



Bulgarian Comparative Education Society

XVIII
ANNUAL INTERNATIONAL
CONFERENCE

EDUCATIONAL REFORMS
WORLDWIDE

PROGRAM
WITH ABSTRACTS

22 – 26 June 2020

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Overall Program

The Conference time slots are at Greenwich Mean Time (GMT), also known as Coordinated Universal Time.

GMT	Monday 22 June 2020	Tuesday 23 June 2020	Wednesday 24 June 2020	Thursday 25 June 2020	Friday 26 June 2020
08:30 – 10:00		Thematic Section 2	Thematic Section 3	Thematic Section 5	Thematic Section 6
10:00 – 10:30	Conference opening	Break	Break	Break	Break
10:30 – 12:00	Keynote Presentation	Thematic Section 2	Thematic Section 3	Thematic Section 5	Thematic Section 6
12:00 – 13:00	Break	Break	Break	Break	Break
13:00 – 14:30	Thematic Section 1	Thematic Section 2	Thematic Section 4	Thematic Section 5	Thematic Section 6
14:30 – 15:00	Break	Break	Break	Break	Break
15:00 – 16:30	Thematic Section 1	Thematic Section 3	Thematic Section 4	Thematic Section 5	Thematic Section 6
17:00 – 18:00			Thematic Section 4		Conference closing

XVIII BCES Conference Opening

Monday, 22 June 2020, GMT 10:00 – 10:30

- Welcome by the BCES Conference Chair and the Thematic Section Chairs
- Welcome by the Technical support team
- Cultural video tour
- Bulgarian folk music

GMT 10:30

Zoom selfie
(Common photo)



Keynote Presentation: School Reforms in Bulgaria from the 9th to the 21st Century

Monday, 22 June 2020, GMT 10:30 – 12:00

Keynote presenters:

Professor Dr.habil. Nikolay Popov & Associate Professor Dr. Marina Pironkova

Sofia University St. Kliment Ohridski, Bulgaria

Abstract

The aim of this introductory piece is to present the main school reforms in Bulgaria from the 9th to the 21st century. The cornerstones of school reforms during the different periods of Bulgaria's history are analyzed. Various cultural, social and political factors determining the school development are also discussed. The authors present the creation of the Slavic alphabet during the First Bulgarian State and the appearance of the first Bulgarian schools in 'The Golden Age of Bulgarian Letters and Culture', the school development during the Second Bulgarian State, the hard blow to the development of education under the Ottoman rule, the school uprising during the Bulgarian National Revival, the main school reforms from the Liberation to the 1940s, the educational development during the Socialist period, and the latest school reforms in Bulgaria since 1989. Special attention is paid to the current school system in Bulgaria.

Keywords: Bulgaria, school reforms, history of Bulgarian education, current school reform in Bulgaria, Bulgarian school system

Full text



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

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

Monday, 22 June 2020

GMT	#	Name(s)	Title of Presentation
13:00 – 13:30	1.1	Charl Wolhuter	Education Reforms Worldwide: Incoming Tide for Comparative and International Education
		Abstract	
		<p>The aim of this paper is to map the tide of education reforms worldwide and to spell out the implications thereof for the field of Comparative and International Education – the field of scholarship tasked with assessing and guiding the global education project. In the field the notion of the Global Education Reform Movement (GERM) has gained currency. In this paper the deficiencies of that concept are identified. These include its non-exhaustiveness, its lack of a theoretical underpinning, and its lack of a normative dimension. It is argued that the field of Comparative and International Education, with its theoretical construct of the education system, its basic theorem of education systems being shaped by societal contextual forces, and the comparative method for approaching education issues and challenges, appears most promising in providing a theory as well as a method for a scholarly as well as a public discourse about education. The most salient societal trends of the twenty-first century world are enumerated, as well as how these have precipitated in changed education objectives, educational management and administration, teachers and students, and curricula.</p> <p><i>Keywords: Comparative and International Education, education reforms, education theory, Global Education Reform Movement (GERM), twenty-first century</i></p>	
13:30 – 14:00	1.2	Iveta Kestere & Zanda Rubene	The Story of Soviet Textbooks: The New Man with Female Body
		Abstract	
		<p>In our study, we reviewed one aspect of the Soviet New Man's project, namely, fabrication of the New Man from the women's flesh. Communists were driven by the idea about complete equality of humanity, homogenous society – without classes, ethnic and gender-related peculiarities. Our study focused on the following questions: what was specific to the New Soviet Man – woman? What the Soviet regime expected from woman in the context of New Soviet Man's project? Since the collapse of Soviet Union, several studies have been published with clearly formulated concept – discovering of the hidden discrimination forms of Soviet woman, showing her as a victim of the ruling regime. We were interested in the issue whether really everything was so simple in USSR concerning (in) equality of genders? How the project of New Man reflected the gender equality idea? Our study source was textbooks from 1929 to 1984 used in the Soviet primary schools in Russia and Baltic Republics. We analysed 10 books published in Moscow, including two primers for adults, 14 books published in Riga, including one primer for adults, two books published in Kaunas and one in Tallinn. We used both text and images for content analysis. Following studies of Sergei Prozorov in the biopolitics, we especially focused on the representation of women's gender and professional activities related to that, role of mother, as well as her leisure time. Our findings reveal that, metaphorically speaking, the perfect New Soviet Man was endowed with the body of a woman and mind of a man.</p> <p><i>Keywords: New Soviet Man, gender, body, textbooks</i></p>	
14:00 – 14:30	1.3	Akvilė Naudžiūnienė	History Education as a Form of Value Indoctrination in Soviet Lithuania
Full text	Abstract		

Full text





In the 1960s Soviet regime in Lithuania introduced through education a concept of "a new man". This "new man" represented the idealistic vision of the Soviet citizen, thus he had to be indoctrinated with the specific set of values. History as a value-oriented discipline at schools, including both humanitarian and social dimensions, can be understood as one of the most appropriate school subjects for such totalitarian formation of a new man. The aim of this paper is to distinguish principal values, which were introduced to the school children at schools of late Soviet Lithuania (1957-1988) during history education. It is pivotal to note, that Soviet control in Lithuania is understood as an occupational and suppressive regime. Also, it was a regime of idiosyncrasies, so the contents of the aforementioned educational materials are analyzed in two-layered principle – the direct instructions regarding the lifestyle, values, and opinions appropriate to Soviet citizens and more subtle (through symbols, images, and politics of national Communism) indoctrination. This paper raises a hypothesis that Lithuanian break up with the Soviet Union in 1990 has left traces in current Lithuanian education because it was recreated mostly by the same people, who were instructed in the Soviet value system. People educated as "the new Soviet men" created a new Lithuanian history education curriculum, thus aspiring to prompt "a new Lithuanian man".

Keywords: *education, history, Soviet regime, Lithuania, textbooks*

14:30 – 15:00 Break

15:00 – 15:30 1.4 Nikolay Popov & Vera Spasenović School Counseling: A Comparative Study in 12 Countries

Full text



Abstract

This paper presents results of a comparative international study on some aspects of school counseling in the following 12 countries: Austria, Bulgaria, Croatia, Denmark, Ireland, Malta, North Macedonia, Russia, Serbia, Slovenia, UK, and USA. The authors explain the multifunctional character of school counseling, give an idea of establishing a research field that could be called 'comparative school counseling studies', show the original terms in individual countries, and compare six aspects of school counseling: 1) legislative framework; 2) position requirements; 3) role of school counselors; 4) functions of school counselors; 5) interaction; and 6) ratio. The paper concludes with a long list of qualities school counselors are expected to possess. This is a document study chiefly based on examining, systematizing and comparing national documents (laws, reports, instructions, advices, position requirements, ministerial orders, recommendations, strategies, and statistics) on school counseling.

