

XXI Annual International Conference

of the Bulgarian Comparative Education Society (BCES)

PROGRAM & **ABSTRACTS**

Conference Theme

Recovering Education

**Using the Experiences and Learning
Acquired to Build New and Better
Education Systems**



Sofia, Bulgaria, 27 – 30 June 2023

XXI BCES Annual International Conference 2023

Conference Chair

Conference Chair: Prof. Dr.habil. Nikolay Popov, Sofia University, Bulgaria
Assistant Conference Chair: Gergana Sakarski, PhD Student, Sofia University, Bulgaria

Keynote Speakers

Dr. Gillian L. S. Hilton, University of West London and BFWG, United Kingdom
Prof. Dr. Elizabeth Achinewhu-Nworgu, Ulster University, United Kingdom & Ireland

Pre-Conference Events

Comparative School Counseling Roundtable

Roundtable Moderator: Gergana Sakarski, PhD Student, Sofia University, Bulgaria

Continuous Professional Development [CPD] Workshop on Research Ethics and Integrity Practices

Workshop Moderator: Prof. Dr. James Ogunleye, Director, Academy of Innovation & Management London,
United Kingdom

Thematic Sections

1. Comparative and International Education & History of Education

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

2. International Education Issues

Section Chair: Dr. Zacharias L de Beer, North-West University, Potchefstroom, South Africa

3. School Education: Policies, Innovations, Practices & Entrepreneurship

Section Chair: Dr. Gillian L. S. Hilton, University of West London and BFWG, United Kingdom

4. Higher Education & Teacher Education and Training

Section Chair: Prof. Dr. James Ogunleye, Academy of Innovation & Management, United Kingdom

5. Law and Education

Section Chair: Prof. Dr. Elizabeth Achinewhu-Nworgu, Ulster University, United Kingdom & Ireland

6. Research Education & Research Practice

Section Chair: Assoc. Prof. Dr. Ewelina K. Niemczyk, North-West University, Potchefstroom, South Africa

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Conference Overall Program

Monday, 26 June 2023

14:00 – 18:00 Registration | Conference Hall at top floor, lobby

Tuesday, 27 June 2023

08:30 – 18:00 Registration | Conference Hall at top floor, lobby

08:30 – 12:30 Comparative School Counseling Roundtable | Conference Hall at top floor
Coffee / tea on the go

12:30 – 13:00 Lunch | COOP Hotel, Restaurant

13:00 – 18:00 Virtual Session | Conference Hall at top floor
Coffee / tea on the go

18:00 – 18:45 Continuous Professional Development Workshop on Research Ethics and Integrity Practices | Moderator: Prof. Dr. James Ogunleye | Conference Hall at top floor

18:45 – 19:00 Conference Opening | Conference Hall at top floor

19:00 – 20:00 Keynote Presentation | Dr. Gillian L. S. Hilton & Prof. Dr. Elizabeth Achinewhu-Nworgu
Recovering Education: Using the Experiences and Learning Acquired to Build New and Better Education Systems | Conference Hall at top floor

20:00 – 22:00 Welcome dinner | COOP Hotel, Restaurant

Wednesday, 28 June 2023

09:30 – 11:00 Thematic Section 1 | Conference Hall at top floor, Room 1
Thematic Section 3 | Conference Hall at top floor, Room 2

11:00 – 11:30 Coffee / tea break

11:30 – 13:00 Thematic Section 1 | Conference Hall at top floor, Room 1
Thematic Section 3 | Conference Hall at top floor, Room 2

13:00 – 14:00 Lunch | COOP Hotel, Restaurant

14:00 – 15:30 Thematic Section 1 | Conference Hall at top floor, Room 1
Thematic Section 3 | Conference Hall at top floor, Room 2

15:30 – 16:00 Coffee / tea break

16:00 – 17:30 Thematic Section 3 | Conference Hall at top floor, Room 2

Thursday, 29 June 2023

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| 09:00 – 11:00 | Thematic Section 2 Conference Hall at top floor, Room 1 |
| 09:30 – 11:00 | Thematic Section 4 Conference Hall at top floor, Room 2 |
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| 11:00 – 11:30 | Coffee / tea break |
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| 11:30 – 13:00 | Thematic Section 2 Conference Hall at top floor, Room 1 Thematic Section 4 Conference Hall at top floor, Room 2 |
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| 13:00 – 14:00 | Lunch COOP Hotel, Restaurant |
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| 14:00 – 15:30 | Thematic Section 2 Conference Hall at top floor, Room 1 |
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| 15:30 – 19:00 | Visit to the National History Museum Meeting point: COOP Hotel lobby |

Friday, 30 June 2023

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| 09:30 – 11:00 | Thematic Section 5 Conference Hall at top floor, Room 2 Thematic Section 6 Conference Hall at top floor, Room 1 |
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| 11:00 – 11:30 | Coffee / tea break |
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| 11:30 – 13:00 | Thematic Section 5 Conference Hall at top floor, Room 2 Thematic Section 6 Conference Hall at top floor, Room 1 |
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| 13:00 – 14:00 | Lunch COOP Hotel, Restaurant |
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| 14:00 – 15:30 | Thematic Section 6 Conference Hall at top floor, Room 1 |
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| 15:30 – 16:00 | Coffee / tea break |
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| 16:00 – 16:30 | Conference Closing Conference Hall at top floor, Room 1 |
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| 19:00 – 21:00 | Gala dinner COOP Hotel, Restaurant |

Thematic Sections Program

Comparative School Counseling Roundtable

Roundtable Moderator: Gergana Sakarski, PhD Student, Bulgaria

27 June 2023

Conference Hall at top floor

The virtual presentations at the Roundtable are moderated by the BCES Technical Support Team

Coffee / tea on the go

| | |
|------------------------|---|
| 08:30 – 09:00 CSC 1 | Gillian L. S. Hilton School Counsellors in England: Tackling a Children's Mental Health Crisis |
| 09:00 – 09:30 CSC 2 | Elizabeth Achinewhu-Nworgu & Queen Chioma Nworgu Examine a Higher Education Institute Policy on Mitigating Circumstances and Support Available for International Female African Students with Triple Roles – Studying, Family and Work |
| 09:30 – 10:00 CSC 3 | Kathrin F. Beck The Burden of the Pandemic on the Young: Perspectives of Social Workers in Schools [onsite or virtual presentation] |
| 10:00 – 10:30 CSC 4 | Adrienn Molnár, Szilvia Fodor Positive Psychology-Oriented Organizational Assessment: A New Way of Whole-School Counseling [onsite or virtual presentation] |
| 10:30 – 11:00 CSC 5 | Yaman Shadeed & Mais AL-Nasd'h Fears of Missing Out (FoMO) among Sample of Adolescence in Private Schools in Jordan [onsite or virtual presentation] |
| 11:00 – 11:30 CSC 6 | M. G. Harrison, R. B. King, W. Yi & S. S. Yeung Chinese Parents' Perceptions of School Counselling in Hong Kong: A Mixed-Methods Cross-Cultural Comparison [onsite or virtual presentation] |
| 11:30 – 12:00 CSC 7 | Julie Larran & Sascha Hein "Am I on the right track?": An Interview Study Investigating Bhutanese School Guidance Counselors' Perceived Challenges and Resources [virtual presentation] |
| 12:00 – 12:30 CSC 8 | Katja Jeznik & Petra Gregorčič Mrvar School Counselling Work and the Hidden Curriculum [prerecorded presentation] |

Virtual Session

Tuesday, 27 June 2023

Conference Hall at top floor

Session Chairs: Assoc. Prof. Dr. Ewelina K. Niemczyk, South Africa & Dr. Zacharias L de Beer, South Africa

The Virtual Session is moderated by the BCES Technical Support Team

Coffee / tea on the go

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|--------------------------|--|
| 13:00 – 13:30 Virt 1 | Carlo Daniels, Ewelina K Niemczyk & Zacharias L de Beer Challenges Associated with Implementation of Sustainability-oriented Principles and Practices: Lessons Learnt from South African Universities |
| 13:30 – 14:00 Virt 2 | Noziphiwo Cleopatra Kgati & Zacharias L de Beer Towards Enhancing Open Distance Learning Students' Roles and Responsibilities: An African Epistemological Perspective |
| 14:00 – 14:30 Virt 3 | Oliver Tafadzwa Gore & Anesu Sam Ruswa Non-monetary Poverty: Addressing Issues of Student Deprivation in South African Higher Education |
| 14:30 – 15:00 Virt 4 | Tshepo T. Tapala Professional Development Programmes: Learning Platforms for the Advancement of Departmental Heads and Schools as Organisations |
| 15:00 – 15:30 Virt 5 | Godsend T. Chimbi & Loyiso C. Jita Nurturing Learners' Research Skills Through Project-Based Learning: A Capability Approach Traversing Three Countries |
| 15:30 – 16:00 Virt 6 | JP Rossouw Rebuilding Higher Education by Combating Researcher Isolation |
| 16:00 – 16:30 Virt 7 | Jan B Khumalo School Management Support for Parental Involvement in Education |
| 16:30 – 17:00 Virt 8 | Shantha Naidoo South African Educators' Responses to Racial Integration in Public Secondary Schools |
| 17:00 – 17:30 Virt 9 | James Michael Brant The Most Underserved Populations: How Rich and Poor Orphans Rise Together |
| 17:30 – 18:00 Virt 10 | Ante Grčić, Dino Dujmović & Maja Ljubetić Students' Attitudes towards COVID-19 Vaccinations (Pedagogical Perspective) |

Thematic Section 1: Comparative and International Education & History of Education

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

Wednesday, 28 June 2023

Conference Hall at top floor, Room 1

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|-----------------------|---|
| 09:30 – 10:00 1.1 | Charl Wolhuter Towards the Recovery of Education: Reaching for 2030 and Comparative and International Education |
| 10:00 – 10:30 1.2 | Hennie Steyn Empowering Parents to Support their Children to Survive and Thrive in School: A Present-Day Challenge |
| 10:30 – 11:00 1.3 | Naruho Ezaki Educational Situation under the COVID-19 Pandemic Period: Focusing on the Response of Public and Private Schools in the Urban and Suburban Areas in Nepal |
| 11:00 – 11:30 | Coffee / tea break |
| 11:30 – 12:00 1.4 | Martin Boško, Hana Voňková, Ondřej Papajoanu & Angie Moore A Comparison of Response Styles Between Different Groups of Czech and New Zealand Students Participating in PISA 2018 |
| 12:00 – 12:30 1.5 | Nonhlanhla Maseko Life beyond Foster Care: Transitional Tools to Support Youth with Disabilities into Adulthood |
| 12:30 – 13:00 1.6 | Manuel Jacinto Roblizo Colmenero Disfunctions of the Spanish Educational System: Causes and Consequences |
| 13:00 – 14:00 | Lunch |
| 14:00 – 14:30 1.7 | Nomthandazo Buthelezi & Nonhlanhla Maseko Family Support for Learners with Mild Intellectual Disabilities during Transition |
| 14:30 – 15:00 1.8 | Klara Skubic Ermenc Researching the Development of Students' Intercultural Competence |
| 15:00 – 15:30 1.9 | Reinis Vējiņš & Baiba Moļņika Theater Arts in Elementary School as a Meaningful Resource for Life in a Changing World |
| 15:30 – 16:00 | Coffee / tea break |
| 16:00 – 16:30 1.10 | Marco A. Navarro-Leal & Dilsa Estela Muñoz-Muñoz New Rurality and Traditional Families. Multigrade Schools in Colombia and Mexico during Pandemics |

Thematic Section 2: International Education Issues

Section Chair: Dr. Zacharias L de Beer, South Africa

Thursday, 29 June 2023

Conference Hall at top floor, Room 1

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|-----------------------|--|
| 09:00 – 09:30 2.1 | André du Plessis What Happened to 'Educational' in Educational Management and Leadership? The Rise of Managerialism |
| 09:30 – 10:00 2.2 | Johan Beckmann The Non-recoverability of an Education System and the Resetting Option: Case South Africa |
| 10:00 – 10:30 2.3 | Leon Roets, Brianna Kurtz & Karen Biraimah The Impact of the Racial and Economic Divides on Access to Quality Education in South Africa and the United States |
| 10:30 – 11:00 2.4 | India Augustine Madisetti With the Fire on High: Affluent Neglect and its Implications for International Schools |
| 11:00 – 11:30 | Coffee / tea break |
| 11:30 – 12:00 2.5 | Martin Boško, Ondřej Papajoanu, Angie Moore & Hana Voňková Examining Paradoxical Associations Between Students' Questionnaire Responses and Their Achievement Across PISA Cycles: The Case of Teacher Support |
| 12:00 – 12:30 2.6 | Gergana Sakarski Evaluation of Homeschoolers' Soft Skills: Initial Survey Results |
| 12:30 – 13:00 2.7 | Obed Mfum-Mensah "Transgressive" Instruction as Cultural Production: Teaching Strategies to Disrupt the "Dirty Gossips" about Sub-Saharan "Africa" |
| 13:00 – 14:00 | Lunch |
| 14:00 – 14:30 2.8 | Tomm Stewart & Hillamaria Seauve The Impact of Transformative Learning on the Development of Young Peoples' Intercultural Competencies |
| 14:30 – 15:00 2.9 | Leentjie van Jaarsveld Diversity: A Reflection on Research Projects Done Between 2017 and 2021 |
| 15:00 – 15:30 2.10 | Ilse Doyer, Wilna L Bean & André du Plessis A Time-on-Task Analysis of Teaching and Learning Productivity |
| 15:30 – 16:00 | Coffee / tea break |
| 16:00 – 16:30 2.11 | Coenraad Jurgens Safety in Mechanical Technology Workshops at South African Public Schools |

Thematic Section 3: School Education: Policies, Innovations, Practices & Entrepreneurship

