2020 CEID Research Group Compendium

University of Edinburgh

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About this Document

This document is the first annual compendium of the Comparative Education and International Development (CEID) Research Group. The CEID Research Group is a new and evolving group consisting of faculty and PhD students across the University of Edinburgh and based at the Moray House School of Education and Sport. In its first year of existence, the aim of the CEID Research Group is to benefit the local and global community as a hub for critical reflection and evaluation in education and international development. Investigating the direct and indirect potential of education by examining its complex interdependent relationship with other social policies and contexts.

This inaugural compendium is an effort to map the energies and expertise of CEID Research Group members. It contains self-reported responses from a mapping document circulated in May 2020. It is a sample of some of the highlighted work of CEID Research Group members and does not include information on all members or all research. While areas of synergies are certain to evolve as the CEID Research Group shapes its focus, the initial five themes laid out in this document align with six large, multi-year projects that are led (at least in part) by some of the groups leading researchers.

Governance Theme
- METRO Project
    - International Organisations and the Rise of a Global Metrological Field, METRO for short, this project focuses on the rise of quantification as a key tool in the production of knowledge for transnational governance.
    - **Sotiria Grek, Principal Investigator**

Rights Theme
- Observatory of Children's Human Rights Scotland
    - The Observatory works to ensure that children's human dignity is respected, and all children are supported to thrive and reach their full potential.
    - **Kay Tisdall, Member of Initiating Team**

Agency Theme
- TEAMS Project
    - The Teaching that Matters for Migrants (TEAMS) Project aims to identify educational practices and structural conditions that facilitate opportunities for migrants' academic success, cross-cultural socialization, and developing a sense of belonging in their school communities, across six school sites in Scotland, Finland and Sweden.
    - **Natasa Pantic, Principal Investigator**

Mobility Theme
- Understanding Inequalities Project
  - The Understanding Inequalities project aims to explore the causes and consequences of inequalities in Scottish society and beyond.
  - **Cristina Iannelli, Co-Director**

Wellbeing Theme
- Data for Children Collaborative with UNICEF
  - The Collaborative is a joint partnership between UNICEF, The Scottish Government and the University of Edinburgh's Data Driven Innovation Programme which seeks to use data and data science techniques to improve outcomes for children locally, nationally and globally.
  - **William C. Smith, Academic Lead**
- End Violence Lab
  - The End Violence Lab is a collaboration between the Global Partnership to End Violence Against Children and The University of Edinburgh. The Lab works with national and local leaders to co-design solutions-oriented processes for change in the field of violence prevention.
  - **Debi Fry, Co-Director**

CEID Research Group Steering Committee

Carole Faucher, Debi Fry, Jack Lee, Kay Tisdall, Lani Florian, Lindsey Horner, Sarah Austin, Shari Sabeti, Sofia Shan, William C. Smith

Document compiled by William C. Smith and Sofia Shan.
Cover photo from https://pixabay.com/photos/ball-environment-grass-nature-3290624/

Contributors to the 2020 CEID Research Compendium

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Governance

(Structures, systems, finance, global governance)

Governance (structures, systems, finance, global governance)

Current Projects

Adapting to encompass national Covid-19 responses and emerging 'trust' patterns between states and citizens
- **Ingela Naumann.**

Childcare and elderly care
- **Ingela Naumann**. Funded by ReNEW Nordforsk Excellence Hub; Edinburgh University Moray Endowment Fund

China's Belt and Road Initiative (new Silk Road) and higher education collaborations
- **Jack Lee**.

Comparing school-leaving tests across nine subjects in China and England: task granularity and scoring objectivity
- **Ricky Jeffrey (sole researcher).**

Grassroots sports diplomacy in 4 countries
- **Grant Jarvie.**

German bi-national universities in Jordan and Kazakhstan
- **Jack Lee.** Funded by German Ministry of Education and DAAD.

Historical and contemporary case studies on education policy
- **Ingela Naumann.**

Privatization and commercialization in/of education in the context of Covid-19
- **Ben Williamson (PI)** & Anna Hogan, University of Queensland. Abstract: This project maps and examines the implications of increasing privatization and commercialization of public education during the Covid-19 pandemic. Focusing specifically on the rapid acceleration of educational technologies for remote education, the research explores the influence of international multisector networks in (1) creating short-term strategies for remote education during the pandemic, and (2) developing long-term visions of public education transformation that will involve increasing private sector and commercial company involvement in public education. Funded by Education International 2020.

SMEs and vocational training in Western Europe
- **Niccolo Durazzi** with Chiara Benassi (King's College London) and Johann Fortwengel (King's College London).

Sport and the Sustainable Development Goals Policy and Practice across 54 Countries of the Commonwealth

- **Grant Jarvie (PI)** with Woodgate Consultancy. Abstract: The content and development of a programme of learning designed to develop the capabilities and capacities of Commonwealth Ministries; Sports Organisations and Grass Roots Sport around the SDG'S. Sport has been recognised as an enabler of the SDG'S by governments globally. The content covers best practice around governance, policy and programming in relation to sport and SDG outcomes- including health; education; peacekeeping; conflict resolution; gender equality, human rights; safeguarding children; and disability and advocacy. Funded by Commonwealth Secretariat and the Department of Foreign Affairs and Trade (Australia).

The Political Economy of Trust: Religious Roots, Institutional Paths, Welfare Futures – examining the origins of specific 'trust models' in Sweden, Scotland and England by examining the role of denominational differences (Lutheranism, Anglicanism, Presbyterianism) in shaping state-citizens relations and the modern welfare mix
- **Ingela Naumann.**

The politics of education policy: *Education and the Radical Right*
- **Anna Pultar.** Funded by British Academy Small Research Grant 2020-2022.

Understanding the Extent of the Congruence of the Actual Management of Elections and Settlement of Electoral Disputes and the Public's Appraisals of these Processes and their Outcomes: A Case Study of Kenya

Patrick Kwasi Brobbey; PhD thesis at UoE. Abstract: In its attempt to clarify why institutional reforms do not uniformly improve institutional functioning and citizens' assessments of it, this project seeks to elucidate the following questions. First, how do the mechanisms (structures, processes, and norms) of institutions and the political contexts within which institutions operate affect institutional processes and outputs? Second, how do institutional (direct experiences) and socio-political (partisanship, face-to-face interactions, and traditional and social media) forces shape citizens' examinations of institutional performance? Third, to what extents do the appraisals of citizens reflect the actual performance of institutions? The project adopts a case study approach focusing on election management and electoral dispute settlement in Kenya from 2002 to 2017. Driven by the assumption that actors and their environments are co-constitutive and, thus, cannot be separated, I conducted a year-long fieldwork in Kenya's Nairobi and Nyamira counties to collect the needed data for clarifying the research questions. The qualitative data collection methods used in this study are one-on-one and group interviews, observations, and content analysis of journalistic, academic, organisational, and social media materials. Themes from relevant literature guide the data analysis. Funded by The Stephen Gordon Catto Charitable Trust and the French Institute for Research in Africa (IFRA).

Past Projects

A review of the Scottish Sporting Landscape – A Ministerial Review and Report covering, issues in Scottish sport; the Scottish Sporting Landscape and 15 recommendations.
- **Grant Jarvie (PI).** Funded by the Scottish Government.

Central-local tensions in European welfare systems: examining the scalar dimensions of welfare systems, focusing on social services regimes

- **Ingela Naumann.**

Childcare politics in Europe: examining the intersecting cleavages of religion, class and gender in modern welfare states and how these shaped national ECEC systems

- **Ingela Naumann**. Funded by NordWel – Nordforsk Network of Excellence, Swedish Research Council, and RECWOWE – EU fp6 programme.