Keywords: *school counseling, comparative school counseling study, school counselors' position requirements, role and functions of school counselors*

15:30 – 16:00 1.5

Thematic Section 2: International Organizations and Education

Section Chair: Dr. Louw de Beer, North-West University, South Africa

Tuesday, 23 June 2020

GMT	#	Name(s)	Title of Presentation
08:30 – 09:00	2.1	Louw de Beer, Deon Vos & Jeannine Myburgh	Homeschooling in the BRICS Members States: A Comparative Study
<p>Full text</p>  <p>Abstract</p> <p>Homeschooling is an alternative method of teaching where parents take the responsibility of education and teach their children at home. This method of education is increasing worldwide. Various authorities around the world have taken note of this trend and recognized homeschooling as an alternative method of education in their legislation. The paper examines the educational policy and practice of homeschooling in the BRICS countries (Brazil, Russia, India, China, and South Africa) through a literature study, with the aim of comparing the five countries to hit. It also looks at what the BRICS countries can learn from each other regarding homeschooling. Most of the BRICS countries have education law that does not provide for homeschooling. In the countries where homeownership is legal, there are strict requirements that must be met. These requirements place a heavy burden on home school parents. However, it is clear from the investigation that homeschooling is increasing in the BRICS countries legally and illegally. There are also other similarities arising from the study.</p> <p><i>Keywords: BRICS countries, education system policy and practice, homeschooling</i></p>			
09:00 – 09:30	2.2	Michelle Otto	Knowledge as Currency: A Comparative Exploration of the Relationship between Education Expenditure and Gross Domestic Product in the European Union and BRICS Countries
<p>Full text</p>  <p>Abstract</p> <p>The purpose of this paper is to explore the relationship between the percentage of expenditure on public education of a country and the effect that each percentage mark has on the economic growth, and therefore Gross Domestic Product (GDP) of a country. The goal of this paper is to explore how investment in education impacts the economic growth of a country through the production of more skilled workers in the workforce. This paper aims to draw a comparison between the BRICS countries, and a representative number of the countries in the European Union to compare the investment, process and product delivered through these groupings. By looking at the production function from a Marxist perspective it is inevitable to notice that the error coefficient is significantly higher within the BRICS countries than in the European Union, which is reflected in the rate of economic growth. This paper would be of interest to economists, education policy makers, researchers, and scholars.</p> <p><i>Keywords: BRICS, economic growth, education, European Union, expenditure, gross domestic product, human capital</i></p>			
09:30 – 10:00	2.3	Deon Vos, Hennie Steyn, Louw de Beer, Charl Wolhuter & Indra Persaud	Teaching as a Career Choice: Comparing the Persistent Challenges in South Africa and Seychelles
<p>Full text</p> <p>Abstract</p> <p>Both Seychelles and South Africa are experiencing serious challenges with regard to providing for the need to employ the required number and quality of teachers – needs that are differentiated according to specific areas of competencies. In the paper, it is argued that each of the education systems of these two countries should have a well-planned recruitment strategy and particular attention should be paid to preparing a recruitment message that will attract possible candidates. Each of the education systems has been found to be lacking in several aspects of the recruitment message, such as the social status of the teaching profession and the comparison</p>			



of teachers' remuneration. It has been found that South Africa is better placed than Seychelles in respect of only two factors, namely teacher training opportunities and better comparable remuneration packages of teachers in South Africa. It is clear that all of the stakeholders should be involved in the recruitment of teachers. Other developing education systems can learn from the experiences of the two countries.

Keywords: recruitment, teachers, education systems, teaching profession in Seychelles, teaching profession in South Africa

10:00 – 10:30 Break

10:30 – 11:00 2.4 Corlia Twine & Johan Botha Learning and Cultural Agility as a Way towards Developing an Inclusive Student Culture in Higher Educational Institutions

Abstract

The literature indicates that formal activities at universities include academic-related activities such as registration and becoming acquainted with the services the university offers. Informal activities involve socialization in a specific university student culture. The literature also attests that university traditions and ritual activities can become so embedded in university, campus and residence culture that authorities fail to recognize the threat these activities pose to students' health and safety. They can also negatively affect the teaching and learning environment. This paper argues that enabling students to develop learning agility and cultural agility could change their mindset and promote an inclusive student culture on campus. This is groundbreaking work because this is the first time these constructs have been applied to an HEI context, and the first time they have been combined.

'Learning agility' and 'cultural agility' are constructs that are found in the corporate domain. The term 'Learning agility' describes a flexible mindset and the ability to adapt to changing conditions. 'Cultural agility' is the ability to adapt to the norms and practices of other cultures and thus work effectively with people from different cultures. It is vital to nurture these constructs in students studying at a South African HEI to promote an inclusive culture characterized by respect and equality with regard to religion, race and sexual orientation and other differences.

Keywords: learning agility, cultural agility, inclusive student culture, higher educational institution

11:00 – 11:30 2.5 Leentjie van Jaarsveld Female School Principals in Canada and South Africa: An Overview

Abstract

Worldwide, the issue of women in school principal positions is being discussed. Discussions on this matter include, among other things, the underrepresentation and promotion opportunities of female principals, stereotyping, culture and education and competencies of women. Several studies have shown that women do not have to stand back for their male counterparts. This paper deals with the perspectives of female school principals in Canada and South Africa. The study was employed in the interpretivist paradigm, and as it aimed to explore different aspects of the leadership of female school principals, a qualitative approach was used as a vehicle to come to understand the central phenomenon shared by the 12 participating female school principals in the two countries. They were interviewed by means of semi-structured interviews through which aspects with regard to their position as school principals were revealed. The case studies showed that female principals can be regarded as effective principals.

Keywords: female, principals, leadership, schools

Full text



11:30 – 12:00 2.6 Vesselina Kachakova The Potential of ICTs in Education Worldwide: A Review of Several International Studies

Abstract

The potential of ICTs in education is often seen as a panacea for almost all educational problems: ICTs would narrow the inequalities, give access to open resources and make the system fair for all who want to benefit from it, ICTs would make the education more attractive and effective for the students, ICTs would have the power to reform the way of teaching and the way of learning, and to bring for a huge social change. Different international organizations (OECD, IEA, World Bank, etc.) study the impact of ICTs on education worldwide and their conclusions do not confirm the high expectations. The politicians should not hyperbolize the positive effects that ICTs could have for improvement of quality or reducing the inequality in education, and to rely on ICTs to do their

Full text



work as policymakers, responsible for the implementation of educational reforms and changes in the ways of learning and teaching through ICTs.

Keywords: information and communication technologies (ICTs), education, policy, quality, access, inequality

12:00 – 13:00 Break

13:00 – 13:30 2.7

13:30 – 14:00 2.8 Elei Green Igbogi Exploring the Significance of Education and Training for Marine Personnel in Nigeria

Abstract

Education and training are vital elements to the development and standards of any maritime state. There is a general recognition among international maritime officials that there is a dire need for all nations to have highly skilled marine personnel at sea. To this end, governments around the world, including the Federal Government of Nigeria (FGN), are providing education and training opportunities to boost the competence of persons who in the maritime industry. This paper explores the significance of education and training for marine personnel in Nigeria. It contends that education and training should not begin in Higher Education Institutions (HEIs), but should start as early as secondary level. It emphasises that starting education and training programmes as early as possible can help to strengthen the maritime industry to deal with the challenges of sustainable development. Early education and training can also help to raise awareness of safety and security concerns. It is also important for Information Communications Technology (ICT) to be a vital part of the training programmes if Nigeria's marine industry is to keep in step with international strategies and trends. The paper draws on secondary source information, including reports from the International Maritime organisation (IMO), FGN's policies on maritime education and training and other related literature sources. From the literature reviewed, it is evident that maritime education and training is vital for continuity of all maritime activities.

