Welcome to the latest Robert Owen Centre e-bulletin, with a selection of items from the last six months. As our activity grows, we cannot include everything, but we hope the news in this issue gives you a flavour of some of our projects and successes.

The work of ROC has always been a mixture of local, national and international projects. As this bulletin illustrates, over time the international side of our work has strengthened and grown. The Global Challenges Research Fund launched by UK Research and Innovation in late 2015 has provided opportunities for us to draw on existing expertise on education in lower-income countries, and also created space for colleagues new to this work to gain experience, understandings and networks.

Beyond the GCRF and UKRI we are also engaged in projects funded or commissioned by national and international aid agencies, the EU, and other organisations including the British Council. As in our local and national projects, our research is theory-driven as well as having implications for equitable policy, practice, and system change.

As ever, we welcome queries about the work of the Centre and are delighted when people want to get involved. Please feel free to contact us.

Professor Michele Schweisfurth
Director
Robert Owen Centre for Educational Change
September 2018
The research for Children’s Neighbourhoods Scotland is progressing well. We have ethical approval in place for both strands of the research: the process evaluation and research with children and young people. Sarah has also completed area profiles for the Bridgeton and Dalmarnock neighbourhoods. Maureen and Sarah have completed two literature reviews: one on Place-based approaches to support children and young people, and the second on the Capabilities Approach. Both literature reviews will be published on the CNS website in the coming weeks.

We are excited to be starting our research with children and young people to establish their priorities for change in the local area. We are exploring different creative methods to enable diverse participation across the 5-20 age group. We have recently visited two community projects in Belfast – the Colin Neighbourhood Partnership and the Shankhill Zone – both of which use a neighbourhood approach to support children and young people’s wellbeing. We have learned a lot from this visit and will be collaborating further with colleagues at Queens University Belfast over the course of our research.

Project Principal-Investigator: Professor Chris Chapman

For more information on this project or the research, please contact Sarah or Maureen on: Maureen.mcbride@glasgow.ac.uk Sarah.ward@glasgow.ac.uk

---

Robert Owen Centre for Educational Change would like to introduce Master Walker Scott Lusk born on 6 August 2018.

Walker is the son of Mrs Deja Lusk (nee Collier) of California, USA, a Research Assistant in ROC and a University of Glasgow PhD student, and Mr Johnny Lusk of Irvine, Scotland.

Just another example of a successful outcome to a very special ROC Transatlantic project!
The Network for Social Educational Equity: Collaboration for sustainable improvement

The University team’s role is to foster capacity in the system at local level to support the teachers to develop their expertise in a range of enquiry-based approaches to support improvements in learning and teaching. The approach asked the teachers to reflect on what it is they wanted to change, how they might do that and how they might evidence the impact of the changes that were made. This involved working with other teachers within their own school and teachers across the whole network. Carolyn Randall, Headteacher at John Logie Baird (JLB) Primary School, explained that after understanding that reading comprehension was a big issue that all the schools wanted to tackle, they identified three main areas that they wanted to discover more about to improve learning and teaching. These areas were questioning, assessment related to achieving a level and working with mixed-ability groups. A fourth area was identified for the headteachers to work on – leadership. "What we decided collectively as leaders was that every one of our members of staff was going to take part in CAR, so we were all in it together," said Carolyn. She described the broader problem they were facing as "informed practice" – they had been teaching reading in the same way for years and didn’t know a different way of doing it. "We all knew, and staff all knew, that if we continued doing the same thing, the same way, we wouldn’t be making any improvement. We had to make a change," added Allison Smith, Depute Headteacher of JLB Primary School. "A key focus of our improvement plan is the learning and teaching culture and changing it. We wanted to upskill our teachers and achieve a level of excellence," said Johanna McClelland, Headteacher at Colgrain Primary School. Initial in-service days at the start of term were used to bring all staff together from the four schools to introduce the CAR project and the University team. Every member of staff then worked in trios comprising teachers from across the schools and came up with a research question that related to the key improvement area that they had been assigned to. They had to think about how to obtain a benchmark at the beginning, and how they would measure progress in the middle and end stages of the project. They then used the "Lesson Study" process to focus on developing more equitable outcomes in literacy.