Citizenship and Education Policies in Post-Yugoslav states (2011/12)

- **Natasa Pantic.** Funded by European Research Council.

Code Acts in Education: Learning through code, learning to code

- **Ben Williamson (PI).** Funded by Economic and Social Research Council, research seminars series 2013-2016.

Datafication and automation of Higher Education

- **Ben Williamson (PI).** Funded by University and Colleges Union Scotland, 2019-2020.

Education hubs in Asia (Singapore, Hong Kong, Malaysia)

- **Jack Lee.**

High skill formation through higher education-business-government relationships in Western Europe and East Asia

- **Niccolo Durazzi**. Funded in part by LSE, the German Academic Exchange Service (DAAD), and the British-Korean Society Post-Graduate Bursary Academic Session 2016-17.

Incentives in Education (REACH/Cordaid)

- **Jean-Benoît Falisse (co-I).** Funded by the Results in Education for All Children (REACH) Trust Fund and Cordaid.

The contemporary context for English for academic purposes in China

- **Ricky Jeffrey (PI).**

The marketisation of Higher Educaton – examining the production of international student migration

- **Helen Packwood.**

The politics of education policy: Social democracy and Education - the formation of party policy on the question of comprehensive schooling in England and Austria

- **Anna Pultar.**

Highlighted Publications

Azevedo, M. & **Barlete, A.** (2019). Higher education, platforms and the market of symbolic goods. *Discover Society (online).* Special issue on the Platform University, May 2019. https://discoversociety.org/2019/05/01/on-the-frontline-higher-education-platforms-and-the-market-of-symbolic-goods-a-case-for-platform-academic-capitalism-in-brazil/.

Barlete, A. (2018). 'Cooperation between Latin America and the Caribbean and the European Union: 16 years of the inter-regional project in higher education' (translated title). In G. B. Barreyro, G.B. & de C. Hizume, G. (Eds.), *Regionalismos e inter-regionalismos na educação superior: projetos, propostas e influências entre a América Latina e a União Europeia* (pp. 39-64). Cascavel: Edunioeste. (original in Portuguese).

Barlete, A. (2020). The policy trajectory of the EU – Latin America and Caribbean inter-regional project in higher education (1999–2018). *Policy Review in Higher Education, 4*(1), 45-67.

Barlete, A., & Pedró, F. (2020). La garantía de calidad y los criterios de acreditación en la educación superior: Perspectivas internacionales (p. 78). UNESCO IESALC. http://www.iesalc.unesco.org/wp-content/uploads/2020/06/Criterios-de-acreditacio%CC%81n.pdf (in Spanish).

Benassi, C., **Durazzi, N.** & Fortwengel, J. (2020) Not all firms are created equal: SMEs and vocational training in Britain in comparative perspective. *MPI discussion paper*. Cologne: Max Planck Institute.

Benavot, A. & **Smith, W.C.** (2020). Reshaping quality and equity: Global learning metrics as a ready -made solution to a manufactured crisis. In Wulff, A. (Ed.), *Grading Goal Four: Tensions, Threats and Opportunities in the Sustainable Development Goal on Quality Education* (pp. 238-261). Leiden: Brill International.

Durazzi, N. (2019) The political economy of high skills: higher education in knowledge-based labour markets. *Journal of European Public Policy*, *26*(12), 1799-1817.

Durazzi, N. (2020). Opening universities' door to business? Marketization, the search for differentiation and employability in England. *Journal of Social Policy*. https://doi.org/10.1017/S0047279420000276

Durazzi, N. & Benassi, C. (2018) Going up-skill: exploring the transformation of the German skill formation system. *German Politics*, 1-20. doi.org/10.1080/09644008.2018.1520840

Falisse, J.B., Huysentruyt, M. & Olofsgård, A. (2020) *Incentivizing Textbooks for Self-Study: Experimental Evidence on Student Learning from the Democratic Republic of Congo.* [manuscript submitted, draft available on https://novafrica.org/wp-content/uploads/2019/05/textbook-paper-May-19-2019-final-Lisbon-draft-clean.pdf]

Falisse, J.B., Huysentruyt, M. & Olofsgård, A. (2019). *The Democratic Republic of Congo : Can Incentives to Take Home Textbooks Increase Learning? (English)*. Results-Based Financing Around the World. Washington, D.C.: World Bank Group.

Findlay, A.M., McCollum, D., & **Packwood, H.** (2017). Marketization, marketing and the production of international student migration. *International Migration, 55*(3), 139-155.

Horner, L.K. et al. (2015). Literature Review: The Role of Teachers in Peacebuilding (2015). http://www.ungei.org/The-Role-of-Teachers-in-Peacebuilding-Literature-Review-Sept15.pdf

Jarvie, G. (2019). *A Review of the Scottish Sporting Landscape: The Jarvie Report 2019*. Scottish Government Publications.

Jarvie, G. Thornton, J & Mackie, H. (2018). *Sport, Culture and Society: 3rd Edition*. London: Routledge.

Jeffrey, Ricky (2019). Comparing school-leaving tests across nine subjects in China and England: task granularity and scoring objectivity. *Oxford Review of Education*, 45(5), 619-638.

Jeffrey, Ricky & Yang. (Forthcoming). The Chinese context for EAP in the early 21st century. In Knight, P. (Ed.), *EAP for the 21st Century*. Shanghai; Shanghai Foreign Language Education Press.

Kuzhabekova, A., & **Lee, J.T.** (2020). Internationalization and local research capacity strengthening: factors affecting knowledge sharing between international and domestic faculty in Kazakhstan. *European Education*. DOI: 10.1080/10564934.2020.1723422

Lee, J. T. (2014). Education hubs and talent development: policymaking and implementation challenges. *Higher Education*, *68*(6), 807-823.

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Naumann, I. (2005). Child care and feminism in West Germany and Sweden in the 1960s and 1970s. *European Journal of Social Policy, vol 15*(1), 47-63.

Naumann, I. (2012). Childcare politics in the 'new' welfare state: class, religion and gender in the shaping of political agendas. In Bonoli, G. & Natali, D. (Eds), *The Politics of the New Welfare State* (pp. 158-181). Oxford: Oxford University Press.

Naumann, I. (2017). Internationalising early childhood education, or 'embedding' international children into local contexts? In Maxwell, C., Deppe, U., Kruger, H. & Helsper, W. (Eds.), *Elite Education and Internationalisation – from the Early Years into Higher Education* (pp. 181-188). London: Palgrave Macmillan.

Naumann, I. & Crouch, C. (2020). Rescaling education policy: central-local relations and the politics of scale in England and Sweden. *Policy & Politics*. https://www.ingentaconnect.com/content/tpp/pap/pre-prints/content-policypold1900104b;jsessionid=363t4db2p7esk.x-ic-live-01

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Smith, W.C. (2014). The global transformation toward testing for accountability. *Education Policy Analysis Archives, 22*(116).

Smith, W.C. (Ed.) (2016). *The Global Testing Culture: Shaping Education Policy, Perceptions, and Practice.* Oxford: Symposium Books.

Smith, W.C. (2018). Quality and inclusion in the SDGs: tension in principle and practice. In Ydesen, C., Morin, A. & Hamre, B. (Eds.), *Testing and Inclusive Schooling* (pp. 89-104). Oxford: Routledge.

Smith, W.C. (2019). One indicator to rule them all: how SDG 4.1.1 dominates the conversation and what it means for the most marginalized. In Wiseman, A.W. (Ed.), *Annual Review of Comparative and International Education*. United Kingdom: Emerald Publishing.

