



2021 CEID Research Group Update



About this Document

This document is the annual update of the Comparative Education and International Development (CEID) Research Group. The CEID Research Group brings together a diverse group of researchers, scholars, and practitioners working on or interested in Comparative Education and/or Education and International Development. It aims to benefit the local and global community as a hub for critical reflection and evaluation, investigating the direct and indirect potential of education by exploring its complex, interdependent relationship with social and political contexts.

This update contains self-reported responses from a research update document circulated amongst group members in the Summer of 2021. Projects that started between July 2020 and October 2021, and member publications during that time frame, are included. The document provides only a sample of some of the recent work of CEID Research Group Members and does not include information on all members or all research. For more complete information on the major themes of the CEID Research Group as well as an expanded list of projects and publications please see the [2020 CEID Research Group Compendium](#) or visit the [CEID Research Group Website](#).

**2021-2022 CEID Research Group
Steering Committee**

Fatih Aktas, Sarah Austin, Carole Faucher, Lani Florian, Debi Fry, Lindsey Horner, Jack Lee, Andie Reynolds, Shari Sabeti, William C. Smith, Josh Watters

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[Philip Cook](#), Senior Lecturer in Politics and International Relations
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[Yang Zhao](#), Research Associate
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[Suqiong Zheng](#), PhD Student at Moray House School of Education and Sport

New Projects (starting from July 2020 to October 2021)

After action review to safeguard health and well-being of adolescents learning online during school closures in the response to COVID-19 pandemic: A pilot project in China to inform education policy and programme

- **Yujun (June) Xu** with colleagues from University of East Anglia, University of Leicester, and Zhejiang Normal University. *Abstract:* In response to the COVID-19 pandemic, schools across the world have switched to online education as early as February 2020 to contain the spread of the disease. While schools in China gradually have reopened since April, Beijing had to close schools again in June due a resurgence of cases. Periodic school closing has become an important containment strategy until effective treatment and/or vaccination for COVID-19 becomes available. This study aims to 1) identify and investigate critical issues around health and well-being of adolescents confronted with abrupt changes in teaching delivery and learning environment, and 2) develop an After Action Review for lessons learned and mitigation strategies. Employing the 'Facilitated Look Backs', a quality improvement method validated in previous epidemics, this pilot project will involve schools and stakeholders in Beijing and Wuhan to generate evidence to inform a wider rollout across China and to other countries and for future epidemic responses. Funded by the British Academy.

Capacity development for data collection and analysis for education systems in South East Asia: a Comparative Case Study of Indonesia and Thailand

- **Hilary MacDonough**. PhD Dissertation. Supervisors: **Sotiria Grek** and **Will Smith**

Refugee access and participation in higher education in Uganda

- **Michael Gallagher** with Rovincer Najjuma & Rebecca Nambi, both of Makerere University. *Abstract:* This research project from Makerere University and the University of Edinburgh is designed to surface the lived experiences and challenges refugee students face in accessing and participating in higher education in Uganda. The objectives of this study are: (1) To establish the needs, the challenges, and the lived experiences that refugee students face when accessing and participating in Ugandan higher education, (2) To identify the initiatives, activities, and policies designed to support refugee students at universities in Uganda and the role these have on brokering access to higher education, and (3) To note the role of the digital in managing participation within this nexus of brokering and barriers.

Student experience at the University of Edinburgh

- **Xiaomei Sun** with **Annie Yang**, Farah Akbar, & Sepideh Dahbandan. *Abstract:* This project looks at extending and co-constructing a shared community among PGR and PGT students, aiming to establish an organic, dynamic and long-lasting academic community for our students from the University of Edinburgh to connect to. Funded by Student Experience Grant, University of Edinburgh.