At the start of the project, Carolyn admits "we weren’t very clear about what a lesson study was," and the team provided support and guidance in this area. The process involved the trios planning ten lessons, with two of the teachers coming to the third teacher’s class to observe the lesson. This would be followed by a discussion among the trio about the lesson, with the focus being on the learning that had taken place rather than the delivery of the teaching. In the trios, the professional dialogue following the lesson was aimed at enabling the observed teacher to improve the lesson. The two who had given the feedback would then later observe the improved lesson. "In the trios there was definitely that will to change and improve for the next time that they taught that lesson," commented Carolyn. "And the beauty was that it wasn’t top down, it was very much the staff leading change."

Over time, there was a change in the staffroom, said Carolyn. "It was clear when one of the teachers in the school had been out to do their trio work because they would come back to the school full of new ideas and buzzing with energy".

However, the project was of course not without its challenges, for all staff. They were doing and trying new things, moving away from reading schemes and allowing the pupils to lead the learning to a far greater extent than previously. One aspect of ingrained teaching practice that was difficult to get away from was the tendency to be resource driven, explained Denise Donald, Headteacher at Garelochhead Primary School. However, new teaching approaches saw the teachers move almost completely away from using reading schemes. This had a knock-on effect on assessment and progression, explained JLB Depute Allison Smith: "It used to be that the teachers would recognise when pupils had achieved a level because they had got to textbook 4, topic number 16, for example. The resources were leading the learning," said Alison. "The CAR process has given staff much, much greater confidence in themselves plotting out where the children need to go."

The learning from the teacher trios’ research was shared more widely at a learning event in June when all the schools came together to present their findings to another one as well as local authority staff and senior education colleagues, local MSPs and Councillors.

For enquiries regarding the Network for Social and Educational Equity please contact:

NSEE Director: chris.chapman@glasgow.ac.uk
NSEE administrator: julie.cooper@glasgow.ac.uk

This article draws on a previous article published in the GTCS Teaching Scotland magazine for this article please see: http://edition.pagesuite-professional.co.uk/html5/reader/production/default.aspx?pubname=&edid=b86df269-625e-4646-ab72-0dee88216c24

The Network for Social and Educational Equity (NSEE) has evolved out of the influential School Improvement Partnership Programme (SIPP). The network takes a bespoke and holistic approach that connects teachers and other professionals from education and beyond to tackle the poverty-related achievement gap. A number of networks are beginning to emerge across Scotland. Some have been instigated by local authorities while others have been instigated by groups of schools themselves who have chosen to pool their PEF funding to form a development and research partnership with the Robert Owen Centre at the University of Glasgow.

For example, four primary schools in the Helensburgh area approached the team to integrate collaborative action research (CAR) into their improvement agenda. ROC Senior Researchers support this process. Kevin Lowden said: "The Network for Social and Educational Equity is underpinned by teacher enquiry. This is really helpful in improving learning and teaching and providing opportunities for teachers to take on formal and informal leadership roles." Stuart Hall added: "Investing in your staff is one of the best uses of PEF. If you use money in upskilling teachers on CAR you create a sustainable staff is one of the best uses of PEF. If you use money in upskilling teachers on CAR you create a sustainable model for improving learning and teaching."

The team also connected the school leaders with Helen Brown, Headteacher at Knoxland Primary in West Dunbartonshire, who had worked with the ROC on SIPP between 2013 and 2016. Helen presented to the headteachers and deputes about what CAR involved in practice and illustrated the journey they had taken in Dunbartonshire. "It was really helpful to hear of the trials and the challenges that people had been through, and the success that had come out at the other side in a matter of years," said Linda Candlish, Acting Depute Headteacher at Colgrain Primary School.

The team provided support and guidance in this area. The process involved the trios planning ten lessons, with two of the teachers coming to the third teacher’s class to observe the lesson. The two who had given the feedback would then later observe the improved lesson. "In the trios there was definitely that will to change and improve for the next time that they taught that lesson," commented Carolyn. "And the beauty was that it wasn’t top down, it was very much the staff leading change."
Researchers from across the University, including from Education, recently joined their international research partners from Africa and Asia in China to visit and learn more about sustainable Chinese cities and neighbourhoods.

The international team of 30 researchers explored different neighbourhoods in Chongqing, which is said to be one of the biggest cities in the world with an estimated population of 30 million. The research visit formed part of the GCRF Centre for Sustainable, Healthy and Learning Cities and Neighbourhoods (SHLC) international partner meeting hosted by project partner Nankai University.

