusivity, moral education, economic growth, sea piracy |
| Lauren DeCrosta / Repairing a Bridge to Nowhere: A Critical Examination of Syrian Refugee Education  The Sustainable Development Goals serve as a global agenda for action for the international community and clearly encourage education beyond basic levels: Sustainable Development Goal 4 aims to ensure that all students have equal access to and equitable experiences in all levels of education. Within this broad goal, Target 4.5 highlights the importance of inclusivity of vulnerable populations in education. The children and youth refugees from the ongoing humanitarian crisis in Syria constitute a particularly vulnerable population. Although the five major host countries (Turkey, Lebanon, Jordan, Egypt, and Iraq), as well as international humanitarian and aid agencies, provide primary and secondary education to Syrian refugee children, limited services and fewer resources are directed to postsecondary education. An examination of the challenges that university age Syrian refugees face both in accessing and participating in postsecondary education reveals that greater international policy attention and action are required to deliver the lifelong learning opportunities promised to all in SDG 4. In addition to discussing the current challenges to Syrian refugee youth’s postsecondary education, this paper goes beyond a human rights perspective in applying Sen’s (1992) capability approach and the tenets of Andreotti’s (2006) critical global citizenship to evaluate existing solutions and propose additional educational possibilities. The paper concludes with recommendations at both the policy and school level that have the potential to convert international development education policy rhetoric into strategic action plans capable of addressing both the educational opportunities and challenges facing Syrian refugee youth.  Keywords: Sustainable Development Goals, Syrian refugee children, vulnerable populations |
| Jian Wang, Luping Qu, Qin.Lai & Haili Tian / A Review of Effects of Distributed and Massed Practice on Motor Skill Learning  An analysis to synthesize scientific literature on association between distributed practice and massed practice on motor skill learning was undertaken. Searches were performed using nine electronic databases. The review was restricted to articles and reports published between 2000 and 2016. A total of 150 articles which matched with the inclusion criteria were reviewed. The results indicated that: 1) distributed practice yielded better performance on motor skill acquisition and retention than massed practice; 2) distributed practice confirmed consensus consequences with superior performance in motor skill acquisition and retention; 3) divergent time intervals contributed to alternative effectiveness regarding motor skill acquisition and retention. The present review could be provided strategy to teachers working in schools in order to improve students’ level of motor skill learning.  Keywords: distributed practice, massed practice, motor skill learning |
| Gordana Stankovska, Slagana Angelkoska, Fadbi Osmani & Svetlana Pandiloska Grncarovska / Job Motivation and Job Satisfaction among Academic Staff in Higher Education  Education is the most important organization of a nation; it plays a significant role in the development of any country. Universities create and cultivate knowledge for the sake of building a modern world. The academic staff is the key resource within higher education institutions. A positive and healthy university structure results in increased academic staff’s job satisfaction and better job motivation. According to this, the main purpose of this research was to investigate the possible relationship between job motivation and job satisfaction among academic staff. The Job Satisfaction Survey (JSS) and Job Motivation Questionnaire (JMQ) were administered to a sample of 100 (50 males and 50 females) university employees. The results indicated that the academic staff was highly motivated with their job. At the same time the results showed that academicians were more satisfied with their salary, co-workers, promotion, operating procedures and supervision, but dissatisfied with fringe benefits, contingent rewards, nature of work and communication. This research offers practical suggestions to the educational institutions and human resource managers on how to pay, promote, retain and maintain equity in the universities.  Keywords: job motivation, job satisfaction, public university, academic staff, management |
| Marie Steyn / Training Social Workers on Post-Graduate Level to Enhance the Child Protection Field in South Africa  Worldwide children’s safety are in jeopardy due to their vulnerability linked to their developmental levels. To be effective, the education system should provide opportunities to train qualified professionals that can support children to be safe. At the North-West University in South Africa we have a structured Social Work Master’s degree to equip social workers on an advanced level to become activists and promoters for the protection of children. The conceptual framework of the strengths approach and the solution focused perspective imbed the idea that the tighter the net of service delivery and cooperation between role player the better prevention can be provided to protect the child against exploitation and neglect or abuse. The structured program consists of theoretical and practice sections including a research project. The first section focuses on child protection as field of service. It includes the contemporary child protection practice; policies and legislation that shape the field of child protection in SA; structures components of child protection systems; and the best interest of the child principle which includes the role players to protect the best interest of the child. The second section covers the assessment and intervention of vulnerable children, which includes the development of the child within the ecosystemic perspective because the child is dependent on significant people in the child’s life; child