Bulgarian Comparative Education Society
BCES

XX

JUBILEE ANNUAL INTERNATIONAL CONFERENCE

TOWARDS THE NEXT EPOCH OF EDUCATION

PROGRAM
WITH ABSTRACTS

20 – 24 June 2022

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XX Jubilee BCES Conference Overall Program

The Conference time slots are at Greenwich Mean Time (GMT).

Monday 20 June 2022	**Zoom selfies**
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GMT 10:30 – 11:00 Break	GMT 10:30
GMT 11:00 – 12:30 Thematic Section 1	
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GMT 12:30 – 13:00 Break   GMT 12:30

GMT 13:00 – 14:30 Thematic Section 6

GMT 14:30 – 15:00 Break   GMT 14:30

GMT 15:00 – 16:00 Farewell Gala Gathering & Conference Closing

BCES Annual International Conferences 2002 – 2022

2022	**XX** BCES Conference: Towards the Next Epoch of Education Virtual Conference, 20 - 24 June 2022
2021	**XIX** BCES Conference: New Challenges to Education: Lessons from Around the World Virtual Conference, 22 - 25 June 2021
2020	**XVIII** BCES Conference: Educational Reforms Worldwide Virtual Conference, 23 - 26 June 2020
2019	**XVII** BCES Conference: Glocal Education in Practice: Teaching, Researching, and Citizenship Pomorie, Bulgaria, 11 - 14 June 2019
2018	**XVI** BCES Conference: Education in Modern Society Golden Sands, Varna, Bulgaria, 11 - 15 June 2018
2017	**XV** BCES Conference: Current Business and Economics Driven Discourse and Education: Perspectives from Around the World Borovets, Bulgaria, 20 - 23 June 2017
2016	**XIV** BCES Conference: Education Provision to Every One: Comparing Perspectives from Around the World Sofia, Bulgaria, 14 - 17 June 2016
2015	**XIII** BCES Conference: Quality, Social Justice and Accountability in Education Worldwide Sofia, Bulgaria, 10 - 13 June 2015
2014	**XII** BCES Conference: Education's Role in Preparing Globally Competent Citizens Nessebar, Bulgaria, 15 - 20 June 2014
2013	**XI** BCES Conference: Education in One World: Perspectives from Different Nations Plovdiv, Bulgaria, 14 - 17 May 2013
2012	**X** BCES Conference: International Perspectives on Education Kyustendil, Bulgaria, 12 - 15 June 2012
2011	**IX** BCES Conference: Comparative Education and Teacher Training Sofia, Bulgaria, 5 - 9 July 2011
2010	**VIII** BCES Conference: Comparative Education and Teacher Training Plovdiv, Bulgaria, 9 - 12 June 2010
2009	**VII** BCES Conference: Comparative Education and Teacher Training Tryavna, Bulgaria, 29 June - 3 July 2009
2008	**VI** BCES Conference: Comparative Education and Teacher Training Sofia, Bulgaria, 1 - 4 July 2008
2007	**V** BCES Conference: Comparative Education, Teacher Training and New Education Agenda Sofia, Bulgaria, 28 - 31 August 2007
2006	**IV** BCES Conference: Comparative Education and Teacher Training Sofia, Bulgaria, 1 - 4 May 2006
2005	**III** BCES Conference: Comparative Education in Teacher Training Sofia, Bulgaria, 18 - 22 April 2005
2003	**II** BCES Conference: Comparative Education in Teacher Training Sofia, Bulgaria, 8 - 12 October 2003
2002	**I** BCES Conference: Comparative Education in Teacher Training Sofia, Bulgaria, 20 - 24 November 2002

Thematic Sections and Their Chairs

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

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

Thematic Section 2: International Education Issues

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

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

Section Chair: Dr. Gillian L. S. Hilton, British Federation of Women Graduates, United Kingdom

Thematic Section 4: Higher Education & Teacher Education and Training

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

Thematic Section 5: Law and Education

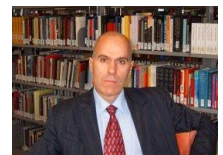Section Chair: Dr. Elizabeth Achinewhu-Nworgu, Ulster University, United Kingdom & Ireland

Thematic Section 6: Research Education & Research Practice

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

BCES Conference Chair

Prof. Dr.habil. Nikolay Popov, Sofia University, Bulgaria

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Towards the Next Epoch of Education

Towards the Next Epoch of Education

BCES Conference Books

Volume 20

Editors
Nikolay Popov
Charl Wolhuter
Louw de Beer
Gillian Hilton
James Ogunleye
Elizabeth Achinewhu-Nworgu
Ewelina Niemczyk

Bulgarian Comparative Education Society

XX Jubilee BCES Conference Opening

Monday, 20 June 2022, GMT 13:00

- We are BCES and this is our 20th Jubilee Conference

- Welcome by the BCES Conference Chair

- Welcome by the Thematic Section Chairs

- Welcome by the Technical support team

- Conference photo gallery

- Conference stories, memories, and funny moments shared by participants

- See the names of all who have attended BCES Conferences 2002 – 2022

Keynote Presentation 1

Tuesday, 21 June 2022, GMT 8:00 – 9:00

Education Policy of the European Union: Aims, Challenges, Successes and Contradictions

Keynote presenter:

Prof. Dr. Andrea Óhidy

Pädagogische Hochschule Freiburg

Germany

Abstract

Nowadays education takes place not only in a national, but increasingly also in an international context. The European Union is a key player and an important policy forum in European education. Practically since its foundation, the European Union has dealt with educational policy issues under the formula "Lifelong Learning". Although the EU has only limited competences in Education Policy, it is exerting an ever increasing influence on the education situation of its member states. The Europeanization of education policies is progressing rapidly thanks to the educational policy activities of the European Union, which have intensified since the millennium within the framework of the Lisbon Strategy and the Open Method of Coordination. This keynote presentation gives a critical overview about the Education Policy activities of the European Union, from its founding until today, raising the question of adequacy of these activities with regard to their impact on the educational situation in the member states. Possible and desirable perspectives for future educational policy measures will also be discussed.

Keywords: European Union, Europeanization, education policy, lifelong learning

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

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

Tuesday, 21 June 2022

GMT 09:00 – 09:30	Presentation 1.1	
	Charl Wolhuter	Towards the Next Epoch of Education: The Problem of Periodisation of the History of Comparative and International Education

Full text

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Nikolay Popov
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Elizabeth Achinewhu-Nworgu
Eveline Nkemonji

Bulgarian Comparative Education Society

Abstract

For the scholarly field of Comparative and International Education, which uses the reconstruction of its historical evolution to define itself and to chart a trajectory for its future development, the periodisation of its history assumes special importance, more so in times when a next or nascent epoch of education needs to be factored in this stock-taking exercise of past, present and future. This paper surveys the present stock of periodisations in use in the field and found these wanting. One urgent need is that the present phase in the development of the field should be identified, named and described. Besides providing an outlook for the future development of the field, one requirement for building this construct of the present phase in the field, is that it should take cognisance of the nascent epoch in education. This paper offers a set of ideas of the main features of this epoch, in the belief that the discussions contained in the remained of the papers of this book, will contribute towards forming a clear idea of this new or nascent epoch in education and thus contribute towards gaining an intellectual hold on the present phase in the evolution of Comparative and International Education.

Keywords: Comparative and International Education, history, periodisation, education systems, societal context, twenty-first century

GMT 09:30 – 10:00	Presentation 1.2	
	Varkey George, Lynette Jacobs & Merle Hodges	Virtual Monitoring and Evaluation of Capacity Development in Higher Education Projects: Lessons for the Future

Full text

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Abstract

Generally, project monitoring and evaluation (M&E) are mandatory actions throughout the project planning, implementation and conclusion phases. Although the terms monitoring and evaluation go together, evaluation is usually conducted after the project is completed and is typically included as part of the project report, while monitoring is a continuous process of ongoing data collection and feedback. This aspect is often neglected. Although M&E guidelines for practitioners are in abundance, and advocacy for the use of specific models of M&E are aplenty, there is a deficit of scholarly publications on M&E of capacity development projects in higher education in particular. Furthermore, research guiding future M&E endeavours based on lessons learnt before and during the pandemic, is found wanting. The three authors, in different roles, are part of an Erasmus+ co-funded project that aims to build capacity for curriculum transformation through internationalisation and development of Collaborative Online International Learning (COIL). COIL is an inclusive approach to

provide all students with virtual internationalised learning experiences without having to travel. Taking an insiders' perspective and sharing our experiences in this project, this paper should inform future M&E of capacity building projects.

Keywords: COIL, project monitoring and evaluation, Erasmus+, results-based monitoring framework, iKudu

GMT 10:00 – 10:30	Presentation 1.3	
	Konstantinos Karras	The Importance of Acquiring Soft Skills by Future Primary Teachers: A Comparative Study

Abstract

Full text

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As a nation strives to meet the challenges posed by globalization, which is an issue of the information economy, its strength relies heavily on its citizens' intellectual prowess and critical thinking skills. Thus, institutions of teacher education play a key role in producing teachers who will be able to meet the needs of the time, with empathy, while promoting critical thinking, creative ability and the value system as a priority. Educating teachers to incorporate soft skills is critical for the profession's success. The term 'soft skills' refers to a wide range of personal and interpersonal attributes that are aimed at transforming the individual as well as society as a whole (Apple, 1996). The purpose of this research is to highlight the degree of preparation of future teachers in four large primary education universities in respective European countries. To achieve this, a mixed-mode technique was used by the researcher (questionnaires and semi-structured interviews) to gather information. The target group came from the teaching staff at the faculties of education in four European countries (Spain, Romania, France and Greece). Ten academics from each nation were hand-picked to participate in face-to-face interviews. At the same time, the teaching staff of the teacher training departments participated in a focus group, in groups of 5 people each. The most crucial soft skills in their teaching profession were identified to be social skills.