Keywords: education and training policies, secondary level, International Maritime Organisation, sustainability, security

14:00 – 14:30 2.9 Akingbade Adekunle Babafemi Road Safety Education: Suggested Interventions and Approaches for Nigeria

Abstract

Road Safety Education (RSE) has to do with ways and means of upgrading and generating safety measures for all road users in areas where there is a flow of pedestrian and vehicular traffic. It includes a number of programmes and strategies that can be used to tackle the many challenges and problems that road users encounter. The importance of RSE is shown in the attention and support it gets from community groups, regional and international organisations, for example, the Organisation for Economic Co-Operation and Development (OECD). This paper explores the usefulness of RSE in Nigeria. It explains and illustrates the significance of driving in itself and categorises the stages of hazard perception. The paper makes use of government reports and research work to identify barriers to road safety and to unveil the systematic efforts that are used to address the natural and artificial forces responsible for the road accidents in Nigeria. Based on an evaluation of published project reports that have addressed successful interventions and approaches, the paper is suggesting similar approaches for Nigeria. One such intervention is to establish formal and informal partnerships with community groups and professional bodies such as Parent Teachers Organisations (PTAs), sporting organisations, the Police and Fire Services, Ambulance services, health professionals, education systems and driving instructors.

Keywords: Road Safety Education, Organisation for Economic Co- and Development (OECD), hazard perception, safety, responsibility

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

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

Tuesday, 23 June 2020

GMT	#	Name(s)	Title of Presentation
15:00 – 15:30	3.1	Karen Biraimah & Brianna Kurtz	An Innovative Reform of Secondary Education for Immigrant Students in Southeastern USA
		<p>Abstract</p> <p>Migrant and immigrant education are both problematic and impactful in the U.S., which often identifies itself as "a nation of immigrants", though these concepts are currently criticized by a conservative government intent on building walls rather than bridges. Nevertheless, schools throughout the country have demonstrated an ability to provide immigrant students with quality instruction and a supportive environment designed to ensure their contributions to the nation. This paper will review a government-funded secondary magnet school for information technology in Southeastern U.S. that enrolls a significant number of first and second-generation voluntary immigrant students. Through an analysis of data obtained from questionnaires and extended focus group discussions, the authors will describe the challenges and achievements of these students, and the role their school's environment played in helping to create both a sense of belonging and opportunities for success.</p> <p>Keywords: <i>migrant education, secondary schools, ethnic discrimination, technology, USA</i></p>	
		<p>Full text</p> 	
15:30 – 16:00	3.2	Amelia Molina, Adriana Estrada & José Luis Andrade	Human Rights Policies: A Comparative Analysis of Mexico – Costa Rica
		<p>Abstract</p> <p>Part of the process of broader research is presented, in which it is necessary to establish a context of comparison between two Latin American nations. They implement educational policies related to human rights and training for social coexistence. It is assumed that the role of international organizations strongly influences the definition of such policies. For this, a comparative analysis is presented between what these organizations dictate and how they are retaken or redefined from two countries: Mexico and Costa Rica. For the analysis, the classic comparative methodology of Bereday (1968) is used. The description is presented based on primary, national and international sources, on the guidelines and policies of educational systems. Human Rights are considered as thematic axis. The interpretation phase is based on the construction of meaning that each country gives to its educational policies. This, considering the recommendations or guidelines of supranational organizations. Finally, the juxtaposition and comparison phases are developed, where the recurrences presented by the Mexican and Costa Rican educational policy documents are identified, considering the supranational guidelines, in order to build hypotheses or inquiry questions. In general, it is concluded that the policies of the countries studied are mediated by supranational organizations and, in turn, in their construction process they go through structural links (Torres, 2004), where each one re-produces its policies based on its sociocultural contexts.</p> <p>Keywords: <i>educational policy, comparative education, citizenship education, Latin America, supranational organizations</i></p>	
		<p>Full text</p> 	
16:00 – 16:30	3.3	Claudio-Rafael Vasquez-Martinez et al	Development of Careful, Creative and Critical Thought According to the Philosophy of Matthew Lipman: A Proposal for Inclusion in Basic Education
		<p>Abstract</p> <p>To satisfy the imperative need for developing life skills in basic education students throughout the country, it is important to think about continue educational inclusion, which is to be understood as the idea of Education for All. Education for all should satisfy the basic needs of learning while</p>	
		<p>Full text</p>	



developing the individual and social welfare of each student. From this perspective, it is necessary to reflect on how to make students citizens who make decisions and assume consequences, so that they can act with critical judgment. For this, it is necessary to inspect and reconstruct the essence of critical, creative and careful thinking, the essence of learning to think.

Keywords: *creative thought, critical thought, education, inclusion*

16:30 – 17:00	3.4	Maja Ljubetic, Toni Maglica & Vukadin Željana	Social and Emotional Learning and Play in Early Years
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Abstract

The aim of the paper is to briefly explain the relationship between early and preschool-aged children's play and social-emotional learning (SEL). Play, as the child's dominant activity, ensures his full and healthy development and SEL makes a significant contribution to it. As SEL is important for a children's healthy growth, it has recently been the subject of numerous studies and, as a result, has become an indispensable part of the curricula of educational institutions. Socio-emotional competencies enable children to make achievements and advance both academically and personally. In this paper, the emphasis is placed on symbolic and peer play and it is concluded that both types provide opportunities for enhancing all social and emotional competencies (responsible decision-making, social awareness, social skills, self-awareness, and self-management). The prerequisite for creating the conditions for appropriate SEL of early and preschool-aged children are socially-emotionally competent educators (and parents). It is necessary to enrich study programmes at universities where educators are trained in the field of social-emotional competencies and indirectly to enable parents of early and preschool-aged children to learn this as well.

Keywords: *children, play, competency, educator, development, social-emotional learning*

Full text



Wednesday, 24 June 2020

GMT	#	Name(s)	Title of Presentation
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08:30 – 09:00	3.5	Gillian L. S. Hilton	Elective Home Schooling in England: A Policy in Need of Reform?
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Abstract

This paper examines the recent noticeable rise in parents and carers in England, deciding to home school their children. This rise has been attributed to schools advising parents with 'difficult' children, those with special educational needs or behavioural problems, that they have a choice; home educate or their child will be permanently excluded. Also, there is a rise in parents removing children from schools due to bullying, school refusal and general unhappiness with school regimes and demands made on learners. The paper discusses causes of this increase in elective home schooling and examines the policy changes proposed and implemented by successive governments. Recently, concerns have arisen over what type of education is being offered to children by poorly educated parents, the rise of so called temporary schools in unsuitable buildings, concerns over religious indoctrination and the lack of a broad and balanced curriculum being offered, which could result in a lack of future employment opportunities for students. Certainly, a new approach is urgently needed if children's futures are to be protected.

Keywords: *home schooling, England, policy on home education*

09:00 – 09:30	3.6	Nicholas Sun-Keung Pang & John Pisapia	Rethinking Leadership for School Reforms Worldwide
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Abstract

The world is becoming one interconnected place where events do not happen in isolation, and organizations are faced with an evolving context. In this paper, the term quicksilver is used to describe an environment that is fluid, uncertain, complex and sometimes ambiguous. Such an environment demands that leaders demonstrate agility of the mind and actions. In a quicksilver environment the spoils go to the creative and not to the compliant; leaders who maximize their

conceptual agility and their organization's adaptability and flexibility; and organizations that focus on metrics, learning, self-management and adaptability. In quicksilver environments, leaders must be able to work in a strategic way. Working in a strategic way means understanding the signals coming from one's environment and being able to develop and deliver an actionable strategy. A strategic leader framework is used to capture the new skill set required to work in a strategic way. The authors propose a study of strategic leadership for school reforms worldwide, by making use of the leadership framework introduced.

Keywords: globalization, quicksilver environment, strategic leadership, educational reform, school leader

09:30 – 10:00

3.7 Mashraky Mustary

The Impact of Teacher-Student Relationships in Public Schools, Private Schools, and Madrasahs in Bangladesh

Abstract

Education is a very important aspect of a person's life. In Bangladesh, several different types of institutions are available for youth's education, including private schools, public schools, and religious schools called madrasahs. For these institutions to continue to run properly, teachers, students, and a curriculum must be present. A major aspect of the education system in Bangladesh is Islam and religious learning. The main objective of this study is to identify the effect of the teacher-student relationship in public schools, private schools, and madrasahs in Bangladesh. The research methods, including document review, observation and survey, were used to collect information from the target respondents in public, private, and madrasah schools in Bangladesh. The results show that teachers have a different kind of relationship with their students, depending on the school in which they are teaching. This is strongly determined by the number of students in the school, the degree of accessibility to each school, and social perceptions of the teacher-student relationship. The main purpose of this study is to understand how teacher-student relationships impact student's grades since these relationships have a great effect on the learning environment in all three types of institutions. Positive relationships help students feel loved and acknowledged, consoled and secure. This research, concentrated on three schools to perceive how educators' relationships with students have impacted their school life and how it has affected their studies.