Smith, W.C. & Benavot, A. (2019). Improving accountability in education: the importance of structured democratic voice. *Asia Pacific Education Review, 20*(2), 193-205.

Smith, W.C. & Kubacka, K. (2017). The emphasis of student test scores in teacher appraisal systems. *Education Policy Analysis Archives, 25*(86).

Williamson, B. (2019). Digital policy sociology: software and science in data-intensive precision education. *Critical Studies in Education*. https://doi.org/10.1080/17508487.2019.1691030

Williamson, B. (2019). Policy networks, performance metrics and platform markets: charting the expanding data infrastructure of higher education. *British Journal of Educational Technology, 50*(6), 2794-2809*.*

Williamson, B. (2019). Psychodata: disassembling the psychological, economic, and statistical infrastructure of 'social-emotional learning'. *Journal of Education Policy*. https://doi.org/10.1080/02680939.2019.1672895

Williamson, B. & Piattoeva, N. (2019). Objectivity as standardization in data scientific educational policy and governance. *Learning, Media & Technology, 44*(1), 64-76.

Williamson, B., Player-Koro, C., Bergviken Rensfeldt, A. & Selwyn, N. (2019). Education recoded: policy mobilities in the international 'learning to code' movement. *Journal of Education Policy, 34*(5), 705-725.

Rights

(Right to education, children's rights, intersecting rights)

Rights (right to education, child rights, intersecting rights)

Current Projects

Exploring Child Activism in Ending Child Marriage

- **Patrick Kwasi Brobbey (Senior Research Consultant), Kay Tisdall (Academic Partner)** & Patricio Cuevas-Parra (World Vision International, Partner). Abstract: A partnership between the University of Edinburgh and World Vision International. This project explores the claims, practices, and outcomes of child activism in Bangladesh and Ghana advocating for an end to child marriage. The research engages with child activists from local Child Forums, as well as girls who had been at risk of being married, their parents and key community members mobilised by the child activists. Funded by World Vision International.

International and Canadian Child Rights Partnership' (2016-2020)

- **Kay Tisdall (Co-Applicant).** Abstract: Objectives of the partnership include: (1) identifying current conceptualizations of monitoring participation in international child protection, (2) understanding the realities, challenges, and successes of monitoring participation in child protection in specific contexts and to develop recommendations for effective measurement, and (3) analysing the connections between children's participation and child protection outcomes. Funded by Social Science and Humanities Research Council of Canada. For affiliates and partners, see www.ryerson.ca/international-canadian-child-rights-partnership/affiliates-partners/

Inviting and Facilitating Child Disclosures of Violence: Overcoming Reluctance

- **Jennifer Lavoie**

Observatory of Children's Human Rights Scotland

- **Kay Tisdall (part of initiating team).** Abstract: The Observatory undertook an independent Children's Rights Impact Assessment in relation to COVID 19 policies affecting children in Scotland (2020). This was commissioned by the Commissioner for Children & Young People Scotland. The Observatory's vision: Children's human rights are fully implemented in all areas of children and young people's lives in Scotland, in line with the United Nations Convention on the Rights of the Child (UNCRC) and broader international human rights treaties. This will help to ensure that children's human dignity is respected and all children are supported to thrive and reach their full potential. To achieve this, we want to change locally and learn globally …
  - To strategically advance opportunities for fully realising children's human rights in practice, policy and legislation
  - To bring together lived experiences, academic, inter-disciplinary and cross-sector contributions, to exchange and amplify ideas, evidence and expertise, in order to accelerate progress in implementing children's human rights
  - To identify gaps in implementing children's human rights, in terms of particular areas, practice and systems, and how to address these

- o To grapple with the contentious, problematic and complex challenges inherent to implementing children's human rights in legislation, policy and practice
- The organisations working together to develop the Observatory's strategy and agenda are:
  - o CELCIS
  - o Childhood and Youth Studies Research Group, MHSES, University of Edinburgh
  - o Children and Young People's Commissioner Scotland
  - o Children's Parliament
  - o Inspiring Children's Futures, University of Strathclyde
  - o Scottish Youth Parliament
  - o Together (Scottish Alliance for Children's Rights)

Safe, Inclusive Participative Pedagogy: Improving Early Childhood Education in Fragile Contexts (2020-2024)
- **Kay Tisdall (PI); Marlies Kustatscher (Co-I);** Childhood & Youth Studies Research Group, University of Edinburgh; The Children's Institute, University of Cape Town; The International Centre for Research and Policy on Childhood at the Pontifical Catholic University of Rio de Janeiro; Bethlehem University; University of Eswatini. Abstract: This partnership research project runs from January 2020 to January 2024. It aims to identify and develop safe, inclusive participative pedagogy that is implementable in fragile contexts and sustainable for governments, communities and families. The project will be undertaken with partners in Brazil, Eswatini, Palestine, South Africa, and Scotland using a mixed-method approach. This includes: qualitative community case studies in each country; policy and systems analysis at country and community levels; and developing the economic case for safe inclusive pedagogy. Community engagement and participation underpin the project and there is a strong focus on knowledge exchange and collaborative learning. Funded by UKRI Collective Fund and Economic and Social Research Council.

Shaping Futures: Young Livelihood options in creating inclusive cities (2020-2021)
- **Kay Tisdall (Co-I)**, Mary Ann Powell (Co-I); Youth for Unity and Voluntary Action, India; Fields of View, India; National Institute of Urban Affairs, India; The International Centre for Research and Policy on Childhood at the Pontifical Catholic University of Rio de Janeiro. Abstract: This project aims to create inclusive cities where all young people can contribute, participate and thrive. The research will promote the rights of young people through developing a range of livelihoods options aligned with inclusive city aims in India and Brazil. It will (a) critically consider young people's livelihood experiences, and (b) innovate and rethink how young people can be engaged in policy development to address these challenges. Over the two years of the project, we will draw on the experiences and skills of community, government and academic partners to build youth capacity and work in partnership with young people to conceptualise and implement youth livelihoods options within policy development. Funded by British Academy's Youth Futures Programme, supported under GCRF.

Sport and Human Rights
- **Grant Jarvie** and Mary Robinson, IHRB Centre.

UNICEF Long-Term Agreement Projects for Child Protection-Drivers of Family Separation in Lebanon
- **Deborah Fry**, **Jennifer Lavoie**, **Jake Broadhurst**, and **Catherine Maternowska** – End Violence Lab.

Past Projects

Education, Schools, and Social Justice (2008-9)
- **Philip Cook**. Funded by ESRC Small Grant.

Empowered and Connected: Encounters between Young Leaders and Global Stakeholders
- **Patrick Kwasi Brobbey (Senior Research Consultant)**, Laura Lundy, Patricio Cuevas-Parra, & Michelle Templeton. Funded by World Vision International.

Language, Place and Identity: exploring children's linguistic and cognitive development in heritage and community languages (2018-2019)
- **Kay Tisdall**. Funded by Carnegie Trust.

Right to Education Index Pilot (2015-2016)
- **William C. Smith (co-PI)** and Tony Baker (co-PI). Funded by Open Society Foundations.

Scoping Reviews in relation to key topics for children and young people with learning difficulties (2018-2019)
- **Kay Tisdall (Manager)**. Funded by Salvesen Mindroom Centre.

UNICEF Drivers of Child Marriage Study – Jordan
- **Deborah Fry**, **Jennifer Lavoie**, **Jake Broadhurst** and **Catherine Maternowska** – End Violence Lab.