Tajik labour migrants' remote engagement with their children left behind in eastern Tajikistan

- **Zarina Muminova.** *Abstract:* This research is about Tajik migrant parents' cross-border communication with the children they have left behind. It will study how Tajik migrants in Russia remotely engage with their children left in Badakhshan, in eastern Tajikistan, and fulfil their parenting role using digital technology. Post-Soviet Tajikistan – one of the poorest countries according to the OECD – experienced a civil war (1991-1997) which limited economic opportunities and employment. Consequently, labour migration to Russia became a survival strategy, with members of almost one in ten households working abroad (World Bank, 2019). The majority of migrants are men; however, women's numbers has increased, with one sixth of female migrants travelling to Russia (IWPR, 2015). Some are mothers who leave their children behind in the care of grandparents and relatives (Borisova, 2016). The Institute for War and Peace Reporting (2015) estimates that 100,000 children have been 'left behind' in Tajikistan, typically in the care of grandparents and other relatives. Migrants make a financial contribution to their households, but there is evidence of anti-social behaviours among these children (Catrinescu et al., 2011) who are often labelled as "labour migration orphans" (IWPR, 2015). Contrarily, research shows that technological advances have helped many parents remotely engage in their children's care (Borisova, 2016; Nazridod, Pereira, & Guerreiro, 2019) but such transnational parents' efforts are almost invisible at state and media level in Tajikistan. Rather than starting from a deficit position that sees the children as abandoned or orphans, I aim to take a more neutral investigative approach to understand about parental motivation, the support provided remotely for the children left behind, and the challenges and benefits of this practice for both children and their families. Borisova (2016) and Nazridod et al (2019) address the issue of transnational family practices but do not focus on the role of technology such as mobile phones. Fathers' perspectives are under-represented in most migration studies. Hence, it is important to include them and explore how parental gender shapes parental engagement and the attempts to create proximity from a distance. Many Central Asian migrants in Russia live with a lack of social and legal protection, employers' exploitation with delays in salary payments, unexplained police raids, hate crimes, xenophobia, and violations of migrants' rights (FIDH/ADC, 2014; Ivashchenko, 2020). Most migrants are uneducated and unskilled, exacerbating further their position. Studying Tajik migrants in Russia in this context will contribute to understanding how migrant-parents continue their remote parental engagement in various circumstances.
Funded by Tweedie Research Fellowship.

The Future of Teaching as a Collaborative Profession: What is Needed for Inclusive and Equitable Education

- **Nataša Pantić, William C. Smith, & Anna Persson** (University of Edinburgh). *Abstract:* This report focuses on the changing roles of teachers and related teacher development opportunities and conditions required to empower educators to act and learn together with their students, colleagues and wider communities. Traditionally, teaching and teacher education policies have positioned teachers as role-implementers in an isolated teacher-classroom activity. However, teachers

don't act in isolation and educational outcomes arise from complex interactions of many actors. This report considers what kind of changes are required for supporting teaching within the broader communities of practice, in which teachers work closely with other professionals, families, and community members to address a range of student needs. Specifically, we address the following research questions: 1. What is the role of teachers in developing inclusive learning communities that support the learning and wellbeing of all its members? 2. What kind of teacher education and professional learning is required for collaborative working and supporting inclusive communities? 3. What policies are needed to enhance the roles of teachers as agents of both change and continuity who can build and sustain inclusive communities? Funded by the International Task Force on Teachers for Education 2030

The impact of COVID-19 on teaching

- **Nataša Pantić** with Ana Hibert (University of Edinburgh), and Yi-Shan Tsai, Michael Phillips & Dragan Gašević, all from Monash University. *Abstract*: This project explores how teachers work collaboratively with others and use technology to support students during the crisis of COVID-19. Identify essential skills, resources, and support that can enable teachers to act as agents of change in difficult times.