abuse and neglect within context in SA; models for assessing vulnerabilities in children; and practice-directed preventative interventions strategies. The third section focuses on alternative care models and strategies. The contents are: advance knowledge on alternative care within the framework of SA legislation and policy; plan and implement intervention strategies for the different forms of alternative care; the social worker’s role in foster care, recruitment, selection and training of foster parents; and understanding the effects of child trauma and develop interventions strategies. The last section covers adoption as a specialisation. The contents of this theoretical model include the background of adoption as a form of alternative placement; the National and international legal frame of adoption; the adoption process with biological and adoptive parents and the child; and adoption after care. The research module includes theory and mini dissertation.  Keywords: social workers, post-graduate level, South Africa |
| Anna Mankowska / The Private Higher Education Effect. A Case Study from China  The Chinese higher education system has been undergoing a rapid and far reaching transition with the changes driven mainly by globalization. One of the most fundamental things is that private higher education, which began from zero, has very quickly assumed an increasingly important role in the expansion of higher education in China in general. There is no consensus in China on definition of private higher education currently. The emergence of PHE is embedded in a political, social and educational context in China. It is an offshoot of political decentralization, economic marketization and privatization. The economic reforms in China have built a presence of a liberal competitive model that gradually gained ground and eventually replaced the egalitarian model. In China we can notice an expansions of private higher education, but in the same time educational quality and social equity have become issues for many private institutions. And in fact PHI has been affecting a students’ and graduates’ life, but in which way? What are the consequences of attending PHI in China? What is “the effect” of PHI in globalized China?  Keywords: China, private higher education, globalization |

### Thematic Section 5: Law and Education

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| Elizabeth Achinewhu-Nworgu / Integrating Art and Creative Practices into a Programme of Support for Nigerian Students Studying in UK Higher Education Institutions  This scoping paper explores the experiences of overseas students from Nigeria studying in Higher Education Institutions (HEIs) in the United Kingdom. It considers the context for these students and some of the particular pressures and challenges they experience in making the transition from education in Nigeria to achieving academic success and adapting to life as a student in the UK. With reference to the work of Professor Claudio-Rafael Vásquez-Martínez, at the outset of a collaborative project to explore these issues further, this paper considers whether the use of painting and other creative practices could assist these students in managing the transition more effectively and ultimately in succeeding in their academic studies. For the present study, qualitative data was gathered using interviews with Nigerian students who came to study in the UK with the assistance of a London-based organisation, Focus Learning Support Ltd, which assists Nigerian students in their applications to UK HEIs, and which supports them throughout their studies.  Keywords: painting, creative practices, transition, international students, academic success |
| Elizabeth Achinewhu-Nworgu / Comparing Student Retention in a Public and a Private College: Implications for Tackling Inequality in Education  I became interested in inequality in education and academic achievement from my youth, after I attended the first year of my secondary school in a rural college. However, I was also privileged to attend an elite college from year 2 of my secondary schooling, having changed from the rural college to a city college in the 70s. I realized, from these experiences, the potentially huge impact of inequality in the education system in relation to quality and standards. It was from this experience that I came to fully appreciate why some parents choose to send their children to particular types of school to achieve good qualifications; and why others send their children to a public college. I also made a promise to myself that I must be a teacher with the hope of supporting student retention and achievement. The purpose of this paper was derived from my previous work on student retention, and to share my experience working in elite and public colleges in London; the inequality and difference observed in teaching on their higher education programmes. My main aim in carrying out this research was to compare the difference in retention strategies in relation to private and public colleges, for which I employed qualitative research methods, observing the difference in college practices. Interviews were also conducted with few parents to ascertain their reasons for choosing either public or private colleges for their children. The findings show that both the private college and the public college used for the study have good practices in education and in their retention strategies. However, the private college had higher retention and achievement rates compared to the public college. Bringing together my experiences of teaching in these colleges for a short period, and my previous research work on key retention strategies, I carried out this mini study to explore this particular aspect of inequality in education; and how can institutions work together to eliminate inequality in education.  Keywords: student retention, public college, private college, inequality in education |