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

Wednesday, 28 June 2023

Conference Hall at top floor, Room 2

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|---------------|------|--|
| 09:30 – 10:00 | 3.1 | Gillian L. S. Hilton Teaching a Female Profession: Is That a Problem? |
| 10:00 – 10:30 | 3.2 | René Beyers & André du Plessis The Application of Professional Discretion by South African Public School Principals |
| 10:30 – 11:00 | 3.3 | Bonjeer Tamilka Conducting Experiments in Science, Technology, Engineering, and Math (STEM) in Remote Learning Environments during the Global COVID-19 Pandemic: Approaches and Policy Implications |
| 11:00 – 11:30 | | Coffee / tea break |
| 11:30 – 12:00 | 3.4 | Ricardo Lozano The Program that Didn't Need to Reinvent Itself: Lessons Learned from the # 1 Academic Performing Virtual Program in Texas During the COVID-19 Global Pandemic |
| 12:00 – 12:30 | 3.5 | Polona Klopčič & Nives Markun Puhan Developing Physical Literacy Through Play in Physical Education Class |
| 12:30 – 13:00 | 3.6 | Richie Rizkalla Elian Historical and Philosophical Approaches in the Introduction and Construction of Scientific Knowledge among Young Students |
| 13:00 – 14:00 | | Lunch |
| 14:00 – 14:30 | 3.7 | Madikela Titus Lekalakala Financial Management Issues Facing South African School Governing Bodies (SGBs) |
| 14:30 – 15:00 | 3.8 | Siphokazi Kwatubana The Role of Principals as Instructional Leaders in the Implementation of ICT Curriculum in South African Public Schools |
| 15:00 – 15:30 | 3.9 | Tuelo Matjokana The Impact of Collaboration in Implementing ECD Policies in South Africa |
| 15:30 – 16:00 | | Coffee / tea break |
| 16:00 – 16:30 | 3.10 | Saltiel Khololo Collen Mataboge The Implementation of Participative Management in Primary Schools in Tshwane-West District |
| 16:30 – 17:00 | 3.11 | Claudio-Rafael Vásquez-Martínez et al. Pedagogical Trends, Various Approaches |

Thematic Section 4: Higher Education & Teacher Education and Training

Section Chair: Prof. Dr. James Ogunleye, United Kingdom

Thursday, 29 June 2023

Conference Hall at top floor, Room 2

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| 09:30 – 10:00 4.1 | James Ogunleye Higher Education in Nigeria and the Challenges of Managing Exponential Growth in Students Seeking University Admissions |
| 10:00 – 10:30 4.2 | Steve Greenfield The Importance of Being 'Pulled Up Short': Can a Transdisciplinary Approach Help Deliver? |
| 10:30 – 11:00 4.3 | Matthew A Witenstein Essentializing Global Citizenship Education's Place in the Higher Education Landscape |
| 11:00 – 11:30 | Coffee / tea break |
| 11:30 – 12:00 4.4 | Chiou-hui Chou Preparing Teachers to Teach with CLIL in Social Studies |
| 12:00 – 12:30 4.5 | Wen-Hsing Luo Training Needs of Taiwanese In-service Bilingual Teachers |
| 12:30 – 13:00 4.6 | Gordana Stankovska, Dimitar Dimitrovski & Imran Memedi Psychological Well-Being and Mental Health among University Students |

Thematic Section 5: Law and Education

Section Chair: Dr. Elizabeth Achinewhu-Nworgu, United Kingdom

Friday, 30 June 2023

Conference Hall at top floor, Room 2

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| 09:30 – 10:00 5.1 | Elizabeth Achinewhu-Nworgu & Queen Chioma Nworgu Examine Important Strategic Roles of Leadership and Management of Teachers' Retention and Impact on Organisational Performance with Reference to an HE Institution in Inner London |
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| 10:00 – 10:30 5.2 | Marius Smit Social Media in Schools – A Comparative Legal and Educational Perspective |
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| 10:30 – 11:00 5.3 | Elizabeth Achinewhu-Nworgu Black Lecturers Matter: Exploring the Views of BAME Staff in Education on Organisational Culture and Opportunities for Black Staff in Promotion to Higher Positions |
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| 11:00 – 11:30 | Coffee / tea break |
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| 11:30 – 12:00 5.4 | Vimbi Petrus Mahlangu Understanding Principled Leadership Through the Lens of Fraud Diamond Theory |
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| 12:00 – 12:30 5.5 | Chinuru Achinewhu Law Practice and Education in Nigeria: The Importance of Technology |
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| 12:30 – 13:00 5.6 | Princess Adaeze Chuku-Ashiegbu Labour Rights of Lecturers in Private Universities in Nigeria |
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Thematic Section 6: Research Education & Research Practice

Section Chair: Assoc. Prof. Dr. Ewelina K. Niemczyk, South Africa

Friday, 30 June 2023

Conference Hall at top floor, Room 1

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| 09:30 – 10:00 | Ewelina K Niemczyk |
| 6.1 | Higher Education as a Sustainable Service Provider in a Rapidly Changing World |

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| 10:00 – 10:30 | Nicholas Sun-Keung Pang |
| 6.2 | The Strategies of Reforming Higher Education in China under Global Competition |

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| 10:30 – 11:00 | Maja Stojanović & Susan M. Yelich Biniiecki |
| 6.3 | Training Adult Education Researchers in a Remote Doctoral Program: Experiences, Reflections, and Suggestions for Moving Forward |

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| 11:00 – 11:30 | Coffee / tea break |
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| 11:30 – 12:00 | Chin-Wen Chien |
| 6.4 | Analysis of Elementary School English Language Textbooks from the Countries in the Expanding Circle: Focus on Glocalization |

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| 12:00 – 12:30 | Chiou-hui Chou & Hung-Hsuan Kao |
| 6.5 | A Study of Elementary Students' Learning Effects of CLIL Science |

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| 12:30 – 13:00 | Zoltán Rónay & Ewelina K Niemczyk |
| 6.6 | Higher Education as a Change Agent: Exploring Interconnection of Academic Freedom and Sustainable Development |

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| 13:00 – 14:00 | Lunch |
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| 14:00 – 14:30 | Juliana Maria Smith |
| 6.7 | Phenomenology as Qualitative Research Design in Supervision and Examination of Theses: Promise or Shortfall? |

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| 14:30 – 15:00 | Velaphi Aaron Nhlapo |
| 6.8 | Reimagining the Pedagogical Approaches after COVID-19 Pandemic: South African Higher Education Context |

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| 15:00 – 15:30 | Anna Czyż & Monika Sobczak |
| 6.9 | Parent Support and Their Role in Early Childhood Development Support Teams in Poland |

List of Participants

| Name | Title, Degree | Institution, Country |
|---------------------------------|----------------------|--|
| Adrienn Molnár | Ms. | University of Debrecen, Hungary |
| André du Plessis | Dr. | University of Pretoria, South Africa |
| Angie Elizabeth Moore | M.A. | Charles University, Czech Republic |
| Anna Czyż | Dr. | Pedagogical University, Krakow, Poland |
| Ante Grčić | PhD Student | University of Split, Croatia |
| Bonjeer Tamilka | Mr. | Charles University, Czech Republic |
| Brianna Ashley Kurtz | Assist. Prof. Dr. | Mary Baldwin University, Virginia, USA |
| Carlo Daniels | PhD Student | North-West University, South Africa |
| Charl Wolhuter | Prof. Dr. | North-West University, South Africa |
| Chinuru Chituru Achinewhu | Lecturer | Rivers State University, Nigeria |
| Chin-Wen Chien | Assoc. Prof. Dr. | National Tsing Hua University, Taiwan |
| Chiou-hui Joyce Chou | Assoc. Prof. Dr. | National Tsing Hua University, Taiwan |
| Claudio-Rafael Vasquez-Martínez | Prof. Dr. | Universidad de Guadalajara, México |
| Coenraad Jurgens | Dr. | North-West University, South Africa |
| Dilsa Estela Muñoz Muñoz | Dr. | Ministry of Education of Colombia |
| Elizabeth Achinewhu-Nworgu | Prof. Dr. | Ulster University, United Kingdom & Ireland |
| Ewelina Kinga Niemczyk | Assoc. Prof. Dr. | North-West University, South Africa |
| Gergana Sakarski | PhD Student | Sofia University, Bulgaria |
| Gillian L. S. Hilton | Dr. | University of West London, United Kingdom |
| Godsend Tawanda Chimbi | Dr. | University of the Free State, South Africa |
| Gordana Stankovska | Prof. Dr. | University of Tetova, Republic of North Macedonia |
| Hana Vořková | Assoc. Prof. Dr. | Charles University, Czech Republic |
| Hennie Steyn | Prof. Dr. | North-West University, South Africa |
| Hung-Hsuan Kao | Assist. Prof. Dr. | Jinwen University of Science and Technology, Taiwan |
| Ilse Doyer | Lecturer | University of Pretoria, South Africa |
| India Augustine Madiseti | MSc. | The British International School of Tbilisi, Georgia |

| Name | Title, Degree | Institution, Country |
|----------------------------------|----------------------|---|
| James Michael Brant | Mr. | World Institute for Social Education Development, USA |
| James Ogunleye | Prof. Dr. | Academy of Innovation & Management, United Kingdom |
| Jan B Khumalo | Dr. | North-West University, South Africa |
| Johan Beckmann | Prof. Dr. | University of the Free State, South Africa |
| JP Rossouw | Prof. Dr. | North-West University, South Africa |
| Juliana Maria Smith | Prof. Dr. | University of the Western Cape, South Africa |
| Julie Larran | M.Sc. | Free University, Berlin, Germany |
| Karen L. Biraimah | Prof. Dr. | University of Central Florida, USA |
| Kathrin F. Beck | Prof. Dr. | Catholic University of Applied Sciences Munich, Germany |
| Klara Skubic Ermenc | Assoc. Prof. Dr. | University of Ljubljana, Slovenia |
| Leentjie van Jaarsveld | Prof. Dr. | North-West University, South Africa |
| Madikela Lekalakala | Dr. | University of South Africa, South Africa |
| Mais Al-Nasa'h | Assist. Prof. Dr. | University of Jordan, Jordan |
| Maja Stojanović | Assist. Prof. Dr. | Kansas State University, USA |
| Manuel Jacinto Roblizo Colmenero | Prof. Dr. | Universidad de Castilla-La Mancha, Spain |
| Marco Aurelio Navarro-Leal | Dr. | Universidad Nacional Autónoma de México, México |
| Marius Smit | Prof. Dr. | North-West University, South Africa |
| Mark Gregory Harrison | Dr. | Hong Kong Shue Yan University, China |
| Martin Boško | Mgr | Charles University, Czech Republic |
| Matthew A. Witenstein | Assist. Prof. Dr. | University of Dayton, USA |
| Naruho Ezaki | Dr. | Aichi Shukutoku University, Japan |
| Nicholas Sun-Keung Pang | Prof. Dr. | East China Normal University, China |
| Nikolay Popov | Prof. Dr.habil. | Sofia University, Bulgaria |
| Nives Markun Puhan | Teacher for PE | National Education Institute, Slovenia |
| Nomthandazo Buthelezi | PhD Student | University of Johannesburg, South Africa |
| Nonhlanhla Desiree Maseko | Dr. | University of Johannesburg, South Africa |
| Obed Mfum-Mensah | Prof. Dr. | Messiah University, USA |
| Oliver Tafadzwa Gore | Dr. | North-West University, South Africa |
| Ondřej Papajoanu | Dr. | Charles University, Czech Republic |

| Name | Title, Degree | Institution, Country |
|----------------------------------|----------------------|--|
| Petra Gregorčič Mrvar | Assist. Prof. Dr. | University of Ljubljana, Slovenia |
| Polona Klopčič | Teacher for PE | National Education Institute, Slovenia |
| Princess Adaeze Chuku - Ashiegbu | Lecturer | Rivers State University, Nigeria |
| Queen Chioma Nworgu | M.A. | London Metropolitan University, United Kingdom |
| Reinis Vējiņš | PhD Student | University of Latvia, Latvia |
| René Beyers | Lecturer | University of Pretoria, South Africa |
| Ricardo Lozano | Assoc. Prof. Dr. | Texas A&M International University, USA |
| Richie Rizkalla Elian | Teacher | Secondary school, Serbia |
| Saltiel Khololo Collen Mataboge | Dr. | University of South Africa, South Africa |
| Shantha Naidoo | Dr. | North-West University, South Africa |
| Siphokazi Kwatubana | Prof. Dr. | North-West University, South Africa |
| Steve Greenfield | Prof. Dr. | Westminster Law School, United Kingdom |
| Susan Mary Yelich Biniacki | Assoc. Prof. Dr. | Kansas State University, USA |
| Tomm L. Stewart | Dr. | University of Lapland, Finland |
| Tshepo T. Tapala | Dr. | North-West University, South Africa |
| Tuelo Matjokana | Dr. | University of Pretoria, South Africa |
| Velaphi Aaron Nhlapo | Dr. | North-West University, South Africa |
| Vimbi Petrus Mahlangu | Prof. Dr. | University of South Africa, South Africa |
| Wen-Hsing Luo | Assoc. Prof. Dr. | National Tsing Hua University, Taiwan |
| Zacharias L de Beer | Dr. | North-West University, South Africa |
| Zoltán Rónay | Assoc. Prof. Dr. | Eötvös Loránd University, Hungary |

Abstracts

Keynote Presentation

Gillian L. S. Hilton & Elizabeth Achinewhu-Nworgu

Recovering Education: Using the Experiences and Learning Acquired to Build New and Better Education Systems

This paper addresses the challenges faced by global education systems, recovering and moving forward after the pandemic. Above all, in striving to achieve the equity of provision and inclusion of all students, which has been a UN global ambition not as yet achieved, despite UN Sustainable Development Goal 4. The paper addresses four specific areas of concern: financing education globally; adopting an inclusive philosophy for all learners at whatever level and age; examining the staffing issues affecting school and higher/tertiary education; and the need to consolidate hybrid methods of teaching and learning. The aim of institutions such as UNESCO is to bring the world together to move forward in educational provision at all levels, but at present the challenges faced globally are massive, due not only to the pandemic, but also to the previous lack of progress, in many educational areas. The paper raises many questions about the needs and some possible solutions in those four areas.

Keywords: equality, inclusion, finance of education, schools, universities, hybrid learning, staffing, training and development, teachers

Comparative School Counseling Roundtable

Gillian L. S. Hilton

CSC 1 | School Counsellors in England: Tackling a Children's Mental Health Crisis

This paper explores the current provision and roles of school counsellors in England's schools. Government interventions are discussed and the ongoing problems with the deteriorating mental health of children and adolescents, caused by social pressures, and then the Covid 19 pandemic, addressed. The numbers of counsellors available has risen, but is in no way equal to the provision in other countries and the response of the National Health Service (NHS) is also under severe pressure. Attitudes of parents, teachers and young people to counselling are explored, together with the wide ranging qualifications and duties required of counsellors in England's schools. The conclusion is that the change of attitude by government towards counselling in schools, is still too little and too late. as many children have no access to in-school help with mental issues, or teachers the support they need to understand the mental health problems affecting children in their classes.