Highlighted Publications

Collins, T.M., Jamieson, L., Wright, L.H.V., Rizzini, I., Mayhew, A., Narang, J., **Tisdall, E.K.M.** & Ruiz-Casares, M. (2020). Involving child and youth advisors in academic research about child participation: the Child and Youth Advisory Committees of the International and Canadian Child Rights Partnership. *Children and Youth Services Review, 109*.

Cook, P. (2018). What's wrong with child-labour?. In Gheaus, A., Calder, G. & de Wispelare, J. (Eds.), *The Routledge Handbook to the Philosophy of Children and Childhood*, (pp. 294-303). London: Routledge.

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Farrell, A., Kagan, S.L., & **Tisdall, E.K.M.** (Eds.) (2015). *The SAGE Handbook of Early Childhood Research.* London: Sage.

Fry, D., Fang, X., Elliott, S., Casey, T., Zheng, X., Li, J., Florian, L. & **McCluskey, G.** (2018). The relationships between violence in childhood and learning and educational outcomes: a global systematic review and meta-analysis. *Child Abuse and Neglect, 75*, 6-28.

Gadda, A.M., Harris, J., **Tisdall, E.K.M.**, & Millership, E. (2019). Making children's rights 'real': lessons from policy networks and contribution analysis. *International Journal of Human Rights, 23*(3), 392-407.

Gadda, A.M., Harris, J., **Tisdall, E.K.M.**, Millership, E. & Kilkelly, U. (2019). Human rights' monitoring and implementation: how to make rights 'real' in children's lives. *International Journal of Human Rights, 23*(3), 317-322.

Gallagher, M. (2019). Moving beyond microwork: rebundling digital education and reterritorialising digital labour. In Peters, M.A., Jandric, P. & Means, A. (Eds.), *Education and Technological Unemployment* (pp. 279-296). Singapore: Springer.

Jarvie, G. (2014). *Class, Race and Sport in South Africa's Political Economy*. London: Routledge.

Jarvie, G., Thornton, J. & Mackie, H. (2018). Sport, rights and public action. In Jarvie, G et al (Eds.), *Sport, Culture and Society* (pp. 465-478). London: Routledge.

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Lavoie, J., Dickerson, K. L., Redlich, A. D., & Quas, J. A. (2019). Overcoming disclosure reluctance in youth victims of sex trafficking: new directions for research, policy, and practice. *Psychology Public Policy, and Law, 25,* 225-238.

Lavoie, J., Wyman, J., Crossman, A. M., & Talwar, V. (working paper). Meta-analysis of effects of interviewing approaches on child disclosures of sensitive information.

Le Borgne, C. & **Tisdall, E.K.M.** (2017). Children's participation: questioning competence and competencies? *Social Inclusion, 5*(3), 122-130.

McCluskey, G. (2017). Closing the attainment gap in Scottish schools: three challenges in an unequal society. *Social Justice, Citizenship and Education. Special Issue: Conceptions of Social justice and Intersectionality, 12*(1), 24-35.

McCluskey, G. (2017). Mapping, measuring, monitoring achievement: can a new evaluation framework help schools challenge inequalities? *Improving Schools, 20*(1), 5-17.

McCluskey, G. (2018). Restorative approaches in schools: current practices, future directions. In Deakin, J., Taylor, E. & Kupchik, A. (Eds.), *The Palgrave International Handbook of School Discipline, Surveillance and Social Control* (pp. 573-593). Basingstoke: Palgrave.

McCluskey, G., Riddell, S. & Weedon, E. (2015). Children's rights, school exclusion and alternative education provision International Journal of Inclusive Education, Vol 19 (6) pp.595-607.

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Tisdall, E.K.M. (2017). Conceptualising children and young people's participation: examining vulnerability, social accountability and co-production. *International Journal of Human Rights, 21*(1), 59-75.

Tisdall, E.K.M. & Cuevas-Parra, P. (2020). Challenges for children's participation: child activism for ending child marriage. *Children and Youth Services Review, 108*.

Tisdall, E.K.M., Gadda, A.M. & Butler, U.M. (Eds) (2014). *Children and Young People's Participation and Its Transformative Potential: Learning from Across Countries*. Basingstoke: Palgrave Macmillan.

Wyman, J., **Lavoie, J.**, & Talwar, V. (2018). Best practices for interviewing children with intellectual disabilities in maltreatment cases. *Exceptionality: A Special Education Journal,* 1-18.

Agency

(Inclusion/exclusion, voice in processes and decision making, participation)

Agency (inclusion/exclusion, voice in processes and decision making, participation)

Current Projects

Child Centred Indicators (for Violence Prevention)
- **Deborah Fry**, **Jennifer Lavoie**, **Jake Broadhurst** and **Catherine Maternowska** – End Violence Lab.

Climate justice education
- **Callum McGregor.**

Cuál es la verdad? (What is the Truth?) De-constructing collective memories and imagining alternative futures with young people in Chocó through music and arts
- **Marlies Kustatscher (PI),** Co-Is Edwar Calderon (Universidad Claretiana), **Kay Tisdall** (University of Edinburgh), Tony Evanko and Carolina Aristizabal (Fundación Casa Tres Patios), Juan Manuel Gomez (Mr Klaje Collective). Abstract: This project focuses on Quibdó, the capital of Chocó in the Colombian Pacific: a remote area disproportionately affected by armed conflict and home to mainly Afro-colombian and indigenous populations who face a complex legacy of intersectional inequalities. Our project responds to priorities identified by young people: tensions within and between neighbourhoods (barrios), violence and armed gangs, feelings of fear and distrust, through a co-produced music-and arts-based approach: with our CSO partners Fundación Casa Tres Patios and Mr Klaje Collective, support 15-20 young co-researchers from three Quibdó barrios to facilitate workshops with other young people to critically deconstruct collective memories. This is achieved through a series of rotating workshops and performances that involve creating musical instruments from recycled materials, co-producing music about alternative futures, territorial mapping and sculpturing. Funded by AHRC GCRF Changing the Story Large Grant.

Data justice, digital citizenship and the Right to the City
- **Callum McGregor.**

Digital Education Africa Research Group
- **Michael Gallagher (PI) & Jean-Benoît Falisse (Co-I);** Abstract: Digital Education Africa research group project with HE in Nigeria, Tanzania, Uganda to increase access to HE through an address of the barriers to traditionally marginalised groups (refugees, IDPs, nomads, women, etc.). This group has largely pivoted into a Covid response frontline team for their respective units. Funded by GCRF.

Educational Transition – exploring the outcomes and experiences of school leavers in Scotland and the Netherlands. Using a combination of administrative datasets and longitudinal qualitative work.
- **Helen Packwood.**

- **Gillean McCluskey**, Ingrid Obsuth, Aja Murray; Abstract: This Economic and Social Research Council (ESRC) large grant aims to advance a multi-disciplinary understanding, and home-international comparison, of the political economies of exclusion, and how more equitable outcomes can be achieved for pupils, their families, and professionals. The research is organised into three work strands running across the four years of the project. Funded by ESRC.

Foundations for All

- **Jean-Benoît Falisse (PI), Michael Gallagher (Co-I),** together with researchers from the Refugee Law Project (Makerere University, Uganda) and the American University of Beirut. Abstract: This project will provide insights to the Mastercard Foundation (and other key stakeholders) on how to effectively facilitate access to and future success in higher education for displaced and refugee young people in resource-poor environments through contextualised online distance learning bridging programs. Funded by MasterCard Foundation.