| Vimbi Petrus Mahlangu / Legal Understanding of Quid Pro Quo Sexual Harassment in Schools  Paper highlights legal understanding of quid pro quo sexual harassment in schools. Quid pro quo sexual harassment implies abuse of authority or position to gain something sexual. A duty of care rests on teachers, Schools Governing Bodies and the Department of Education to provide and maintain safe schools that are free from all forms of victimisation and abuse. However, there seems to be an abuse of power by all those who are supposedly to protect learners in schools. Paper used an abuse of organisational power theory and conceptualisation framework as a lens used in analysing various forms of victimisation and abuse with an effort to provide a better understanding of behaviour that amounts to abuse. Paper concludes with guidelines for handling harassment and bullying in the school contexts.  Keywords: ridicule, bullying, abuse, sexual harassment, sexual violence, human rights, victimisation, duty of care, quid pro quo |

### Thematic Section 6: Research Education

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| Ewelina K. Niemczyk / Developing Globally Competent Researchers: Perspectives from Around the World  Development of competent researchers is of most importance worldwide. Scholars explain that the increasing international focus on research competence and research productivity comes from the intrinsic link between a strong culture of innovation and national prosperity. To that end, governments recognise universities as key instruments of national competitiveness in the global knowledge economy and provide financial investments in university research including investment in training future generation of researchers. It is also of key importance to note that current research landscape driven by globalisation, technological advancements, and use of new methodologies calls for globally competent researchers. Yet, little is known about research knowledge, skills and values that globally competent researchers need to engage ethically and competently in research projects and research communities across disciplines and across geographic borders. Informed by an international community of 38 scholars in Education from 17 countries, this study provides an emerging definition for a globally competent researcher and competencies required by such a researcher. The preliminary findings also showcase research learning opportunities and challenges associated with preparation of globally competent researchers. As evident from the findings, more attention needs to be devoted to understanding the preparation of future researchers able to conduct quality research in the interconnected world.  Keywords: competent researchers, national competitiveness, global knowledge economy |
| Gertrude Shotte / To Mix or Not to Mix? Mixed Methods Research  The use of Mixed Methods Research (MMR) as a research design has sparked a plethora of debates among academics and researchers. Advocates and critics alike have been providing theoretical, as well as practical evidence to support their stances on the benefits and demerits of using MMR, referred to as an emerging field by research-inquiry experts. The purpose of the paper is to take a closer look at the issues that have fuelled on-going MMR discussions. The paper begins with an Arawak childhood story, Rainstorm, to serve as the author’s word picture parallel for the constantly contested concept, mixed methods research. This is followed by an explanation of the terminology MMR, a discussion on the main features and theoretical underpinnings that characterise its practice and an introduction to four designs in the mixed methods field – convergent parallel, explanatory sequential, exploratory sequential and transformative. It next explains how a researcher’s ontological and epistemological positions help to shape the overall purpose of a given investigation. The paper employs Creswell’s Framework for Research to support the discussion. From the reviewed literature, it is clear that researchers do face challenges in using MMR, since favour for a particular paradigm dictates how methods are selected and utilised within the methodological process. This in turn, has implications for researchers with regards to the philosophical assumptions that they bring to the inquiry. It therefore seems that the use of MMR, by default, is not only prolonging the quantitative-qualitative debate, but it is also challenging researchers to carefully consider when and how to mix methods.  Keywords: methods, methodology, mixed methods research, paradigms, philosophical assumptions, ontology, epistemology |
| JP Rossouw / The Role of a Research Director in Facilitating Research Education and Development in a Research Entity  In this paper the lived experiences of a research director at the helm of a faculty of education research unit are unpacked against the theoretical framework of the innovation value chain, as defined by Hansen and Birkinshaw (2007). Although this framework was originally a business oriented model, I apply it in the realm of my direct research environment. Core duties of my directorship include the development of a strategic research program for the unit, innovation within the program, procuring adequate external funding, coordinating the utilisation of resources, marketing of expertise, recruiting of collaborating researchers, planning of staff structures, quality assurance and the promotion of the unit’s image. According to the innovation value chain framework, innovation is a sequential process which includes idea generation, idea development, and the diffusion of developed concepts. Managers must perform six critical tasks, each representing a link in the chain — internal sourcing, cross-unit sourcing, external sourcing, selection, development, and companywide spread of the idea. In this paper, I argue that innovation lies at the core of enhanced progression with research education and development. The possible implementation of the value chain approach to successfully fulfilling the set of core duties in a research environment, will be explored. My lived experience as research director forms the underpinning benchmark to critically test the viability of employing the value chain in research management.  Keywords: research director, research education, research entity, managers, innovation |