From traditional ‘work unit’ housing areas to social housing, and high-end luxury villas where the Yangze and Jialing rivers meet, the international team explored many different types of neighbourhoods in Chongqing. On a visit to a newly developed social housing estate, the research team got the chance to explore learning opportunities that the local government and community provide as part of accommodation services. Activities very much focused on lifelong learning and were wide ranging including everything from calligraphy and art lessons to financial management courses.

For more information on this project please contact SHLC’s Senior Business Manager: Gail.wilson@glasgow.ac.uk or the Educational Lead: Michele.schweisfurth@glasgow.ac.uk

At the end of August, the University of Glasgow hosted a two-week long training workshop to support early career researchers working as part of the international SHLC team.

Attendees from here at Glasgow joined their international counterparts from Africa and Asia to strengthen their knowledge of global challenges in developing country cities as well as expand their experience in research methodologies including spatial mapping, big data and participatory interviews.

Researchers also learned about project management for collaborative research projects, as well as engagement tools and techniques, including virtual reality and social media for research, to help increase the reach and impact of their research.

The Robert Owen Centre is pleased to welcome Carli Rowell who will be supporting Professor Michele Schweisfurth and Professor Mike Osborne, Co-Investigators for Sustainability Healthy Learning Cities, on research activities focused on sustainable and equitable access to education in fast growing cities across Africa and Asia. Carli has recently joined the University of Glasgow from the University of Sussex where she worked as a teaching Fellow in the Department of Sociology. She is a sociologist, feminist and ethnographer and much of her work grapples with issues pertaining to contemporary social, spatial and geopolitical (im)mobilities particularly in relation to educational (in)equalities. You can follow Carli on Twitter @Carliriarowell.

Sign up to the SHLC newsletter to keep up to date with project activities and future funding opportunities https://bit.ly/SHLCnews

Project Co-Investigator and Educational Lead: Professor Michele Schweisfurth

For more information on this project please contact SHLC’s Senior Business Manager: Gail.wilson@glasgow.ac.uk
Evaluation of Connecting Classrooms: Nigeria

The second phase of the Connecting Classrooms global impact evaluation was completed in the first half of 2018, funded with a grant from the British Council awarded to Michele Schweisfurth and Oscar Odena (2016-2018). As part of a team led by Ecorys, they supported the design of data gathering tools, data collection and report writing.

Connecting Classrooms is the British Council’s flagship international education programme, delivered in partnership with the UK Department for International Development. The programme aims to help young people develop the values, knowledge and skills, including creativity and problem solving, to live and work in a globalised economy, and make a positive contribution locally and globally.

This photo shows Oscar Odena (Robert Owen Centre), Jonathan France (Ecorys), and students and staff at Community High School, Alapere Ketu, Lagos, Nigeria, after a school visit for the impact evaluation. Oscar and Jonathan were in Nigeria between the 25th of February and the 6th of March 2018. They observed lessons and interviewed teachers and students in five schools, and met with programme facilitators and policy makers including from the Federal Ministry of Education and the Nigeria Education Research and Development Council.

Principal Investigator: Michele Schweisfurth
Co-Investigator: Oscar Odena

For more information on this project please contact:
Oscar.odena@glasgow.ac.uk
Michele Schweisfurth and Chris Chapman are part of an interdisciplinary team studying how to improve school governance in Karnataka, India through the accountability potential of School Development and Management Committees (SDMCs). The project will conduct an intervention in a sample of schools to encourage the full democratic participation of disadvantaged parents, whose presence on SDMCs is mandated by law but sometimes restricted by local conditions and structural inequalities. The intervention will involve training designed to create a sense of agency and encourage collective action.

The project will examine whether such a programme (a) impacts positively on the beliefs, aspirations and agency of parents belonging to poor marginalised communities (scheduled castes/tribes and minorities) (b) results in their active, critical engagement within the SDMC, and (c) creates conditions likely to improve the educational/learning outcomes of their children (both boys and girls).

The four-year project is funded by the Economic and Social Research Council and the UK Department for International Development, and led by Sayantan Ghosal in the School of Business. The methodology is an innovative combination of randomised control trial with qualitative research to understand the ways in which disadvantaged parents are constrained in their participation, but most importantly how their agency can be developed, and under which circumstances.

The project started in May 2018 and the first team fieldwork visit to Bijapur in Karnataka was in August 2018. This led to some fascinating insights into the range of ways that SDMCs function and how parents see their roles. For the non-Indian team members it also involved new experiences of overnight train journeys and school and community life in rural Karnataka.