Keywords: higher education institutions, primary education, soft skills acquisition, teaching profession
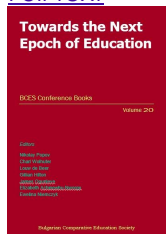
GMT 10:30 – 11:00	Break

GMT 11:00 – 11:30	Presentation 1.4	
	Shantha Naidoo & Zacharias Louw De Beer	International Perspective on Managing Racial Integration in Secondary Schools

Abstract

Full text

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The notion that educators are committed to effective facilitation of racial integration in secondary schools has become the keystone in developing a socially just schooling system in South Africa. This paper sets out to determine the role educators play in the transformation of schools towards racial integration, as well as their nature and perception in facilitating racial integration in the truest sense. Findings emanating from this research indicate that the striking down of the policies and educational system of the Apartheid regime has propelled educators from segregated backgrounds into teaching learners from different racially diverse backgrounds. Similarly, most learners for the first time are being taught by racially diverse educators. A qualitative framework is used to investigate firsthand experiences of managing racial integration in relation to educators and school management, and their role in determining successful racial integration in secondary schools in South Africa. The purpose of this paper is to prepare educators with the accumulative knowledge, understanding and tenets of the Critical
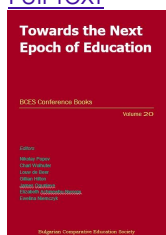
Race Theory (CRT) on how to create opportunities for decolonising classroom content and practice as well as addressing the weaknesses in previous approaches to racially integrate learners in desegregated schools.

Keywords: racial integration, management, secondary schools

GMT 11:30 – 12:00	Presentation 1.5	
	Lynette Jacobs	Reflecting on the Value of a Decolonial Perspective on Comparative and International Education during Undergraduate Teaching

Abstract

Comparative and International Education as a sub-discipline of Education, draws from a wide variety of fields, including History, Geography, Sociology and Political Sciences. Focusing essentially on education systems, and contemporary issues within the education system, we often employ a method of comparison towards deeper insight. During such comparisons, Western education systems are often centred as that which to strive for, comparing others outside this geo-political centre of power as less ideal, and in need for improvement. In Africa, education systems are mostly legacies of the colonial past, and only in recent years trends started to emerge to Africanise education. Drawing from Smith's (1999) call to deconstruct towards reconstruction and decolonisation within the curriculum, I take a critical comparative look at the education systems of four countries in Africa, as captured in a undergraduate textbook: Reflecting on Education Systems: An African Perspective. I reflect on the value of an African perspective, within the broader CIE discourse, in undergraduate CIE teaching in South Africa.

Keywords: decolonial perspective, undergraduate teaching, Comparative and International Education

GMT 12:00 – 12:30	Presentation 1.6	
	Louise Fullard, Hennie Steyn & Charl Wolhuter	Handling the Impact of the COVID-19 Pandemic by a South African Secondary School: A Case Study

Abstract

Full text

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This paper aims to demonstrate how a South African secondary school responded to the negative impact of COVID-19 and still ensures quality education. This paper's final objective is to link this experience to the theme of this book focusing on the next epoch of education. The paper commences with an orientation and autobiographical reflection on the case study-school (cs-school). The findings revealed how this school adopted and established an online digital education solution to ensure the continuation of effective teaching and learning amid, as well as after the pandemic. However, the findings also indicate challenges that this school experienced.

Keywords: coronavirus disease 2019 (COVID-19), online digital education, teaching and learning, secondary school, Learning and Teaching Management System (LTMS), quality education, education systems and Fourth Industrial Revolution (4IR)
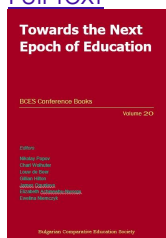
GMT 12:30 – 13:00	Break

Thematic Section 2: International Education Issues

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

Tuesday, 21 June 2022

GMT 13:00 – 13:30	Presentation 2.1	
	Johan Beckmann	Thoughts on the Impending Third Epoch of School Education Policy in South Africa

Full text

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Abstract

South Africa must embark upon the third epoch of education policy after the failures of the first two epochs: the 1953-1994 ("apartheid") era and the 1994-2021 era (the dawn of democracy and the dismantling of apartheid structures). There were not enough education opportunities to guide all the children of the country to maturity and acceptance of their civilian responsibilities. This paper examines the reasons why the education policies of the first two epochs failed and contributed to a poor, unequal and ineffective school education system. The paper also explores the challenges that the education system needs to confront to create a new education system that will support the attainment of the hitherto unfulfilled expectations and dreams that its citizens carried into the democratic era. The education policy of the third epoch must address critical issues to chart the way to an effective education system. There is a need to reorganise (reset) the education system in the wake of the COVID-19 pandemic. A streamlined curriculum needs to focus on the essential skills and knowledge the country needs. The system can no longer ignore the need for the adequate provision of vocational and technical education to alleviate the sharply rising unemployment rate of young people and support the growth of the economy. Quality education policy must function despite the lack of funds for the provision of appropriate and functional infrastructure and competent human resources.

Keywords: third epoch, policy failure, challenges, system reset, vocational and technical education, infrastructure, competent human resources
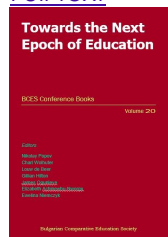
GMT 13:30 – 14:00	Presentation 2.2	
	Fleetwood Jerry de Kock, Zacharias Louw de Beer, Charl C Wolhuter & Ferdinand Jacobus Potgieter	Religion as an External Determinant of the Education Systems of the BRICS Member Countries: A Comparative Study

Full text

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Abstract

Various internal and external determinants influence an education system. External determinants include language, demographics, geography, technology, politics, and financial and economic trends. Religion is also one of these external determinants that can influence an education system, as well as the education systems of the. The BRICS member countries consist of Brazil, Russia, India, China, and South Africa. The BRICS member countries are one of the most organized and supportive international cooperation organizations that currently exist.

Religion is considered a controversial and sensitive topic. This research aimed to determine how religion as an external determinant influences the education systems of the BRICS member countries. The study focused on the differences and similarities that
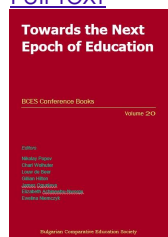
can be identified based on religion as an external determinant of the various education systems in the BRICS member countries. The BRICS member countries were deliberately chosen for this study because each member state is considered a 'n secular country in terms of religion, yet each member state treats religion differently in their country. The comparative method was used during this study to identify the best practices from the BRICS member countries. The interpretive research paradigm was used during this study using the qualitative research approach. The document analysis was used during the study to analyse the content of policies, legislation, articles, and government publications using content analysis to be able to identify themes to be able to perform the comparison between the different education systems of the BRICS member countries.

The findings from this study are as follows: Religion as an external determinant of an education system does have a significant influence on the education systems of the various BRICS member countries. It is very important to observe and describe these findings from the context of the various member states.

Keywords: BRICS organization, determinants, religion, education, education systems, values and norms, Comparative Education

GMT 14:00 – 14:30	Presentation 2.3
	Hendrik Abraham Du Plessis & Danielle Steenkamp
	The Structure for Teaching as a Component of the Education Systems of South Africa and India: A Comparative Study

Full text

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Abstract

This research focused on the structure for teaching as a component of the education systems of South Africa and India. India and South Africa form part of the BRICS grouping, and BRICS have set out certain development goals about quality education. This qualitative interpretive study utilised relevant documents from India and South Africa that focused on the structure of teaching. The relevant documents were analysed by employing content analysis. The structure for teaching in the national education system organises and formulates the framework for education in the applicable countries. The study aimed to identify differences and similarities regarding the following elements of the structure for teaching. The elements foci were educational levels and the medium of instruction. One of the aims was to enhance the structure for teaching and learning in the BRICS countries. This research forms part of a larger BRICS project that compares the four components of the education systems and its elements as well as the internal and external determinates of the BRICS member states. It will contribute to a BRICS Education Encyclopaedia.

Keywords: structure for teaching, education system, component, comparative study
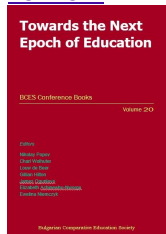
GMT 14:30 – 15:00	Break

GMT 15:00 – 15:30	Presentation 2.4
	Irem Altinkalp, Hana Vonkova & Angie Moore
	The Policy of Inclusion: A Comparative Analysis of Refugee Education Policies in Germany and Turkey

Full text

Abstract

Due to recent unrest around the world, the number of refugees has increased dramatically in the last decade. In order to meet the needs of this population, host countries have had to quickly adapt to provide these refugees with basic needs. One

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such need is to have quality education for refugee children. The aim of this paper is to compare the policies of educational inclusion in Germany and Turkey that have accepted a large influx of refugees.

Our findings suggest that both the German city-state of Hamburg and Turkey have made major strides over the past ten years to accommodate and provide for refugee children's educational needs. We list some of the policies that have led to greater inclusion and accessibility for refugee children in mainstream education. Key findings from the comparative document analysis show that although the two countries are distinguished by different levels of income and development, both have similarities in terms of (1) providing compulsory education for all children, (2) the delay in preparing and applying policy-based legislations for refugee education, and (3) the main activities such as additional language support and teacher training for the purpose of social inclusion of refugee students. Furthermore, both countries have had similar challenges such as the necessity of improvements in second language instruction and teacher training, thus highlighting the need for refugee education-oriented global solutions for the host countries. We recommend continued efforts to include multiculturally rich school curriculums to create educational settings that feel inclusive and comfortable for refugee children.