| Lynette Jacobs / Burke’s Dramatism Framework: A Lens to Analyse Bullying  Bullying is rife in schools across the world, which has emotional, educational as well as financial implications. Research suggests that the way in which bystanders, and in particular adults, react to such incidents is pivotal in curbing this problem. While a dearth of research focuses on the victims as well as the perpetrators of bullying, one should not ignore how different interactions between role-players influence the situation. The purpose of the paper is to explore the extent to which Burke’s Dramatism framework can be used as a lens to gain insight into how role-players respond to bullying incidences, and how this contributes to the drama. I use a series of email discussions with the mother of a bullied child as a case study.  Keywords: school violence, victimisation, case study, bystanders, child abuse |
| Juliana Smith & Rosalie Small / Is It Necessary to Articulate a Research Methodology When Reporting on Theoretical Research?  In this paper the authors share their insights on whether it is necessary to articulate a research methodology when reporting on theoretical research. Initially the authors, one being a supervisor and the other, a PhD student and a colleague, were confronted with the question during supervision and writing of a thesis on theoretical research. Reflection on the external examiners’ reports about whether a research methodology for theoretical research is necessary prompted the writing of this paper. In order to answer the question, the characteristics of theoretical research are clarified and contrasting views regarding the necessity or not of including a research methodology section in such a thesis, are examined. The paper also highlights the justification for including a research methodology in a thesis that reports on theoretical research, investigates the soundness of such justification and finally draws conclusions on the matter.  Keywords: PhD thesis, external examination, research methodology, theoretical research, philosophical and analytical research, critique of educational questions |
| Juliana Smith & Agnetha Arendse / Economic Transformation through Active Citizenship Education  Since 1994, South Africa has undergone radical transformation. The transition from apartheid to democracy has necessitated transformation within the political, socio-economic and education landscape. During apartheid, black and coloured students were only fit for unskilled or semi-skilled occupations which resulted in under-qualified and poorly trained professionals. Since the inception of democracy in 1994, the need for radical economic transformation emerged from the inheritance of an economy that was built on exclusion due to racial division and inequalities. There was thus a need for curriculum and economic intervention to include fundamental principles of citizenship education to promote human rights, democracy and active citizenry. This paper discusses the manner in which active citizenship education can bring about economic transformation in a young and developing democracy in South Africa. Furthermore, through a conceptual framework the paper also demonstrates the evolution of citizenship with the notion of critical emancipation through active citizenship education.  Keywords: economic transformation, active citizenship education, citizenship education, global citizenship education, Education reform, critical emancipation |
| Anna Czyż / Early Support Development of Children with Disorders of the Biopsychosocial Functioning in Poland  This article presents the results of a research study on the system of early child development support with developmental disabilities and their families in Poland. The analysis covered areas such as proximity and accessibility of services, infrastructural conditions, preparation of personnel, and occurrence of systemic barriers. The article provides a verification of the model of early intervention teams working in the field of diagnosis, design and implementation of impact, the responsibility for the course of therapeutic work and team development. In addition, the role of parents in therapy as well as the strengths and weaknesses of the system are discussed.  Keywords: special needs, early support development, system of early intervention |
| Olena Bashta, Stephen Azaiki, Larysa Palchykovska, Dr. Nataliia Voloshchuk / Problems and Solutions to the Formation of a New Generation of Scientists in Ukraine  The economic and social transformation processes in Ukraine are extremely difficult due to the overall political situation, and dramatic events, occurring in the south and east of the country. In order to successfully implement different reforms in such complicated context there is a need for highly knowledgeable, skilled, creative, open-minded, and social justice oriented specialists. Attraction of Ukraine's intellectual potential to the processes of state building, upbringing of new national elites, solving the energy dependence, and defense strategies of Ukraine is highly evident. It is well-known that the world political leaders, reputable scientists, religious leaders and cultural figures are involved in solving the moral and ethical problems arising in the state and society. In the past, science and education held the highest level in the hierarchy of prestige profession. Access to higher education, including paid tuition, has gradually changed the attitudes towards scientists reducing their elite status. It is reasonable to assume that this is why the notion of a "scientist" narrowed down to the characteristics of a "professional". In fact, nowadays, the educational function of "Academy" is often reduced to skills and knowledge transfer, but its function to develop the world outlook and morality of the young generation practically disappeared. The purpose of this study was to develop approaches and conditions for the formation of intellectual and personal qualities of young members of the scientific community