Keywords: counselling in school, mental health, qualifications for counsellors, Covid-19 effects on children's mental health

Elizabeth Achinewhu-Nworgu & Queen Chioma Nworgu

CSC 2 | Examine a Higher Education Institute Policy on Mitigating Circumstances and Support Available for International Female African Students with Triple Roles – Studying, Family and Work

The purpose of this paper is to examine the impact of institutional policy on mitigating circumstances that confront international students in their studies and support available to those affected in achieving their qualifications. It will aim to focus on some of the factors that affect students' commitment and motivation to succeed in their career and in most cases, impact on their well-being. The study is a revisit of our previous studies on mitigating circumstances based on a UK higher education. The current study will focus on international women that come with triple tasks, family, work and study in a UK University. Research has shown that some of the female African students that combine work and family to study tend to perform poorly if no support is given and some end up with stress and poor health, particularly the international students who leave their home countries to study in other countries without realising what it takes to study overseas. Some of the students from observation end up not completing their studies due to financial crisis leading to withdrawal from their study, more so, not achieving the qualifications to which they left home country to achieve. The study will focus on female students from two African countries namely, Nigeria and Ghana to explore the students' views on their motivation to combine work, family and studies in a foreign land such as

the UK and impact on their well-being, the support they get from the institutions based on their mitigating circumstances, what keeps them going on their study regardless of their demanding tasks with family, work and study, the institutional policies for students' with mitigating circumstances and support available for female international students with triple tasks and from Africa. Working in education with young African women who choose to combine work and career has always been an area of our research interest to find out what actually motivates African women with family to leave home countries to study overseas, same time working to pay their fees and look after their families. This is an on-going research on stage 2 of our previous paper on mitigating circumstances and at its exploratory stage of gathering quantitative and qualitative data to present findings at a later stage in the study.

Keywords: mitigating circumstances, institutional policies, African women, study, family, work, achievement, retention, support and well-being

Kathrin F. Beck

CSC 3 | The Burden of the Pandemic on the Young: Perspectives of Social Workers in Schools

This presentation provides insight into youth social workers' views on young people's challenges during the Covid-19 pandemic. The data originate from a larger study that focused on two areas: 1) individual support and 2) the fulfilment of the protection mandate in cases of child maltreatment. Both stipulate the core tasks of youth social work in schools in Bavaria. This project was funded by the Bavarian State Ministry of Family, Labour and Social Affairs. Data collection took place between December 2021 and May 2022. In total, 56 youth social workers in schools in Bavaria were interviewed remotely via Zoom to enable the interviews, regardless of the current pandemic situation. The data were collected from the focus group interviews, which were recorded. Professionals reported young people's challenges predominately in the following areas: 1) mental health issues (e.g. anxiety, depression, self-injurious behaviour and suicidality); 2) conflicts, violence and vandalism in schools (e.g. conflicts regarding face masks, testing and vaccination); 3) family-related issues (e.g. child maltreatment and conflict and violence within families); and 4) miscellaneous school-related issues (e.g. concentration and motivation problems in homeschooling, school truancy and school dropout). Several services were provided to help children and young people overcome these challenges. Social work professionals believe that children and young people were challenged by a broad range of topics during the Covid-19 pandemic. Several recommendations will be deduced from the findings, including, among others, further education regarding self-destructive and anti-social behaviours.

Keywords: mental health, violence, school, Covid-19, school social work

Adrienn Molnár & Szilvia Fodor

CSC 4 | Positive Psychology-Oriented Organizational Assessment: A New Way of Whole-School Counseling

The school as an organization has received increasing attention in recent years in organizational culture and climate research. The study of organizational culture is crucial from a pedagogical point of view since organizational values can support or weaken the educational process and the achievement of objectives, and the school climate influence the worker's well-being; these attitudes determine the performance and personal relationships of the organization's members at work (Wang & Degol, 2016; Malinen & Savolainen, 2016). Despite the increased interest, there needs to be more research to offer school counselors concrete guidance on how to start and carry on organizational diagnostic and development. Our case study aims to introduce a 10-step school organizational diagnostic model tested in two secondary grammar schools and three primary schools in Hungary. Next to the general climate characteristics, we also pay particular attention to positive organizational aspects: i.e., resources and well-being. In addition to the critical points of the organization, we aim to map the direction of expected change and identify future planned school-based organizational development interventions and individual development pathways. 175 teachers participated in the case study. The school climate, workplace well-being, work satisfaction, school commitment, principal-teacher trust, and principal instructional leadership were measured, and additional open-ended questions were used to assess the teacher's thoughts about work satisfaction, the school's effectiveness, and emerging problems. According to the results, strengths, resources and weaknesses were identified on the basis of which we could suggest intervention plans in order to increase the effectiveness of the whole organization. Overall, the 10-step school organizational diagnostic model could be helpful for school counselors; it provides starting points and a framework for conducting a positive psychology-oriented school organizational diagnostics.

Keywords: organizational assessment, school climate, well-being, positive psychology

CSC 5 | Fears of Missing Out (FoMO) among Sample of Adolescence in Private Schools in Jordan

The current study aimed at revealing the level of fear of missing out (FoMO) events on social media platforms and self-esteem among students in the seventh and tenth grades in private schools in Amman, and to explore the relationship between FoMO on social media platforms and self-esteem, and to identify the differences in the levels of FoMO and self-esteem according to gender (male, female), and grade (seventh, tenth). The study sample consisted of 590 students (273 males, 317 females), (314 from the seventh grade, 276 from the tenth grade) enrolled in private schools affiliated to the University District Directorate in Amman for the academic year 2022/2023, and they were selected by cluster random method. To achieve the objectives of the study, the researchers translated the measures of fear of missing events on social media platforms to the Arabic language, and utilized the Self-Esteem scale. The indications of the Psychometric properties of both scales were acceptable. The results of the study showed that the level of fear of missing events (FoMO) on social media platforms among students came at a "low" level ($M=1.87$, $SD=0.50$), while the level of self-esteem was at a "high" level ($M=3.11$, $SD=.47$). The results also showed a statistically significant inverse relationship between FoMO and self-esteem ranged between (-0.410) and (-0.166) . A statistically significant differences attributed to the seventh grade students in all dimensions ($P=18.15$, $\alpha=0.000$, $M=1.96$). There were no statistically significant differences according to the gender, except the needs for popularity to the male ($M=1.82$, $P=17.42$, $\alpha=0.000$). As for the self-esteem, the results showed that there were no statistically significant differences in self-esteem attributed to the gender. However, a statistically significant differences in self-esteem attributed to the grade accounting for tenth grade students ($P=8.325$, $\alpha \leq 0.005$, $M=3.16$).

Keywords: fear of missing events, FoMO, social media platforms, self-esteem, adolescences. school students

M. G. Harrison, R. B. King, W. Yi & S. S. Yeung

CSC 6 | Chinese Parents' Perceptions of School Counselling in Hong Kong: A Mixed-Methods Cross-Cultural Comparison

School counselling is an effective means of supporting young people's psychosocial wellbeing. Parental support for school counselling is associated with better outcomes, but little is known about parents' perceptions of school counselling in Hong Kong. We adopted a sequential mixed-methods design to investigate Chinese and non-Chinese parents' perceptions. In phase one, a survey was conducted with 287 parents in Hong Kong. Factor analysis suggested that Chinese parents had a poorer understanding of the role of counsellors, had more negative perceptions of counselling, and were less likely to believe in the benefits of counselling than did non-Chinese parents. In phase two, we interviewed 14 Chinese and 13 non-Chinese parents, and conducted a content analysis on the data. Three themes were generated which indicated that Chinese parents experienced greater fear and stigma about approaching a counsellor, had a poorer understanding of counselling, and were less likely to believe that counselling was beneficial than the non-Chinese parents. These findings may reflect the cultural characteristics of Hong Kong's Confucian heritage society and the weak development of counselling in the territory. Schools may consider more proactive engagement with parents and should establish more effective communication which is sensitive to cultural norms to promote a better understanding of and willingness to participate in school counselling.

Keywords: school counselling, school counsellors, Chinese parents, Hong Kong

Julie Larran & Sascha Hein

CSC 7 | "Am I on the right track?": An Interview Study Investigating Bhutanese School Guidance Counselors' Perceived Challenges and Resources

Mental health concerns are on the rise among Bhutanese children and youth which is why the Kingdom of Bhutan implemented school guidance counseling services in 2011. Today, over 170 school guidance counselors are active across the country. Owing to the scarcity of research on this profession alongside reports of multiple resignations, this study carried out a qualitative investigation whereby 28 Bhutanese school guidance counselors were interviewed either on-line or in-person about their perceived challenges and resources. Thematic analysis of the data suggests above all the rising incidence and complexity of student's mental health needs as the main challenge facing school guidance counselors in Bhutan along with cultural barriers such as stigma towards mental health and structural issues within the school preventing students from seeking help. Furthermore, important resources reported by school guidance counselors include programs to orientate students, parents, and school staff about school guidance counseling services, training, and workshops allowing them to further their skills as well as the support they get from school staff, external mental health staff and from other school guidance counselors. Finally, the COVID-19 pandemic, marked by multiple strict lockdowns across the Kingdom, was found to have both positive and negative consequences on the school guidance counseling profession. The discussion concludes that school guidance counseling is a

relatively new profession in Bhutan that not only requires more time to establish itself, but also needs more clearly defined roles as well as more financial and material resources to cope with rising student mental health needs. Concrete suggestions for improvement are proposed for policymakers.

Keywords: school counseling, student mental health, Bhutan, COVID-19, qualitative interviews

Katja Jeznik & Petra Gregorčič Mrvar

CSC 8 | School Counselling Work and the Hidden Curriculum

The school counselling service in Slovenia is responsible for carrying out tasks as outlined in the Program guidelines for school counselling services. However, the service also plays a critical role in shaping the values of educational institutions through its professional autonomy, both at the level of planned and written guidelines and the official curriculum, as well as at the level of everything that is not written. It defines much of the everyday life of educational institutions and influences the norms and values we learn at school which are usually not discussed or planned. This phenomenon is commonly referred to as the hidden curriculum. Decision-making and actions taken by school counsellors must be a result of reflection on professional and ethical conduct, as well as a personal and moral assessment of the situation or action. The intuitive level also plays an important role, but on its own it is not enough. If a school counsellor relies solely on intuition, their decision can quickly turn out to be unprofessional and unethical. Counsellors' values, beliefs, and subjective theories must be subject to constant reflection within the framework of professional guidelines and educational objectives and principles. If not, they may be taken over by unconsidered ideas, which make up the hidden curriculum. The main research question in the presentation focuses on what school counsellors understand by the term hidden curriculum. Since school counsellors continually collaborate with other educators, it is important to analyze how school counsellors recognize the presence of the hidden curriculum in their own work and in the work of others, as well as how they respond to it. It is suggested that in the future more attention should be paid to the identification and presence of the hidden curriculum, both in schools in general and in school counselling in particular. This should be addressed both in initial and continuing training and education for practitioners.

Keywords: school counselling work, hidden curriculum, subjective and implicit theories

Virtual Session

Carlo Daniels, Ewelina K Niemczyk & Zacharias L de Beer

Virt 1 | Challenges Associated with Implementation of Sustainability-oriented Principles and Practices: Lessons Learnt from South African Universities

As evident in scholarly literature, universities worldwide embrace Sustainable Development Goals initiated by United Nations. Yet, regardless institutions' commitment, many countries, especially developing ones, struggle to effectively implement sustainability-oriented principles and practices in higher education. To that end, this paper, based on the qualitative document analysis, brings attention to main challenges associated with the implementation of sustainability-orientated principles and practices in seven South African universities. The findings show that several challenges exist due to the holistic nature of sustainable development (SD) as it is a concept that not only connects different areas of knowledge but also articulates knowledge from distinctive disciplines. Furthermore, the findings indicate that the strategy with the most potential of enhancing the implementation of sustainability-orientated principles and practices and ensuring longevity and improvement require support from top management of higher education institutions (HEIs). In addition, in order to strengthen SD, HEIs need to adapt a holistic approach and implement sustainability principles, knowledge, and practices within all academic activities. In alignment with the theme of the conference, this study provides reflections and recommendations towards the improvement of education considering the experiences and lessons learnt in a specific context.

Keywords: sustainability, sustainable development, sustainable development goals, education for sustainable development, higher education in South Africa

Noziphiwo Cleopatra Kgati & Zacharias L de Beer

Virt 2 | Towards Enhancing Open Distance Learning Students' Roles and Responsibilities: An African Epistemological Perspective

South Africa requires an educated population to sustain her economic development. Higher education institutions are under pressure to produce graduates with skills and competencies to fulfil such an aspiration.

Distance education is an essential avenue through which more South Africans can have the much-needed education without necessarily displacing themselves. Distance education is facilitated and regulated by the White Paper on e-Education which is a generic policy document to serve the needs of the system-wide use of ICT integration at all levels of education. It falls short of conceptualising the implications of ICT in distance education particularly the North-West University's (NWU) open distance learning (ODL) multi-mode of education content delivery. The conceptualisation shortfall facilitates a Western-oriented understanding of knowledge while ODL students' traditional understanding of their roles and responsibilities is ignored. The concepts of roles and responsibilities are critically important for the effective functioning of ODL, and they are essential to the attainment of students' education aspirations. At the NWU, approximately seventy per cent of ODL students are Africans whose worldviews do not harmonise with the vision of universities. The research question which underpinned this study was: What are the experiences of the roles and responsibilities of open distance students at a higher education institution? This study followed an interpretivist research paradigm, which would draw on a qualitative research approach. A systematic literature review was utilised and subsequently the views of ODL students were explored. Purposive sampling was employed to select ODL students as research participants for focus-group interviews. The collected data were analysed using the computer-assisted qualitative data analysis software (a CAQDAS), ATLAS.ti. Due attention was given to ethical considerations throughout the study. The findings revealed that ODL students have several ways in which they understand their roles and responsibilities which were shaped by their African worldview, Africanisation. The findings that emerged from the analyses of roles and responsibilities were task orientation; time management; personal growth; social roles; financial responsibilities; personal responsibilities; family responsibilities; and social responsibilities.

Keywords: open distance education, distance learning, roles of distance learning students, responsibilities of distance learning students, Africanisation

Oliver Tafadzwa Gore & Anesu Sam Ruswa

Virt 3 | Non-monetary Poverty: Addressing Issues of Student Deprivation in South African Higher Education

South African higher education experiences low outcomes regardless of the significant financial investments made into the sector to address student poverty through financial aid. Concerning is that more than half of the low-income students who receive funding from the government do not graduate which points to the presence of other deprivations that are not financial. Despite the well documented adverse impacts of multidimensional poverty and non-monetary deprivations, there has been limited research on it in South African higher education. This study fills in this knowledge gap by exploring non-monetary deprivation and ways of addressing multidimensional poverty without necessarily increasing funding. The study uses the Capabilities Approach to argue for universities to give attention to non-monetary deprivation in their interventions aimed to address multidimensional student poverty. The study employed a sequential-mixed methodology that collected data using four focus group discussions, followed by an online survey that collected quantitative and qualitative data using a questionnaire. A total of 2306 undergraduate students who were selected from one university using a simple random sampling technique completed the questionnaire. Thematic analysis was used to analyse the qualitative data. This paper only focuses on the data from the qualitative survey, which indicates that non-monetary deprivation is manifesting in the following dimensions: being able to live stress-free lives, dignity, participation, self-determination and motivation, social networks and being safe and secure. The study recommends that universities should consider reducing the effects of the non-material deprivations, such as mental health in order for students to flourish in higher education.