For more information please contact: Michele.Schweisfurth@glasgow.ac.uk
Capacity building – the skills needed in Vietnam Universities and Schools for effective implementation of government reforms

As part of the Vietnam project, Dong Nguyen and Clive Dimmock visited Ho Chi Minh City in South Vietnam and Hue, in the Central region, in January 2018. The project required the team to work with a small number of primary and secondary schools, and higher education institutions in both regions, to engage in knowledge exchange and skills training for teachers, school leaders and school supervisors/inspectors – to enable capacity building for successful implementation of “fundamental and comprehensive” Government reforms. At a time when Vietnam is receiving worldwide acclaim for its PISA achievements, the Vietnam government decided to embark boldly on a wholesale reform of the school system, including the curriculum, pedagogy, assessment, professional development and leadership. As with most system reforms, the schools are at the sharp end, and are deeply challenged with problems of implementing the reforms.

Hence the knowledge exchange and skills training part of the project involved the University of Glasgow as project leaders and project partners in HCMC (Ho Chi Minh City University of Education, and Vietnam National University, HCMC) conducting a week-long programme that primarily catered to the four schools who sent a core team of about 5 or 6 including their principals/deputy principals, senior teachers and teachers to the workshops. The VN partner universities undertook some of the presentations alongside the University of Glasgow ones. Most sessions took the form of short inputs on the research findings on the reforms in Vietnam schools to date, and reporting best practice international research evidence on school reform; this was then followed by discussion and group work with school teams working on implementation plans to introduce into their schools in the subsequent intervention phase of the project. The interaction particularly focused on the skills and methods associated with introducing student-centred learning and assessment, and stronger leadership at teacher and principal level. At the heart of the training was the Collaborative Action Learning model that encourages teachers and leaders to pro-actively undertake collaborative research of their professional practices, and to empirically evaluate improvements to teaching, assessment and learning.

The pattern was repeated a few days later, when Dong and Clive travelled to Hue City and engaged there with two further HE partners, Hue University College of Education and Quang Tri Teachers’ Training College to deliver the same week-long workshop to four case schools and their core teams in the Central region.

Repeating the workshop in Hue gave the team an opportunity to iron out some of the problems and weaknesses encountered in Ho Chi Minh a week earlier. For example, the team were much clearer and less equivocal in their instructions and expectations regarding outcomes from the participants’ activities and implementation plans. In another way, they became aware of substantial cultural differences between the two Regions, and the pervading influence of the Communist Party and the political dimension in all things educational. Lastly, conducting both workshops proved an eye-opener for Clive in more ways than one: the day’s work started at 8am, and the morning session finished at 11.30am, followed by lunch, and then a sleep in readiness for the long afternoon session. Clive became quite adept at stretching out across a few chairs in a horizontal position, with a rucksack as a pillow: just one of the interesting challenges and calls for adaptability when researching in Vietnam.

Principal Investigator: Clive Dimmock

For more information on this project please contact: Clive.Dimmock@glasgow.ac.uk or Dong.Nguyen@glasgow.ac.uk
A visiting researcher hosted in 2015, Andrea Rodríguez-Sánchez, has co-authored a methodological article with Oscar Odena and Cabedo-Mas (University Jaume I, Spain) on the uses of sound postcards for researching the experiences of displaced people. The article draws on a pilot with ten participants and outlines the development of a methodology for researching the Colombian state-funded social music programme ‘Music for Reconciliation’. Findings show the contributions of sound postcards as part of life histories for capturing the experiences of displaced people in a country recovering from war. The authors propose that sound postcards ought to be considered as a way of enriching traditional qualitative methods, in search of new types of sensory data that enable participants to better elicit and reflect on their experiences. They could be used by researchers and practitioners based in the arts, humanities, health and social sciences.