Keywords: teacher-student relationship, public schools, private schools, madrasahs, Bangladesh

Full text



10:00 – 10:30

Break

10:30 – 11:00

3.8 Godsend T. Chimbi & Loyiso C. Jita

Putting the Cart before the Horse: Curriculum Reform Policy and Teachers' Pedagogical Preferences

Abstract

When presented with a new curriculum very few teachers teach in accordance with the prescribed pedagogies. This study reports on how teachers in Zimbabwe selected their teaching methods in response to a new curriculum reform policy. Using a qualitative multiple case study design and the theoretical lens of sense-making, the study interrogated teachers' understanding of a new history curriculum and their compliance to its pedagogical prescriptions. Although teachers were aware of the methodological demands of the new history curriculum, they complained that they were not adequately prepared and resourced to implement the new pedagogical policy. Teachers' pedagogical preferences appeared to be in line with their personal philosophy to history instruction, rather than what reform policy prescribed. It appears policy makers placed pedagogical reform policy in front of the teacher; like the proverbial case of putting the cart in front of the horse. To augment compliance with reform policy, it is necessary to in-service teachers on how to use innovative teaching approaches before asking them to change pedagogical practice. Teacher capacity building on innovative instructional strategies and creating learning communities may reduce the gap between policy demands and classroom practice.

Keywords: curriculum reform policy, history pedagogy, sense-making, pedagogical preferences, reform implementation, classroom practice

Full text



11:00 – 11:30

3.9 Joana Quinta & Teresa Almeida Patatas

The Historical and Political Contexts that Led to the Educational Reforms in Angola

Full text

Abstract



Educational reforms in Angola have emerged from changing political contexts in the country's history. The last three stand out: the Veiga Simão reform, which was approved in 1973 (colonial period) but did not come into full force; the 1978 reform (post-independence) coming from the third constitutional revision and the reform begun in 2004 (after national peace) instituted with the publication of Law 13/01, of 13 December. These reforms brought the innovations and measures considered relevant to the necessary changes in the education sector. They aimed to improve the current educational situation and brought guidelines that sought other levels of quality crucial to the country's development. Education being a basic pillar of society, all other sectors have benefited from these reforms, especially the economic, social and cultural ones. The aim of this paper is to show the different historical and political contexts that led to the last three educational reforms in Angola and the consequent changes. In order to achieve this objective, a bibliographical research was carried out, which allowed the authors to know the different contexts of the reforms implemented in education in the country. It is hoped that this paper will contribute to the reflection on how these contexts, with specific outlines, led to the educational reforms in question and cooperated in the necessary educational changes in this African country.

Keywords: historical context, political context, educational reforms, education, Angola

11:30 – 12:00

3.10 Vimbi Petrus Mahlangu

Understanding Toxic Leadership in Higher Education Work Places through Betrayal Trauma Theory

Full text



Abstract

The paper emanates from the Chancellor's address that I presented on the 5th of March 2019 at the University of South Africa. Betrayal Trauma Theory (BTT) was used as a lens in understanding toxic leadership in work places. BTT focuses on the ways in which toxic behaviour of leaders may violate or negatively affect trust and well-being of employees. Toxic leadership can bring negative consequences to employees' attitudes toward their leaders and organizations' well-being, and work behaviours. Employees are the less powerful individuals in the leader-employee relationship. They are characterized by a power differential and constrained in what they can do in response to unfavourable treatments they receive from their bosses.

Keywords: toxic leadership, dysfunctional, employee, organisation, Betrayal Trauma Theory, trust, workplace

Thematic Section 4: Higher Education & Teacher Education and Training

Section Chair: Professor Dr. James Ogunleye, University of West of Scotland & Academy of Innovation, United Kingdom

Wednesday, 24 June 2020

GMT	#	Name(s)	Title of Presentation
13:00 – 13:30	4.1	Carla Marie Briffett Aktaş	Comparing Student's Understanding of Student Voice Pre and Post Intervention in the HE Classroom
<p>Abstract</p> <p>Student voice may be an important aspect of providing a socially just education to students in higher education (HE). Having students act as co-creators and co-investigators in the planning of pedagogical content can give room for student voice development that may then encourage socially just education. The participatory action research (PAR) project undertaken here considered two main research questions: 1) What role does student voice play in establishing a socially just classroom environment? and 2) Does the understanding of student voice change when students are involved in pedagogical planning? Participants included students from 6 HE courses (4 undergraduate, 2 graduate level) at The Education University of Hong Kong. The project sought to investigate the understanding that students in HE have about student voice and if students taking on a leadership role in the classroom could/would enhance their understanding of student voice. Two surveys were distributed before and after the project. Surveys were comprised of both open and closed questions. The data collected from one open-ended question ('how do you define student voice?') that appeared on both pre and post surveys will be compared and analyzed to determine the effectiveness of the course design and if student voice was enhanced by the intervention. This comparative study indicates that students taking a leadership role in HE enhances their understanding of student voice without any explicit instruction on the matter and that students value student voice as a means of fostering learning.</p> <p><i>Keywords: student voice, pedagogy, higher education, course design</i></p>			
13:30 – 14:00	4.2	Chin-Wen Chien	Novice Elementary School English Teachers' Perceptions of Critical Friends
<p>Abstract</p> <p>Novice elementary school English teachers might struggle during the first few years of teaching resulting from experience alienation, lack of support, and conflicting educational norms as they transit from language teacher education to school sites. Engaging professionally with other teacher educators as their "critical friends" might be a helpful solution. Empirical studies on critical friends are still sparse in the English as a foreign language context, particularly in Asian cultures. This survey research with follow-up interviews explored Taiwanese novice elementary school English teachers' perceptions of critical friendship models as an avenue for professional development. Based on the analysis of the questionnaire distributed to sixty-two participants and the thematic analysis of the follow-up interviews among eighteen teachers, the following conclusions were drawn. First, these participants had consistent perceptions of critical friends as "sharing ideas and knowledge" and "supporting each other." Participants defined their critical friends as "people who can discuss lessons and activity designs." These participants' critical friends were primarily their former schoolmates and homeroom teachers at their current schools. Secondly, external factors such as teaching hours and teaching status affected these novice English teachers' perceptions of critical friends and their motivation to be involved in this type of professional development activity. Finally, their perceptions of critical friends affected their perspectives of critical friends' attributes and selection. Suggestions on implications for practice on critical friendship models as an avenue for professional development were provided.</p> <p><i>Keywords: critical friendship, factors, perception, professional learning, professional development</i></p>			

14:00 – 14:30	4.3	Gordana Stankovska, Ruvejda Braha & Svetlana Pandiloska Grncharovska	Relationship between Optimism-Pessimism, Learning Style and Teaching Style among Medical Students
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Abstract

Each person is born with a certain ability towards particular learning styles, which demonstrates that people learn in different ways. Styles influence the way students learn, the way teachers teach, and the way they interact. Thus, the main aim of our paper was to introduce the relationship between optimism-pessimism and teaching and learning styles among medical students. The Grasha-Reichmann Student Learning Styles Scale (GR-SLSS), Grasha's Teaching Style Inventory (TSI) and Children's Attributional Style Questionnaire (CASQ) were administered to a sample of 160 medical university students. The results demonstrated that among the teaching styles, facilitator, delegator and expert were the teaching styles most preferred by students. Based on the results, the dominant learning style of students in general was the collaborative, competitive and participatory style. At the same time, there was a significant positive relationship between optimism and student-centered teaching styles (facilitator and delegator), while pessimism was highly correlated with teacher-centered styles (expert, formal authority and personal model). Also, we found a significant positive relationship between optimism and the collaborative, competitive, independent and participatory learning style. On the other hand, pessimistic students tend to choose the dependent and avoidant learning style. More than half of male and female students preferred the collaborative, competitive and participatory learning style and the delegator, facilitator and expert teaching style. Overall, the research findings have successfully shown the relationship between a learning style, a teaching style and optimism-pessimism among medical students. The learning and teaching style together with the dichotomy optimism-pessimism are a significant factor for the teaching-learning process.