in order to create the preconditions for development of new highly competent moral authorities in science and society at large. Two groups of scientists and students from two national universities in Ukraine were involved in this experiment. Interdisciplinary project included the application of microbiological, molecular biological chemical methods and computer technologies. The principal investigators of both groups initiated the joint seminars meant to develop critical thinking and deepen knowledge of the project's participants in the related fields and to form motivation in young researches to continue scientific activities. The seminars were aimed at joint discussion about arising socio-economic and ethical problems to develop skills for tolerant relationships and abilities to make informed decisions. Such development was considered essential for the formation of intellectual and personal qualities of young scientists.  Keywords: science, young scientists, education, high intellectual and personal qualities new generation |

### Thematic Section 7: Educational Development Strategies in Different Countries and Regions of the World: National, Regional and Global Levels

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| Oksana Chigisheva, Anna Bondarenko & Elena Soltovets / Analytical Overview of the European and Russian Qualifications Frameworks with a Focus on Doctoral Degree Level  The paper provides analytical insights into highly acute issues concerning preparation and adoption of Qualifications Frameworks being an adequate response to the growing interactions at the global labor market and flourishing of knowledge economy. Special attention is paid to the analyses of transnational Meta Qualifications Frameworks (A Framework for Qualifications of the European Higher Education Area, The European Qualifications Framework for Lifelong Learning and Towards a European Framework for Research Careers) and the UK National Qualifications Framework, separately for each of its constituent parts, as well as Russia. Doctoral Degree level is chosen as a core for the analytical overview as the authors believe that this qualification level deserves much attention and continuous improvement to provide highly qualified personnel for the sphere of science and education in the nearest future. Critical remarks on the real impacts of such Qualifications Frameworks policy from the international perspective are represented.  Keywords: Qualifications Framework, Europe, Russia, the UK, globalization, quality of education |
| Tatiana Korsakova & Mikhail Korsakov / Tutor System as a Source of Harmonizing the Educational System with the Needs of Economics  The purpose of this study is to identify the sources of harmonizing employers’ orders in business and graduates of higher education. According to challenges posed by the economic environment the development of tutor-support system has the great potential to solve the problem. In the paper trends of modern specialists’ educational preparation are discussed. New pedagogical position of university instructor in the organization of students’ research work is denoted; some historical insight of Tutoring concept is taken; objectives and methodology of tutor-support system is provided.  Keywords: tutor-support system, students’ research work, pedagogical position, communication skills, adaptation to future profession |
| Elena Kirillova, Boris Kuznetsov, Vasiliy Aleshin & Evgeniy Vodolazhskiy / Psychological Counseling Services in the Universities of Russia and the West  The article reveals the importance of psychological counseling service in Russian and foreign universities. During their educational activities students experience the pressure of various stressors associated with it. There is also the specific character of psychological age. The article describes features of the psychological counseling in Russian and foreign universities; it analyzes the existing experience, identifies problem points and indicates the goals of further development of the psychological support services for students.  Keywords: psychological counseling, higher education, psychological service, internal university structure, professional resources, individual and group counseling, intermittent therapy, adaptation |
| Svetlana Melnikova & Ludmila Petrenko / Experience of Teaching Drawing in German Schools by A. Ažbe and S. Hollósy (on the Example of the Image of Human Head)  The main aim of the paper is to analyze and disclose the methods for teaching drawing of the human head in foreign schools at the end of the 19th and beginning of the 20th centuries for further application in modern Russian methodology of art education. The relevance of the problem under investigation is due to the structuring and disclosure of the specificity of teaching methods in foreign schools of A. Ažbe and S. Hollósy. The main advantages and disadvantages of these schools are considered. It is stated that modern Russian teaching methodology focuses on the methods of drawing, built on the influence of the German school and applied directly to the tasks of art and art and architectural education. As a result of the research, organizational and content characteristics of the educational process in contemporary art education in accordance with foreign experience, German art studios, pedagogical and creative practice are determined.  Keywords: academic drawing, human head, teaching methods, artist-teacher, realistic approach, German schools |