This methodology was developed during a 3-month visit by Andrea to the Robert Owen Centre. Subsequently she collected all the data in Colombia, including the photo of young players illustrating this news, assisted with a grant by the International Peace Research Association Foundation. The article was published in July 2018 in the British Journal of Music Education, Volume 35(2), and can be accessed as the accepted version on the university repository at [http://eprints.gla.ac.uk/152053/](http://eprints.gla.ac.uk/152053/) or on the Cambridge University Press website at [https://doi.org/10.1017/S0265051717000298](https://doi.org/10.1017/S0265051717000298)

For more information on this project please contact: [Oscar.Odena@glasgow.ac.uk](mailto:Oscar.Odena@glasgow.ac.uk)

---

The Examining Gender in Higher Education team all finally managed to meet in person for the first time at the Comparative Education in Society Europe conference at University of Cyprus, 29th to 31st May 2018. Not everyone had been able to come to our previous gathering in Lusaka, Zambia last year, so it was a chance for the full team to talk at length about our plans and ideas for the future. This includes plans for a large grant bid looking at adapting the gender-sensitive pedagogy framework promoted by our partner NGO, the Forum for African Women Educationalists (FAWE), to a Higher Education context, with a particular focus on STEM disciplines.

The team also hosted a symposium on different aspects of the network’s work and interests in relation to gender and HE in our network countries. Papers focused on:

- Gender and Leadership in HE
- Sexual Harassment and Gender-Based Violence on Campus
- Gender Responsiveness in Kenyan Universities
- FAWE’s gender sensitive pedagogies model and adapting it for HE
- Initiatives between female Engineering Students at the University of Glasgow and University of Rwanda involving visits to local schools

Finally, we had to say farewell to our fantastic project administrator, Karen Harron, who has taken up a post at the University of Strathclyde. Karen has contributed immensely to the success of the network’s endeavours over the last year, and dealt with the eclectic range of administrative issues thrown in her path with immense talent, efficiency and kindness, and she will be sorely missed.

Principal Investigator: Barbara Read

For more information on this project please contact: [Barbara.read@glasgow.ac.uk](mailto:Barbara.read@glasgow.ac.uk)
Webpage: [www.eghe.org](http://www.eghe.org)
What do Malawi, Swaziland, Chile and Scotland have in common? They all face challenges in terms of inequality in access to education. However, they are vastly different in terms of their stages of economic development: Scotland being a high-income country, Chile an emerging middle-income country and Malawi and Swaziland representing two categories of countries eligible for overseas development aid according to the OECD’s DAC list. Conditions vary in terms of the scale of the challenge, what drives it and at what level of education it is most pressing. For instance, in Scotland, people from working class backgrounds are underrepresented in higher education. Conversely, in low income countries, access to secondary education, further and higher education is often limited and unequal, typically disadvantaging the female, rural and low-income populations.

Last year, a diverse group of academics from the four countries collaborated on mapping the extent and nature of inequality in access to education across the four countries, drawing on financial support from a Scottish Funding Council Global Challenges Research Fund Small Grant. Drawing on a range of disciplines from social sciences to philosophy, the aim of the project was to identify both empirical and normative aspects of this issue. This is important as the weight of empirical evidence shows education provides a range of individual and social benefits that are important for economic development. However, the empirical debate in academia tends to focus on technical issues, whilst the research involves inherently normative questions, e.g. about the ideals, values and goals embodied in education systems. In international collaboration this can, at the extremes, lead to reductive and culturally-specific set of judgements or, conversely, cultural relativism, where comparison between different ethical frameworks is impossible.

In order to achieve these aims, the research team drew on policy literature in each country to produce briefing papers examining the evidence on challenges in each of the countries. Moreover, the consortium produced a literature review summarising international policy perspectives on inequality in access to education. These and other outputs from the project can be found on a dedicated website, developed and hosted by the University of Malawi: [http://caie.org.uk](http://caie.org.uk)

The consortium has since followed this up with a larger scale funding bid to the Economic and Social Research Council, which is currently under review.

The consortium collaborated mostly using e-mail and Skype. However, one face to face meeting was carried out, in Dubai, in the United Arab Emirates. Whilst an unusual location at first glance, it was convenient given its status within international airline networks and allowed Europeans and Africans to split travel time evenly. Unfortunately, our Chilean colleague wasn’t quite as well positioned. Participants appreciated meeting in a third country and with everyone being “extracted” from their busy day-to-day university routines, the consortium was able to make maximum use of intense face to face meetings. Furthermore, the project benefitted enormously from the availability of an experienced researcher, Dr Josephine Munthali, who was able to support the project over its short duration.