Keywords: optimism-pessimism, learning style, teaching style, students, management

Full text



14:30 – 15:00	Break		
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15:00 – 15:30	4.4	Magdalin Nji Anim & Gertrude Shotte	Leadership Roles, Women and Higher Education: Lessons from the University of Buea, Cameroon
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Abstract

There is no dearth of literature on the numerous challenges that women face in securing leadership roles in government, non-government and other societal and community organisations. Over the past five decades or so, researchers and concerned others have been reporting on the lack of women in leadership roles. This paper explores leadership roles of women in higher education (HE), with a special focus on the University of Buea, Cameroon. The paper is based on research work carried out in 2016 and was framed by the gender and development (GAD) model; but it is also supported by on-going research investigation, carried out for the purpose of future publications. This means that by and large, the paper makes use of literature review methodological approach to build the discussion. It makes clear that although on a global scale women's enrolment in HE exceeds that of men, this does not translate into women senior leadership positions in HE. It acknowledges what HE means in the Cameroonian context, and looks at the socio-cultural and structural factors that influence women's representation in HE positions in the University of Buea. The paper concludes that the paradigm shift in the global concepts of development has not shown a satisfactory level of decrease in the challenges that women face in relation to attaining senior leadership roles in HE institutions.

Keywords: development, higher education, leadership, University of Buea, gender and development

Full text



15:30 – 16:00	4.5	Pepka Boyadjieva & Petya Ilieva-Trichkova	Social Equity in Access to Higher Education: How to Increase the Share of First-generation Students?
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Abstract

The meeting of the European ministers of higher education, held in May 2007 in London can be defined as a turning point in the pan-European understanding of the goals and nature of higher education. The social dimension of higher education was described as one of the priorities in the development of higher education and all countries participating in the Bologna process were obliged to present their national strategies and policies with regard to the social dimension of higher education, including explicit action plans. Two of the objectives for the development of higher education defined in the London Communication posed real challenges: a) to achieve a

composition of students which reflects the diversity of the social composition of each country's population; b) the equality of educational opportunities should not be limited to the legislative abolition of discrimination, but should be interpreted as "effective equality" through the targeted support of the defined underprivileged groups. Against this background the paper aims to discuss policies and practices for promoting social equity in access to higher education. More specifically, it tries to answer the following research questions: 1) What are the trends of inclusion of first-generation students across European countries? and 2) What kind of policies and reforms have been undertaken to increase the share of first-generation students? Empirically, the analysis is based on data from the EUROSTUDENT survey and the official statistics. The methodological approach includes descriptive statistics and correlation analysis.

Keywords: social equity, higher education, access, first-generation students, inequality

16:00 – 16:30

4.6

Joanne Bakos Antrim

Acknowledging Students Culture and Traditions to Build Community in the Classroom

Abstract

This presentation will demonstrate how Funds of Knowledge is used in the college classroom as an activity that builds relationships. Authentic examples of students' approaches to this assignment will be shared.

Many have found that the role that culture plays in shaping students' behaviors and their knowledge of the world often goes unnoticed in classrooms, yet has a huge impact on students' learning. Teachers who take time to understand the cultural background of their students, their family dynamics, and social and cultural resources can better meet the needs of their students. These resources have been called Funds of Knowledge.

The objective of this session is to introduce the concept of Funds of Knowledge and illustrate activities that incorporate the use of artifacts to share culture. Through this process students learn more about who they are, connect with others, and build a greater appreciation for their experiences and the experiences of others. This activity can positively impact the culture of the classroom.

The presenter will give a short history of how she has uses Funds of Knowledge in her university classroom and (briefly) discuss the theoretical underpinnings. She will share various ways her students have approached this assignment including some of their comments.

Keywords: funds of knowledge, culture, artifacts, relationships, university

16:30 – 17:00

4.7

Marie J. Myers

Evaluation of an Academic Unit for Quality Assurance: Also Looking into Culture

Abstract

Academic reviews take on new directions in an ever-increasing fast-paced development. Unit reviewers should be provided different samples, with varied cultural contents also providing nuances, as related to the 'object' of the evaluation, as well as a final overall product, i.e. more of a synthesis, through which one will check the degree of compliance, as regards the previously established conditions, and the degree of sensitivity towards the variety of cultures inherent in the system. The aim of this paper is to shed light on evolving processes attempting to keep up with new contexts. The methodological approach used is qualitative. It consists of the analysis of observational notes from the researcher as a participant observer involved in the process of two evaluation exercises in higher education. We will present our findings using Weiss' (1980) models for implementation of results in education and discuss underlying strategies. Conclusions drawn can be adapted to most educational settings and should enable cultural aspects that infiltrate the process to be considered as a value-added characteristic in the establishing of a fairer evaluation framework.

Keywords: higher education, evaluation, fairness, cultural variability

Full text



17:00 – 17:30

4.8

Michelle L. Stites,
Cheryl North & Eugene
C. Schaffer

Impact on Student Learning: The Contribution of Teacher Education Programs

Abstract

Critics of education often single out schools of education as the weak link in the preparation of teachers, arguing that teachers are the lowest performance population in the university, take the least number of rigorous courses and are so poorly prepared that fifty percent leave the profession in five years. Agencies responsible for the quality of graduates of teacher education programs responded with a number of policy and practice changes to improve outcomes. One major

policy change was to require teacher education programs to demonstrate the effectiveness of their graduates in their school settings. This policy arises from the corporate or neoliberal view of education as a measureable commodity. The presentation examines the challenges presented by this policy mandate and two strategies to address this new policy requirement.

The presentation begins with a review of the critics claims of the failures of teacher education programs to select, educate or offer meaningful internship experiences for prospective teachers. As well as their conclusion, that the failures of teacher education directly create schools that do not educate children. In response, two evaluation models were developed to examine the performance of graduates of a mid-size state university in their classrooms in the years after their graduation. The authors implemented these evaluations as low-cost "proof of concept" designs in multiple settings and across subject areas. The results of these implementations indicate that teacher education programs can contribute significantly to the success of schools where a high proportion of teachers are from one teacher education program.

Keywords: teacher preparation, assessment of teacher performance, student learning, professional development schools, low-cost evaluation, impact of teacher education on schools, neoliberal education policy

Thematic Section 5: Law and Education

Section Chair: Dr. Elizabeth Achinewhu-Nworgu, QAHE in Partnership with Ulster, Northumbria, Roehampton & Middlesex Universities, United Kingdom