Keywords: poverty, non-monetary deprivation, multidimensional poverty, student wellbeing, higher education, Capabilities Approach, South Africa

Tshepo T. Tapala

Virt 4 | Professional Development Programmes: Learning Platforms for the Advancement of Departmental Heads and Schools as Organisations

For organisations to thrive, their employees need to be trained and developed. The training must be specific and targeted to the benefit of both the individual employee and the organisation they serve. The training and development can be for the development of the individual which will directly benefit the organisation. In reverse, whole organisations can be targeted for development which in turn also benefits the individual employee. Schools are no exemption. During the implementation of training and development, the individual teachers gain through enhanced and accelerated career advancement, their leadership skills and knowledge will be boosted, and they will also develop supervisory skills to mentor those serving under them. It is incumbent upon organisations like schools to invest heavily in the development and upskilling of their

teachers to benefit from organisational growth and advancement based on such an exercise. The implementation of training and development programmes is not an easy task, but one that requires careful planning and management. Departmental heads will gain immensely if such programmes are implemented in their schools.

Keywords: professional development, organisational development, career advancement, leadership, supervision, departmental head

Godsend T. Chimbi & Loyiso C. Jita

Virt 5 | Nurturing Learners' Research Skills Through Project-Based Learning: A Capability Approach Traversing Three Countries

Summative assessment is often criticised as an unfair representation of learner effort and aptitude. In summative high-stakes examinations, economically privileged learners consistently outperform marginalised counterparts, perpetuating inequitable social class reproduction. But UN Sustainable Development Goal No.4 calls for equitable quality education and lifelong learning for all learners, irrespective of socio-economic status and aptitude. Consequently, many education systems are adopting project-based learning to reduce dependency on summative exit examinations and nurture learners' lifelong research and problem-solving skills. Informed by the capability theory, the current literature-based study casts a bird's eye on how teachers are capacitating learners with research skills in South Africa, Lesotho, and Zimbabwe – three former British colonies with a shared heritage of dependency on summative high stakes examinations. Teachers in the three countries are worried by unclear implementation modalities, inadequate capacitation and heavy workloads that undermine project-based learning and the formative assessment it entails. While commendable progress in utilising the project-based approach has been recorded in South Africa and Lesotho, teachers in Zimbabwe are struggling to implement the change in an authentic and ethical manner due to poor remuneration and the government's power-coercive dissemination strategies. If the UN goal to achieve equitable quality education is to be attained, dual communication, consultation and teacher capacitation are imperative.

Keywords: curriculum reform, project-based learning, research skills, UN Sustainable Development Goal, quality education, 21st century skills

JP Rossouw

Virt 6 | Rebuilding Higher Education by Combating Researcher Isolation

To build new and better higher education systems, it is vital to consider all aspects of systems in the recent past. Measures should be taken to identify and address deficiencies, of which academic isolation and the prevalence of a silo mentality is a prominent example. The central question of this paper to be answered is how to effectively combat academic isolation. While an individual in solitude has a positive experience when alone, isolation resulting in loneliness is an uneasy feeling of being unwillingly detached from others. Education institutions, faculties, colleges or communities of practice as well as individuals can experience isolation, whether it is self-imposed or enforced by discriminatory measures. Highly specialized groups may isolate themselves, and so can experienced academics be unwilling to share ideas and so deny others to benefit from their expertise. During an analytical literature survey, which generated valuable observations and findings from scholars worldwide, some of the most prominent reasons for and effects of this phenomenon emerged. The analysis, into which personal experience was also factored, lead to proposing cooperative research and interdisciplinary research as effective ways to breach harmful silo forming amongst researchers, and combat academic isolation.

Keywords: isolation, silo mentality, cooperation, interdisciplinary research, rebuilding higher education, thought leadership, ageism, intellectual property

Jan B Khumalo

Virt 7 | School Management Support for Parental Involvement in Education

The role of parents in the education of their children is a factor which has been acknowledged as one of the contributors to learners' success in schools. In addition, the nature of parental involvement and the benefits thereof, have been sufficiently treated in the corpus on school improvement. The purpose of this paper is to probe the support that schools, through their School Management Teams (SMTs), provide to parents to enable them to be closely involved in their children's education. Seen through the lens of Epstein's model, parental involvement is conceptualized and related to school environments in diverse South African contexts. The model of parental involvement reveals six areas of involvement, namely, parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. Accordingly,

parental involvement as defined by Epstein and the inherent support that schools should provide to parents, form the thesis of this paper. The paper concludes with a recommendation of implementing proactive strategies of parental involvement in education.

Keywords: parental involvement, education, school children, School Management Team, Epstein's model

Shantha Naidoo

Virt 8 | South African Educators' Responses to Racial Integration in Public Secondary Schools

The paper examines the role educators and members of school management teams (SMTs) play in transforming schools towards integrative learning environments. Data was collected through a survey and individual interviews that were administered to educators and members of SMTs (N = 88) in four multiracial schools. The survey included open-ended questions that focused on what was happening in schools, in racially diverse classrooms, and the interaction between racially diverse groups. SMTs and SGBs are seen as always advancing strategies that lead to racial integration at school. The results showed that racial integration was not evident in these schools but rather there was a heightened racial conflict and racial incidences were prevalent in former White, Indian and Coloured schools.

Keywords: educators, management, racial integration, Critical Race Theory, Lewin's Change Management Theory

James Michael Brant

Virt 9 | The Most Underserved Populations: How Rich and Poor Orphans Rise Together

Our world has become starkly inequitable with 0.01% of the population owning 11% of all wealth, 1% owning 38% of all wealth, 10% owning 76% of all wealth, and the lower 50% owning almost nothing. Amongst all of these, there is a group of the most vulnerable, the most underserved, and ironically the most silent because, for the most part, they cannot speak for themselves: orphans, most of whom are in the lower 61%. The world population of orphans today is approximately 153 million. Selfishness and indifference have brought us to an appalling point in human history, but a radical change could be made, starting with the orphan population, if the world's middle class and above would adopt them in some way. The purpose of this paper is to explore the feasibility of such a social action and demonstrate the viability and potentially rapid effectiveness of this positive social engineering. The subject area is social and emotional learning, social responsibility, social entrepreneurship, and global citizenship. One of the groups in question is underserved and one is overserved yet underserved in that it lacks real happiness, in effect, both orphans. Through the lens of social constructivism, we examine the feasibility of projects through which the overserved help the underserved and both find fulfillment. Quantitative facts highlight the possibilities for radically ameliorating the orphan problem and qualitative investigation can measure the ensuing fulfillment of these groups. The final significant implication is that the orphan problem could be solved in this generation.

Keywords: underserved, orphans, indifference, middle class, social-emotional learning, social responsibility, social entrepreneurship, global citizenship

Ante Grčić, Dino Dujmović & Maja Ljubetić

Virt 10 | Students' Attitudes towards COVID-19 Vaccinations (Pedagogical Perspective)

The overall comprehensiveness and intensity of COVID-19 pandemics adverse impacts and consequences is especially evident among student population (youth). Restrictions in the educational process, social life and care for one's own health and health of others have become a compelling challenge. The development of the COVID-19 vaccination provided an efficient tool for the control and prevention of the spread of the disease. The goal of this paper was to question the students' attitudes towards COVID-19 vaccination from the pedagogical point of view. The research was implemented online on (N=164) sample of students from different areas in the Republic of Croatia. The results indicate that the students who are vaccinated or intend to get vaccinated state the following as their main reasons for vaccination – personal protection, protection of the closest and vulnerable groups in their communities and desire to return to their old lifestyles which they had prior to the pandemics. Investigation of students' civil responsibility indicated that students have relatively high level of responsibility. We have also determined positive correlation between the perception of the vaccination as civil responsibility and understanding the importance of vaccination in preventing the spread of disease and pandemics itself. Statistically relevant correlation between the impact of media and media reports, and students' attitudes on different vaccination aspects and reasons has not been determined.

Keywords: vaccination, COVID-19, civil liability, media, pandemics, students

Thematic Section 1: Comparative and International Education & History of Education

Charl Wolhuter

1.1 | Towards the Recovery of Education: Reaching for 2030 and Comparative and International Education

The aim of this paper is to reflect on what the changing context brought about by the Pandemic mean and can mean for the repositioning and reinvigoration of Comparative and International Education in 2023. The paper commences with the Sustainable Development Goals and the Incheon Declaration, as the vision humanity has set for itself for 2030. The paper then maps out the gap between the reality of education globally in 2015, when the goals were set, and the vision for 2030. The intervention of the COVID-19 Pandemic increased that gap. This paper argues that at the same time the Pandemic brought with it an opportunity to redesign education in the world, benefitting from the opportunities offered by technology. The paper further argues that in effecting such a redesign of education in the world, the scholarly field of Comparative and International Education has a pivotal role to play to – to connect to the theme of this book and of the conference of which this volume is the proceedings of papers presented – to use education experiences of the Pandemic and post-Pandemic times, to learn to not only recover education to its pre-Pandemic state, but to ensure the recovery has enough momentum to move beyond the pre-Pandemic level, surging towards the goals set for 2030, i.e. building new better education systems.

Keywords: Comparative and International Education, Incheon Declaration, post-Pandemic world, Sustainable Development Goals, technology enhanced education

Hennie Steyn

1.2 | Empowering Parents to Support their Children to Survive and Thrive in School: A Present-Day Challenge

This paper accentuated the importance of the availability of suitable programs to train parents to support their children to survive and thrive in school. Parents have a role to play in supporting their children to fully benefit from their education. Parents should set a positive home environment to support the learning of children. It was also indicated that the training needs of the parents can be described and used as topics for the modules of a training program as part of non-formal education. It was also explained that the program should be delivered in the format of distance education by using e-training platform to deliver the programs in an attainable, sustainable and affordable manner.

Keywords: empowerment of parents, training of parents, training needs of parents, training needs of parents, nature of training programs for parents, delivering of training programs

Naruho Ezaki

1.3 | Educational Situation under the COVID-19 Pandemic Period: Focusing on the Response of Public and Private Schools in the Urban and Suburban Areas in Nepal

The COVID-19 pandemic exerted an enormous impact worldwide. This impact was evident in the education sector, where many schools discontinued face-to-face education. Although developed countries and certain developing countries endeavoured to guarantee educational opportunities by offering online classes, many developing countries were forced into a difficult situation in which they were unable to provide education to their children, because the Internet and other infrastructure were not widely initially developed. However, reports on the actual situation focused on macro perspectives and detailed research reports on responses and efforts by individual schools were limited. Therefore, the current study examined the response of individual schools to COVID-19 and analysed the lessons learnt and challenges faced in Nepal. The target schools were public and private schools located in the urban and suburban areas of Bhaktapur District for a total of 10 schools. The study data, such as school calendars and attendance registers, were collected from each target school. Moreover, the study interviewed principals and teachers regarding their responses and challenges they faced from 2020 to 2022. The results revealed that the response methods differed according to the location, school type and characteristics of students. Schools in urban areas, especially private schools, were early adopters of online classes and were able to relatively avoid the negative effects of COVID-19. The study also observed that a few schools adopted a shift system and a combination of online and face-to-face classes, among others. Alternatively, public schools found difficulty in implementing online classes in suburban areas, and concerns emerged about a decrease in the amount of learning, although a certain extent of flexibility was observed such as teachers making home visits. The study will present lessons learnt and challenges on the basis of these responses in detail at the conference.

Keywords: public school, private school, COVID-19 response, online class, face-to-face class, educational disparities, developing countries, Nepal

Martin Boško, Hana Voňková, Ondřej Papajoanu & Angie Moore

1.4 | A Comparison of Response Styles Between Different Groups of Czech and New Zealand Students Participating in PISA 2018

International large-scale assessments, such as Programme for International Student Assessment (PISA), are a crucial source of information for education researchers and policymakers. The assessment also includes a student questionnaire, however, the data can be biased by the differences in reporting behavior between students. In this paper, we analyse differences in response styles of students in the Czech Republic and New Zealand based on data gathered in PISA 2018. The results show that Czech students use, on average, the acquiescence response style (ARS) and extreme response style (ERS) less than their counterparts in New Zealand. Contrarily, Czech students use, on average, the disacquiescence response style (DARS) more than students from New Zealand. A closer analysis according to the school type in the Czech Republic, showed that students from 4-year secondary general schools score, on average, the highest on ARS and ERS, but the lowest on DARS among all school types. The analysis in New Zealand according to the Year of study showed that students in Years 12-13 score, on average, the highest on ARS and ERS among all Year-of-study groups, the DARS values being similar across the Year-of-study groups. The mean ARS and ERS of each of the Czech school types remains below that of any of the New Zealand Year-of-study groups. For DARS, the mean score of the highest-scoring Year-of-study group in New Zealand (Years 9-10) remains below that of the lowest-scoring Czech school type (4-year secondary general school). Analysis of response styles is a crucial tool for the identification of some of the potential biases in student-reported data. Future research should take the differences in student reporting behavior into account and perhaps also employ other methodological approaches for their identification, such as the overclaiming technique.

Keywords: Czech Republic, New Zealand, PISA, student questionnaire, acquiescence response style, disacquiescence response style, extreme response style

Nonhlanhla Maseko

1.5 | Life beyond Foster Care: Transitional Tools to Support Youth with Disabilities into Adulthood

This paper investigates the transition planning for youth with disabilities living in foster care. Statutory regulations in South Africa contend that foster care lapses when young people reach the age of 18. It is however not certain how many of them are ready to navigate into an adult and independent lifestyle. This paper is concerned with the question on: How is the transition for youth with disabilities facilitated towards adulthood? Two foster homes catering for orphans, abused and children with disabilities were purposefully selected. Semi structured interviews were conducted with six caregivers. Findings revealed that there was no planning in place for these youth who are about to exit the foster care. Furthermore, these youths are not even aware that they will have to live independently after the age of 18 years. In conclusion, this paper suggests collaboration among the multi stakeholders, policymakers, and practitioners at all levels to best prepare youth with disabilities aging out of foster care for life beyond care and what lies ahead of them. A supportive environment can provide the tools and resources that youth with disabilities need as they prepare for their transition 'journey' and to make a smooth landing at their destination of choice.