The consortium consists of:

- Dr Ben Colburn Philosophy, UoG
- Ms Jeanette Findlay, Economics, UoG
- Dr Kristinn Hermannsson, Education, UoG
- Dr Hugh Lazenby, Philosophy, UoG
- Professor Winford Masanjala, Department of Economics, Chancellor College, University of Malawi
- Mr Innocent Makuta, Chancellor College, University of Malawi
- Dr Josephine Munthali, Education, UoG
- Dr Barbara Read, Education, UoG
- Professor Nonhlanhla Alucia Sukati, School of medicine, University of Swaziland
- Dr Maria Jose Valdbenito Infante, School of Education, Alberto Hurtado University, Chile

For more information on this project please contact: Kristinn.Hermannsson@glasgow.ac.uk
## Knowledge Exchange links

### Calendar for Seminar series (past and future)

Everyone welcome to attend but please send email to Education-robertowencentre@glasgow.ac.uk for catering purposes

<table>
<thead>
<tr>
<th>Date/Event</th>
<th>Seminar Topic</th>
<th>Speakers/Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th May 2018</td>
<td>Presentation of research findings and policy recommendations of the YOUNG ADULLLT research project at the Latvian delegation visiting the University</td>
<td>Dr Queralt Capsada-Munsech</td>
</tr>
<tr>
<td>23rd May 2018</td>
<td>Presentation of research findings and policy recommendations of the YOUNG ADULLLT research project at the seminar in honour of Lalage Bown</td>
<td>Dr Oscar Valiente and Dr Queralt Capsada-Munsech</td>
</tr>
<tr>
<td>30th May 2018</td>
<td>The regional governance of skills and its implications for young adults’ transitions</td>
<td>Dr Oscar Valiente and Dr Queralt Capsada-Munsech CESE Conference, University of Cyprus, Nicosia</td>
</tr>
<tr>
<td>4th September 2018</td>
<td>Research, collaboration and inspection: towards a research-informed system</td>
<td>Professor Daniel Muijs, Head of Research, OfSTED</td>
</tr>
<tr>
<td>25th September 2018</td>
<td>A Review of teacher leadership research 2003 - 2016: Progress, issues, and impact.</td>
<td>Dr Thanh Dong Nguyen, Post-doctoral Researcher, School of Education, University of Glasgow</td>
</tr>
<tr>
<td>19th October 2018</td>
<td>Social origin wage gaps and educational routes: Cross-sectional evidence from the UK Labour Force Survey</td>
<td>Dr Kristinn Hermannsson</td>
</tr>
<tr>
<td>23rd October 2018</td>
<td>Innovation in everyday teaching: No more waiting for Superman</td>
<td>Alejandro Paniagua, Consultant, Centre for Educational Research and Innovation (CERI), OECD</td>
</tr>
<tr>
<td>6th November 2018</td>
<td>Selection by ability (grammars) and higher education outcomes</td>
<td>Dr Lindsey McMillan UCL Institute of Education, University College London</td>
</tr>
<tr>
<td>21st November 2018 (evening seminar)</td>
<td>Catalysists – designing research informed resources to simulate deep change</td>
<td>Professor Louise Stoll, Professor of Professional Learning at UCL Institute of Education, London</td>
</tr>
<tr>
<td>4th December 2018</td>
<td>A history of sectarianism in Scotland for the uninitiated</td>
<td>Dr Maureen McBride, Policy Scotland, University of Glasgow</td>
</tr>
</tbody>
</table>
During the month of May the Scottish YOUNG_ADULLLT Research Team organised two policy roundtables, one in Aberdeen (17th May 2018) and another one in Glasgow (24th May 2018), the two Scottish regions studied in the YOUNG_ADULLLT project. The intention of these policy roundtables was to share the main findings and policy recommendations of the European research project with policy-makers, practitioners, employers and other relevant stakeholders involved in the project who can benefit from the results.

Each one of the sessions started with the presentation of the main findings of the YOUNG_ADULLLT project. After the explanation of each finding the participants in the meeting had a discussion about the relevance of the finding for the region. To activate the discussion participants were asked to collectively rate the relevance of the finding on a 5-point scale, ranging from “extremely relevant” to “not very relevant” for the region.

In the second part of the session, a similar exercise was performed with regards to the policy recommendations, as each one of them was presented and discussed with the participants. However, in this case the participants had to collectively agree on assigning to each policy recommendation the degree of priority (low- / high-) and feasibility of the policy recommendation (less/more) in the region.

In both cases, there was an engaged conversation and the participants and the research team benefited from this knowledge exchange and validation exercise, which helped to strengthen the existent relationships and explore future forms of collaboration among the participants and their institutions.