Thursday, 25 June 2020

GMT	#	Name(s)	Title of Presentation
08:30 – 09:00	5.1	André du Plessis	Statutory Curtailment of School Autonomy: Recent Movements on the Centralization-Decentralization Continuum in South African Education
<p>Abstract</p> <p>The South African education system has been perceived as a decentralised and democratized education system and the National Development Plan proposes that greater management autonomy should be granted to public school principals by recommending that principals should gradually be given more powers as the quality of their leadership improves. This paper however, argues that contrary to the objectives of the National Development Plan, recent and current amendments to legislation is indicative that the government is moving in the opposite direction and that school governance and management autonomy is being curtailed. This is evident through an analysis of the effect of relevant sections of the Education Laws Amendment Act 31 of 2007 and the draft Basic Education Laws Amendment Bill (2017).</p> <p><i>Keywords: centralization, decentralization, school management, school governance, school autonomy</i></p>			
<p>Full text</p> 			
09:00 – 09:30	5.2	Sharon Thabo Mampame	Exploring Academic Promotion Practices within Higher Education Institutions: Enablers and Constraints in the Physical Space
<p>Abstract</p> <p>This paper explores academic promotion practices in higher education institutions. Promotion of faculty members of universities is one of the major mechanisms in maintaining and improving the quality and efficiency of higher education and research activities in the country. Appointment processes are therefore critical to institutional development; therefore, the study argues for the identification of successful practices by exploring the enablers and disablers within the institutional promotion process in South Africa. This qualitative conceptual paper used literature, not limited to books, articles and chapters written on higher education institutions' promotion practices. There is, however, limited research on institutional promotion practices for academic employees within the South African higher education institutions. The study argues for the identification of successful practices to ensure fair and equitable institutional promotion practices by exploring the enablers and disablers within the institutional promotion process in the South African higher education. The paper serves as a foundational piece in understanding that appointment practices can be regulated to ensure fairness and equity. The appointment practices highlight the importance of shifting academic staff profiles in ways that are more representative of a diverse democracy. The inclusion of South Africa demonstrates a gap that exists in the academic promotions within higher education institutions. Findings reveal power-play and micro-politicking within promotion practices in HEIs. The paper serves as a foundational piece in understanding the regulation of fairness and equity in academic appointment practices.</p> <p><i>Keywords: promotion practices, higher education institution, academic staff, institutional goals, equity, fairness</i></p>			
<p>Full text</p> 			
09:30 – 10:00	5.3	Maphetla Magdeline Machaba	Pre-Service Mathematics Practitioner Preparation for Elementary Class Teaching in South Africa
<p>Abstract</p> <p>The purpose of this chapter is to highlight pre-service practitioners' preparation practices at teacher education colleges for teaching mathematics in elementary classes. Practitioner education colleges implement policies and procedures designed to equip prospective practitioners with skills, knowledge, attitudes, and values to perform their tasks</p>			

effectively in the classroom, the school and the wider community. The preparation of practitioners in education progresses through stages such as: initial practitioner training/education; induction; and continuing professional development. In order to establish how preservice mathematics practitioners are prepared for personal professional development practices, 20 prospective mathematics practitioners from the disadvantaged group, formerly the African education sector. Were interviewed using semi-structured interviews to the establish the mathematics content knowledge and practices acquired from practitioner education colleges. Results from interviews revealed that practitioner education programmes practitioner education is perceived to be failing in preparing candidates from differing and learning opportunities and school experiences, resulting in different mathematics practices. These findings have implications for how schools structure classes for in-service mathematics practitioners. The study recommends a restructured practitioner education programmes to better the opportunities for mathematics practitioners from former disadvantaged school who teach elementary classes.

Keywords: teacher education, mathematics practitioners, continuous professional development, mathematics content knowledge, differing learning opportunities

10:00 – 10:30 Break

10:30 – 11:00	5.4	Elizabeth Achinewhu-Nworgu	Examining How Students Are Engaging in Their Teaching and Learning Activities: A Case Study of Higher Education Students in a London University, London Campus
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Abstract

This research project examines how international students are engaging with teaching and learning activities at a London based University. The research is at its pilot stage and will be focusing on one of the Business modules, namely MSc Human Resource Management, offered at the London University Campus. The project will seek to explore students' views on different teaching and learning activities of the module and how these have engaged and motivated them in their learning, and to identify areas for improvement. The main aim and purpose of this initial research is to find out which of the teaching and learning activities students found most helpful in their learning and to make suggestions on areas for improvement. A literature review and initial investigations identified 11 key teaching and learning activities mapped on this programme that are used according to the topics delivered each week: lectures, seminars, case studies, discussions, videos, debates, group work, individual work, class tests, quizzes, and guest speakers. The implementation of these activities will be investigated using variety of research methods, including quantitative surveys to explore the views of students doing this module, through on-line questionnaires, and in-class completion of questionnaires. It is anticipated that this pilot research will inform future research across other London University modules to promote the sharing of good practice and to fully support, engage and motivate students in their programme of studies. Recommendations will be made based on the students' feedback.

Keywords: students, engaging, motivation, internationalisation, retention, achievement, teaching and learning activities, implementation, good practice

Full text



11:00 – 11:30	5.5	Queen Chioma Nworgu	A Critical Overview of the Impact of Social Media on Online Small Businesses Owned and Run by Women Entrepreneurs: A Case Study of London-based Female E-entrepreneurs
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Abstract

Issues arising with social media and its influence on women entrepreneurs triggered this investigation. The research will examine the impact of social media on online small businesses owned and run by women entrepreneurs with reference to London-based female e-entrepreneurs. The work is a proposal for a PhD research and while waiting for the University for confirmation to conduct this area of investigation, I have decided to present this paper as part of my initial investigation on the issues around social media online on small businesses run by women entrepreneurs. Work used mixed research methods to investigate the impact of social media online on female entrepreneurs, their experiences and perceptions on their business activities and performance. The growth of social media as part of innovative technological development has enabled entrepreneurs to effectively carry out their business activities online, and an increasing number of female business owners are taking their businesses online and abandoning traditional, brick and mortar business model. Social media platforms such as Facebook, Twitter, Instagram, Snap chat, YouTube and LinkedIn along with other websites are incorporated into the businesses

Full text



of modern-day women entrepreneurs. This research will examine, analyse and evaluate relevant theoretical framework on female entrepreneurship and social media engagement and impact on business performance. The research will develop a framework for best practice that can be used by women e-entrepreneurs across Greater London.

Keywords: women entrepreneurs, gender, social media, ICT, online and business ownership

11:30 – 12:00 5.6 Uchechi Bel-Ann Ordu Entrepreneurial Leadership in Start-up Businesses

Abstract

The purpose of this paper is to analyse the entrepreneurial leadership as one of the modern styles of leadership in organizations. The concept of entrepreneurship constantly increases in business organizations and in educational systems. Large and strong businesses around the globe today are borne out of the creativity and effort of start-ups. Analysing the profile of the entrepreneur and the role in organizations as entrepreneurial leaders show that there is a close relationship between the concept of entrepreneurship and the exploration of opportunities which the entrepreneurial leader bases on innovation, risk-taking and adaptability to change. To run successful organizations, managers must have both leadership and entrepreneurial skills. The main motivation of entrepreneurial leaders is in their strive to create and explore social, environmental and economic opportunities. The concept of entrepreneurial leadership is relevant to academic knowledge in that, it is a new stream being developed and written literature on this topic is increasing per year. The work will aim to employ quantitative and qualitative research methods, firstly, to gain prior knowledge and secondly, to ascertain the views of the participants on their entrepreneurial leadership styles and impact on the success of their business ventures. The findings of the research will form the basis for future research for the aspiring doctorate degree in the field.

Keywords: entrepreneurship, start-ups, leadership, economy, management

Full text



12:00 – 13:00 Break

13:00 – 13:30 5.7 Chinuru Chituru Achinewhu The Future of the African Child: Protecting the Right to Education of Internally Displaced Children in Nigeria

Abstract

The right of the child to education, regardless of social or environmental factors, is indispensable to the development of both the child and the society. In Africa, this right vis-à-vis the future of the child has incessantly been impeached by internal crisis and armed conflicts which often lead to the displacement of children from their homes, and away from formal educational opportunities. This paper examines the impact of internal crisis and armed conflicts on access to the right to education of internally displaced children (IDCs) in Nigeria and the effectiveness of Nigeria's legal regime in protecting these rights. It identifies structural conditions as the principal challenge truncating the right of IDCs to education. Using the best interest principle, non-discrimination rule, and the right to participate as its theoretical foundation, the paper posits that the protection of the right of uprooted children to education serves the overall future interest of both IDCs and the country. It argues that the failure of government to protect these rights through the emplacement of a robust legal regime to address the identified challenges amounts to an infringement of IDCs right to education and their right to a better future, particularly under international law. The research considers the position of Nigerian law and international human right instruments – Nigerian Constitution, Nigeria's Child Rights Act, UN Convention on the Rights of the Child, Universal Declaration of Human Rights – as the legal foundation of its argument. It recommends the emplacement of a structured legal regime to address the challenges.