Inequalities and Higher Education in Low and Middle-Income Countries

- **Jean-Benoît Falisse**, together with Marleen Dekker (ASC Leiden) and Simone Reinders (ASC Leiden). Abstract: A substantial literature has explored inequalities in the (expanded) higher education systems of high-income countries, but little is known of the situation in low-and middle-income countries. We review the literature on these contexts, specifically looking at the types and roles of financial, socio-cultural, human and political resources to different socio-economic groups and how these impact access, participation and outcomes. We look at the role of both structural determinants and human agency. Funded by a Leiden-Edinburgh Research Grant.

Populism and learning for democracy

- **Callum McGregor.**

Role of trade unions and employer association in shaping inclusive vocational training policy in Western Europe

- **Niccolo Durazzi** with Leonard Geyer (European Centre for Social Welfare Policy & Research).

Societal attitudes toward higher education and the institutionalization of 'one-shot' societies in East Asia

- **Niccolo Durazzi.** Abstract: Investigate the political economy of college admission in Korea, with a focus on its socio-economic causes and consequences. Commissioned by the OECD, the paper led to an unpublished policy paper that fed into the OECD Education 2030 project and informed OECD's officials visit in Korea.

TEAMS (Teaching that Matters for Migrant Students) project (2020 – 2022)

- **Natasa Pantic (PI), Lani Florian (Co-I),** Gil Viry (Co-I). Abstract: TEAMS (Teaching that Matters for Migrant Students) project (2020 – 2022) addresses the urgent need to understand how teachers, schools and education systems respond to the needs of

migrant students. The project aims to identify educational practices and structural conditions that facilitate opportunities for migrants' academic success, cross-cultural socialization, and developing a sense of belonging in their school communities, across six school sites in Scotland, Finland and Sweden. School staff and migrant students will co-design material and relate their lived experiences of schooling through filmmaking and photography. Funded by Joint Nordic-UK Research Programme on Migration and Integration, including the Academy of Finland, the Swedish Research Council, Forte of Sweden, the Research Council of Norway, RANNÍS of Iceland, and the Economic and Social Research Council, Part of UK Research and Innovation and NordForsk.

Past Projects

Counting Every Child in: Promoting inclusive and quality education for disabled children in China (2017-2018)
- **Gillean McCluskey**. Funded by ESRC Global Challenges Research Fund.

Decentralization, Democratization, Education and Identity Politics in the Riau Archipelago, Indonesia (2002-2005)
- **Carole Faucher.**

Exclusion from School: A four nations study (2017-2018)
- **Gillean McCluskey**. Funded by John Fell Fund, University of Oxford.

Identity Politics and marginalisation among Burmese university students in Thailand (2008-2010)
- **Carole Faucher.**

Mapping Educational Trajectories for Students with EBD: Policy and Social Exclusions
- **Deborah Fry**, **Jennifer Lavoie**, **Jake Broadhurst** and **Catherine Maternowska** – End Violence Lab.

RERights with children online
- **Deborah Fry**, **Jennifer Lavoie**, **Jake Broadhurst** and **Catherine Maternowska** – End Violence Lab.

Sport as a Welsh cultural asset
- **Grant Jarvie (International Advisor).** Funded by British Council Wales.

Sport, Protest and Black Lives Matter
- **Grant Jarvie (lead author).** Funded by Academy of Sport.

The Transformation of Learner Identity: Exploring the Transition of Chinese Master's Students into a Scottish University
- **Sofia Shan**; PhD thesis at University of Edinburgh.

Youth Justice in Western Europe and the Baltic States (2013-15)

- **Gillean McCluskey**. Funded by the European Union.

Young people's imagined futures in the Colombian Pacific: building inclusive civil societies through arts-based, participatory and interdisciplinary approaches in post-conflict contexts (2019)

- **Marlies Kustatscher (PI).** Funded by UoE Travel & Partnerships Grant.

Highlighted Publications

Cole, T., **McCluskey, G.,** Daniels, H., Thompson, I. & Tawell, A. (2019). Factors associated with high and low levels of school exclusions: comparing the English and wider UK experience. *Emotional and Behavioural Difficulties, 24*(4), 374-390.

Cook, P. (2013). Against a minimum voting age. *Critical Review of International Social and Political Philosophy*, *16*(3), 439-458,

Durazzi, N. (2020). From 'economic miracle' to 'one-shot society'. In *The Political Economy of College Admission in Kore*a. Paris: OECD.

Durazzi, N. & Geyer, L. (2020). Social inclusion in the knowledge economy: unions' strategies and institutional change in the Austrian and German training systems. *Socio-Economic Review, 18*(1), 103-124.

Emejulu, A. & **McGregor, C.** (2019). Towards a radical digital citizenship in digital education. *Critical Studies in Education, 60*(1), 131-147

Faucher, C. (2006). Popular discourse on identity politics and cecentralisation in Tanjung Pinang Public Schools. *Asia Pacific View Point*, *47*(2), 273-285.

Faucher, C. (2010). Capturing otherness: self-identity and feelings of non-belonging among educated Burmese in Thailand. *Copenhagen Journal of Asian Studies, 28*(2), 54-81.

Gallagher, M. (2019). Artificial intelligence and the mobilities of inclusion: the accumulated advantages of 5G networks and surfacing outliers. In Knox, J., Wang, Y., & **Gallagher, M.** (Eds.), *Artificial Intelligence and Inclusive Education* (pp. 179-194). Springer, Singapore.

Gallagher, M. (2019). Educational unsustainability in Sub-Saharan Africa: in search of counter-narratives to policy pressures and exponential tech growth. *Visions for Sustainability, 12*, 40-51.

Gallagher, M., & Knox, J. (2019). Global technologies, local practices. *Learning, Media and Technology*, *44*(3), 225-234.

Horner, L.K. (2016). Co-constructing Research: A Critical Literature Review. AHRC.

https://connected-communities.org/wp-content/uploads/2016/04/16019-Co-constructing-Research-Lit-Review-dev-06.pdf

Jarvie, G. (2019). Sport and social inequality. In Maguire, J, Falcous, M and Liston, K (Eds.), *The Business and Culture of Sports* (pp. 1-15)*.* Macmillan: London.

Kim, J., Florian, L. & **Pantić, N.** (Forthcoming). The development of inclusive practice under a policy of integration. *International Journal of Inclusive Education.*

Kyereko, D.O. (2020). Education for all: the case of out of school migrants in Ghana. In Mora, M. (Ed.), *West African Youth Challenges and Opportunity Pathways* (pp. 27-52). London: Palgrave Macmillan.

McCluskey, G., Cole, T., Daniels, H., Thompson, I. & Tawell, A. (2019). Exclusion from school in Scotland and in the UK: contrasts and questions. *British Educational Research Journal, 45*(6), 1140-1159.

McGregor, C. (2015). Direct climate action as public pedagogy: the cultural politics of the Camp for Climate Action. *Environmental Politics*, *24*(3), 343-362.

McGregor, C., Scandrett, E, Christie, B., & Crowther, J. (2019). Climate justice education: from social movement learning to schooling. In Jafry, T. (Ed.), *Routledge Handbook of Climate Justice*. London: Routledge.

McGregor, C. & Crowther, J. (2018). The Transition movement as politics and pedagogy in communities. *Community Development Journal*, *53*(1), 8-24.

Pereira, L. C. & **Lavoie, J.** (2016). Students' perceptions of schooling: the path to alternate education. *International Journal of Child, Youth, & Family Studies*, *7,* 381-403.

Pereira, L. C. & **Lavoie, J.** (2018). Friends, foes, and self-defense: students with EBD navigating social conflicts and bullying. *Emotional and Behavioral Difficulties, 23,* 15-27.

Petrie, M., **McGregor, C.** & Crowther, J. (2019) Populism, democracy and a pedagogy of renewal. *International Journal of Lifelong Education, 38*(5), 488-502.