The presentations of the findings and policy recommendations in Aberdeen and Glasgow and the public minutes of the meetings are available at the project website:

- PRESENTATIONS: Aberdeen & Glasgow
- MINUTES: Aberdeen & Glasgow

Principal Investigator: Oscar Valiente
For more information please contact:
Oscar.valiente@glasgow.ac.uk
Queralt.capsada-munsech@glasgow.ac.uk

Queralt Capsada-Munsech
- Education, labour markets and lifelong learning from a social stratification perspective, Europaeum Summer School, University of Helsinki, 30th August 2018.

Clive Dimmock

Maureen McBride

Oscar Odena
- Keynote on Qualitative Research approaches at the 2nd International Seminar on Music Education Research and the 1st “CONGRÉS INTERNACIONAL CREATIVITAT A L’EDUCACIÓ ARTÍSTICA” (two simultaneous conferences organised in Valencia, Spain, by the University of Valencia in partnership with the Federation of Music Societies of Valencia 28 June 2018).

Barbara Read and Y. Taylor

Barbara Read
- Establishing a GCRF-funded network on Examining Gender in Higher Education, invited seminar at the Institute for Advanced Studies, University of Leicester, 19th June 2018.
Recent research contracts and awards

**NEW BRITISH ACADEMY POSTDOCTORAL FELLOWSHIP**

Adrian Zancajo

Dr. Adrian Zancajo has been awarded a British Academy Postdoctoral Fellowship to investigate the Education Market Reform in Chile for the next three years (2019-21) at the University of Glasgow. Adrian has already collaborating with our centre in an ESRC research project on education policy in Chile and we are glad that this collaboration will continue in the future years as a new member of the staff.

Adrián Zancajo is a postdoctoral researcher at the Université Catholique de Louvain and holds a PhD in Sociology from the Universitat Autònoma de Barcelona. He has participated in several research projects including “The new quasi-market reforms in education in Latin America” (EDUMERCAL), “Public-Private Partnerships in Educational Governance” (EDUPARTNER) and “Governing the educational and labour market trajectories of secondary TVET graduates in Chile (TVET CHILE)”. He has also developed consultancies for organizations such as Education International, Open Society Foundation, Fundació Jaume Bofill and the Observatori Català de la Joventut. His main areas of interest are education privatization and market policies, educational inequalities and the evaluation of educational policies.

**Kristinn Hermannsson (PI)**
- SGSSS AQM and ESRC DATA SET ‘Industry Strategy’ PhD Studentships 2018

**Chris Chapman (PI), Stuart Hall (Co-I) and Kevin Lowden (Co-I)**
- Scottish Government: Scottish Education System: Knowledge Utilisation Mapping Study

**Oscar Odena (as first supervisor)**

**Barbara Read (as Co-I)**
- The Life Trajectories of Women PhD students in STEMM: A comparative study of Serbia, the UK and China, funding from University of Portsmouth. PI for the project is Dr Yuwei Xu, a ROC PhD graduate who now has a full-time post at Portsmouth. (2018-19)
- LKAS Interdisciplinary Doctoral Fellowship award, with David Archibald (first supervisor; School of Culture and Creative Arts) and Vikki Turbine (SPS), on the topic “Human Rights Film Festivals in the Global South”. The successful applicant, Oisin Kealy, will begin October 2018. (2018-21)

**Michele Schweisfurth**
- Revisiting Comparative Pedagogy British Association for International and Comparative Education Seedcorn Grant 2018-2019

**Oscar Valiente (PI)**
- ERASMUS Mundus: GlobEd

Every child of man should be, from his birth, as well trained and educated, as his original organs, faculties and powers, will admit.

Robert Owen
FEATURED PUBLICATION


Published in March 2018, this book includes chapters on how music is used as a tool for cross-community integration, on the neuroscience of musical creativity, and on how to research the interactions of those engaged in activities aimed at creative development. Musical Creativity Revisited is an authoritative volume of insights from theory, practice-based research and methodological analyses. Its chapters celebrate the diversity of the many different ways in which young and adult learners develop musical creativity. Following on from Musical Creativity: Insights from Music Education Research (Ashgate, 2012) Odena offers novel examples from practice and precise suggestions on how to research it. The chapters have been organised into three sections – Foundations, Practices and Research – including examples from in-depth studies focussed on a secondary school in England, Higher Music Education in Spain and out-of-school settings in Northern Ireland. This is a book that will fascinate readers, inspiring them to think deeply about the many different ways in which musical creativity can be developed, its purposes and how to research it.