Keywords: internally displaced children, right of the child to education, robust legal regime

Full text



13:30 – 14:00 5.8 Tebogo Jillian Mampane School Inspectors' Role of Supporting Mathematics Educators in South African Township Schools

Abstract

The purpose of the paper is to highlight ways in which mathematics educators are supported through school inspection. The aim of this paper is to establish whether mathematics educators are adequately supported through school inspection to address mathematics problems within South African classes. For this goal to be achieved, governments have tasked district officials, hereafter known as school inspectors to ensure and guarantee the delivery of quality education

Full text



to learners. Despite the belief that school inspection may have a positive impact on the teaching of mathematics, little is known about how school inspectors support mathematics educators. A critical factor in capacitating mathematics educators is to ensure that they acquire effective teaching skills to address learners' mathematics problems. The study employs a qualitative conceptual approach using literature that includes books, articles and chapters written on mathematics, locally and internationally. Due to the limited discourse on how school inspectors capacitate and supervise educators in South Africa, the text serves as a significant piece in understanding how school inspection is implemented for developing mathematics educators in South Africa. The argument posed is whether school inspectors can succeed in adequately fulfilling this task. Findings reveal that supporting mathematics educators provides opportunities that make a real and lasting difference in learners' lives. Recommendations are that the government and educational stakeholders should ensure that school inspection is regulated to ensure mathematics educators are capacitated to address difficulties in mathematics learning.

Keywords: school inspection, educator capacitation, educator supervision, improved performance, educator support, township schools

14:00 – 14:30

5.9 Rebecca Natrajan

Encourage or Exploit? Can Accelerators Promote Competition, Productivity and Innovation?

Abstract

The author aims to discuss the role of accelerators in promoting, productivity and innovation using a systematic literature review. In the UK, the death of business has increased when compared to 2016 though the number of accelerators is increasing. London is the potential market due to its diverse population and also the availability of skill drivers who knows how to exploit the market using the technology. However, the question arises, what is the role of accelerators, can they escalate competition, productivity and innovation or they feat the opportunity to haul out the monetary benefits. This will further lead to a discussion about whether these accelerators are overwhelming with their role or they act with responsibility. Can they increase the business births by acting as promoters of economic development? The findings and scope for further research is discussed.

Keywords: skill drivers, accelerators, innovation, promoters

14:30 – 15:00

Break

15:00 – 15:30

5.10 Princess Adaeze Chuku

Safety, Health and Welfare of Nigerian Workers as Entrenched under the Factories Act of 2004

Abstract

The Nigeria's Factories Act of 2004 is a piece of legislation that included provisions for the safety, health and welfare of Nigerian workers beyond the Constitution of the Federal Republic of Nigeria 1999, and the Labour Act of 2004. This paper critically examined the extent to which the Factories Act of 2004 made provisions for the safety, health and welfare of Nigerian workers and how the tenet of these laws has been enforced to reduce occurrence of accidents at workplace. This paper examines Part III of the Act, dealing with the training and guidance of naive workers, in that, no person shall be employed at any machine or in any process that is likely to cause injury, unless he has been trained by a more knowledgeable person about the dangers involved. Part III further states that factories shall provide a means of escape in case of fire, and all escape routes shall not be obstructed. Part IV addresses the welfare of persons employed, which includes the supply of clean drinking water, made available in containers, renewed daily, and suitable clean washing facilities. The findings showed that, in spite of the provisions in the Factories Act as well as other extant laws stipulating how workers safety, health and welfare is to be catered for, the rate of accidents at workplaces is increasing. Meanwhile, the examined laws will still require further review to include some of the observations and suggestions made in this work. Also, the major challenges found to be associated with the effectiveness of the Factories Act in ensuring safety, health and workers was perceived to be that the institutional agencies were not doing enough to regularly engage firms by enforcing corrective and punitive measures to erring firms. Therefore, the study recommends a special task force be setup to ensure daily compliance, the Ministry should be called to order for failure of exerting corrective measures when necessary. Finally, labour unions, human right organizations and other non-governmental agencies should sensitize workers of their rights, privileges and protection stipulated by the law.

Keywords: safety, health, welfare, Nigerian workers, Factories Act of 2004

Thematic Section 6: Research Education & Research Practice

Section Chair: Associate Professor Dr. Ewelina K. Niemczyk, North-West University, South Africa

Friday, 26 June 2020

GMT	#	Name(s)	Title of Presentation
08:30 – 09:00	6.1	Ewelina K. Niemczyk	The Academic Research Enterprise: Current Climate Worldwide
<p>Abstract</p> <p>The effectiveness of academic research enterprise depends on several factors including talented and interconnected scholars, adequate and dependable resources, and quality research. These elements need to function in harmony in order to result in research knowledge that adds value to society. Given that research capacity and innovation are internationally recognized as main determinates of national progress and prosperity, most nations make significant investment in academic research and knowledge transfer. In addition, higher education institutions worldwide are increasingly pressured to build research capacity and to increase research activity. Meanwhile, researchers are expected to show high level of research productivity and efficiency to prove their research excellence. This exploratory research study is based on the voices of 32 respondents from 15 countries to showcase their perceptions on research productivity demands at their respective institutions. A literature review about current climate of research enterprise along with the respondents' voices clearly indicate that research productivity demands are growing and researchers find it difficult to meet expectations posed upon them. The findings lead to the conclusion that more attention needs to be dedicated to institutional policies and practices that influence researchers work and on a larger scale the effectiveness of academic research enterprise.</p> <p><i>Keywords: higher education, research enterprise, research productivity, research capacity building</i></p>			
09:00 – 09:30	6.2		
09:30 – 10:00	6.3	Zoltán Rónay & Ewelina K Niemczyk	Institutional and Individual Autonomy in Relation to Research Productivity in Hungarian and South African Higher Education Contexts
<p>Abstract</p> <p>As scholars we navigate in the fast changing and demanding research environment. The pressure to produce tangible outputs, secure funding, and undertake international collaborations has high implications on individual researchers' work and well-being. The issues brought forefront in scholarly literature showcase the impact of research pressures on other academic duties such as teaching, scholarly service and community engagement. The attention is also drawn to the ways in which the above mentioned pressures influence choices researchers make regarding their research agenda. In this reflective paper we take the academic discourse a step further to explore how demands of research productivity intertwine with institutional and individual autonomy in our respective countries, Hungary and South Africa. Our conceptual framework is informed by commonly recognized levels of autonomy in HEIs, which relate to research activities. The three levels include: individual researcher, collaborative research teams and the institution at large. Considering the complexity of the topic and length restriction for this paper, we narrow our focus to how institutional and individual researcher's autonomy converge with two research productivity activities, namely dependence on funding and selection of outlets for research outputs.</p>			

Full text



Full text



Keywords: institutional autonomy, individual researchers' autonomy, research productivity, research outputs, Hungarian higher education, South African higher education

10:00 – 10:30 Break

10:30 – 11:00 6.4 JP Rossouw Developing a Faculty Research Culture in Higher Education: A South African Perspective

Abstract

An increase in research productivity is of vital importance in the development of countries worldwide. However, when research outputs are measured, many higher education faculties neither meet the expectations regarding quality nor quantity despite the increasing drive towards publications. This paper examines how academic managers can reform a prevailing weak or average research culture. Research and innovation managers such as deans, research directors and research professors may benefit from implementing the principles of the innovation value chain to transform a specific research culture characterised by low morale and a lack of outputs. Based on the author's experience and relevant scholarly literature, it is argued in this paper that a general passive or negative attitude amongst faculty members who are expected to produce research outputs, can be converted to a vibrant environment characterised by positive attitudes and increased research productivity.

Keywords: research culture, research productivity, innovation value chain, research management

Full text



11:00 – 11:30 6.5 Gertrude Shotte Literature Review: Comprehensive Summations of Selected Research Work or Data-Collection Tool?