Sikes, M & **Jarvie, G.** (2014). Women's running as freedom: development and choice. *Sport in Society, 17*(4), 507-522.

Smith, W.C., Fraser, P., Chykina, V., Ikoma, S., Levitan, J., Liu, J. & Mahfouz, J. (2017). Global citizenship and the importance of education in a globally integrated world. *Globalisation, Societies and Education, 15*(5), 648-665.

Weimer, L. & **Barlete, A**. (2016). Erasmus Mundus: a 'lever' for European integration and international attractiveness and competitiveness. In Cloete, N., Goedegebuure, L., Gornitzka, A., Jungblut, J., & Stensaker, B. (Eds.), *Pathways through Higher Education Research. A Festschrift in Honour of Peter Maassen* (pp. 117-121). University of Oslo.

Woodman, S. (2017). Legitimating exclusion and inclusion: 'culture', education and entitlement to local urban citizenship in Tianjin and Lanzhou. *Citizenship Studies, 21*(7), 755-772.

Mobility

(Intergenerational mobility, equality/ equity, access to benefits)

Mobility (intergenerational mobility, equality/ equity, access to benefits)

Current Projects

Understanding Inequalities Project

- **Cristina Iannelli (Co-Director), Adriana Duta (Co-I/Research Fellow).** For full list of participating researchers see https://www.understanding-inequalities.ac.uk/about/who-we-are. Abstract: The project aims to explore the causes and consequences of inequalities in Scottish society and beyond. This innovative and ambitious programme of interdisciplinary research will provide robust evidence to inform and develop new policy solutions to tackle multiple forms of inequality. We will also contribute to the development of new data sources and methodological approaches for researching different types and aspects of inequality. This three-year project is funded by the Economic and Social Research Council.

The Effect of Higher Education Expansion Policies on Educational Inequalities in Brazil, Colombia and Chile
- **Alice Dias Lopes**. Funded by the Global Education Monitoring Report (UNESCO).

Past Projects

Affirmative Action Policies in Higher Education in Brazil
- **Alice Dias Lopes**.

Bright Futures: project on domestic and international migration for higher education of Chinese students
- **Sophia Woodman (co-investigator).** Funded by ESRC.

Children's and women's equality and access to early childhood education and care in international perspective
- **Ingela Naumann**. Funded by NordWel.

Education, Religion and identity among Tajik Pamir youth in Central Asia (2010-2015)
- **Carole Faucher**.

Household Repro-duction, Secondary Schooling and Social Exclusion in western Uttar Pradesh (2000-2003)
- **Roger Jeffery**. Funded by ESRC.

Improving the Outcomes of Education for Pro-poor Development: Breaking the Cycle of Deprivation (2005-2010) (RECOUP)
- **Roger Jeffery**.

Intercultural experiential learning through EU-exchange programme (sail-training)
- **June Xu**; PhD study at The University of Edinburgh.

International faculty mobility in Kazakhstan
- **Jack Lee**.

International mobility and Inequalities in Higher Education in Brazil
- **Alice Dias Lopes**.

Investigating an age threshold for independence at postgraduate level (2015)
- Wakeling, P., Berrington, A. and **Adriana Duta (Author/Research Associate).** Funded by Higher Education Funding Council for England.

The construction of success and negotiation of minority identities: a mixed methods study of the experiences and outcomes of school leavers in Scotland
- **Helen Packwood.**

The value of Scottish Football as a social return on investment (2020)
- **Grant Jarvie (PI).** Funded by Scottish Football Association.

Youth Challenges and Opportunity Pathways in and Linked to West Africa
- **Daniel Owusu Kyereko** (PI). Funded by Ford Foundation/Rutgers University.

Highlighted Publications

Bright Futures project. (2018). In search of excellence: Chinese students on the move. Bright Futures policy report (**with S. Woodman**).

Dias Lopes, A. (2020). International mobility and education inequality among Brazilian undergraduate students. *Higher Education*, 1-18. https://doi.org/10.1007/s10734-020-00514-5

Duta, A., An, B., & **Iannelli, C.** (2018). Social origins, academic strength of school curriculum and access to selective higher education institutions: evidence from Scotland and the USA. *Higher Education, 75*(5), 769-784.

Duta, A., & **Iannelli, C.** (2018). Social class inequalities in graduates' labour market outcomes: the role of spatial job opportunities. *Social Sciences, 7*(10), 201.

Faucher, C. (2019). Religious education and self-identification among Tajik Pamiri Youth. In Dagiev, D. & **Faucher, C.** (Eds.), *Identity, History and Transnationality in Central Asia: the Mountain Communities of Pamir*. London: Routledge.

Iannelli, C., & **Duta, A.** (2018). Inequalities in school leavers' labour market outcomes: do school subject choices matter? *Oxford Review of Education, 44*(1), 56-74.

Jacob, M., **Iannelli, C.**, **Duta, A.**, & Smyth, E. (2020). Secondary school subjects and gendered STEM enrollment in higher education in Germany, Ireland, and Scotland. *International Journal of Comparative Sociology*. doi/10.1177/0020715220913043

Jarvie, G. (2017) Universities as resources of hope – What are universities for series? Edinburgh: Edinburgh University. http://wtuf.tilda.ws

Jeffrey, C., Jeffery, P. & **Jeffery, Roger**. (2008). *Degrees without Freedom? Education, Masculinities and Unemployment in North India.* Stanford: Stanford University Press.

Kuzhabekova, A. & **Lee, J.T.** (2018). International faculty contribution to local research capacity building: A view from publication data. *Higher Education Policy*, *31*(3), 423-446.

Kuzhabekova, A., & **Lee, J.T.** (2018). Relocation decision of international faculty in Kazakhstan. *Journal of Studies in International Education*, *22*(5), 414-433.

Kyereko, D.O. (2018). Regional Migration in West Africa: Attitude and Perception Toward Migrants in Ghana. Paris: UNESCO.

Lee, J.T. & Kuzhabekova, A. (2018). Reverse flow in academic mobility from core to periphery: motivations of international faculty working in Kazakhstan. *Higher Education*, *76*(2), 369-386.

McLean, C., **Naumann, I.** & Koslowski, A. (2017). Access to childcare in Europe: parents' logistical challenges in cross-national perspective. *Social Policy and Administration, 51*(7), 1367-1385.

Naumann, I. (2011). Towards the marketization of early childhood education and care? Recent developments in Sweden and the United Kingdom. *Nordic Journal of Social Research, 2*, 1-17.

Naumann, I. (2014). Access for all?: sozialinvestitionen in der frühkindlichen Bildung und Betreuung im europäischen Vergleich. *Zeitschrift für Erziehungswissenschafte, 17*(3), 113-128.

Naumann, I. (2014). *Policy Briefing on 'Integrated ECEC Systems'*. Edinburgh: Scottish Commission on Childcare Reform.

Naumann, I. (2015). Universal childcare' and maternal employment: the British and the Swedish story. In Foster, L., Brunton, A., Deeming, C. & Haux, T. (Eds.), *In Defence of Welfare 2* (pp. 79-82)*.* Bristol: Policy Press.

Naumann, I., McLean, C.M., Koslowski, A., **Tisdall, E.K.M.** & Lloyd, E. (2014). *Early Childhood Education and Care Provision: International Review of Policy, Delivery and Funding*. Edinburgh: Scottish Executive.

Packwood, H. (2019) What is success anyway? Examining the experiences and outcomes of school leavers in Scotland. Briefing Report. Link here

Smith, W.C. & Fernandez, F. (2017). Education, skills, and wage gaps in Canada and the United States. *International Migration, 55*(3), 57-73.