| Intra Lūce / Short Cycle Higher Education Development in Latvia  Education plays an important role in the economy and everyday life since economic well-being largely depends on the knowledge, skills and proficiency of the labour force. Thanks to the Bologna reforms, students and graduates are able to move freely throughout the European Higher Education Area (EHEA) where qualifications are recognised as well as study stages and study programmes allow students to acquire knowledge, skills and competence. At the same time, it should be admitted that structural reforms are unevenly carried out within the EHEA, for example, provision of short-cycle education and practical implementation of standards and guidelines for higher education in Europe. Although the Bologna process is a voluntary one, it calls for urgent action to create a system of academic degrees in order to facilitate mobility of students, educators and researchers and ensure quality education and training, i.e., the degrees acquired at any higher education institution anywhere in the EHEA will be appropriately recognised elsewhere in this area both to continue studies and to participate in the labour market.  Keywords: short-cycle qualifications, short-cycle, mid-level specialists |
| Sergey Glushkov / Peculiarities of Teaching Medical Informatics and Statistics  The article reviews features of teaching Medical Informatics and Statistics. The course is referred to the disciplines of Mathematical and Natural sciences. The course is provided in all the faculties of I. M. Sechenov First Moscow State Medical University. For students of Preventive Medicine Department the time frame allotted for studying the course is significantly larger than for similar course provided at other faculties. To improve the teaching methodology of the discipline an analysis of the curriculum has been carried out, attendance and students’ performance statistics have been summarized. As a result, the main goals and objectives have been identified. Besides, general educational functions and the contribution to the solution of problems of education, students’ upbringing and development have been revealed; two stages of teaching have been presented. Recommendations referred to the newest methodological development aimed at improving the quality of teaching the discipline are provided. The ways of improving the methods and organizational forms of education are outlined.  Keywords: education, Medical Informatics, Medical Statistics, information technology, methods and organizational forms of education |
| Irina Bobyleva & Olga Zavodilkina / The Role of Social Practice for the Development of Educational and Professional Standards  The article describes modern development in education in the Russian Federation, tied to the development of professional standards. We will show that introduction of professional standards can not only start from a profession, but from an actively developing social practice. Using the example of alumni socio-educational support of all forms of care for orphans, (children left without parental care or in group homes), we will characterize a progression from the need in training such specialists to the formation of an educational environment. Peculiarities of the educational environment for specialists supporting alumni will be revealed, including the programs for professional training.  Keywords: professional standard, educational standard, alumni support, alumni support specialist, graduates from organizations for orphans and group homes |

### Thematic Section 8: Key Directions and Characteristics of Research Organization in the Contemporary World

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| Galina Zashchitina & Natalia Moysyak / Some Aspects of Developing Background Knowledge in Second Language Acquisition Revisited  The article focuses on defining how background knowledge impacts on second-language acquisition by giving a brief overview of schema theory, the interaction of the basic modes of information processing. A challenge of dealing with culturally specific texts in second language acquisition is also touched upon. Different research-supported views on co-dependence of culture and meaning in learning a language as well as the significance of integrating authentic use of literature into the learning process are also briefly examined. The article stresses that a lack of prior and cultural knowledge may become a put-off factor for a second language student thus hindering the entire process of learning as failing to understand and master the target culture prevents a student from mastering a second language. The article also briefly considers cultural interference at the affective and denotative levels to show the connection between culture and language.  Keywords: background knowledge, reading strategies, prior knowledge, cultural knowledge, reading comprehension |
| Lyudmila Dyshaeva / On the Theoretical and Practical Consistency of Neoclassicism as a Theoretical Platform of Economic Disciplines  The article discusses the scientific and practical validity of the neoclassical theory, which forms the basis of training courses in economic theory and institutional economics in accordance with the current Educational Standards of the Russian Federation. Critical analysis of the “supply economy” theory that emerged in line with neoclassicism as well as of the new institutional theory that absorbed practically all of neoclassical methodological principles is given. Neo-institutional interpretations of the basic economic categories are considered.  Keywords: neoclassicism, theory of “supply economy”, neo-institutionalism, scientific and practical consistency, property, ideological mission |
| Anna Serebrennikova & Yekaterina Mashkova / Terrorism as a Social and Legal Phenomenon  This article examines the concept of terrorism as a social and legal phenomenon, its international legal and criminal-legal characteristics. Highlighted are the main aspects of cooperation of the states and the international community to counter terrorist activities. Terrorism as a social phenomenon is determined by paragraph 1 of article 3 of the Federal law of 06.03.2006 No. 35-FZ “On combating terrorism” according to which terrorism is understood under the ideology of violence and practice of influence on decision-making by public authorities, local self-government bodies or international organizations connected with frightening the population and (or) other forms of unlawful violent actions. Thus, terrorism is a social phenomenon that has many criminal legal forms of manifestation – specific elements of terrorist crimes.  Keywords: terrorism, states, combating terrorism, international law, criminal law |