Abstract

This paper joins the on-going conversations on the role of the literature review in academic research investigations. It utilises the literature methodology approach to support its stance for the use of literature review as a data-collection tool, among other uses. The paper provides acknowledgement that the literature review is an integral part of research investigations. Literature reviews bear much significance since they speak to the research questions by helping researchers to explore findings from a variety of perspectives, as well as to assimilate, compare and evaluate the findings. Therefore, making use of existing knowledge is paramount to research activities, including cross-cultural, interdisciplinary and transdisciplinary research. Reviewing work from these angles not only helps researchers to build on, and produce new theoretical frameworks and conceptual models, but also serves to identify gaps and areas for further research. It is also evident that the processes and variety of skills used in reviewing existing literature, do qualify the process of literature review as a data-collection tool. The paper utilises the work of Onwuegbuzie and Frels to support this claim. The paper points out that researchers who review only qualitative material are highly likely to utilise qualitative approaches to inform their research. The same is true for quantitative and mixed methods approaches, which clearly demonstrates the relevance of literature reviews and their potential to be considered as data-collection tools.

Keywords: literature review, research approaches, qualitative research, methodology, data collection

11:30 – 12:00 6.6

12:00 – 13:00 Break

13:00 – 13:30 6.7 Oliver Tafadzwa Gore Capabilities That Matter Most for Disadvantaged Students in South African Universities

Abstract

Inequality and inequity of outcomes persist in South African higher education despite policies to redress the effects of apartheid, which segregated black people from accessing good quality education. Policy in higher education uses the concept 'historically disadvantaged' in its interventions aimed to address inequality but the desired outcomes have not been achieved as

Full text



higher education institutions particularly universities seem to struggle to create conducive environments for all students to participate successfully. Lack of clarity on what needs to be addressed and prioritised could be blamed for the ineffective interventions. Using the capability approach as advanced by Amartya Sen and Martha Nussbaum, the paper identifies the most significant capabilities for student disadvantage, which universities should focus on in their interventions. This paper draws from semi-structured qualitative interviews from 26 diverse students from one South African university to argue that when students lack the financial income, affiliation and personal tenacity and hard work capabilities, their lives were affected the most. To that end, it is recommended that higher education institutions should prioritise to address these capabilities to ensure equal access, participation and success for all students.

Keywords: capabilities, disadvantage, higher education, equality, social justice, South Africa

13:30 – 14:00

6.8

Dairai Darlington Dziwa
& Louise Postma

Building Creative Capacities through Art Teacher Education in Zimbabwe

Abstract

The human capital in the Zimbabwean labour market lacks the capacities to critically and creatively address technological, economic and industrial challenges. The new education policy, Education 5.0 requires graduates to design solutions to these problems. This conceptual paper demonstrates that the required creative and critical skills necessary for innovation are currently not learnt and developed in higher education. Creative and critical thinking skills form the core objectives of art education, but are neglected and negated by stakeholders. A fluidity of skills rooted in basic and advanced competencies which are grounded in abilities such as critical thinking, communication, and creativity have been characteristic of Zimbabwean art teacher education programs and can be seen as transferable in addressing other challenges.

Keywords: creativity, critical thinking, transferability, innovation, problem solving

Full text



14:00 – 14:30

6.9

Anela Nikčević-Milković,
Jasminka Brala-
Mudrovčić & Katica
Balenović

Experimental Verification of (Meta)cognitive Aspects of Students' Written Expressions

Abstract

In order to verify the quality of written expression in a group of students a research was conducted on writing essay text in Croatian and English languages. Essay writing is part of the state matura in Croatia and since students are often poor at writing it, the following question has been asked: What changes can be implemented to enhance the writing? In addition to the (meta)cognitive factors that are most important for the writing processes, some sociodemographic and motivational factors have been examined. The study involved 104 undergraduate and graduate students who wrote an essay writing text in their native Croatian and foreign English language, which were graded according to the state matura writing standards. The results showed that students achieve average quality scores for written essays. These writing texts are valuable to students as they show higher academic control scores. In learning to write, students are most driven by an adaptable learning-oriented goal orientation. In terms of the cognitive writing strategies, most students use the adaptive and very useful text checking and correction strategy, and few others use the drafting strategy. The study also examined whether there was a difference in the quality of the written texts between the students of the initial and final years of study? The difference was only evident in the Croatian language texts for the benefit of students in higher years of study. Success in both writing tasks seems to be less driven by sociodemographic and motivational predictors and more by cognitive ones. The results also show that the higher the academic control and the lower avoiding effort-oriented learning goal orientation, the greater the success in Croatian writing text. The higher the English language grade average is and the less use of the help-seeking and modeling writing strategy, the greater the success in English writing text.

Keywords: state matura, quality of written essay texts, (meta)cognitive, sociodemographic and motivational factors of learning and writing process

14:30 – 15:00

Break

15:00 – 15:30

6.10

Anna Czyż

The Analysis of Stress Level Determinants: Coping with Stress and Self-esteem of Young Hearing Impaired People in Poland

Abstract

The aim of this undertaken research was the evaluation of selected determinants related to the level of stress of hearing impaired people. The study involved a sample of 231 Polish users of hearing aids, 120 women and 111 men, aged 17-45.

Determinants were sought in self-esteem and styles of coping with stress. The research was embedded in transactional stress theory as well as sociometric theory of self-assessment. The tools for measuring variables were: CISS – Coping Inventory for Stressful Situations, PSS-10 – The Perceived Stress Scale, MSEI – Multidimensional Self-Esteem Inventory. Parametric statistics were used to evaluate the relationships; regression analysis and Pearson correlation.

The results indicated that a decrease in overall self-esteem, in particular a decrease in self-control and vitality, is responsible for the increase in perceived stress. The increase in stress level is conditioned by the following: (a) decrease (in the frequency) of using strategies for active coping with stress, (b) an increase (in the frequency) of using avoidance strategies, (c) decrease (in concentration) in overcoming difficulties on the task (d) increase in emotions. Selected predictors in the form of styles and strategies have also found explanations in the areas of self-assessment. Interpretation of research results has allowed the emergence of areas of social life that directly determine the level of stress and/or ways to overcome it. This allows for the design of system educational programs aimed at improving the social functioning of people with hearing impairment.

Keywords: hearing impairment, level of stress, coping stress styles, self-esteem

15:30 – 16:00	Franziska Bieri, Yulia Tolstikov-Mast & Amy Lyndon	Developing Global Research Competencies: A Focus on Multiculturalism in International Qualitative Interviews
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Abstract

Scholars can benefit from developing a set of global research competencies to better recognize and more effectively address unique challenges in international research. To conduct rigorous scholarship across cultures, researchers need to be cognizant of their own biases and how they are perceived by others. This paper explores how multiculturalism shapes international leadership research, specifically in-depth interviewing. Multiculturalism refers to the variety of individual characteristics including nationality, gender, race, ethnicity, or language. Researchers as well as study participants in global leadership studies embody diverse cultural and social backgrounds. We consider multiculturalism as a methodological issue, highlighting the imbalance of power and multiple dimensions of socio-cultural hierarchies that are at play in research interviews. The paper synthesizes best practices to address multiculturalism in international in-depth interviews, drawing on diverse set of articles from various disciplines, including anthropology, sociology, and psychology. In addition, we present evidence from field research experiences by one of the authors to show how systematic self-reflexive analysis can be used as a methodological tool to address the issues arising from multiculturalism. Lastly, we consider how higher education programs can integrate global research competency training into their curriculum to better prepare students for crosscultural and multinational research projects.

Keywords: multiculturalism, international research, qualitative research, interviews, global research competence

XVIII BCES Conference Closing

Friday, 26 June 2020, GMT 17:00 – 18:00

Thank you! by the Conference Chair

Thank you! by the Support Team

Concluding words by the Thematic Section Chairs

Who is the conference participant with the best knowledge of Bulgaria?

Comments

Goodbye!

See you next year at the XIX BCES Conference
Sofia, Bulgaria, 22 – 25 June 2021

XIX BCES Conference Theme

New Challenges to Education: Lessons from Around the World

List of Participants

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André du Plessis	Dr.	University of Pretoria, South Africa	5
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Anna Czyż	Dr.	Pedagogical University of Cracow, Poland	6
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Nicholas Sun-Keung Pang	Prof. Dr.	East China Normal University, China	3
Nikolay Popov	Prof. Dr.habil.	Sofia University, Bulgaria	Keynote & 1
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