Wakeling, P., Berrington, A. & **Duta, A.** (2015) Investigating an age threshold for independence at postgraduate level. Bristol: Higher Education Funding Council for England.

Weimer, L., & **Barlete, A.** (2020). The rise of nationalism: the influence of populist discourses in student mobility in the UK and in the US. In Weimer, L. & Nokkala, T. (Eds.), *Universities as Political Institutions* (pp. 33–57). Leiden: Brill.

Wellbeing

(health, poverty, socio-emotional, societal)

Wellbeing (health, poverty, socio-emotional, societal)

Current Projects

ARTea Sessions for E-connections
- **June Xu**. Funded by Student Experience Grant.

Child Poverty and Access to Services
- Gary Watmough (PI), **William C. Smith (co-I)**, Sohan Seth (co-I), Jodie Brumhead (co-I), James Tomlinson (co-I), and Enrique Delamónica (UNICEF Partner). Abstract: The overall goal of the project is to explore if access (measured in terms of distance and cost) to certain services can be determined using geospatial data sets such as remotely sensed satellite data and open street map. A secondary objective is to explore if these measures of distance and cost of accessing vital services contribute to the level of childhood poverty. This project is framed around the following research question: "We know that children lacking access to services are poor, but why do they lack access?" The objective is to identify if distance or travel time explain the lack of access by generating national level estimations of distance and travel time from water sources, schools, and health facilities. Funded by Scottish Funding Council/ Data for Children Collaborative with UNICEF.

Co-construction of projects relating to health education as member of the UNESCO Chair Global Health and Education (2018-present)
- **Carole Faucher**. Abstract: The projects include participating in the design and implementation of a Graduate School in health education in Cameroon and developing mapping tools and strategies to connect actors and organisations active in sharing knowledge related to health education at community level.

Data for Children Collaborative with UNICEF
- **William C. Smith (Academic Lead),** Lucinda Rivers (UNICEF Lead), Albert King (Scottish Government Lead). Abstract: The Collaborative is a joint partnership between UNICEF, The Scottish Government and the University of Edinburgh's Data Driven Innovation Programme which seeks to use data and data science techniques to improve outcomes for children locally, nationally and globally.

End Violence Lab
- **Deborah Fry**, **Jennifer Lavoie**, **Jake Broadhurst** and **Catherine Maternowska**. Abstract: The End Violence Lab is a collaboration between the Global Partnership to End Violence Against Children and The University of Edinburgh. The Lab works with national and local leaders to co-design solutions-oriented processes for change in the field of violence prevention. It's current projects include: 'Leadership Development Programme/Political Fellows. Cambodia, Colombia, Cot d'Ivoire, Uganda, Phillipines'; 'CPD work around violence prevention implementation and EVAC National Action Plans (Colombia INSPIRE Coordination Course)'; 'Interventions and Outcomes Mapping'; 'Safe to Learn: education sites Cambodia, Nepal South

Sudan, Lebanon'; and 'EVAC Academic Exchange – peer to peer learning. Makerere U, Uganda; U o Philippines, Philippines; Monash, Australia; Fed U o Pelotas, Brazil; RUPP, Cambodia; Aix-Marseille, France'.

In isolation, instead of school' (INISS): vulnerable children's experiences of Covid 19 and effects on mental health and education' research project.
- **Gillean McCluskey (PI), Deborah Fry (co-I)**, Lesley McAra, Tracy Stewart, Sarah Hamilton, Albert King. Abstract: This research will provide vital national data directly from pupils, to assess impacts on mental health and education. It will contextualise pupils' experience within data on COVID-19 prevalence, health patterns and trends and against educational achievement outcomes data, to inform interventions and policy making. This study investigates: How isolation, school closure and exam cancellation caused by Covid-19 affect the mental health of the generality of young people in Scotland; Whether and to what extent there are additional impacts on the mental health of groups of young people typically identified as vulnerable and; What young people, as pupils, think would help address their concerns about mental health in the context of the pandemic. Funded by Chief Scientist Office, Scottish Government.

Promoting understandings of Marshallese history, culture and migration in Hawaiian schools.
- **Shari Sabeti (PI).** Funded by CAHSS KEI Grant.

Providing Bilingual Resources for Marshallese Schools.
- **Shari Sabeti**. Funded by ESRC Global Impact Accelerator Account.

Sport, Homelessness and Poverty – Voices from the Street
- **Grant Jarvie (PI)** & Susan Ahrens. Abstract: A qualitative study of the relationship between sport, homelessness and poverty drawing upon Sen's notion of capability. Funded by the Homeless World Cup Foundation.

Strengthening Quality Learning Environments and Education Systems in DRC and Niger
- **Jean-Benoît Falisse (advisor),** IDS, Save the Children. Abstract: The research evaluates a EU/Save the Children-project that seeks to increase access for 85,000 girls and boys to safe learning environments contributing at the same time to their psycho-social wellbeing. The project will engage parents and communities in school governance, establishing governance bodies and children's clubs in schools in Diffa and Zinder (Niger) and in South Kivu (DRC). Funded by the European Union.

Universal Secondary Education in the Asia-Pacific Region
- **William C. Smith (PI), Michael Gallager (co-I), Shari Sabeti (co-I), Sotiria Grek (co-I)** with Mark Manns (UNESCO Bangkok), Rene Raya (Asia South Pacific Association for Basic and Adult Education), Prema Clarke (Independent Consultant), Manjuma Akhtar Mousumi (BRAC Institute of Educational Development), Batjargal Batkhuyag (Mongolian Education Alliance). Abstract: This project explores how countries and communities in the Asia Pacific region move toward universal access as laid out in SDG4. Three research questions drive this scoping research: (1) How are countries in

the Asia Pacific region adapting to ensure that universal education is met? (2) What are the political, cultural, structural, and economic barriers to universal secondary education in the Asia Pacific region? (3) How do the barriers to secondary education intersect to further disadvantage marginalized groups in the Asia Pacific region?

Past Projects

Demographic Transition, Female Autonomy and Agrarian Change in Bijnor (1990-1993)
- **Roger Jeffery**. Funded by Overseas Development Administration.

End Violence Lab
- **Deborah Fry**, **Jennifer Lavoie**, **Jake Broadhurst** and **Catherine Maternowska**. Past projects include: 'Leadership Development Programme – Implementation Research (Glasgow)'; 'INSPIRE courses (SE Asia, Mexico and Edinburgh)'; 'UNESCO qualitative interviews for Global Status Report on School Violence and Bullying (what at a governance level reduces violence in and near schools?)'; 'Multicountry Study on the Drivers of Violence Affecting Children (12+ countries)'; 'Burden of Violence Studies (35 countries)'; 'Safe Schools for Teens Intervention Evaluation (Philippines)'; 'Global statistical modelling on the gendered impact of bullying on learning outcomes with SRGBV Network '; and 'Preventing VAC against Children in Myanmar body of work with UNICEF'.

Evaluation of education provision for children and young people educated outside school (2012-2013)
- **Gillean McCluskey**. Funded by Welsh Government.

Examining School Students' Wellbeing and Engagement in Kazakhstan (2015-2017)
- **Carole Faucher**.

Exploring the intersections of violence in childhood, learning outcomes and educational practices: Towards a new conceptual model (2016-2017)
- **Gillean McCluskey**. Funded by University of Edinburgh Challenge Investment Fund.

From displacement to development: arts education as a means to build cultural resilience and community led-arts production in the Marshall Islands (November 2016 – April 2018).
- **Shari Sabeti (Co-I).** Funded by ESRC/AHRC GCRF Forced Displacement.