Keywords: refugee education, refugee children, integration policy, Germany, Turkey, Hamburg

GMT 15:30 – 16:00	Presentation 2.5	
	Annerie Kruger, Dorita du Toit & Niekie vd Merwe	Education Students' and Lecturers' Experiences of the Effectiveness of Physical Education Teacher Training in Distance Education Mode

Abstract

Distance education is a mode of teaching that enables students who are not able to enrol full-time at a university due to a shortage of time, physical access or financial abilities, to study in their own environment and at their own pace. Only one university in South Africa offers Physical Education as a comprehensive module in the distance education mode. The aim of this study was thus to investigate education students' and lecturers' positive and negative experiences of the effectiveness of Physical Education teacher training in distance education mode at a university in South Africa. Underpinned by Moore's Theory of Transactional Distance (TTD) (1983), data were collected by means of semi-structured, individual interviews with four lecturers and open-ended questionnaires with 17 students in a Physical Education distance education module. The five themes that emanated from the data analysis, were: interaction between students and lecturers; competence, passion and enthusiasm to teach Physical Education; obstacles with regard to Physical Education in distance learning; experiences with regard to practical training in Physical Education; and the content of the Physical Education program and students' perceptions of Physical Education. From the findings of positive and negative experiences of Physical Education in distance education mode, recommendations are made for Physical Education teacher training in distance education mode, for example, additional face-to-face contact opportunities, additional technological training, the enhanced use of student-interaction functions in learning management systems and sufficient management and administration systems at universities.

Keywords: Physical Education, distance education, teacher training, Theory of Transactional Distance

Full text

GMT 16:00 – 16:30	Presentation 2.6	
	Martha Matashu	Education, Human Capital Formation and Economic Growth in Sub-Saharan African Countries: A Conceptual Analysis

Full text

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Abstract

According to the human capital theory variations in economic growth are explained by differences in the influence of education on human capital formation within countries. Despite huge government investment in education aimed at building human capital countries within the Sub-Saharan African (SSA) region continues to face low economic growth. This conceptual paper thus investigates the relationship between education, human capital formation and economic growth in SSA. Findings from the theoretical and empirical analysis reveal that education in SSA countries seems to make an insignificant contribution to human capital formation and economic growth jointly. In conclusion, the economic development variations observed across countries might be an indication of the need for a context-based human capital-based education approaches to strengthen economic growth within SSA countries. The study recommends that educational approaches that strengthen human capital creation should be adopted to promote economic growth in SSA countries.

Keywords: human capital creation, education, economic growth, Sub-Saharan Africa
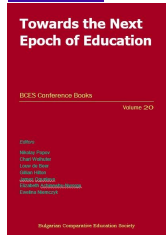
GMT 16:30 – 17:00	Presentation 2.7	
	Shantha Naidoo & Noorullah Shaikhnag	Managing Racial Integration in BRICS Higher Education Institutions

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Abstract

The Sustainable Development Goals (SDGs) were developed by the United Nations in 2015 to encompass universal respect for equality and non-discrimination regardless of race, gender, ethnicity, and cultural diversity. Since 2000, Brazil, Russia, India, China, and South Africa (BRICS) have aligned with SDG 4.3 by developing higher education institutions (HEIs) which aims to "By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university". This was intended to create equal opportunities and permit full realisation and prosperity of human rights and human dignity. This paper explores the effectiveness of managing racial integration in BRICS HEIs and illustrates remarkable progress in research and policy enactment. Particular attention is devoted to the period from the mid-2000s when evidence around the globe exposed the presence of many forms of violence, which inhibit management of effective racial integration. Based on case studies from selected BRICS countries (South Africa, Russia, and Brazil), this paper explores how the management of racial integration is being addressed within these contexts.

Keywords: racial integration, management, higher education institutions, education, sustainable development
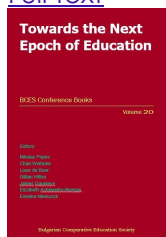
Keynote Presentation 2

Wednesday, 22 June 2022, GMT 8:00 – 9:00

Chasing a Balance between Equity and Quality: The New High-Quality Schools Project in Shanghai, China

Keynote presenters:

Prof. Dr. Nicholas Sun-Keung Pang

East China Normal University, China

& Ms. Vera Meng-meng Yan

East China Normal University, China

Abstract

After PISA 2009, Shanghai education has received unprecedented attention from home and aboard. The government in Shanghai summed up the successful experience and launched the New High-Quality Schools (NHQS) project as a response. Under the policy background of promoting high-quality and equitable compulsory education in China, the NHQS project undertook the unique task of creating high-quality educational resources. The project is not only an honorary certification for the project schools, but also an organized small-scale school improvement plan. Compared with the National Blue-Ribbon Schools (NBRS) program in the United States, both projects encourage schools to create high-quality education from a bottom-up approach and provide a platform for excellent schools to share experiences. The distinctive features in the NHQS project are that it emphasizes the indispensable importance of quality with equity, and is more guided by the government. The "Green Indicators" used in the NHQS project go beyond a single criterion of student achievement in the past. However, as the overall assessment system in China has not changed, such small-scale attempts are still facing many difficulties.

Keywords: school improvement, education policy, education reform, equity, quality, Shanghai education, China

[Full text](#)

Towards the Next Epoch of Education

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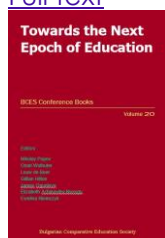
Keynote Presentation 3

Wednesday, 22 June 2022, GMT 9:00 – 10:00

Decolonising Research: Ethics & Integrity of Knowledge Creation

Keynote presenter:

Assoc. Prof. Dr. Mousumi Mukherjee

Jindal Global University, India

Abstract

The keynote speech will draw on my own research and research of other critical scholars in the recent years. The following questions will be addressed during the speech- Why decolonize research? What does it mean to decolonize research? What role can methodology and theory play in decolonizing research? How can we create collaborative research knowledge that is culturally appropriate, respectful and, honouring of the local community participants in research? How can it help in building peace and reconciliation with indigenous communities around the world to achieve the sustainable development goals.

Keywords: decolonising research, ethics, knowledge creation

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

Section Chair: Dr. Gillian L. S. Hilton, British Federation of Women Graduates, United Kingdom

Wednesday, 22 June 2022

GMT 10:00 – 10:30	Presentation 3.1	
	Gillian L. S. Hilton	NQT to ECT – the New Induction Programme for Teachers in England: An Overview

Full text

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Editors
Nikolay Popov
Charl Wolhuter
Lana de Beer
Gillian Hilton
James Ogunleye
Elizabeth Achinewhu-Nworgu
Emilia Nemova

Bulgarian Comparative Education Society

Abstract

This paper examines the newly introduced Induction Framework for teachers in England. The new term of early career teacher (ECT) has replaced the NQT label and the one-year programme has been extended to two, based on the Early Career Framework. The reasons for the change are to aid recruitment, prevent high numbers leaving the profession early and to provide a better, more structured and statutory framework for new teachers' development in schools. However, this has resulted in considerable change and accompanying stress for school leaders and staff, with a greatly increased workload. Training materials have been provided, including programmes for induction tutors, mentors and for the ECTs, though schools may write their own. Funding has also been provided by government to cover the costs of providing meeting, observation and discussion times. The final decision as to passing of the Teachers' Standards is now in the hands of an external body, who will moderate the training provided and make the final decision on each ECT's induction success or failure. First results show agreement from most of those concerned that the more structured approach to induction and longer time is a plus, but there are grave concerns about the rigidity of the programme and the time management of a fluid situation plus, the added responsibilities for staff. The pressures of Covid infections at the present time being immense.
Keywords: induction, early career teachers, mentors, teacher drop-out
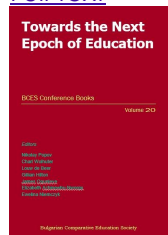
GMT 10:30 – 11:00	Presentation 3.2	
	Mashraky Mustary	Collaborative Governance and Civil Society: A Comparison between Japan and Bangladesh Educational Policies

Full text

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Bulgarian Comparative Education Society

Abstract

This study is aimed at addressing the concept of collaborative governance and civil society on matters pertaining to educational policies, from a comparative perspective between Japan and Bangladesh. The research addresses collaborative governance efforts that are in place to enhance education in both Bangladesh and Japan, which include the private sector, government, and the community coming together to contribute to the formulation and implementation of educational policies. Similarly, the study addresses the role of civil society in both Bangladesh and Japan in terms of contributing to the formulating and implementation process of educational policies. A thorough literature review, which constitutes theoretical and empirical work, provides an excellent source of additional information for answering the research questions. An analysis and discussion of the results is pivotal to providing insights into the differences
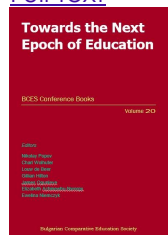
between Japan and Bangladesh in terms of the collaborative governance and civil society on matters regarding educational policies. The recommendations, which include ideas to be adopted by both nations and those to be adopted by future researchers, accompanied by the conclusion, complete the research.

Keywords: collaborative governance, civil society, Japan, Bangladesh, educational policies, comparative analysis

GMT 11:00 – 11:30	Presentation 3.3
	Gergana Sakarski Overview of the Home-schooling Phenomenon in Bulgaria

Abstract

The theory and the practice of home-schooling has adherents and opponents, but the research data shows that this phenomenon has increased significantly over the past years in many countries and in different regions around the world. A growing interest from families willing to home-school their children is also observed in Bulgaria. This paper aims to explore the home-schooling landscape in Bulgaria, including the legal framework and most common practices, and to analyze some of the results of home-schooling for selected Bulgarian families, who have made this choice. There is little scholarly research and official data on elective home education in Bulgaria and this paper provides an overview of this alternative education practice through a study of the available literature, legislation texts and analysis of in-depth interviews conducted with home-schoolers aged over 16 years. Despite the fact that home education generally meets a certain level of reluctance, the legislation in Bulgaria has evolved in the past years and allows families to home-school their children through an independent form of education, under the oversight of the government. Home-schooling in Bulgaria is a quite recent phenomenon. A small number of individuals have now finished their home education and have either joined a higher education institution or the job market directly. Evidence from the conducted interviews shows that these Bulgarian home-schoolers thrive and perform well, not only in their respective studies and/or jobs, but also in the society in general.