Recent Publications (July 2020 to October 2021)

Aktas, F. (2021). The emergence of creativity as an academic discipline: examining the institutionalization of higher education programs. *Higher Education Quarterly*. <https://doi.org/10.1111/hequ.12322>

Antoninis, M., April, D., Barakat, B., Bella, N., D'Addio, A.C., Eck, M. Endrizzi, F., Joshi, P., Kubacka, K. McWilliam, A., Murakami, Y., **Smith, W.C.**, Stipanovic, L., Vidarte, R. & Zekrya, L. (2020). All means all: an introduction to the 2020 Global Education Monitoring Report on inclusion. *Prospects*. <https://doi.org/10.1007/s11125-020-09505-x>

Bayne, S. & **Gallagher, M.** (2021). Near future teaching: practice, policy and digital education futures. *Policy Futures in Education*, 19(5). <https://doi.org/10.1177/14782103211026446>

Carozzi, G. (2021) Hope and responsibility: embracing different types of knowledge whilst generating my own living-educational-theory. *Educational Action Research*. doi: [10.1080/09650792.2021.1880458](https://doi.org/10.1080/09650792.2021.1880458)

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. <https://doi.org/10.1016/j.childyouth.2019.104569>

Diessner, S., **Durazzi, N.**, & Hope, D. (2021). Skill-biased liberalization: Germany's transition to the knowledge economy. *Politics & Society*.
<https://doi.org/10.1177/00323292211006563>

Durazzi, N. (2020). Between rule-makers and rule-takers: policy change as the interaction of design, compliance and feedback. *Journal of European Public Policy*.
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Durazzi, N., & Geyer, L. (2021). Social inclusion and collective skill formation systems: Policy and politics. *Journal of European Social Policy*. <https://doi.org/10.1177/09589287211035699>

Duta, A., Iannelli, C. & Breen, R. (2021) Social inequalities in attaining higher education in Scotland: new evidence from sibling data. *British Educational Research Journal*.
<https://doi.org/10.1002/berj.3725>

Duta, A., Wielgoszewska, B. & Iannelli, C. (2021) Different degrees of career success: social origin and graduates' education and labour market trajectories. *Advances in Life Course Research*. <https://doi.org/10.1016/j.alcr.2020.100376>

Florian, L. & Sretenov, D. (2021) *From Special School to Resource Centre: Supporting Vulnerable Young Children in Central and Eastern Europe: A Guide for Positive Change*. New York: Open Society Foundations. Available online at: (<https://www.issa.nl/content/special-school-resource-centre>).

Grek, S., Zhang, S., Sabeti, S. & Gallagher, M. (2021). Complex and intersecting barriers to access: some concluding thoughts. In **Smith, W.C.**, Voigt, A. & Zhang, Y. (Eds.), *Barriers to Secondary Education in the Asia Pacific Region: A Scoping Review of Four Countries* (pp. 65-69). Final report of the Scotland Funding Council GCRF project Universal Secondary Education in the Asia Pacific Region. Edinburgh, UK: University of Edinburgh.
<https://www.ed.ac.uk/files/atoms/files/mh-ceid-ap-full-report.pdf>

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*. <https://doi.org/10.1177/0020715220913043>

Kim, J., **Florian, L. & Pantić, N.** (2020). The development of inclusive practice under a policy of integration. *International Journal of Inclusive Education*. DOI:
<https://doi.org/10.1080/13603116.2020.1773946>

Kyereko, D.O. & Faas, D. (2021). Children, language and access to schools in the global south: the case of migrants in Ghana. *Children and Society*.
<https://doi.org/10.1111/chso.12454>

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McMellon, C. & **Tisdall, E.K.M.** (2020). Children and young people's participation rights: looking backwards and moving forwards. *The International Journal of Children's Rights* 28(1), 157-182. doi: [10.1163/15718182-02801002](https://doi.org/10.1163/15718182-02801002)

McNair, L.J. (2021) The relationship between young children's transitions and power: 'Why are all the doors locked? I don't feel free...I am not in charge of me anymore.' *Children's Geographies*. <https://doi.org/10.1080/14733285.2021.1952162>