Navigating Futures: arts education as a route to youth empowerment and pedagogical innovation (February 2019-January 2020).
- **Shari Sabeti (Co-I).** Funded by AHRC.

Schooling during the Tajikistan Civil War (2014-2016)
- **Carole Faucher**.

Sport, Peace and Conflict Resolution

- **Grant Jarvie (PI).** Abstract: A though leadership report on the way in which sport can help to build society. Funded by Prince Albert Foundation.

Highlighted Publications

Baker, D. P., **Smith, W.C.**, Jeon, H., Fu, T., Horvatek, R., Anderson, E. & Salinas, D. (2017). The Population Education Transition Curve: education gradients across population exposure to new health risks. *Demography, 54*(5), 1873-1895.

Cohen Miller, A., **Faucher, C.,** Torrano, D., & Brown-Hadjukova,.(2017). Practical Steps for using interdisciplinary educational research to enhance cultural awareness. *The International Journal of Research and Method in Education, 40*(5), 288-298.

End Violence Lab. For list of publications see https://www.end-violence.org/end-violence-lab#evidence

Faucher, C. (2017). Narratives of schooling during the Tajik Civil War (1992-97). In Ashraf, D., Tajik, A., & Niyozov, S. (Eds.), *Educational Policies in Pakistan, Afghanistan, and Tajikistan: Contested Terrain in the Twenty-first Century* (pp. 145-160). London: Lexington.

Jarvie, G. & Ahrens, S. (2019). Sport for social justice, capability and the common good: a position statement in honour of Tessa Jowell. *Quest, 71*(2), 150-162.

Jarvie, G. & Ahrens, S. (2019). Sport, homelessness and capability: voices from the street. *Quest, 71*(2), 239-251.

Jarvie, G., Watson, N. & Parker, A. (Eds.) (2021). *Sport Physical Education and Social Justice*. New York: Routledge. https://www.taylorfrancis.com/books/e/9781003042716.

Jeffery, Roger & Jeffery, P. (1997). *Population, Gender and Politics: Demo-graphic Change in Rural North India.* Cambridge: Cambridge University Press.

McLellan, R., **Faucher, C.,** Simovska, V. (Eds.) (Forthcoming). *Wellbeing and Schooling: Cross-cultural and Cross-Disciplinary Perspectives*. London: Springer.

Naumann, I. (2018). Early childhood education and care policy: beyond quantity and quality, for human development. In Trevarthen, C., Dunlop, A., Delafield-Butt, J. (Eds.), *The Child's Curriculum* (pp. 325-355). Oxford: Oxford University Press.

Rose, P., Arnot, M,, **Jeffery, R**. & Singal, N. (2021). *Reforming Education and Challenging Inequalities in Southern Contexts: Research and Policy in International Development*, London: Routledge.

Sabeti, S. (2019). Making murals in the Marshall Islands and Hawai'i: an exploration of the limits and possibilities of artistic agency. Special Issue: Creative Engagement in Migration Research. *Crossings: Journal of Migration and Culture 10*(1), 71-87.

Smith, W.C., Anderson, E., Horvatek, R., Salinas, D. & Baker, D. (2015). A meta-analysis of education effects on chronic disease: The causal dynamics of the Population Education Transition Curve. *Social Science and Medicine, 127*, 29-40.

Thorsborne, M., **McCluskey, G.** & Riestenberg, N. (Eds.) (2019). *Getting More Out of Restorative Practice in Schools: Practical Approaches to Improve School Wellbeing and Strengthen Community Engagement*. London: Jessica Kingsley Publishers.

Other Themes

Other Themes

Current Projects

ACT (Agents of Change Toolkit) project (2020)

- **Dr Nataša Pantić** and Daisy Abbott. Abstract: ACT (Agents of Change Toolkit) project (2020) project is supported by Scottish Universities Insight Institute to design a toolkit that facilitates teachers' and schools' acting as agents of change for achievement of the Sustainable Development Goals (SDGs). The toolkit will help educators a) build the national SDGs indicators into their local targets; b) identify relevant knowledge and network with players within and beyond schools to consider solutions; and c) evaluate their impact. The programme includes 2 seminars to consider the research on teacher agency for change, and on educational potential of game-based learning, and 4 workshops to co-design with various stakeholders a toolkit including a research-informed, pedagogically sound, visually attractive game that will engage school staff in scenarios of planning, implementing and evaluating change towards the achievement of SDGs. The project team involves potential users to develop and promote the toolkit to many more through Scottish and international networks of Continuing Professional Development providers, both within and beyond the project. Funded by Scottish Universities Insight Institute.

Comparing the First Year Student Transition Experience in the Biomedical Sciences Programme at the University of Edinburgh and Zhejiang University

- Michael Daw and **Sofia Shan.** Abstract: The learning experiences and outcomes of TNE students have previously only been assessed in isolation without comparison to domestic students in the UK. Our study intends to shine a light by comparing the transition experience of first-year undergraduate students studying biomedical sciences in Edinburgh and on a joint programme between the University of Edinburgh and Zhejiang University based in Haining, China. The longitudinal study consists of questionnaires and one-on-one interviews both at the start of the programme and after the completion of first year. We have found differences in learning strategies, sources of satisfaction, concerns before and during the study, and perceived markers of attainment whilst also finding striking similarities such as struggles with time management and self-organisation. These findings will help TNE-providers to design teaching and support better tailored to the needs of their students. Funded by PTAS (Principal's Teaching Award Scheme, UoE).

Schooling and Empire: The role of the Edinburgh Academy, 1824-1899

- **Roger Jeffery**.

Stressed by Maths: Statistical Anxiety in the Social Sciences – looking at pedagogical innovation, cultural norms and everyday practices in the social science classroom

- **Helen Packwood**.

Past Projects

Australian Government Sports Diplomacy Strategy
- **Grant Jarvie (International Advisor).** Funded by Department of Foreign Affairs and Trade (Australia).

Theoretical work on reclaiming a public space for religious discourse in relation to development/peacebuilding
- **Lindsey K Horner**. Funded by ESRC.

Highlighted Publications

Horner, L.K. (2013). Peace as an event, peace as utopia.: a re-imagining of peace and its implications for peace education and development. *Discourse: Studies in the Cultural Politics of Education, 34*(3), 366-379.

Horner, L.K. (2016). Uncertainty, fluidity and occupying spaces in-between: peace education practices in Mindanao, the Philippines In Bajaj, M. (Ed.), *Peace Education: International Perspectives* (pp. 125-140). London: Bloomsbury.

Horner, L.K. (2013). Networking resources, owning productivity: a post-development alternative in Mindanao? *Globalisation, Societies, and Education, 11*(4), 538-559.

Horner, L.K. (2017). Rethinking development and peacebuilding in non-secular contexts: a postsecular alternative in Mindanao. *Third World Quarterly, 38*(9), 2009-2026.

Jarvie, G. (2013). War, peace and a new world paved with good intentions through sport. *e-international Relations*.

Jarvie, G., Murray, S. & MacDonald, S. (2017) Promoting Scotland, diplomacy and influence through sport. *Scottish Affairs. 26*(1), 1-22.

Pantić, N. (Forthcoming). Tool for teacher reflection on their agency for change: mapping teaching as a collective activity. *Teacher Development: An International Journal of Teachers' Professional Development*.

Pultar, A. (2016). Citizenship education in England – recent trends and challenges (German title: Politische Bildung in England - spät aber doch (nicht)?). *Erziehung und Unterricht, 166*(3-4), 214-224.