Keywords: home-schooling, elective home education, alternative education, Bulgaria

[Full text]

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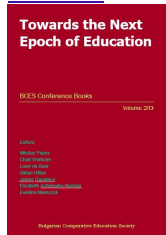
GMT 11:30 – 12:00	Break

GMT 12:00 – 12:30	Presentation 3.4
	Corene De Wet Gender Themes in Jeff Kinney's Diaries of a Wimpy Kid

Abstract

The paper reports on findings of a qualitative content analysis of four of the sixteen "novels in cartoons" books written by Jeff Kinney. Connell's theory of masculinity underpins this study. The aim of this paper is to answer the following two research questions: What are the most important gender themes in Kinney's cartoon diaries? Can teachers use Kinney's cartoon diaries to create an awareness of gender inequality? I identified the following gender themes that permitted hegemonic masculinities: bullying and violence, bravery, the importance of sport, gender relations and the tension of growing up in a matriarchal-patriarchal household. The study found that Kinney's books could be used as a point of departure to explain to children that the alpha male is not solely responsible for gender inequality and violence. The wimpy, seemingly innocent and helpless kid can also be the instigator of inequality between genders or within

[Full text]

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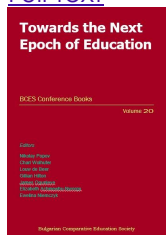
genders. The popularity and availability of Kinney's books make them an ideal vehicle for teachers worldwide to create a sensitivity for gender issues.

Keywords: children's cartoon novels, Connell's theory, gender inequality, hegemonic masculinities

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Presentation 3.5

GMT
12:30– 13:00

Godsend T. Chimbi & Loyiso C. Jita

Ubuntu: The Pursuit of an Indigenous Curriculum Reform Policy in Post-colonial Lesotho, Zimbabwe and South Africa

Full text

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Bulgarian Comparative Education Society

Abstract

School reform policy in post-colonial societies is often guided by Euro-American theory from the North. Theory generated in the South is marginalised as backward and unscientific. The present study, couched within the Southern Theory framework, disrupts the hegemony of Northern Theory by examining the implementation of the indigenous philosophy of Ubuntu in post-colonial Southern Africa. Ubuntu advocates for collective responsibility, sharing, humility and love for humanity – over selfish individualism. Employing critical discourse analysis, this qualitative desktop study reviews the implementation of Ubuntu as a reform policy to decolonise the school curriculum in Lesotho, Zimbabwe and South Africa. Findings indicate that curriculum reform policy is unequivocal in championing Ubuntu as the overarching philosophy for school reform. Although some aspects of Ubuntu are reflected in subject content and classroom pedagogy, a disturbing policy-practice gap was observed in existing literature. Some teachers in Lesotho, Zimbabwe and South Africa lack knowledge and values of Ubuntu. They are ill-prepared to promote this indigenous culture in their practice and do not show compassion and respect for learners. Some male teachers engage in illicit sexual relations with learners. To foster a decolonised Ubuntu-centred curriculum, teachers need knowledge on the selfless values of Ubuntu and how to nurture participatory democracy, respect, and love for humanity in their classrooms.
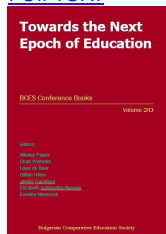
Keywords: Ubuntu, curriculum reform, post-colonial societies, indigenous knowledge systems, policy-practice gap, Southern Theory

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Presentation 3.6

GMT
13:00 – 13:30

Angie Moore, Hana Vonkova & Irem Altinkalp

Examining the Relationship between Exposure to English in Non-Language Classes and Motivation to Use English during Free Time Activities

Full text

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Bulgarian Comparative Education Society

Abstract

Due to the necessity of English knowledge for international education, business, and travel, students, parents, and educators have made English language learning a priority from an early age. However, traditional English as a foreign language (EFL) classrooms are no longer the only option. Types of classes which integrate language learning and course subject material are becoming more common throughout Europe and worldwide.

This study aims to investigate the relationship between students' participation in non-language (e.g., math, science, history) classes taught fully or partly in English and their use of English during free time activities. Data collected from a large-scale survey of 1,403 Czech lower secondary students from different types of schools is examined. About half of the students in the sample came from public or private multi-year grammar schools, which are generally prestigious and selective institutions. The other half of the students came from public or private basic schools. Findings suggest that students who participate in Content and language integrated learning (CLIL) and English as a medium of instruction (EMI) classes are overall more likely to engage in English-related
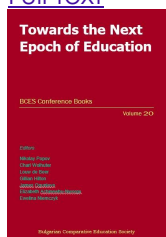
free time activities and are significantly more likely to participate in activities that require active communication with other English speakers. Thus, these CLIL and EMI students use English in free time activities more often, which further supports their English knowledge and skills. These students also are more likely to hold a certificate in English and more likely to use English for active communication. In future research, the role that socio-economic status (SES) plays in free time activities and CLIL and EMI participation is examined, as it is possible that both activities are supported by highly-educated, high SES parents.

Keywords: CLIL, EMI, EFL, motivation, the Czech Republic

GMT 13:30 – 14:00	Break

GMT 14:00 – 14:30	**Presentation 3.7**	
	Leon Roets & Karen Biraimah	A Comparative Analysis of Racial Inequities within South African and U.S. Schools

Abstract

This paper analyzes and compares challenges experienced by South Africa and the United States as they attempt to move beyond historical racial segregation and apartheid to more equitable access to quality education for all learners. Both statistical analyses of educational data provided by United States Departments of Education, the South African Ministry of Education, and UNESCO, as well as extensive qualitative reviews of published research form the basis of this paper. It analyzes the myriad of challenges experienced by marginalized students in both South Africa and the United States as they attempt to progress beyond a history of racial segregation and apartheid to more equitable access to quality education for all learners. Following a brief historical synopsis of each country's struggles to achieve greater life chances for all citizens, the paper focuses on the role and negative impact of race, ethnicity, language and/or socio-economic status on access to quality education for all children. A review of key theoretical perspectives helps to explain how such inequalities have been maintained over time, as well as how they might be transformed into agents of positive social change. The paper concludes by suggesting a "way forward" derived from historical examples of exceptionally high quality education experienced by marginalized learners, even during difficult periods of racial segregation. Moreover, this paper contributes to scholarship centered on attempts to attain greater access to quality education for all children by comparing the progress and challenges found in South Africa and the United States.

Keywords: apartheid, class, race, resegregation, South Africa, United States

GMT 14:30 – 15:00	**Presentation 3.8**	
	Raya Mihaylova	Technology as an Actor in Communication between Teachers and Parents: the Case of Electronic Diaries

Abstract

The paper focuses on the influence of technology on communication between teachers and parents through electronic diaries. Theoretically, the paper is based on action-network theory and its understanding that non-human and human actors build a network of relationships. By using a qualitative research approach, including interviews with principals, teachers, and creators of the e-diaries, as well as focus groups with

[Full text]

parents and students in several Bulgarian schools, opinions of the different stakeholders are explored in depth. The results show that communication is lacking or is really rare through electronic diaries or it can be one-sided, without the parents' possibility to reply to teachers. It is argued that the level of participation of parents in the educational process is low. Most parents and teachers do not really see the need to be more involved or to communicate through the diaries. If educational reforms and especially measures to increase parents' level of involvement are to be undertaken, they should take into consideration parents' understanding of the educational process and their views on how they could be more actively involved and how they could contribute to the overall change in the educational system and a more effective teaching and learning process.

Keywords: education, electronic dairies, parents, teachers, communication, schools

GMT 15:00 – 15:30	Presentation 3.9	
	Vasilios P. Andrikopoulos & Amalia A. Ifanti	Educational Executives' Views About Market Mechanisms and External Evaluation in State Schools

Abstract

This study sought to explore educational executives' views on introducing market mechanisms and external evaluation practices in school education in Greece. National assessment tools, such as standardized tests, seem to be the dominant way of estimating school performance and teacher effectiveness internationally. In parallel, schools compete with each other for selection by students' families and are eligible for that, if they thrive as a result of good test results. However, in Greece these practices are far from being deployed. The organizational, administrative as well as educational tradition, inhibits any attempt to transform the educational status quo. For the purpose of our study, an exploratory quantitative research was carried out using a structured questionnaire. Ninety-nine out of 104 Directors of Primary and Secondary Education in Greece participated in our research, filling in Likert-type questions. Data analysis revealed that the respondents are in favor of educational work quality linked with students' outcomes in intraschool and national exams and to a lesser extent with students' scoring in international tests, like PISA. Regarding market mechanisms, parents' freedom to choose among schools that compete against each other to be eligible is believed to be acceptable to a certain degree, if it contributes to school improvement. In this way, educational executives' views were not fully in line with the dominant, international discourse and the relevant practices. Summing up, our case study portrayed not only convergence, but also divergence with the global trends, thus having a comparative interest and giving impetus to other studies in this field.

Keywords: educational executives; Greece; market mechanisms; external evaluation

GMT 15:30 – 16:00	Presentation 3.10	
	Claudio-Rafael Vasquez-Martinez et al.	Reflections on the Training of Researchers in the Development of Educational Competences

Full text

Abstract

The training of researchers in the development of educational competencies is the central issue of this study. The process for research training is described. Training researchers in the development of educational competences is advocated and a profile of research skills developed. Training for research is different from training for the teaching profession. Researchers need diverse skills, and must be able to understand and tackle problems, as well as assimilating and generating new knowledge.