Keywords: transition, disability, youth, foster care, adulthood

Manuel Jacinto Roblizo Colmenero

1.6 | Disfunctions of the Spanish Educational System: Causes and Consequences

All through the last decades, Spain has continuously shown the worst drop out and failure rates in the EU, because of preexisting worrisome data on failing marks and course repetition. Paradoxically enough, in international assessment studies like PISA, the country's students present figures close to the average, with favorable indexes regarding equity in the system. However, when it comes to analyze academic results and enrolment rates at the different levels, the global achievement figures become much worse, comparatively speaking, with highly unequal outcomes in that drop out and failure affect much more to disadvantaged groups. Up to the recent legislative reform, what was peculiar in the Spanish system was a curriculum overloaded with contents, to be implemented through a memory-based methodology. Contrary to European officials' directions and to the generalized practices in EU countries, as well as to the society of information demands, the Spanish educational system has for long been based on contents, whereas the skills-based work was a requirement of EU educational institutions and programs. The situation provides the comparative education researchers with a solid fieldwork to understand how misconceptions of the role that

education has in contemporary societies can lead to serious malfunctioning, with the corresponding consequences for individuals' life.

Keywords: Spain, failure, drop out, educational achievement, competences

Nomthandazo Buthelezi & Nonhlanhla Maseko

1.7 | Family Support for Learners with Mild Intellectual Disabilities during Transition

Family support is essential for academic success and the creation of resilient learners. Support is a complex and contested terrain that is variously described based on disparate philosophical lenses through which it is viewed. It cannot be denied that learners are bound to encounter several challenges during their educational expedition that might require support. In this study the focus is on learners with mild intellectual disabilities (MID) who are firstly assessed, diagnosed then recommended placement into a special class. Subsequently, they may well be required to transition from the mainstream class to a special class. Transition tends to be a challenging time for learners in general, however, it may particularly be more challenging for learners with MID for several reasons (i.e., fear of change, attachment issues, bullying from other peers etc.). Essentially, family support becomes critical in facilitating this process since it is construed for positive transition processes. Furthermore, it increases the motivation and confidence of a learner with MID who may potentially encounter discrimination and marginalisation during transition. Notwithstanding, the numerous benefits of family support for learners with MID, a variety of challenges experienced by families in the provision of support to a learner with MID have been identified in a school located in a semi-rural part of a South African province. Such challenges include but are not limited to poor communication between families and homes, lack/limited of knowledge and lack of functional family-school partnerships. Drawing from this, the current study aims to provide possible approaches to mitigate the challenges experienced by families in providing support to learners with MID during the transition process.

Keywords: family, support, transition, mild intellectual disabilities, special class

Klara Skubic Ermenc

1.8 | Researching the Development of Students' Intercultural Competence

Education sector is being called to improve integration of learners from immigrant and ethnic minority backgrounds into education systems, and for attention to be devoted to their learning outcomes and well-being. The successful integration of those learners into education is, among others, dependent on the intercultural competences of teachers and other pedagogical staff. To that end, universities are called to prepare prosperous pedagogical staff to work more effectively in culturally and linguistically heterogeneous environments. There are numerous definitions of intercultural competence, yet many scholars agree that a holistic conceptualisation of competence consists of three main broad components: (1) cognitive component (knowledge and research skills): mastering of theories on intercultural education; (2) functional component (know-how): mastering of the teaching methods, communication skills, etc.; and (3) the affective component (attitudes, reflectivity): cultural sensitivity, tolerance of ambiguity, ability to reflect on one's own beliefs, judgments and practices etc.. Contemporary research confirms that the affective component is of utmost importance, yet it cannot be sufficient if not accompanied by knowledge and skills. Different approaches have been developed in order to achieve such demanding goals: learning-by-teaching, school multicultural mentorships, international mobility programmes etc., but the balance between the three components is difficult to find. The challenge is not only how to design a course on intercultural education, but also how to understand the outcomes of such a course and interpret its impact. In this presentation I will first outline the characteristics of a course on intercultural education I designed for prosperous teachers and school counsellors. Second, I will present a research design which enables me to better understand the development of my students' intercultural competences. Then, I will present key research findings, which indicate the importance of blending students' research activities with their engagement in practical work.

Keywords: intercultural competence, intercultural education, initial teacher education, school counsellor education, researching competence development

Reinis Vējiņš & Baiba Moļņika

1.9 | Theater Arts in Elementary School as a Meaningful Resource for Life in a Changing World

UNESCO identifies Education as a priority because it promotes human rights and forms the basis for peace and sustainable development. In the latest UNESCO (2021) report "Reimagining our futures together: a new social contract for education", the four pillars of education are updated, making the educational process an important tool promoting human well-being: (1) learning to know; (2) learning to do; (3) learning to live together; (4) learning to be. These pillars of education are expanded with a new approach to education –

learning to transform. Since 2020, the educational reform project "Competence approach to learning content" has been implemented in Latvia, within the framework of which a new subject - theater art - has been developed and introduced into the school curriculum. The aim of the study subject "theatre art" is to build students' understanding of the art of performance, to develop students' communication skills for cooperation in different audiences and experience the process of creating a new artistic work. The focus of this paper is the introduction of the subject "theatre art" in Latvian schools and its connection to previously mentioned UNESCO's pillars of education. The aim is to analyze how the UNESCO vision of education is realized through theater art in elementary school. The data includes participation of 51 theater arts pedagogues of general education schools in Latvia who provided responses to a customized survey inclusive of Likert scale. The findings of the study indicate that the four pillars of education and the basic ideas of education defined by UNESCO are included in the Latvian theater art program. However, not all components are successfully implemented in practice.

Keywords: UNESCO pillars of education, theater art, theater pedagogy, Latvian context

Marco A. Navarro-Leal & Dilsa Estela Muñoz-Muñoz

1.10 | New Rurality and Traditional Families. Multigrade Schools in Colombia and Mexico during Pandemics

The purpose of this paper is to present an exploration on the response of parents of two rural multigrade schools facing the homeschooling activities in the context of pandemics. To frame a comparative perspective some conceptual work was done about new rurality and family structure before interviewing parents of both schools about distribution of tasks among family members, distribution of time and technological support. The study concluded that the traditional structure of rural families made easy to carry on with the tasks of home, labor and education.

Keywords: new rurality, traditional families, multigrade schools

Thematic Section 2: International Education Issues

André du Plessis

2.1 | What Happened to 'Educational' in Educational Management and Leadership? The Rise of Managerialism

This paper argues that school leaders and managers are being forced to abandon their educational purpose and that leadership and management activities of school leaders are now purposed towards satisfying the needs of a managerialist elite. As a result, the best interests of learners/ students are placed secondary to the interests of the bureaucrats. The paper conceptualises educational leadership and educational management and the relationship between these two actions is explained. Thereafter, managerialism is defined and its expansion to an ideology is explained. Examples are provided of how managerialism manifests itself in education systems.

Keywords: educational leadership, educational management, managerialism, best interest of learners/students

Johan Beckmann

2.2 | The Non-recoverability of an Education System and the Resetting Option: Case South Africa

The theme of the conference seems to assume that most countries had functional and well-performing education systems before the COVID-19 pandemic. All they need to do now is to recover and restore their systems to their former glory. Evaluations of the South African education system between 1994 and 2022 have been extremely negative. The question arises whether all systems could be restored and whether there are systems simply not worth restoring and needing a complete mind shift and a new start to begin to be able to provide quality education. I surveyed the South African school education system and the degree to which it complies with the legal framework that regulates it. I also consulted published material on education quality. I came to the conclusion that the system is performing extremely poorly and is probably not worth "recovering". I then turned to the suggestions of prominent economic and education policy specialists. It became clear to me that an education system not worth recovering needs a mindset change in its leaders to be reset and begin over. Certain education systems will probably need to be reset and not merely recovered. I explain briefly what the literature suggests about resetting a system and then list a number of steps that might be taken to reset an education system.

Keywords: recovering, recoverability, non-recoverability, system inertness, system reset, resetting actions

Leon Roets, Brianna Kurtz & Karen Biraimah

2.3 | The Impact of the Racial and Economic Divides on Access to Quality Education in South Africa and the United States

Struggles for educational equity in the United States (US) and South Africa (SA), particularly with regard to race, class, and ethnicity, remain significant and have become even more critical during and following the COVID-19 pandemic and lockdowns. Many scholars have focused on the daily struggles of school-aged children, indicating that millions in each nation are homeless, food insecure, and without health care. Moreover, schools often serve critical social reproduction functions in addition to their primary role of advancing learning by providing feeding schemes, computers and internet connectivity, and, in many cases, essential childcare for workers. Since 2020, the pandemic and lockdowns negatively impacted the education delivery system in both countries by enhancing the socio-economic and digital divides. Both countries struggled to provide equitable access to quality education for all children, regardless of their socio-economic status (SES) or geographic location. Through a comparative lens, we analyze attempts by the US and SA to address racial and economic divides over the past decades, and particularly during the pandemic and its disruptions, to better understand the mechanisms education systems used to address stakeholder inequalities. After a brief overview of the historical paths to greater social and economic equality made by both nations the paper explores the significant roles that race, ethnicity, and SES continue to play in determining access to quality education, especially during times of disruptions such as the recent pandemic. It also asks if the economic divide has become the more powerful and consistent factor determining access to well-resourced schools. The paper concludes by asking if patterns of historical racial and ethnic inequalities are now being replaced by an even greater economic divide that continues to provide patterns of unequitable education for children based on their race, ethnicity, SES, and access to supportive resources.

Keywords: COVID-19, educational equity, social reproduction, South Africa, United States

India Augustine Madiseti

2.4 | With the Fire on High: Affluent Neglect and its Implications for International Schools

Increased globalisation has re-drawn the landscape of the labour market, leading to a rise in foreign workers, and the number of international schools established to educate their children. Where two decades of research have identified the integral role schools have in identifying cases of child abuse and neglect in families of low socioeconomic status, far less research has aimed to examine incidences of neglect in more affluent cohorts, let alone those educated outside national systems. Serving mainly wealthy, transient families, international schools serve as a resource hub for foreign nationals working abroad, and a space for socioemotional growth where a child's development might otherwise be inhibited by language or cultural barriers. However, it is precisely the demographic characteristics of the population these schools cater to that make the children of these families vulnerable to neglect and other adverse childhood experiences (ACEs). Further, the combination of these demographics with the operation of international schools adjacent to the national population complicates safeguarding processes and often shields at-risk pupils from identification and reporting. Drawing from the existing body of literature on affluent neglect and the factors that impede child safeguarding, this paper explores both family characteristics - such as wealth and community status - and the legal and practical limitations of monitoring and reporting systems as potential barriers to addressing child protection concerns in international school spaces.

Keywords: affluent neglect, international schools, child protection, globalisation, transient populations

Martin Boško, Ondřej Papajoanu, Angie Moore & Hana Voňková

2.5 | Examining Paradoxical Associations Between Students' Questionnaire Responses and Their Achievement Across PISA Cycles: The Case of Teacher Support

In the context of Programme for International Student Assessment (PISA), paradoxical findings concerning the relationship between questionnaire scales and student achievement are often documented. These questionnaire scales are found to correlate positively with student achievement within countries at the individual level, but negatively at the between-country level (i.e., when correlating questionnaire scale and achievement values aggregated at the level of countries, the countries being the unit of analysis). These anomalous findings can be caused by the differences in reporting behavior of students in different countries and might lead educators and educational policy-makers to erroneous conclusions. In this paper, we examine the relationship between the teacher support scale and student achievement across three PISA cycles – 2012, 2015, and 2018. Our results show that there is a consistent negative between-country correlation between teacher support and student achievement in all three examined PISA cycles, which is in line with the previously documented paradoxes. We have also found that some countries, which participated in all three PISA cycles under study, consistently contribute to this paradox by having quite high levels of

student-reported teacher support but rather low achievement scores. Future research should take into account the differences in reporting behavior between students when making cross-country analyses and consider the application of methodological approaches to identify and adjust for these differences such as the anchoring vignette method and the overclaiming technique.

Keywords: PISA, questionnaire, reporting behavior, teacher support

Gergana Sakarski

2.6 | Evaluation of Homeschoolers' Soft Skills: Initial Survey Results

Soft skills are key for the successful realisation of individuals in their personal, professional and social life, but scientific research conducted on the soft skills of homeschoolers is still scarce so far. One of the most frequent questions, when homeschooling is discussed concerns the presumed lack of social skills of homeschoolers. A common assumption is that homeschoolers' socialisation is compromised and homeschooled individuals' soft skills development is, therefore, impaired. However, researchers, education specialists, and homeschooling families have differing opinions about this question. Research shows that the concern of social skills deficit comes often from outside the families, although parents usually care the most about their children's wellbeing. Homeschoolers, who were surveyed in the framework of this research did not confirm this assumption either. Therefore, there seems to be a clear need for deeper understanding and further exploration of the soft skills of homeschoolers. This paper aims to present the initial findings, discovered through theoretical study and qualitative and quantitative analysis of the preliminary results of an online survey conducted with homeschoolers from 3 countries aged over 16 years in order to explore the soft skills they develop.

Keywords: homeschooling, home education, soft skills, social skills, leadership, critical thinking, adaptability, problem solving, communication

Obed Mfum-Mensah

2.7 | "Transgressive" Instruction as Cultural Production: Teaching Strategies to Disrupt the "Dirty Gossips" about Sub-Saharan "Africa"

There exists a power asymmetry between instructors and students in the physical classroom and other learning spaces which symbolizes the distribution of power in social spaces. Because of the structured power asymmetry in most learning spaces, promoting effective classroom teaching sometimes requires instructors to replace existing hierarchical power relations and with fluid, organic, and transgressive classroom dynamics in their relationships with their students. This approach has the potential to empower students to become their own agency for interrogating the assumptions and ideologies that they bring to the classroom. This paper outlines the instructional strategies that I incorporate in my "nonwestern" course that aims to introduce students in my university to the sub-Saharan African region. The course uses the interdisciplinary approach to explore the complicated ways history and social changes (including globalization) intersect to shape education reforms, and economic and social development in sub-Saharan Africa. Students bring a plethora of assumptions about sub-Saharan "Africa" to this course and my goal as an instructor is to help students interrogate their own assumptions and deconstruct the myths and distortions about the "Africa" in a broader term. The paper outlines the way I deliberately select course materials, and sequence course contents and themes to scaffold and promote incremental knowledge about the region for students during the semester. Furthermore, the paper outlines the strategies that help nudge students' critical thinking and restructure the power relations in the classroom. While these strategies may not automatically change students' assumptions about sub-Saharan "Africa", they nonetheless become opportunities for my students and I to reposition for effective discussions about the region with the goal to interrogating students' prior assumptions and views about the region.