Murphy, M. (2018) The legacy of postmodernism in educational theory. Educational Philosophy and Theory. (Accepted for Publication)


An important part of ROC’s work has always been the supervision of post-graduate candidates including PhD and EdD candidates. This is central to our capacity-development agenda. Given that ROC is now coming up to its fifth anniversary, it is perhaps not surprising that there have been several recent PhD completions by candidates supervised by ROC members. Even so, the large number of students submitting, having their oral examinations, completing corrections (where applicable) and graduating is impressive. The theses represent an impressive range of topics that reflect ROC’s work locally and internationally.

Congratulations to the following and to their supervisors:

Abdulwahab Alharbi (supervisors Oscar Valiente and Michele Schweisfurth, viva August 2018)

Jane Cavani (supervisors Oscar Odena and N. Hedge Graduated 2017)

Sarah Digby (supervisors Michele Schweisfurth and Margaret Sutherland, viva August 2018, corrections submitted September 2018)

Louise Sheridan (supervisors Barbara Read and Michele Schweisfurth, graduated June 2018)

Yue Song (supervisors Kristinn Hermannsson and Barbara Read 2018)

Kasia Uffewska-Watson (supervisors Michele Schweisfurth and Oscar Odena, graduated June 2018)

Hannah Woodley-Chestnutt (supervisors Chris Chapman, Kevin Lowden and Michele Schweisfurth, graduated June 2018)

Yuwei Xu (supervisors Barbara Read and Michele Schweisfurth, graduated June 2018)
Members of the Robert Owen Centre

Directors
Professor Michele Schweisfurth
Dr Mark Murphy
Professor Christopher Chapman, Founding Director

Staff
Dr Katherine Barng
Professor Clive Dimmock
Mr Stuart Hall
Dr Kristinn Hermannsson
Mr Kevin Lowden
Dr Oscar Odena
Dr Barbara Read
Dr Oscar Valiente

Management, Professional and Administrative Staff
Mrs Patricia Wallace, Robert Owen Centre Manager

ROC Research Assistants and Associates
Ms Angela Bravo Chacon
Dr Queralt Capsada-Munsech
Dr Judith Jacovkis
Mrs Deja Lusk (on leave)
Dr Maureen McBride
Dr Thanh Dong Nguyen
Ms Carli Rowell
Ms Sarah Ward
Dr Adrian Zancajo

Interns within ROC
Ms Amy Smail
Ms Hannah Walters

New Staff

Angela Bravo
MSc in Education, Public Policy and Equity candidate at the University of Glasgow. I studied Political Science, and I have a second degree in Education in Peru. As well, I was trained on effective educational reform, and innovation in education in Finland, United States, South Corea, Colombia, Chile and Brazil. Previously, I worked on the Ministry of Education of Peru, leading the policy reform on skills for life and employability at the Secondary Education Directorate, and at the Ministry of Social Inclusion and Development been in charge of the poverty relief strategies based on education and training. I am a teacher of the heart after being part of 'Teach for Peru'.

Maureen McBride
Dr Maureen McBride works as a Research Associate on the Children’s Neighbourhoods Scotland project. Maureen recently completed her ESRC-funded PhD, entitled Rethinking Sectarianism in Scotland, at the University of Glasgow. She previously worked for the Scottish Centre for Crime and Justice Research and What Works Scotland, conducting research on a range of research projects including an exploration of the educational needs and experiences of refugee children in Scotland; analysis of community development responses to hate crime; and an evaluation of the Offensive Behaviour at Football and Threatening Communications (Scotland) Act 2012. Maureen most recently co-edited and contributed to No Problem Here: Understanding Racism in Scotland, a book published by Luath Press in January 2018. You can follow Maureen on Twitter @mmcbride84.

Sarah Ward
Sarah Ward joined Children’s Neighbourhoods Scotland as a Research Associate in January 2018. Her research interests include the Capabilities Approach, Community Development and community-based evaluation. Her PhD evaluated Asset Based Community Development (ABCD) as an approach to developing health and wellbeing in disadvantaged communities, using the Capabilities Approach to extend the social justice potential of ABCD. Sarah previously worked as a community development practitioner, most recently establishing and managing the Whiteinch Community Centre, a locally-owned community facility in west Glasgow.

Contact:
Education-robertowencentre@glasgow.ac.uk
Twitter: @robertowenctr
www.robertowencentre.academicblogs.co.uk