Researchers must have skills that are logically linked. This integration of skills is made possible by a focus on competences, which can be thought of as a step forward in the development of the person, and as one of the best means that society has of preparing the researchers that are needed in the present day.

Keywords: training of researchers, educational competences, integration of skills, development, research process, components of competences

Keynote Presentation 4

Thursday, 23 June 2022, GMT 8:00 – 9:00

Social Political Prestige of Teaching Profession in the 21st Century

Keynote presenters:

Dr. Daniel K. Gakunga

University of Nairobi, Kenya

& Dr. Reuben Waciuri Nguyo

Taita Taveta University, Kenya

Abstract

In the past, when education was accessible only by a limited part of society, the teaching profession was considered to be a highly respected and high-status profession (Giddens, 2001). However, the changing living conditions, the development of information technologies, the increase in both the level of education globally and access to education services have led to the failure of the teaching profession to maintain its past position. There has been a significant decline in the social status of teachers from the 1960s onwards (Hargreaves et al. 2007; Freedman, Lipson & Hargreaves, 2008). The widespread opinion in the literature is that the professional and social political status of teaching is at a medium-low level (Hall & Langton, 2006; Macbeath, 2012; Symeonidis, 2015). Although the factors affecting this situation vary from country-to-country basis, common and general factors exist. Professional factors and non-professional factors affect the social status of the teachers in any give country. This study aims to determine the current social political status of teachers in selected countries both in developing and developed countries. To achieve this, aim the study will focus on following research questions: i) What are the teachers' perspectives on their professions? ii) What are the social status problems of teachers? and iii) What are the factors that cause social status problems? To achieve these objectives various reviews will be identified and analysed.

Keywords: teaching, teaching profession, teaching perspective, social and political status

Thematic Section 4: Higher Education & Teacher Education and Training

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

Thursday, 23 June 2022

|	
GMT 09:00 – 09:30	**Presentation 4.1**
	Chin-Wen Chien
	Influence of Planning Teacher Talk and Self-Evaluation on Elementary School English Student Teachers' Teacher Talk in Contextualized Language Instruction

Abstract

Language teacher education programs should prepare student teachers to be equipped with awareness and competence of appropriate target language use as comprehensive input for learners in their classroom. In order to equip student teachers with competence in teacher talk, Morton's (2012) three stages of teacher cognition and decision-making was integrated into a practicum among seven student teachers in a language teacher education program in the 2020 fall semester. This study used documents, videos, and interviews to explore the influence of planning teacher talk and self-evaluation on seven Taiwanese elementary school English student teachers' teacher talk in contextualized language instruction. This study produced the following major results. First, the major errors that student teachers made in teacher talk in their lesson plans and during classroom practice were singular and plural forms of nouns and sentence structures of the questions. Secondly, explaining was the major pedagogical function of teacher talk given by these seven student teachers. Thirdly, student teachers' attitudes toward writing teacher talk and the analysis of teacher talk underwent a change—from being shocked in the beginning, then considering it as a useful practice, and finally regarding it as a reflective practice. Training consisting of writing teacher talk and the analysis of teacher talk can help increase student teachers' awareness of the significance of teacher talk and understanding of the complex nature of classroom discourses. Based on the findings of this study, an instructional model on effective integration of teacher talk into practicum was proposed. For the first stage, pedagogical functions of teacher talk can be introduced and modeled to student teachers during their practicum. They are required to construct their detailed teacher talk during lesson planning. They share their lesson plans and revise their teacher talk based on peer- and self-evaluations. Next student teachers implement their teaching practice, and cooperating teachers and other peers observe such a teaching demonstration. Such practice can be recorded for the third stage, "reflection." Student teachers are led to examine their teacher talk, and cooperating teachers and other student teachers are also led to discuss teacher talk during post-observation conferences as reflection. Hence, student teachers' pedagogical content knowledge on effective teacher talk can be constructed through their participation in socially meaningful activities.

Keywords: contextualized language instruction, errors, pedagogical functions, self-evaluation, teacher talk

Presentation 4.2	
GMT 09:30 – 10:00	
Su Xu	Beginning Teachers Training System in Shanghai: How to Guarantee the Teaching Profession from the Start?

[Full text]
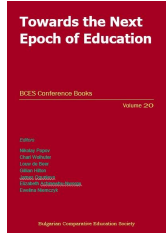
Abstract

In the last decade, the Shanghai Municipal Education Commission has piloted beginning teachers training system to guarantee the teaching profession from the start. This paper explores concepts and features of beginning teachers training (BTT) system, and challenges and strategies related to the design and implementation of beginning teachers training policies in Shanghai. A qualitative study to explore the challenges and strategies of beginning teachers training system is conducted. In the summary discussion, suggestions are made for policy makers and teacher educators when they try to improve design and implementation of BTT system.

Keywords: beginning teachers training, challenge, strategy, Shanghai

Presentation 4.3	
GMT 10:00 – 10:30	
Gordana Stankovska, Imran Memedi & Svetlana Pandilovska Grncarovska	Impact of COVID-19 on Higher Education: Challenges and Opportunities

[Full text]
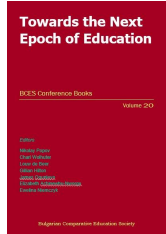
Abstract

The COVID-19 pandemic shocked the world. The pressure on students and higher education institutions is high. Universities have been closed, but solutions to continue teaching and learning activities were offered by the online platforms. Hence, the aim of this study was to investigate how university medical students perceive this current form of education. The results of the survey highlighted that most of the students were satisfied with the measures taken by the university during the COVID-19 outbreak and the way the teaching-learning-assessment process took place. However, some negative aspects were reported, such as: lack of an adequate infrastructure for some students, less effective teacher-student communication and interaction, impossibility of performing practical applications, lack of socialization, less objective examination, possibility of physical and mental health problems. The main conclusion is that the students prefer to continue with hybrid model of learning, where the theoretical classes could be online, but practical classes would be face-to-face. Universities, now more than ever, should invest in teacher professional development of their faculty – for teachers to be updated on effective pedagogical methods with or without the use of online technologies.

Keywords: COVID-19 pandemic, face-to-face education, online education, medical students, student survey, challenges

GMT 10:30 – 11:00	**Break**

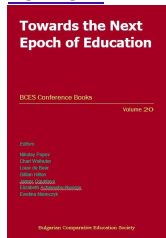| GMT 11:00 – 11:30	Presentation 4.4	
	James Michael Brant	Teacher Care, a Fulcrum for Excellent and Equitable Education and Society or As Goes Teacher Care, So Goes Society

Full text

Towards the Next Epoch of Education

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Abstract

Educational reforms come and go; teachers transcend. Teachers shape lives in whatever context they live. The teacher is the one constant, necessary but not sufficient element in the educational process. For teachers to deliver excellent performance, with equity, in the classroom, they must receive sufficient, excellent treatment with equity in their roles in society. They cannot be expected to give what they do not receive. Some countries highly esteem their teachers, with salaries and opportunities to match, for example, Singapore and Finland. The outcomes are observed in the quality of life in those societies. These concepts can apply to any culture, as we are speaking of basic, universal needs and reactions of human beings. The perspective of this study is local, yet global, in that we study individual countries' situations, touching on their social, economic, and educational aspects, but keeping in mind the commonalities of human nature globally. The aim of this paper is to prove that kind and caring action, beginning with teachers and the education system will result in an upward cycle of more such actions throughout society. Methodological approach is mixed. Qualitative research draws on secondary data in the form of a literature review of two case studies: Singapore and Finland. Quantitative data from the educational systems of both case study countries informs the analysis. The significance of this study is the potential societal paradigm shift which could come about by moving the pivotal fulcrum of socioeconomic balance even slightly in favor of our teachers.

Keywords: teacher, care, training, profession, society, equity, recognition, compensation

GMT 11:30 – 12:00	Presentation 4.5	
	Joanne Antrim	Returning in Person During a Pandemic

Abstract

During the 2021 Bulgarian Comparative Education Society annual conference I shared the experiences on my campus for the 2020-2021 school year. It was a challenging year in the midst of a pandemic before vaccines and with rising number of hospitalizations and deaths. Concordia University Texas embarked on a hy-flex model which allowed students to decide from day to day, class to class whether they would attend classes in person or virtually. The campus had many protocols in place to keep all on campus safe. Most students chose the virtual option and some chose to attend in person following protocols.

For the fall 2021 and continuing for the spring 2022 semester our campus has returned to full in person learning with a mask mandate in place. We have been able to sustain this model with a manageable number of Covid cases. As we are moving into "The Next Epoch of Education" the aim of this study was to learn what students were experiencing during their first semester back on campus fully in person with Covid still a worldwide concern.

I surveyed students in my classes in the College of Education at the undergraduate level. My presentation will share their responses to a survey. Although many of the responses were expected by this researcher, many surprised me. I will share their reactions and how they impact moving forward "Towards the Next Epic of Education".