McNair, L.J., Blaisdell, C., Davis, J.M., & Addison, L.J. (2021) Acts of pedagogical resistance: marking out an ethical boundary against human technologies. *Policy Futures in Education*. Pp.1-15. <https://journals.sagepub.com/doi/pdf/10.1177/1478210320976978>

McNair, L.J., & Powell, S. (2020) Friedrich Froebel: a path least trodden. *Early Child Development and Care*. DOI: [10.1080/03004430.2020.1803299](https://doi.org/10.1080/03004430.2020.1803299)
<https://www.tandfonline.com/toc/gecd20/191/7-8>

Mtebe, J., Fulgence, K. & **Gallagher, M.** (2021). COVID-19 and technology enhanced teaching in higher education in sub-Saharan Africa: a case of the university of Dar es Salaam, Tanzania. *Journal of Learning for Development*, 8(2). Available at <https://jl4d.org/index.php/ejl4d/article/view/483>

Óskarsdóttir, E., Donnelly, V., Turner-Cmucha, M. & **Florian, L.** (2020). Inclusive school leaders – their role in raising the achievement of all learners. *Journal of Educational Administration*, 58(5), 521-37. [DOI.org/10.1108/JEA-10-2019-0190](https://doi.org/10.1108/JEA-10-2019-0190)

Pantić, N. (2021). Tool for Teachers' Reflection on their Agency for Change (TRAC): a tool for teacher development and professional inquiry. *Teacher Development: An International Journal of Teachers' Professional Development*. <https://doi.org/10.1080/13664530.2020.1868561>

Pantić, N., Galey, S., **Florian, L.**, Joksimović, S., Viry, G., Gašević, D., Knutes-Nyqvist, H. & Kyritsi, K. (2021). Making sense of teacher agency for inclusion with social and epistemic network analysis. *Journal of Educational Change*. DOI: <https://doi.org/10.1007/s10833-021-09413-7>

Popham, F. & **Iannelli, C.** (2021) Does comprehensive education reduce health inequalities? *SSM - Population Health*. <https://doi.org/10.1016/j.ssmph.2021.100834>

Reinders S, Dekker M, **Falisse J-B.** (2020). Inequalities in higher education in low- and middle-income countries: A scoping review of the literature. *Development Policy Review*, Nov 25. <https://doi.org/10.1111/dpr.12535>

Sachdev, A., Aktas, F., & Szmodis, W. (under review). Contemplating the decolonization of early childhood education in Cambodia. In A. Tayeb, R. Metro & W. Brehm (eds.) *Education and Power in Contemporary Southeast Asia*.

Smith, W.C. (2021). An exploration of SDG 4 coverage in voluntary national reviews. In Zajda, J. (Ed.), *Globalisation, Social Change and Education Reforms: New Paradigms and Ideologies* (pp. 961-980). New York: Springer Publishing.

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<https://doi.org/10.1080/09571736.2021.1958905>

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<https://doi.org/10.1016/j.childyouth.2019.104568>

Voigt, A. & **Smith, W.C.** (2021). Inequalities in British university league tables: the Covid-19 pandemic and halo effects. *International Journal of Multidisciplinary Perspectives in Higher Education*, 6(1), 128-134. <https://www.ojed.org/index.php/jimphe/article/view/2930>

Wang, C., **Zhang, S.** & Zhang, T. (under review). Transnational education for future architects: reflections from Sino-Italian joint studio. *International Journal of Art and Design Education*.

Wood A.K., Symons K, **Falisse J-B**, Gray H, Mkony A. (2021). Can lecture capture contribute to the development of a community of inquiry in online learning? *Distance Education*. 42(1), 126-144. <https://doi.org/10.1080/01587919.2020.1869521>

Xu, Y. (2021) All at sea with learning spaces, interculturality and Yin-Yang. *Language and Intercultural Communication*, 1-19. <https://doi.org/10.1080/14708477.2020.1869247>

Zhang, S. (under review). Constructing global citizenship identity through accumulating cultural capital: Chinese international students' experiences in UK higher education system. *Social Transformation in Chinese Societies*.