Keywords: curriculum, higher education, pedagogy, teaching methods, sub-Saharan Africa

Tomm Stewart & Hillamaria Seauve

2.8 | The Impact of Transformative Learning on the Development of Young Peoples' Intercultural Competencies

This mixed-methods research study was designed to investigate the effects of intercultural experiences and transformative learning opportunities on the development of intercultural competencies of a sample of university students. The intervention was attending language and culture seminars. The intervention group (N=47) participated in the seminars at Shuya University, Russia from 2015 - 2019. The comparison group (N=51) was not involved in the intervention and acted as the control. The descriptive study involved qualitative ethnographic action data from descriptive narration and analysis of themes emergent from the data. The quantitative aspect involved the use of a pretest and posttest for intervention and comparison groups.

Inferential statistical analyses were used to determine the effects of the intervention. The subject population was from provincial Russia, a unique cultural setting that provided deep cultural exchange for subjects and researchers. For more than eighty percent of student subjects the seminars were their first experience interacting with those from another culture (Finns and Americans). Participation in the seminars was the independent variable; results on the post-test self-report questionnaire were dependent variable. Descriptive statistics provided demographic profiles. Repeated measures (pretest and posttest) analysis of variance (ANOVA) and paired samples t-tests were used to compare mean scores and to determine statistical significance. Analysis revealed statistically significant differences within and between group comparisons. A positive main effect indicated increases in positive perceptions of others for the intervention group compared to the comparison group. A myriad of qualitative data corroborated the quantitative findings, and vice-versa. The reader will notice that the terms informants, subjects, intervention group, participants, and students are used interchangeably depending on the situation.

Keywords: intercultural competencies, transformative learning, others, mixed-methods, intervention group, comparison group

Leentjie van Jaarsveld

2.9 | Diversity: A Reflection on Research Projects Done Between 2017 and 2021

Diversity refers to our cognitive skills and personality traits, along with the things that shape our identity. However, looking more deeply at the extent of diversity, it includes many other factors, such as, among other things, context. The combination of our differences shapes our view of the world, our perspective and our approach. To get to the heart of educational leadership, it is necessary to interview people to hear their perspectives. From 2017 to 2021, I did seven projects in South Africa. I visited 46 schools and interviewed 106 participants. In this presentation, I reflect on the value of diversity in South Africa. Within these projects, diversity in terms of context, gender, socio-economic conditions, age and geography (place) emerged. The projects were grounded in theories such as social interdependence, leadership, performativity and performance, CHAT, intellectual capital, social space theory and the theory of generations. All the projects were viewed from the interpretivist paradigm. A qualitative approach and, in most cases, a phenomenological strategy was followed. Semi-structured interviews were conducted, after which the interviews were transcribed, and a data analysis was carried out. A thematic data analysis approach was followed. I adhered to the necessary ethical requirements for all of these projects. The planning of all the projects was crucial. The implementation of the projects was characterised by both positive and negative aspects. I always learned from the negative aspects how to approach a new project. The fact that I did fieldwork helped me a lot with writing articles and chapters in books, as my visits to schools were fresh in my mind. Although each project produced its findings, the overall finding is that South Africa is rich in diversity but still radiates an ubuntu feeling when it comes to education.

Keywords: diversity, projects, qualitative research, theories, Ubuntu

Ilse Doyer, Wilna L Bean & André du Plessis

2.10 | A Time-on-Task Analysis of Teaching and Learning Productivity

This paper presents the use of the time-on-task analysis (TOTA) diagnostic model as an instrument to improve the efficient management of allocated academic time in schools and focuses on the descriptive analytics produced by the TOTA model. The model aims to analyse how time is spent during the school day to enable school leaders, managers, and teachers to identify opportunities for improving teaching and learning 'uptime' in their schools and classrooms. The theoretical underpinning of the TOTA model is overall equipment effectiveness (OEE), a powerful analytical productivity metric used widely in manufacturing, and thus provides a novel perspective on how time is spent in the school day. The descriptive analytics are based on a data set of 450 observations taken during a time-series classroom observation study in the intermediate-senior phase of a primary school. It is argued that the TOTA model can be a valuable tool for school managers and teachers to improve teaching and learning productivity through the efficient utilisation of allocated academic time. The time-on-task analysis presented in this paper further underscores the importance of teachers' classroom management competencies and has the potential to be a valuable tool to enhance the instructional and transformational leadership practices of school principals.

Keywords: time-on-task, time management in schools, classroom management, effective teaching and learning, education productivity, quantitative classroom management studies, instructional leadership

Coenraad Jurgens

2.11 | Safety in Mechanical Technology Workshops at South African Public Schools

South Africa has an urgent need for qualified technical and mechanical people. Technical disciplines are encouraged in public schools to fulfil this requirement. Teachers are also in an environment that is becoming

increasingly litigious. Technology teachers may be forced to pay greater attention to managing safety and security as legal liability for harm caused during activities in school workshops is expected to increase. The safety of all students is a crucial component in schools. Effective teaching and learning can be improved in workshop areas where learner safety, or "Geborgenheit", is generated. The security of students while they participate in activities is the responsibility of the Mechanical Technology teacher. For school workshops, an efficient safety policy must be created to reduce the danger of injuries and harm to students. The primary method for reducing and preventing injuries and making sure that the teacher or school is not held accountable for damage, is a purposeful policy. The empirical investigation used a mixed research methodology, where Mechanical Technology teachers quantitatively and qualitatively assessed the management of security in school workshops. Data were triangulated (analytically, narratively, and discussed), and conclusions and suggestions were formed. The results show that teachers are unaware of their legal obligation to take care of students and are under-informed on delictual liability and education law. Due to the complexity of today's society, all participants in the education industry must recognize that understanding the legal and technological facets of the field is not only important, but also ought to be made essential.

Keywords: Mechanical Technology, safety, workshops, public schools, education legal perspective

Thematic Section 3: School Education: Policies, Innovations, Practices & Entrepreneurship

Gillian L. S. Hilton

3.1 | Teaching a Female Profession: Is That a Problem?

This paper explores the move towards an all-female teaching force, particularly in the developed world, where men are turning their backs on the profession. It attempts to gather the evidence as to what is affecting men's choice to reject teaching as a career. It explores the possible causes of this change, which has been increasing over the last few years and examines its causes and the effects on schools and on their pupils. In particular, it looks at the effects on boys and young men of a school world, with a lack of male role models and explores what can be done by governments, schools and the teaching profession to halt this worrying trend. Pupils need both male and female teachers as girls speed ahead in education, leaving boys behind in schools dominated by women, with few male teachers, to gain boys' interest and so become involved in their own education. Suggestions are made as to what can be done to overcome this problem, which is now moving into developing countries too. Governments need to act and society value more, the contribution teachers make towards the success and growth of a country, whilst being in many cases ignored or disregarded by politicians, some parents and in some cases their pupils.

Keywords: feminisation of education, boys, male teachers, role models, teaching profession

René Beyers & André du Plessis

3.2 | The Application of Professional Discretion by South African Public School Principals

This paper reports on a section of the findings of a study of which the purpose, among others, was to investigate and analyse the application of professional discretion by public school principals. The study adopted a mixed-methods approach from within a pragmatist research paradigm. Data was collected by means of quantitative and qualitative data collection techniques, namely survey questionnaires followed by semi-structured interviews within the Gauteng province. The findings suggest that there are multiple scenarios in which principals are required to apply professional discretion. Factors that influence principals' professional discretion were also identified.

Keywords: professional discretion, school context, decision-making, duty of care, learners' best interests, contextual intelligence

Bonjeeer Tamilka

3.3 | Conducting Experiments in Science, Technology, Engineering, and Math (STEM) in Remote Learning Environments during the Global COVID-19 Pandemic: Approaches and Policy Implications

When the COVID-19 pandemic forced school closures, science, technology, engineering, and mathematics (STEM) teachers were left with the challenging task of devising ways for students to conduct experiments at home. This was necessary because experiments and other hands-on activities are integral to STEM education

and are linked to the development of students' critical thinking skills, academic achievement, and science-related real-world skills. Based on a literature review, this study examines the methods used at the time to conduct STEM experiments remotely and provides recommendations for educational policy and practice. Findings indicate that experiential and immersive learning were the two main strategies used to accomplish home-based STEM experiments. However, experiential learning appeared to be the most prevalent and easiest to implement, especially in disciplines such as biology and environmental science. Based on the successes and limitations of the two approaches, the study concludes that consciously incorporating experiential and immersive learning into educational policies and practices would be a significant step toward better preparing teachers and students to employ them in emergency situations when teaching and learning have to be conducted remotely.

Keywords: COVID-19, STEM, experiential learning, immersive learning, place-based learning

Ricardo Lozano

3.4 | The Program that Didn't Need to Reinvent Itself: Lessons Learned from the # 1 Academic Performing Virtual Program in Texas During the COVID-19 Global Pandemic

It is a well-known fact that, during the global pandemic generated by the world-wide spreading of the SARS-CoV-2 virus, causative of the coronavirus disease, the world came to a standstill. The entire world of Commerce, Healthcare, Transportation, and Education, among others, found itself navigating uncharted waters, needing to redefine itself, and figure out ways to survive in the midst of this new reality. In the small suburb of Grapevine, in Central Texas, there existed a little program which had been in operation for eight years in obscurity, with many even questioning the relevance of its existence. This insignificant program served students whom, given the nature of their early professional careers as child actors, professional sports players, models, gymnasts, and professional musicians, could not afford to spend eight hours a day sitting in a classroom, where teachers expected them to sit quietly all day. The moment the global pandemic hit, iUniversity Preparatory School, with eight years of experience creating and implementing systems of academic excellence, integrity, community, and communications in place, became the model to follow by many schools in Texas and beyond. Officially recognized as the # 1 virtual program in Texas, and Top 5 in the United States, the program has become a case study with numerous lessons to be learned by leaders committed to the implementation of educational systems based on a model proven to be successful within the world of virtual education.

Keywords: virtual education, distance learning, success in the pandemic, models of virtual education, excellence in virtual education, educational leadership

Polona Klopčič & Nives Markun Puhan

3.5 | Developing Physical Literacy Through Play in Physical Education Class

We encounter games throughout our lives. Playing games is an incredibly useful method for creating a safe and supportive learning environment. With thoughtful didactic approaches and the appropriate choice of tools, we can use games in education to influence the development of a whole range of skills, abilities, and competencies in students. By introducing the concept of play performance analysis in the educational context, we present a formative approach to monitoring the development of a student's physical literacy, certain cross-cutting personal skills (such as creativity, critical thinking), life skills (such as collaboration, communication, self-regulation, adaptability), and personal traits (such as decisiveness, perseverance, resourcefulness and concentration/composure). Playing is an important and necessary spice of life. It requires the participation of both the mind and emotions - that is its greatest value, which can greatly enhance learning effectiveness. Basic/motor play requires collaboration among all players, teammates and players from the opposing team. In the game different students or teachers with varied interests, skills, abilities and knowledge can participate. That is the reason we introduce playing different sport games as a didactic approach, through which a teacher can create an environment where students can progress in their physical literacy. When introducing the concept of game performance, we demonstrate how we can measure the performance of each player in the game. The same source can also be transferred from competitive sports to the school environment. In the following, we connect each item of the pyramid of success with reflective questions for the players. The essence is that each player evaluates his or her game performance, since an external observer cannot do it with the same quality.

Keywords: game/play performance, formative approach, cross-cutting skills, life skills, personality traits, physical education, development of motor and functional abilities

Richie Rizkalla Elian

3.6 | Historical and Philosophical Approaches in the Introduction and Construction of Scientific Knowledge among Young Students

Linking exact sciences and human sciences in teaching is not a completely new practice; it is clearly visible throughout history. Nowadays, teachers are asked to rely on the History of Science to teach scientific disciplines. This practice is discussed mainly in the teaching of physics. This paper highlights the fact that this approach cannot be done optimally without consideration of philosophical and epistemological approaches, also emphasizing the discipline of mathematics. The paper explores to what extent the historical and philosophical approaches in the introduction and construction of scientific knowledge to students would be beneficial to students, by seeking whether the philosophical approach can or should accompany the historical approach as well as the pedagogical practice which has the most interest for the pupils, whether they are young or not so young. The study is based on the author's teaching experience in two French schools abroad.

Keywords: History of Science, philosophy of science, mathematics, physics, teaching, young students

Madikela Titus Lekalakala

3.7 | Financial Management Issues Facing South African School Governing Bodies (SGBs)

Financial management in organizations has evolved into a critical entity that necessitates proper strategy and implementation. The reason for this is that finance is the lifeblood and long-term viability of an organization's growth and production. Unfortunately, there has been financial mismanagement among school governing bodies (SGBs) in South African schools, among other issues such as a lack of solid policy and qualified people with adequate knowledge of financial management in most of the selected schools. This necessitated this investigation of the issues faced by school governing bodies in the execution of financial management tasks in four schools in the Ramotse Area, Hammanskraal, in the north-east of Tshwane. The research methodology that was used was qualitative, exploratory, and descriptive in character. Data was gathered through two focus group interviews, one with SGB chairpersons and the other with school managers from the same schools. An analysis of the data found that SGBs in the Ramotse Area confront several financial challenges, including parents failing to meet their financial obligations and subsidies coming late, among other things. SGBs should be adequately and more often educated, according to the most important recommendation made.

Keywords: financial management, management, policies, school governing bodies

Siphokazi Kwatubana

3.8 | The Role of Principals as Instructional Leaders in the Implementation of ICT Curriculum in South African Public Schools

Education systems, including South Africa's, were forced to embrace remote schooling and online learning due to the COVID-19 pandemic. In the context of this dramatic change, the principal's role as an instructional leader has also changed. The hard lockdowns in South Africa forced schools to be creative in ensuring education continuity through digital technologies in online teaching. This became impossible in many schools due to a lack of resources and skills and the digital divide. South Africa is in the process of implementing the ICT curriculum in schools. Instructional leadership becomes crucial in such initiatives as it determines how the ICT curriculum is implemented and its subsequent impact on teaching and learning. However, many challenges hinder the effective implementation of the ICT curriculum, incorporating the lack of understanding of the pivotal role principals can play in ensuring its effectiveness. This study analysed publications on ICT curriculum implementation and instructional leadership to provide an overview of principals' roles as instructional leaders. Instructional leadership referred to in this study builds on experiences and learning acquired during COVID-19. Implementation of ICT is becoming more important to schools, and the success of such implementation is often due to effective instructional leadership.