Keywords: hy-flex, in-person learning, virtual learning

Presentation 4.6

GMT
12:00 – 12:30

María del Rosario Hernández Coló & Xóchitl Adriana Hernández Martínez

Getting Ready for the Future in Higher Education

Abstract

Changes for XXI century education are urgently needed; however, the importance of a substantial transformation became more evident after the COVID-19 pandemic. The health crisis made us realize that students need to learn how to be more responsible, to work more independently and to adapt more quickly to this ever-changing world. Educators need to develop XXI century pedagogical practices that equip students to face current and future challenges. Field experts recommend changes in curriculum that are based on competencies as these provide solid grounding and the application of knowledge, skills, attitudes, and values to perform efficiently and autonomously not only in their academic formation, but also in their work, and social environments. One of these proposals is the "Learning Compass 2030" which is an "evolving" learning framework designed by the Organization for Economic Co-operation and Development (OECD). It describes the types of competencies students need to develop to succeed in 2030. The OECD analyzed the current educational environment around the world to be able to provide ideas about the future education requirements which include core and transformative competencies. It also emphasizes student agency to develop students' capacity to reflect and act responsibly towards an established goal as well as the Anticipation-Action-Reflection cycle in which learners continuously improve their thinking to act responsibly to achieve long-term goals that contribute to collective well-being. This work aims to present the analysis of the "Learning Compass 2030" and its alignment with the National Autonomous University of Mexico (UNAM) curriculum and educational principles. This comparison will facilitate the identification of gaps to be bridged by the UNAM in order to design teacher training proposals that would allow students to become successful 2030 citizens. Currently, the empiric phase of the project is being carried out and the conclusions will be presented once the analysis is completed.

Keywords: XXI century skills, competencies, higher education, learning compass, teacher training

Presentation 4.7

GMT
12:30 – 13:00

Snježana Dobrota

Preschool Children's Music Preferences for Classical Music and World Music

Abstract

Full text

Musical activities in early and preschool age significantly contribute to the overall development of the child. The paper has explored music preferences of preschool children for classical music and world music. As a part of the research, a general data questionnaire and music preferences questionnaire were used. The research was conducted in Split, Croatia, on a sample of 126 children of early and preschool age children – three to six years old. The results show that there was no difference in children's music preferences with regard to age. Furthermore, no difference was found in children's music preferences with regard to gender. The obtained results have significant musical-pedagogical implications for the organization and conception of musical activities during early and preschool education. Musical contents for listening to music and singing can include various examples of world music. In this way, children will develop intercultural competencies from the earliest days.

Keywords: music preferences, musical activities, early and preschool education
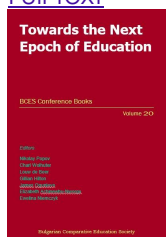
GMT 13:00 – 13:30	Break

Thematic Section 5: Law and Education

Section Chair: Dr. Elizabeth Achinewhu-Nworgu, Ulster University, UK & Ireland

Thursday, 23 June 2022

GMT 13:30 – 14:00	**Presentation 5.1**	
	Elizabeth Achinewhu-Nworgu	How Employees and Business Owners from Minority Ethnic Backgrounds Experience Understandings of Cultural Differences in the Workplace – Implications for Human Resources Management

Abstract

Legislation such as the Equality Act 2010 has ensured that considerable progress has been made in tackling discrimination in relation to the 8 protected characteristics that are defined in law. Larger organisations are now well-versed in monitoring the diversity of their workforce in terms of these characteristics and ensuring that recruitment is compliant with the legislation. As workplaces become more culturally diverse, however, the potential for misunderstandings based on those differences increases – particularly if there is a predominant culture within the working environment. Employees form minority groups can find that the way in which they communicate with colleagues, their accent, dress, or even their hair style, gives rise to misinterpretations by their colleagues of their performance at work. This small-scale research project explores these questions with individuals from minority ethnic backgrounds that are working in education or have their own education related business. The findings indicate that cultural diversification has both positive and negative impacts on minority groups in the workplace. Implications for Human Resources professionals are considered.

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

GMT 14:00 – 14:30	**Presentation 5.2**	
	René Beyers & André du Plessis	Professional Discretion of School Principals: A South African Education Law Perspective

Full text

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BCES Conference Books
Volume 20

Editors:
Nikolay Popov
Charl Wolhuter
Lola de Beer
Aideen Hilton
James Oghene
Folake Achinewhu-Nworgu
Lordina Nkentu

Bulgarian Comparative Education Society
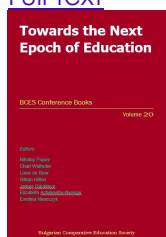
Abstract

Principals are confronted with an exceptional degree of difficult decisions. One of the key challenges that school principals are facing in many parts of the world today is how to maintain a balance between professional discretion and accountability with the legislative and policy framework in which they must perform their duties. Every judgement call made by a principal will inevitably be questioned. However, without discretionary powers it would be impossible to be a principal. This paper therefore explores the application of professional discretion by school principals by focusing on

different components of professional discretion, principals' need for autonomy, discretionary power of principals, principles governing the application of professional discretion, and the factors that influence or limit discretion.

Keywords: professional discretion, accountability, contextual intelligence, principals' autonomy, discretionary power, discretionary principles

GMT 14:30 – 15:00	Presentation 5.3	
	Sharon Thabo Mampane & Tebogo Jillian Mampane	ECCE Centre Managers' Understanding of Instructional Leadership in Rural South Africa

Abstract

The purpose of this qualitative paper is to explore Early Childhood Care and Education (ECCE) centre managers' understanding of instructional leadership. Leadership skills are sometimes developed on the job. However, instructional leadership requires vision, a sound managerial style, relevant knowledge, skills, organisational acumen, and self-development. While these skills fall under management rather than leadership, Early Childhood Care and Education centre leaders in rural areas must still ensure that their centres function smoothly. Due to the minimal research conducted on the Early Childhood Care and Education centre managers' understanding of instructional leadership of rural ECCE centres in South Africa, the study aims to high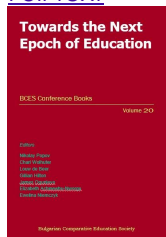light the challenges, knowledge, practices and support provided to ensuring instructional leadership is achieved in the centres. A qualitative research approach was conducted in the Early Childhood Care and Education centres in the Black settlement areas of the Gauteng Province. Five centre managers were purposively selected from five rural community settings and interviewed using face-to-face semi-structured interviews to generate data. Data were thematically analysed to get themes and subthemes. Findings reveal that Early Childhood Care and Education centre managers' understanding of instructional leadership was constrained by uneven funding, lack of support and training in ECCE centre management. The conclusion is that most managers rely on untrained, poorly remunerated practitioners for the daily operations in the centre. For Early Childhood Care and Education centres to be well managed for sustainable development, well-trained, informed, visionary, experienced, and critical-thinking leaders and practitioners are needed. The study may be helpful to centre managers, policy-makers and other stakeholders.

Keywords: centre managers, leadership and management, Early Childhood Care and Education, ECCE centres, instructional leadership, professional development

[Full text]

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GMT 15:00 – 15:30	Break

GMT 15:30 – 16:00	Presentation 5.4	
	Elizabeth Achinewhu-Nworgu, Queen Chioma Nworgu, Chinuru Achinewhu & Celia Otubu	Working and Learning from Home during the COVID-19 Pandemic: What Are the Health and Safety Implications for Teachers and Students of the Move to Online Learning?

Abstract

This paper explores the responsibilities of employers and employees, and their legal rights, when required to work and learn from home due to the COVID-19 pandemic. The research focuses on the key challenges of complying with employee health and safety whilst staff are required to work from home. Who is responsible if an employee sustains an injury or has health issues resulting from working from home - the employer or the

employee? This paper presents the findings of research undertaken with teachers in the UK, who shared their experiences through questionnaires and interviews. The findings indicate that the move to working from home was particularly challenging for those with health issues. This research also highlights a worrying degree of uncertainty surrounding employees' health and safety whilst they were working from home. Whilst most employees reported that their employers has helped to supply equipment and facilities to enable them to work from home, this did not always meet the same health, safety and wellbeing standards that existed in their normal workplace environment. There is an urgent need for all organisations to review their working from home policies and practice in order to address this issue.

Keywords: health & safety, legal obligations, employee rights, pandemic, working online from home, institutions & compliance

GMT 16:00 – 16:30	**Presentation 5.5**
	Agrippa Madoda Dwangu & Vimbi Petrus Mahlangu — Is the Appointment of School Principals in South Africa Fraught with Fraud and Corruption?

Abstract

School Governing Bodies' (SGBs) choice of a suitable candidate for appointment as principal are based on issues that have nothing to do with competency, but nepotism and other fraudulent practices. This is a situation that necessitates a need to have the responsibility entrusted in the hands of the SGBs in regard to the appointment of school principals shifted to people who are in possession of the necessary capacity in terms of the law. One of the first policies that led to law were formulated post-1994 in the field of education is the South African Schools Act, Act No. 84 of 1996 (SASA) with the sole purpose of democratising schools and school governance (de Clercq, 2020). The study is informed by the perception that exists among school communities that the appointment of school principals in South Africa is fraught with fraud and corruption. It is also informed by the literature review that has been conducted by the researchers on the subject. The available literature points it out clearly that for candidates to be recognised and get appointed as principals they have to engage in unlawful acts which include bribery, nepotism and sex for jobs scandals. It seems that the pieces of legislation that are in place for these appointments are not good enough to circumvent these corrupt and unlawful acts.

Keywords: appointment, fraud, corruption, principal, school

GMT 16:30 – 17:00	**Presentation 5.6**
	Maphetla Magdeline Machaba — Experiences of Using Mother Tongue to Teach Grade R to 3 Learners Mathematics

Abstract

The aim of this study was to explore how teachers use the Sepedi Mother Tongue to teach Mathematics to Grade R to 3 Foundation Phase learners of selected Gauteng Province schools in South Africa. Sepedi is a local and national language spoken by Blacks in the townships. Previously English was the official language of teaching from Grade R, however, the policy now requires Sepedi to be the language of instruction from Grade R to 3, and English to be used from Grade 4 up to Matric. Data were qualitatively collected using semi-structured interviews from individuals and focus groups. A constructive interpretivist approach was used to analyse responses from participants on mother tongue use for mathematics teaching, and to identify strategies used to deal with the dynamics of communicating in Sepedi for mathematics teaching. Findings reveal that teachers were never consulted in the development of the language policy and were also not trained nor supported in the use of mother tongue during their

pre-service teacher training for mathematics teaching. Teacher training in colleges and universities is done in English. It is recommended that a programme be developed to ensure teachers are supported in the use of Sepedi language to teach mathematics and to produce appropriate Sepedi instructional materials that will assist teachers and learners to use mathematics concepts appropriately.

Keywords: communication, foundation phase, home languages, teaching mathematics

| GMT 17:00 – 17:30 | Presentation 5.7 |
| | Author to be added |

Abstract
To be added

Keynote Presentation 5

Towards Education for XXI Century and Its Challenges

Keynote presenters:

Prof. Dr. Krystyna M. Bleszynska

Higher School of Social Science, Warsaw, Poland

& Prof. Dr. Malgorzata Orlowska

Academy Higher School of Business in Dabrowa Gornicza, Poland

Abstract

The presentation examines contemporary challenges in education associated with globalization processes, mass migrations, new technologies and its consequences for human life, labour market and education, increasing inequality, pandemics, aging societies, ecological risks and – last but not least – increasing military and social conflicts, and radicalization. The aforementioned phenomena and processes put in question the previous paradigms of schooling, its contents and organization, bringing the questions about human values and dimension in education, the role of education in politics, re-organization of educational processes as well as educational priorities. The presentation however will not propose solutions for the arising problems. Instead, finally we are going to highlight two principal questions:

- Where do we, educators, go? and
- Does the Report of Delor's Commission „Education, there is the treasure within" still reflect the fundamental needs and pillars of education for XXI century?

Keywords: education, challenges, XXI century, globalization, education policy, education priorities, educators

Thematic Section 6: Research Education & Research Practice

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

Friday, 24 June 2022

GMT 09:00 – 09:30	Presentation 6.1	
	Zoltán Rónay & Ewelina K Niemczyk	Institutional Autonomy and Academic Freedom in the Light of National Regulatory Frameworks: Glance at Hungary and South Africa

Full text

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Ewelina Niemczyk

Bulgarian Comparative Education Society

Abstract

Having reviewed several pieces of strategy documents, policy papers, and literature, we concluded that there is no uniform definition of either institutional autonomy or academic freedom (AF). Many different points of view determine the interpretation of these terms. Furthermore, the policymakers (e.g., governments, legislators) can ignore the theories connecting to autonomy and AF and separate from them the legislation-level realization. This paper aims to overview different interpretations of autonomy and AF, highlighting the most important standpoints and presenting how autonomy and AF are realized in the national legislation. Considering the limited length of this paper, we focus on our respective countries, namely Hungary and South Africa. Our previous findings show that in many aspects, our countries face similar challenges despite the different historical antecedents. In previous research we compared the factors, which can influence research activities, however, we did not investigate the legislative framework. To that end, in this paper, we go further and look specifically at legal frameworks within our respective countries. Our results illustrate that without a homogenous content, the State may use the concepts of autonomy and AF in its legislation as it sees fit. This in turn may lead to autonomy and AF or some of their components, while being formally safeguarded, they may lose the guarantee character that corresponds to their actual content.

Keywords: institutional autonomy, academic freedom, fundamental rights, constitutional warranties

GMT 09:30 – 10:00	Presentation 6.2	
	JP Rossouw	Disruptive Forces Towards Innovation in Higher Education Institutions in 2022 and Beyond

Full text

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Bulgarian Comparative Education Society

Abstract

A new epoch for humankind has started in most, if not all sectors of life, including the education sector. The question that seeks to be answered is whether the new period that started with the commencement of the Covid-19 pandemic, often referred to as the "new normal", is and will be characterised by less favourable education conditions or not. This paper explores a number of external disruptions, some associated with the pandemic, as possible catalysts towards an improved higher education system. Simultaneously, the function and necessity of internal disruption towards student mobility sustained innovation is considered. Despite the often-hostile nature of disruption, it can lead to much-needed or long-awaited innovation. The disruptive forces discussed are firstly alternative modes of delivery of university programmes, and secondly the mobility of foreign students. Thirdly, the value of microcreditialing as significant disruptive force for traditional universities necessitates a paradigm shift for policymakers. Within the

context of a higher education institution, it can be predicted that all three of these possible innovations will be met with some level of resistance, despite the magnitude of the external force. These organisations will therefore need change drivers from within their ranks to create some kind of internal disruption towards the improvement of institution and the higher education sector as a whole.

Keywords: microcreditialing, hybrid mode of delivery, disruptive forces, higher education, innovation, resistance to change, student mobility

| GMT 10:00 – 10:30	Presentation 6.3	
	André du Plessis	Statutes and Case Law as Sources for Discourse Analysis When Researching South African Education Reform through a Complexity Theory Lens

Abstract

This paper explicates how statutes and case law (court cases) can be used as sources for discourse analysis when researching South African education reform through a complexity theory lens. Firstly, the law-making process is built on discourses at different levels. Secondly, discourses are manifested in case law because in order to resolve disputes arguments are presented on which the court is then required to rule. Discourse analysis explores how meaning, identities, activities and relationships are negotiated and constructed and these sources of discourse are useful when the focus is on the study of actions and interactions within the education system.

Keywords: discourse analysis, complexity theory, education reform, law as discourse, case law as discourse

Full text
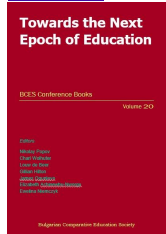
GMT 10:30 – 11:00	Break

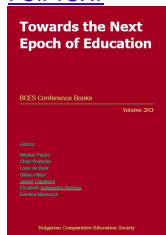| GMT 11:00 – 11:30	Presentation 6.4	
	Carlo Daniels & Ewelina K Niemczyk	Strengthening Sustainable Development in Academic Activities: Focus on Teacher Training and Professional Development

Abstract

In alignment with the theme of the conference Towards the Next Epoch of Education, this paper brings attention to the need to strengthen focus on sustainable development in academic activities. As evident in scholarly literature, universities worldwide began to embrace Sustainable Development Goals initiated by the United Nations 2030 Agenda. Regardless their commitment, it is evident that many countries, especially developing ones struggle to effectively implement sustainable principles and practices in academia. This qualitative study brings attention to challenges associated with implementation of Education for Sustainable Development as well as suggestions how to promote ESD within teacher training and professional development of educators. The study is grounded in international literature review; however, findings come from the developing world where the authors are located. The results indicate the need to transfer sustainability-related pedagogical knowledge and competencies to educators and prospective teachers. In addition, in order to strengthen sustainable development, higher education institutions need to adapt a holistic approach and implement sustainability principles, knowledge, and practices within all academic activities.

Full text

GMT 11:30 – 12:00	Presentation 6.5	
	Jo-Yu Lee & Hana Vonkova	Componential Model of Creativity: A Comparative Perspective

Abstract

Many countries have emphasised the inclusion of creativity in education in recent years, since it is regarded as being vital for the future of any nation. The aim of this study is to investigate the countries that are currently focused on researching Amabile's (1996) componential model of creativity, and the domains to which her theory is applied. This study performed a topic search for the keyword "Componential Model of Creativity" in the Web of Science database and found a total of 35 Social Sciences Citation Index (SSCI) articles from Eastern Asia, Southeastern Asia, Europe, the Americas, Western Asia, the Middle East, Oceania, Africa and Multinational (the United States and Lithuania). As a result, this study found that most of the research to which Amabile's (1996) componential model of creativity was applied comes from Eastern Asian regions, including Mainland China and Korea. This study also found that her model has obtained the most empirical support in the domains of management, business, and applied psychology. The findings of this study are expected to have implications for the development of creativity in education, especially in terms of the social confluence approach.

Keywords: componential model of creativity, Eastern Asia, management, business, applied psychology

GMT 12:00 – 12:30	Presentation 6.6	
	Gertrude Shotte	Epistemology and Ontology: Coequalities, Contrasts and Coincidences

Abstract

Epistemology and ontology are two philosophical assumptions that many postgraduate students find difficult to untangle, when grounding their methodological positions. Both concepts are pivotal to a researcher's journey. This paper attempts to unravel these concepts to help postgraduate students to understand the concepts' relevance in the entire research process. It is the author's stand that having a sound grasp of these concepts will help students to clarify as well as focus their ideas and follow-up actions. Epistemology and ontology sit on different ranges of theoretical stances and the paper explores the main ones: (1) positivism and objectivism; and (2) interpretivisim and constructionism. The paper sees a consideration of these positions as crucial to postgraduate students' understanding of what epistemology and ontology means to them as researchers. The claims made in this paper are based on many years of personal teaching and learning experiences while supervising postgraduate students' research work. The paper therefore employs experiential and literature-based methodological approaches as combined data sources, from which inferences and deductions are made. It is within these very generalisations that the case is made for placing epistemology and ontology as coequals, while acknowledging their contrasting theoretical positions and the coincidental circumstances that align their usefulness. The paper concludes with this assertion: *Postgraduate students' comprehension of epistemology and ontology can provide a springboard for deeper understanding and conceptual application, even in coincidental settings*.