Keywords: instructional leadership, principals as instructional leaders, ICT curriculum, roles of instructional leaders

Tuelo Matjokana

3.9 | The Impact of Collaboration in Implementing ECD Policies in South Africa

South Africa is the signatory of the United Nations convention on the Rights of the child to quality education especially for children in the disadvantaged areas. In pursuance of the commitment, South African government developed its mechanism in the form of Early Childhood Development (ECD) policies and

legislative framework. Among other policies, the National Integrated Early Childhood Development Policy (NIECD) was developed with the aim of bringing synergy and coordination on the roles and responsibilities of stakeholders working with young children. Also, ECD policies were developed to ensure that various ECD stakeholders within the education system at the local, provincial, and national levels collaborate to provide a comprehensive, high-quality services for young children. This study presents the Britto, Yoshikawa and Boller (2011) conceptual framework on quality to understand the collaborative support required in providing holistic care and development for young children. The aim of the study was to explore strategies for strengthening the implementation of ECD policies to improve quality care and development. Through an instrumental multiple case study, two ECD centres in the rural and semi-urban areas were purposively sampled to compare the findings of different settings. The research was limited to two areas, and as a researcher I acted as an interpretative instrument for data analysis. Data was also collected through semi-structured interviews, writing notes and observation to understand the ECD participants' experiences. Inductive data analysis was also used when patterns emerged from the data. The collaborative networks in implementing ECD policies by the ECD stakeholders were then the focus of an instrumental cross-case study. Findings revealed lack of synergy in the roles and responsibilities of ECD stakeholders at national, provincial and district level to support practitioners in implementing policies. The desired ECD policy intention to strengthen the implementation of early childhood development services by relevant stakeholders seemed counter-productive.

Keywords: policy, quality, implementation, collaboration, stakeholders

Saltiel Khololo Collen Mataboge

3.10 | The Implementation of Participative Management in Primary Schools in Tshwane-West District

The real transformation of education requires schools to abandon traditional, bureaucratic management practices and embrace a democratic, client-driven market economy. Certainly, the lack of involvement of teachers and parents in decision-making processes is detrimental to their initiative and genuine commitment to their work. A lack of participation and guidance from role-players results in dysfunctional schools. The aims of this research were to examine and determine what participatory management entails. How participatory management is implemented in Tshwane-West District primary schools? What strategies can be developed to make participatory management in primary schools in Tshwane-West district more effective? An empirical study was conducted using a quantitative approach to accomplish the objectives above. This study targeted all primary school principals in the Tshwane-West district (N=98). Respondents selected were able to provide the information needed. An empirical study was conducted using a structured questionnaire. Self-constructed questionnaires were used to determine whether participatory management was implemented in primary schools in Tshwane West. The legal framework was also addressed in this study. These legislative documents include the Constitution of the Republic of South Africa, No. 108 of 1996, National Education Policy Act No. 27 of 1996, South African Schools Act No. 84 of 1996, Employment of Educators Act No. 76 of 1998, the Basic Conditions of the Employment Act No. 75 of 1997 and the Gauteng Department of Education School Governance Manual. The results showed that participatory management was implemented as a prominent feature in primary schools in Tshwane West district. However, it has also emerged that participatory management remains a problematic concept for many schools.

Keywords: participative management, primary schools, Tshwane-West District, South Africa

Claudio-Rafael Vásquez-Martínez, Francisco Flores-Cuevas, Felipe-Anastacio González-González, Luz-María Zúñiga-Medina, Idalia Castillo-González, Irma-Carolina González-Sánchez, Joaquín Torres-Mata

3.11 | Pedagogical Trends, Various Approaches

When talking about pedagogical theories, the first thing to stress is that it is difficult to find something new that has not been said before. In this field, much of what is called innovation comes from earlier times. Theories, conceptions and research have developed a great deal in the field of education. This means that educational systems face new challenges, with all the limitations that this implies. It is also evident that knowledge emerges with growing force that promotes social development. Therefore, it is necessary to implement pedagogical projects based on advanced forms of teaching that support the training of individuals, professionals capable of responding to the demands of the contemporary world.

Keywords: pedagogical trends, education, critical pedagogy, behaviourism, humanist paradigm

Thematic Section 4: Higher Education & Teacher Education and Training

James Ogunleye

4.1 | Higher Education in Nigeria and the Challenges of Managing Exponential Growth in Students Seeking University Admissions

Nigeria has seen a phenomenal growth in the number of students seeking admission into tertiary education in the last sixty years since the country's independence from the United Kingdom. The evidence of growth is much more pronounced among students seeking admissions into publicly-funded universities than private universities. The situation got to a point particularly in the last ten years that less than half of 1.3 million average annual applicants secured university admissions. This empirical study examines the challenges that the management of growth in the number of students seeking university admission present to the Nigerian regulatory authorities and universities. The methodological approach is based on the scoping review of literature, content analysis of policy documents, and the data collected from the regulatory authority, National University Commission, and the Joint Admission and Matriculation Board (JAMB). The National University Commission among other things licenses, checks standards and quality in the Nigerian universities, while the Joint Admission and Matriculation Board is responsible for conducting matriculation examination for entry into tertiary institutions – universities, polytechnics and colleges of Education. The study finds that, although licensing and promotion of private universities were significantly increased to boost enrolment capacity in the last twenty years, a significant proportion of students seeking university admissions still have a strong preference for public universities. The study, in conclusion, offers a set of recommendations about the reforms needed to address the challenges of students seeking admissions into the Nigerian higher education.

Keywords: higher education, university admission, National University Commission, JAMB, Nigeria

Steve Greenfield

4.2 | The Importance of Being 'Pulled Up Short': Can a Transdisciplinary Approach Help Deliver?

Whilst the starting point is the impact of the pandemic the overall aim of the paper is to advance the case for the introduction of a transdisciplinary approach to learning. The justification for adopting this radical method is to deliver specific graduate outcomes in line with the 10 job skills for 2025 identified by the World Economic Forum. More specifically to promote creative and critical thinking amongst undergraduates. If the integration of skills is viewed as a key component of higher education the question is how they can be best delivered. A key point is to develop student self awareness of the limitations to their learning to introduce critical reflection. The possibility of students being 'pulled up short' and experiencing self-realisation is examined and how this may contribute to the advancement of their studies and the delivery of specific skills. Finally, the paper considers the idea of transdisciplinary teaching and learning and differentiates transdisciplinary ideas from other forms of crossing disciplinary boundaries. It explores the stated advantages, in terms of skills development, for adopting this type of approach noting the challenges it involves for both educators and students. It concludes that although there exist realistic challenges to transdisciplinary learning it is a strategy that promises significant outcomes.

Keywords: transdisciplinarity, graduate outcomes, skills, 'pulled up short', post-pandemic, employability, creativity, critical thinking

Matthew A Witenstein

4.3 | Essentializing Global Citizenship Education's Place in the Higher Education Landscape

With their aim to transform our world (socially, economically and environmentally), the United Nations Sustainable Development Goals (SDGs) serve as a noteworthy plan to foster and build a peaceful, sustainable earth. The welcoming inclusion of higher education in the SDGs, particularly in Target 4.3 (which includes a focus on equitable access to higher education), elevates the opportunities for higher education's contribution to sustainable development compared with past United Nations plans. Evidence in the literature in the field of higher education points to plentiful conversations, actions and plans focusing on education for sustainable development (ESD), yet little attention is given to the conversation regarding global citizenship education (GCE). ESD and GCE are integrally connected in Target 4.7, which interconnects social domains that link to civic engagement and several equity-oriented social domains like human rights and gender equality in order to promote sustainable development. However, scant higher education literature focuses on GCE and rarely in combination with ESD. Therefore, this paper argues for the need to more centrally focus on 1) foregrounding GCE in the higher education literature; 2) building meaningful links with ESD to meet Target 4.7; and, 3) offering steps forward for how this work can be applied in higher education contexts. This is accomplished through a critical review of the literature that thematically synthesizes the GCE and ESD

literature. This synthesis facilitates the development of a set of guiding principles for linking the two to meet Target 4.7. Emerging findings suggest that meaningful links between GCE and ESD can facilitate meeting Target 4.7, particularly through the domains of curriculum, assessment, organizational/social change and mission/vision.

Keywords: higher education, global citizenship education, education for sustainable development, Sustainable Development Goals, Target 4.7

Chiou-hui Chou

4.4 | Preparing Teachers to Teach with CLIL in Social Studies

Multilingualism is viewed as the reflection of this cultural and linguistic diversity. Thus, learning more than one language has been emphasized in the worldwide curriculum. With the international trend in language education, Content and Language Integrated Learning (CLIL) has been practiced in the world. In line with the international trend in language education, the Ministry of Education, Taiwan has enacted bilingual teacher preparation programs to prepare bilingual teachers since 2019. Following the bilingual teacher education policy, this study reports a project, preparing CLIL teachers in teaching the subject of social studies. Seventeen pre-service teachers, taking the researcher's course were invited to participate in this project. After a nine-week theory instruction, one week was arranged for microteaching and one week was for lesson plan revision. Participants were then allocated to practice teaching in grade-four classes. Following the clinical supervision model, the researcher guided the participants to design CLIL lessons. Classroom observations and peer discussions were arranged. Two units in the elementary school textbook were selected. They were about Taiwan local cultures, folktales, cuisines, historical sites, scenic sites, museums, etc. Quantitative data from a pre-and post-survey examined the participants' CLIL teaching competence. The t-test results showed participants improved significantly in CLIL competence. Qualitative data were collected from the participants' reflective journal writing and their observation notes as well as semi-structured interviews. Constant comparative method was used for data analysis. Categories emerged from the data were then grouped into themes for discussion. The findings show that participants indicated they learned to teach with CLIL during the field teaching and benefited from supervision for their pedagogical knowledge development. The results of this study hope to provide insights for supervising elementary preservice English teachers in CLIL, providing CLIL lessons and activities in social studies, and enhancing CLIL teacher education.

Keywords: Content and Language Integrated Learning, cross-disciplinary, professional development, social studies, teacher education

Wen-Hsing Luo

4.5 | Training Needs of Taiwanese In-service Bilingual Teachers

In 2018, the Taiwanese government announced that Taiwan would become a bilingual nation of Mandarin Chinese and English by 2030. Later, the bilingual nation policy was modified and became the bilingual policy to acknowledge the value and significance of bilingualism/plurilingualism in Taiwan. Since then, the approaches to promoting bilingual education have been widely discussed in Taiwan. Because bilingual education is in its inception in Taiwan, bilingual teachers capable of teaching school subjects using English are in high demand. To fulfill this demand, Taiwan's Ministry of Education (MOE) has provided bilingual teacher training programs for in-service teachers at elementary and junior high schools. The present study is aimed to investigate Taiwanese in-service bilingual teachers' perceptions of training needs in the competences and knowledge required to implement bilingual curricula. To this end, this study used mixed methods consisting of questionnaires and individual interviews to collect data from the intended cohort, that is, content and English teachers who are involved in bilingual curricula at elementary and junior high schools in Taiwan. The study revealed the differences in bilingual teachers' training needs with regard to school levels, teacher types, language proficiency levels, and bilingual teaching experiences. In view of the findings, several suggestions are made on professional development for in-service bilingual teachers in Taiwan. It is suggested that the MOE consider teacher types and school levels when developing professional development courses. Additionally, training on linguistic competence needs to be re-evaluated in professional development courses for bilingual teachers in Taiwan, in particular for English language teachers.

Keywords: bilingual teachers, in-service training, professional development, training needs

Gordana Stankovska, Dimitar Dimitrovski & Imran Memedi

4.6 | Psychological Well-Being and Mental Health among University Students

The COVID-19 outbreak has impacted all aspects of human life, including the educational settings. Online and hybrid learning carried out during and after the pandemic certainly has a positive and a negative side, especially when it comes to students' mental health. At the same time, psychological well-being problems

have become increasingly common among students nowadays. Thus, the main objective of this research was to investigate the relationship between mental health and psychological well-being among university students. The Kessler Psychological Distress Scale (K10) and the Psychological Well-Being Scale (PWBS) were administered to a sample of 240 university students (129 female and 111 male students). The results indicated that there was a significant positive relationship between the level of psychological well-being and psychological distress. The students' psychological well-being had the highest rating in personal growth, self-acceptance, purpose of life and environmental mastery, while autonomy and positive relationship with others had lower levels. Simultaneously, there was a positive relationship between mental health and gender, but there was no correlation between psychological well-being and gender. The study concluded that those mental health problems have powerful predictive qualities with regard to changes in students' psychological well-being which reflects the implication of intervention programs and strategies that help students to better cope with and manage distress.

Keywords: mental health, distress, psychological well-being, medical students, support

Thematic Section 5: Law and Education

Elizabeth Achinewhu-Nworgu & Queen Chioma Nworgu

5.1 | Examine Important Strategic Roles of Leadership and Management of Teachers' Retention and Impact on Organisational Performance with Reference to an HE Institution in Inner London

The paper has focused on important leadership and management strategic roles in employee retention with reference to a London higher education institute. It analyses some of the reasons for high turnover and theories around effective leadership and management roles in retaining hard working employees, with reference to teachers in a higher education institution in inner London cities. When discussing teachers, it includes lecturers that teach in higher education. Retaining hard working teachers has been an issue in HE institutions, particularly, since the Brexit and Covid 19 crisis, therefore, important to explore the issue in the context of the leadership and management strategic roles to reduce high turnover. The mini research uses mixed methods, quantitative and qualitative data collection with thematic analysis of the key findings from literature and comments from teachers on why they will like to stay or leave their jobs for another employer. Having sampled the opinions of small sampled participants and the literature sourced, it is obvious that teacher retention is a big issue in education with some teachers wanting to leave or stay. Those wanting to stay will do so if they are motivated with better pay and compensation and effective leadership and management of education institute and those leaving would live due to poor pay and heavy workload. The most interesting to note is that most of the participants love the job they do as long as their students are achieving their qualifications.

Keywords: retention, achievement, students, strategies, teachers, leaders, management and organizational performance

Marius Smit

5.2 | Social Media in Schools – A Comparative Legal and Educational Perspective

The comparative research paper explores the use and risks of social media in South African, USA and European schools. It discusses the potential challenges that schools, educators and learners may face such as cyberbullying, sexting, identity theft, fraud, catphishing, cybercrimes, excessive online presence, and addiction to social media. The paper reports on the findings of a phenomenological study and purposive survey among school principals and educators in South African schools. The paper highlights the advantages of applying social media in the classroom, and provides recommendations for schools, educators, parents and principals to manage the use of social media in the education environment.