Keywords: epistemology, ontology, theoretical framework, research design, experiential learning

| GMT 12:30 – 13:00	Break

GMT 13:00 – 13:30	**Presentation 6.7**	
	Oliver Gore & Johan Botha	Exploring Inequality in South African Higher Education Institutions (HEIs) through Vignettes

Full text

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Abstract

Vignettes, as a research method, presents short hypothetical stories to individuals to elicit their views on a particular topic. A review of the literature indicates that although vignettes have successfully gleaned detailed data on phenomena, few research studies have employed this valuable method in higher education institutions' (HEIs) contexts globally. This paper provides findings from a qualitative study that generated data through vignettes to understand students' perceptions of (dis)advantage. Twenty-four honours students from five faculties at one HEI in South Africa participated in the study. Findings indicate that vignettes more effectively glean rich qualitative data on sensitive or complex topics than other research methods. The method can prompt open discussions on topics usually regarded as sensitive by the participants because it helps them to reflect on their own lived experiences of (dis)advantage in HEIs. More importantly, this study shows that vignettes reveal the hidden and unexpected of what constitutes (dis)advantage, for example, low-income students have certain advantages that contributed to their success. This finding has direct implications for the design of interventions at HEIs aimed at reducing inequality.

Keywords: vignettes, research method, higher education, inequality and disadvantage, South Africa
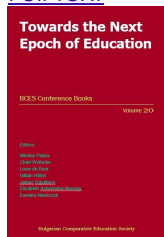
GMT 13:30 – 14:00	**Presentation 6.8**	
	Ewelina K Niemczyk, Susan M Yelich Biniecki & Anna Czyż	Covid Keepers: Cross-national Comparison

Abstract

The idea for this paper originated from sharing experiences between three colleagues, active academics coming from 3 different countries and 3 different continents. During e-meetings where we collaboratively planned our research activities, we continually communicated observed changes in our respective academic environments driven by the pandemic. We talked about policies and practices that our institutions implemented to effectively function in times of crisis as well as strategic plans of moving forward. Although, during the e-meetings, as colleagues we echoed each other's eagerness of going back to so called normal, we also recognized the value of several changes put in place in a new normal. In alignment with the conference theme *Towards the Next Epoch of Education*, we bring forward a number of practices, activities, and associated mind shifts that could be considered Covid Keepers, namely worth embracing and practicing in the future. We employed cross-national comparison technique, which involves researching a specific social trend or phenomenon in different countries using the same research methods. To that end, each of us identified a list of changes implemented in our respective academic environments during 2020-2022 with the intention of collectively comparing them and selecting the ones we consider worth keeping as they transcend the boundaries of nation-states. In consensus that the pandemic has been a catalyst for change, we anticipate that our findings will stimulate

further reflection and dialogue about what are the Keepers for the next epoch of Education.

Keywords: higher education, post-pandemic area, COVID keepers, transnationalism, comparative study

| GMT 14:00 – 14:30	Presentation 6.9	
	Erika Kruger	A Personal Account of a Chance Encounter with Postqualitative Inquiry at the Foot of a Mountain

[Full text]

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Ewelina Niemczyk

Bulgarian Comparative Education Society

Abstract

Postqualitative inquiry (PQI) compels us to think about educational studies in a different way. It requires ways of doing beyond regularised structures of humanist epistemology, ontology, and methodology. This article endeavours to describe my introduction to posthumansism and unplanned discovering of postqualitative inquiry through learning by doing. My (brief) journey with postqualitative inquiry has followed unexpected pathways, filtered through porous boundaries and discovered unheard voices in in-between spaces. This allows PQI to become more than knowledge-making. It is also a pedagogical and onto-epistemological venture and a rich, sensory and startling adventure of discovery into the entanglement of the social and the material.

Keywords: postqualitative inquiry, posthumanism, research methodology
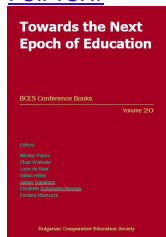
GMT 14:30 – 15:00	Break

Farewell Gala Gathering & Conference Closing

Friday, 24 June 2022
GMT 15:00

We invite you to join us for a farewell gathering to share some laughs with friends and colleagues from around the world. This will be the perfect opportunity to share some stories, play some games and have a drink (of your choice) with your peers. There will be a few surprises as well.

Also, we invite you to take an active part by finding photos of your visits from the past BCES Conferences in Bulgaria and share your most vivid memories from your previous trips.

Do not miss it!

And finally, it is time to close this year's Conference and say Goodbye!

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 BCES and Bulgaria?

Comments

Goodbye! Thank you for everything!

XX JUBILEE BCES ANNUAL INTERNATIONAL CONFERENCE
20-24 JUNE 2022

List of Participants in the XX Jubilee BCES Conference

Name	Title, Degree	Institution, Country	Section
André du Plessis	Dr.	University of Pretoria, South Africa	6
Andrea Óhidy	Prof. Dr.	Pädagogische Hochschule Freiburg, Germany	K1
Angie Moore	M.A.	Charles University, Czech Republic	3
Anna Czyż	Dr.	Pedagogical University of Krakow, Poland	6
Annerie Kruger	Mrs.	North-West University, South Africa	2
Carlo Daniels	M.Ed.	North-West University, South Africa	6
Celia Otubu	Barrister	University of Canterbury at Kent, United Kingdom	5
Charl Wolhuter	Prof. Dr.	North-West University, South Africa	1
Chin-Wen Chien	Assoc. Prof. Dr.	National Tsing Hua University, Taiwan	4
Claudio-Rafael Vasquez-Martínez	Prof. Dr.	Universidad de Guadalajara, México	3
Corene De Wet	Prof. Dr.	University of the Free State, South Africa	3
Daniel K. Gakunga	Dr.	University of Nairobi, Kenya	K4
Dorita du Toit	Prof. Dr.	North-West University, South Africa	2
Elizabeth Achinewhu-Nworgu	Dr.	Ulster University, United Kingdom & Ireland	5
Erika Kruger	Research Associate	University of the Free State, South Africa	6
Ewelina Kinga Niemczyk	Prof. Dr.	North-West University, South Africa	6
Fleetwood Jerry de Kock	Mr.	Educator, Highschool Wesvalia, South Africa	2

Name	Title, Degree	Institution, Country	Section
Gergana Sakarski	PhD Student	Sofia University, Bulgaria	3
Gertrude Shotte	Dr.	Middlesex University, London, United Kingdom	6
Gillian L. S. Hilton	Dr.	British Federation of Women Graduates, United Kingdom	3
Godsend T. Chimbi	Dr.	University of the Free State, South Africa	3
Gordana Stankovska	Prof. Dr.	University of Tetova, Republic of North Macedonia	4
Hana Vonkova	Assoc. Prof. Dr.	Charles University, Czech Republic	2,3,6
Hendrik Abraham du Plessis	Junior Lecturer	North-West University South Africa	2
Irem Altinkalp	Mgr.	Charles University, Czech Republic	2
James Michael Brant	Mr.	World Institute for Social Education Development, USA	4
James Ogunleye	Prof. Dr.	Academy of Innovation & Management, United Kingdom	4
Joanne Bakos Antrim	Prof. Dr.	Concordia University Texas, USA	4
Johan Beckmann	Prof. Dr.	University of the Free State, South Africa	2
Jo-Yu Lee	Dr.	Charles University, Czech Republic	6
JP Rossouw	Prof. Dr.	North-West University, South Africa	6
Kalina Popova	M.A.	12 Secondary School, Sofia, Bulgaria	Any
Karen L. Biraimah	Prof. Dr.	University of Central Florida, USA	3
Konstantinos G. Karras	Assoc. Prof. Dr.	University of Crete, Greece	1
Krystyna M. Bleszynska	Prof. Dr.	Higher School of Social Science, Warsaw, Poland	K5
Leon Roets	Mr.	University of South Africa, South Africa	3

Name	Title, Degree	Institution, Country	Section
Lize-Mari Mitchell	Dr.	University of Limpopo, South Africa	Any
Louise Fullard	M.A.	Bergvlam High School, South Africa	1
Louw de Beer	Dr.	North-West University, South Africa	2
Lynette Jacobs	Assoc. Prof. Dr.	University of the Free State, South Africa	1
Malgorzata Orlowska	Prof. Dr.	Academy Higher School of Business in Dabrowa Gornicza, Poland	K5
Maphetla Magdeline Machaba	Dr.	University of South Africa, South Africa	5
María del Rosario Hernández Coló	Prof. Dr.	National Autonomous University of Mexico, Mexico	4
Martha Matashu	Dr.	North-West University, South Africa	2
Mashraky Mustary	PhD Candidate	Sophia University, Japan	3
Mousumi Mukherjee	Assoc. Prof. Dr.	Jindal Global University, India	K3
Nicholas Sun-Keung Pang	Prof. Dr.	East China Normal University, China	K2
Niekie van der Merwe	Dr.	North-West University, South Africa	2
Nikolay Popov	Prof. Dr.habil.	Sofia University, Bulgaria	1
Noorullah Shaikhnag	Dr.	North-West University, South Africa	2
Oliver Tafadzwa Gore	Dr.	North-West University, South Africa	6
Queen Chioma Nworgu	M.A.	London Metropolitan University, United Kingdom	5
Raya Stoyanova Mihaylova	PhD Student	Bulgarian Academy of Sciences, Bulgaria	3
René Beyers	Lecturer	University of Pretoria, South Africa	5
Reuben Waciuri Nguyo	Dr.	Taita Taveta University, Kenya	K4

Name	Title, Degree	Institution, Country	Section
Shantha Naidoo	Dr.	North-West University, South Africa	1
Sharon Thabo Mampane	Assoc. Prof. Dr.	University of South Africa, South Africa	5
Snježana Dobrota	Prof. Dr.	University of Split, Croatia	4
Su Xu	Assoc. Prof. Dr.	Shanghai Normal University, China	4
Susan M. Yelich Biniecki	Assoc. Prof. Dr.	Kansas State University, USA	6
Tebogo Jillian Mampane	Dr.	University of South Africa, South Africa	5
Varkey George	Mr.	University of the Free State, South Africa	1
Vasilios Andrikopoulos	Ph.D. Candidate	University of Patras, Greece	3
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