Keywords: social media, education law, freedom of expression, right to privacy, student misconduct, school policies, cyber law

Elizabeth Achinewhu-Nworgu

5.3 | Black Lecturers Matter: Exploring the Views of BAME Staff in Education on Organisational Culture and Opportunities for Black Staff in Promotion to Higher Positions

Legislation such as the Equality Act 2010 has ensured that considerable progress has been made in tackling discrimination in relation to the 8 protected characteristics that are defined in law. UK HEIs are well-versed in monitoring the diversity of their workforce and ensuring that recruitment is compliant with the legislation. However as HEIs become more diverse, we need to ensure that 'cultural differences' and 'misunderstandings', do not become barriers to genuine equality of opportunity for BAME staff. This small-

scale research project explores these questions with BAME staff working in higher education in the UK. Implications for leaders and managers and Human Resources professionals are considered.

Keywords: culture, diversity, perception, people, minority groups, education, business, impact, solution

Vimbi Petrus Mahlangu

5.4 | Understanding Principled Leadership Through the Lens of Fraud Diamond Theory

The paper emanates from the inaugural lecture that I presented on the 22nd of November 2022 at the University of South Africa. It is well known that "The Zondo Commission" revealed numerous crises with principled leadership poisoning organisations in South Africa. The world is becoming more conscious of ethics and ethical leadership because of the numerous scandals that have occurred in a variety of sectors, such as state-owned corporations and government institutions owing to unethical conduct by those organisations' leaders. It would be wrong to think that because corrupt behaviour had been exposed, the golden era of frauds had ended and that organisations had reached a turning point due to democracy and open management. If fraudulent actions continue to deplete organisations of resources and offer difficulties for managers and leaders, I contend, principled leadership is becoming toxic in organisations. These leaders need to be visionary. They must be able to communicate with members of their team. When leaders and their teams communicate, trust and confidence are increased. They should inform team members of their decisions rather than forcing decisions upon them. Leaders should consider all relevant factors before making judgments. They ought to enforce their influence by persuasion rather than by pressure. They must be creative in coming up with new solutions to challenges, taking chances to support organisations in minimising toxic inclinations.

Keywords: corruption, principled leader, toxic, Fraud Diamond Theory, empowerment, honesty

Chinuru Achinewhu

5.5 | Law Practice and Education in Nigeria: The Importance of Technology

Technological revolution has continued to permeate all aspects of society. Its roles and impacts cannot therefore be overemphasized. Nevertheless, the roles of technology in law practice and law education in Nigeria have not received considerate research attention. The aim of this paper is to fill this gap by examining law practice and education in the context of the roles technology plays. The doctrinal research method was adopted. The paper found that Section 1 of the Act established the Council of Legal Education and vests it with the responsibility for the legal education of persons seeking to become members of the legal profession. The role of technology in law practice includes documentation of client's instructions, case management, file management, personnel data management and the documentation of accounts of the law firm, research, filing of court processes and virtual court sittings. Similarly, technology plays important roles in law education including research and teaching aids. However, the integration of technology faces several challenges such as inadequate regulatory framework, inadequate infrastructure, lack of funds and technological illiteracy. The paper concluded that addressing the challenges will be critical to enhancing and expanding the roles of technology in law practice and education and that without a strategic long term approach, the roles of technology in law practice and education in Nigeria will remain very insignificant and slow to sustainable growth.

Keywords: technology, legal education, legal practice, law

Princess Adaeze Chuku-Ashiegbu

5.6 | Labour Rights of Lecturers in Private Universities in Nigeria

This study investigated Nigeria's private university lecturers' welfare and their legal rights. The study adopted a doctrinal approach which enabled a proper examination of the extant laws applicable to a lecturer as an employee and the reviewed laws included: the Constitution of the Federal Republic of Nigeria 1999 (as Amended), Labour Act Cap L1, LFN 2004, Industrial Training Fund Cap 19 LFN 2004 (as Amended), National Health Insurance Scheme Act, Cap N42, LFN 2004, National Housing Fund Act, Cap N45 LFN 2004, Pension Reform Act 2014, Personal Income Tax Act Cap P8 LFN 2004, Trade Dispute Act Cap T8 LFN 2004, Trade Unions Act Cap T14 LFN 2004. The study made a case for lecturers with the private universities in comparison to their counterparts with the public owned universities. The findings showed that there is wanton disregard for the extant provision of the Labour Act in Nigeria amongst the lecturers working with the private universities. Similarly, the study likewise discovered that there is paucity of reported cases regarding enforcement action involving private university lecturers and their employers. The study perceives that the inability of private university lecturers to demand for their rights is because the Nigerian law also allows freedom of contract in upholding and binding employers and employees to their agreements. Recommendations from the study asserted that the lecturers are entitled to same right as every other professional employee in Nigeria. This

exposes the lecturers in the private universities to a weak state where despite the existence of the laws protecting their rights, they are unable to leverage on the existing laws to advance their rights.

Keywords: labour law, legal rights, university lecturers, Nigeria

Thematic Section 6: Research Education & Research Practice

Ewelina K Niemczyk

6.1 | Higher Education as a Sustainable Service Provider in a Rapidly Changing World

Bearing in mind United Nations' 2030 agenda and achievement of global goals, the conference theme brings attention to exploration of how education adjusted to the unexpected challenges of the global crisis and how lessons learnt can be used to create better education systems. On that note, this perspective piece brings attention to sustainable development and especially sustainable development goal 4 specific to education as well as the VUCA times representative of the fast-paced changing world. Description of the above-mentioned notions is connected to the vision of higher education sector as a sustainable service provider. Higher education institutions play an essential role in sustainability since they are not only knowledge producers but most importantly agents nurturing educators, researchers and leaders with potential to contribute to the successful achievement of the United Nations' Sustainable Development Goals. The paper culminates with reflections and considerations about the direction higher education sector should consider to build back better.

Keywords: pandemic, global crisis, sustainable development, SDG4, VUCA times, higher education, South Africa

Nicholas Sun-Keung Pang

6.2 | The Strategies of Reforming Higher Education in China under Global Competition

Global competition results in an overall demand for higher skills. In the competitive world, China has no choice but to adjust themselves to become more efficient, productive, and flexible. Higher education in China has played a key role in achieving socialist economy and modernization. Since the open-door policy in the 1980s, there has been a shift from elite to mass education, practice of corporate managerialism in education governance, privatization of education, and spread of transnational education in the tertiary sector. The author first attempts to explore the strategies that have been adopted in higher education reform in China. Then there are reviews of the roles of Project 211, Project 985, and the Double First-Class Initiative in higher education reform in China. Higher education reform has allowed mainland China to identify a small group of universities to be measured alongside the best universities in North America and Europe. However, there are also some backwash effects created from these trends of restructuring of higher education in China.

Keywords: global competition, higher education reform, Project 211, Project 985, Double First-Class Initiative in China

Maja Stojanović & Susan M. Yelich Binięcki

6.3 | Training Adult Education Researchers in a Remote Doctoral Program: Experiences, Reflections, and Suggestions for Moving Forward

This paper focuses on the experience, reflections, and best practices related to training adult education researchers in an adult learning and leadership doctoral program at a Research I institution in the United States. We discuss embedding technology into the curriculum, fostering connections, and supporting the development of self-directedness as key elements of an effective online doctoral program. The paper offers suggestions applicable to other online, research-intensive programs catering to the working learner population.

Keywords: adult education, graduate, doctoral program, online learning, United States

Chin-Wen Chien

6.4 | Analysis of Elementary School English Language Textbooks from the Countries in the Expanding Circle: Focus on Glocalization

Glocalization is the refraction of globalization through the local resulting in glocality, namely a blend of the local and the global. English educators in the countries from the expanding circle where English is learned as a foreign language attempt to provide learners with authentic context and materials consisting of both a global and a local discourse. According to scholarly literature, the materials for English instruction should be glocalized in order for learners to reflect on and use the language locally and across the world. This study

aimed to investigate the textbooks used in the expanding circle to explore if the materials are contextualized and glocalized to frame learners' experiences and lives locally and globally. This study employed content analysis to explore glocalization in 40 elementary school textbooks from 10 countries with the following conclusions. First, glocalization was deficient in the textbooks. Second, both local and global features were included in the textbooks, and these features were from the home, target culture, and other cultures. However, the features represented superficial cultural aspects, such as names, costumes, nationality, or flags. Based on the overall findings of this study, suggestions and implications are provided for language teachers and textbook publishers in terms of emphasis on glocalization in textbooks, sources and designs of supplementary materials along with the ways to compare and contrast textbooks.

Keywords: glocalization, glocality, English language textbooks, the expanding circle countries

Chiou-hui Chou & Hung-Hsuan Kao

6.5 | A Study of Elementary Students' Learning Effects of CLIL Science

Content and Language Integrated Learning (CLIL) around the world has attracted teachers' attention as an educational approach to language learning. Research has shown when a second language (L2) is the language of instruction, the teacher's awareness of the role of language in learning is of great importance since scaffolding activities to support content and language learning are often required. In particular, activity-centered lessons can enhance L2 development in CLIL compared to traditional and form-focus lessons. Thus, understanding how to design integrated activities to support young learners' content and L2 learning is crucial in today's education. This study reports on a CLIL project in a third-grade science curriculum in Taiwan. It presents the CLIL activities and the effects of CLIL on learning. The project lasted for 20 weeks in a semester, in which one CLIL lesson per week was implemented. Topics included parts of a plant, parts of a flower, leaf arrangements, magnets, wind directions, and dissolving. Nineteen students, receiving their first CLIL instruction, participated in this project. Both the quantitative and qualitative findings of this study showed positive effects on the students' learning. Great attention in planning of the study was paid to the science tasks within language sensitive frameworks that include some communicative practice in the L2. CLIL activities helped awaken young learners' interests and curiosities in different topics as well as improve their English abilities. This study has important implications in curriculum design in CLIL bilingual programs to facilitate young learners' language development.

Keywords: CLIL, elementary education, L2 development, scaffolding, science

Zoltán Rónay & Ewelina K Niemczyk

6.6 | Higher Education as a Change Agent: Exploring Interconnection of Academic Freedom and Sustainable Development

Considering the fast-changing times and mounting challenges, higher education institutions (HEIs) became recognized as important change agents in the society but at the same time became more threatened. To that end, recently Magna Charta Universitatum, a declaration stating that intellectual and moral autonomy is the hallmark of any university and a precondition for the fulfilment of its responsibilities to society has been revised to reflect the changes of global society as well as to recognise HEIs' role to address the challenges that come with change. In fact, the revised document indicates that universities acknowledge their responsibility to engage with and respond to the challenges of the world and to their local communities to benefit humanity and contribute to sustainability. In order to achieve this promise, the academic freedom (AF) of scholars as knowledge seekers and builders as well as key actors in education and social change needs to be safeguarded. The aim of this paper is to enhance consideration for relationship between AF and sustainability. Based on the scholarly literature we explore the interconnection between the two notions. The preliminary findings clearly indicate that sustainability and AF play an imperative role in HEIs. Freedom of academic voices needs to be supported to protect and promote authentic participation in public discourses and to sustainably shape future society. Meanwhile, the infringement on AF carries unwanted consequences including slow transition towards sustainability.

Keywords: academic freedom, sustainability, sustainable development goals, higher education

Juliana Maria Smith

6.7 | Phenomenology as Qualitative Research Design in Supervision and Examination of Theses: Promise or Shortfall?

In this paper I draw on reflexive auto-ethnography as a qualitative research design to explore my experiences of co-supervising and external examining of post-graduate students' theses who employed phenomenology as qualitative research design. In addition, I use Fox and Allan's (2014) three reflexive lenses, namely

conceptual, ethical and performative to explore our practices of co-supervision. Many novice researchers are experiencing difficulty in adopting a research design to investigate their research endeavour because of the conflicting situations on ontological, epistemological and axiological perspectives among qualitative, quantitative and mixed-method oriented methodologists. Choosing phenomenology as a research design has allowed for a learning conversation for both the supervisors on the one hand, and the students on the other hand. The external examination process allows for scholarly supervision to be of value when it is peer reviewed, constructively assessed, and accepted as passable by an external examiner. By examining two masters in education theses employing phenomenology, it became apparent that the theoretical underpinning of phenomenology as a philosophy and a methodology was not well understood, contributing to a low pass mark. Sharing my experiences is an effort to stimulate discussion about the quest to do justice and importance of phenomenology research in South Africa.

Keywords: reflexivity, auto-ethnography, supervision, examination, phenomenology, qualitative research design, phenomenology as philosophy and methodology

Velaphi Aaron Nhlapo

6.8 | Reimagining the Pedagogical Approaches after COVID-19 Pandemic: South African Higher Education Context

In this paper I argue that curriculum delivery in higher education (HE) beyond COVID-19 pandemic requires reimagining. Prior the pandemic, students in higher education institutions (HEIs) were content with face-to-face mode of curriculum delivery. However, when COVID-19 happened, a sudden change in the mode of curriculum delivery was introduced in the HE sectors for over two years. This paper is based on my personal experience as an academic at a HEI in Gauteng Province as well as on literature review indicating that students prefer online mode of curriculum delivery rather than the face-to-face one. However, within the discussion of findings, it was determined that the reasons for the preference are seen to be compromising the quality of education. This study adopted a comparative design wherein the researcher investigated the possibility of common preferences of students in various subject groups in the Faculty of Education in terms of the predominant pedagogical approaches after COVID-19 pandemic in higher education. Furthermore, the impact of this comparative study hinged on the explanation, evaluation and application of other countries' respective pedagogical approaches regarding programme delivery. An extensive literature review was done, and a good comparison of how other countries conducted their programme delivery during the pandemic was determined. Selected journal articles, book chapters, institutional documents and government reports in South Africa pertaining firstly to pre-pandemic modes of teaching and secondly to the implemented changes due to COVID-19 served as data sources for this study.

Keywords: pedagogical approach, COVID-19 pandemic, curriculum delivery, comparative education perspective, South African context

Anna Czyż & Monika Sobczak

6.9 | Parent Support and Their Role in Early Childhood Development Support Teams in Poland

In time of ongoing reforms in Polish education system, gradual departure from teaching children with special educational needs in special schools towards inclusive education is occurring. An important factor in this transition is to support the development of children with deficits at the earliest possible stage. Since the beginning of the 21st century, state policy has focused on organizing (apart from the department of specialist rehabilitation clinics / psychological and pedagogical centers) multi-specialist teams and spaces of early child development support. These are designated spaces where the whole family and the child are provided with support. It is assumed that the maximum therapeutic effects can be achieved with the active cooperation of parents with the therapeutic team. This mixed-methods study is focused on the participation and role of parents in early childhood development support teams. A standardized tool was used to assess the level of experienced support and a questionnaire to assess cooperation between parents and therapists. This work relies on data analysis from 65 questionnaires. The findings provide insights into the quality of cooperation and areas of insufficient support for parents and children in the therapy process. Although the study is context specific, the obtained results have potential to allow planning for a more effective support of families and children making use of therapeutic teams.

Keywords: children support, early development, support teams, therapy, disability

Recovering Education

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