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2

ASPIRATIONS FOR BETTER WORK AND LIVES: THE INTERPLAY OF TVET LEARNERS, COMMUNITY AND COLLEGES IN SOUTH AFRICA

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Drawing on data generated from interviews and focus groups with South African TVET college learners, this paper explores the way(s) in which learners' aspirations for their working lives are shaped by their experience(s) within their community and – vice versa – how these aspirations are then reshaped or confirmed by their experience(s) at college. The focus is on the situatedness of learners and how this affects their aspirations for their working lives, and the situatedness of TVET colleges and how this serves to either reinforce or reshape learners aspirations for their working lives.

The paper draws on our existing work on TVET and human development, as presented at the 2011 and 2013 UKFIET conferences, but also particularly on the work of Appadurai, Hart, and DeJaeghere and Baxter. We draw initial inspiration from Appadurai's work on aspirations, following him in seeing this as interactive and socially-constructed as well a deeply personal. From Hart, we draw the notion of aspirations more explicitly into the capability approach. This is done through her notion of aspirations as "forerunners" of capabilities. In DeJaeghere and Baxter's terms, aspirations thus act as "endowments" in that they are a necessary precursor to freedoms and, yet, themselves affected by the array of capabilities possible to individuals. We tie these understandings to our own argument that human developmet must be seen as inextricably linked with sustainable development, and that skills for sustainable development must incorporate a broad conception of decent work for all.

Together, these theoretical resources permit a richer conceptualisation of the interplay between structure and agency in thinking about developing capabilities for sustainable livelihoods that is of relevance to theory, policy and practice on TVET's place in sustainable development.

9

BUILDING BRIDGES THROUGH SOCIALLY RESPONSIBLE LEARNING

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For those in the developed world, there has never been a more important time to address the problems of the vast majority of the world's population who have yet to reap the benefits of the great economic and technological changes seen in recent decades, and who may have even fallen victim to their darker consequences. In institutions of higher education, such as Kyoto University of Foreign Studies, it is our opinion that there should be a greater impetus on forging tangible connections between the content learned both in the classroom and through independent study, and that of the real world. Students who are willing, should be encouraged to work with others to extend their understanding of, and interest in, issues they have studied, and involve themselves in voluntary projects that would have a beneficial impact on the lives of others, both at the local and global level.

In this presentation, the authors will outline how they have enhanced opportunities for 'socially responsible learning' at their university by initiating a sponsored reading project called,

Readers4Readers: Reading for a Better World at KUFS. This project encourages participating students to read beyond their regular English language course goals, and, through their personal efforts and a sense of 'altruistic motivation', contribute to the educational development and assistance of schools and community centers in poverty stricken areas of rural Cambodia. It is the presenters' belief that exercises in empathy such as this can easily become platforms for further action and the building of bridges towards both personal and institutional collaborations, intercultural partnerships and sustainable international community engagement initiatives.

12

BREATHING NEW LIFE INTO OLD SKILLS WITH FORMAL RECOGNITION

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Traditional boat building in Grenada, Carriacou and Petite Martinique has a rich and proud history. While a vibrant part of the country's culture, fears remained that the skills involved would not be passed down. Traditional boat building, especially in terms of tourism, offers economic possibilities that can support the local economy while helping to protect, preserve and revitalize these traditional skills. Through a DACUM process, occupational standards were developed in October 2016 providing current practitioners with a way to obtain a formally recognized credential (National/Caribbean Vocational Qualification – Levels 1-5) and eventually become accredited trainers/assessors for new entrants into the vocation. To support sustainability, it was recommended that training be offered in partnership between educational institutions and a "living" wooden boat museum that would not only preserve the history of the sector, but breathe new life into traditional skills and provide a focal point for training, workshops and cultural events.

23

DEVELOPING CAPABILITIES AND VALUED OUTCOMES BEYOND THE CURRICULUM IN HIGHER EDUCATION

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UK society is increasingly motivated by neo-liberal agendas, and higher education is tasked with ensuring that graduates acquire competencies necessary to compete in the international market place. Students often value these skills more than those driven by the sustainable development agenda of becoming good global citizens. In this paper we argue that universities can create spaces in which to move beyond the narrow focus on employability and allow students to explore ways to develop personal and societal well-being through extra-curricular learning. We consider a case study of an interdisciplinary learning community in a UK university, through interviews and observations over one year of the learning community's development (2015). This research used a Capability Approach framework to determine the factors that enabled students to develop skills beyond employability and planned learning outcomes, with a focus on the ability of the students to lead lives they have reason to value. We found that students, while very aware of placing value on skills that would result in employment, were often confronted with unexpected, but highly valued outcomes, through the focus of the community on learning for social justice and development, and through the

non-hierarchical structure of the learning community. Their ability to determine their own learning outcomes was unfamiliar and challenging to the students, but resulted in some of the most valued outcomes, including many capabilities essential to a sustainable development agenda and an active and engaged citizenry. For example, they saw value in the unanticipated outcomes of seeing different perspectives and respecting others' views, developing their imagination for alternatives and solutions to problems, and negotiating uncertainty and non-consensus. Through this research we explored how universities can facilitate this kind of learning and the inputs necessary to realise these capabilities, making recommendations for universities interested in developing capabilities for sustainable livelihoods.

156

INFORMATION LITERACIES FOR IMPROVED RURAL LIVELIHOODS: SUSTAINING RESEARCH-BASED LIVELIHOODS OF FARMER RESEARCHERS

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As access to digital technology becomes more wide-spread, rural communities are finding ways of enhancing their livelihoods through new knowledge, diverse modes of communication and expanded social networks. National governments and NGOs increasingly recognise the importance of integrating information technologies into agricultural development programmes. In the Philippines, the government set out to strengthen services that provide farmers with information on enhancing farm technologies, increasing farm production, and facilitating market prices practices. However, some farmers still report a lack of access to relevant information concerning their livelihoods. This paper sets out to explore how women could benefit more from new technologies for enhanced and sustainable livelihoods.

Recent research on adult learning and agricultural extension in Cambodia, Egypt and Ethiopia revealed that providers often failed to recognise and build on the informal learning strategies that farmers were developing to access new knowledge and digital technologies. Adult literacy programmes tended to take a 'one-size-fits-all' approach to functional literacy, adopting an instrumental approach to educating women. Similarly, agricultural extension programmes rarely took account of indigenous knowledge, and ended up excluding the poorest non-literate farmers.

Focusing on a project implemented by two women-led organisations in Cebu, an area devastated by Typhoon Seniang in the Philippines, this paper looks at an alternative approach to supporting literacies for sustainable livelihoods. Combining Participatory Action Research (PAR) methodology and the Sustainable Livelihoods Approach (SLA), the project adopts Freirean principles to engage women in collective action. Building on a social practice model of literacy, the paper investigates this participatory approach to developing a sustainable information system. By building on their existing literacies, farmers are encouraged to take on the role of researchers to ensure innovation, improvement, and sustainability of their livelihoods. The paper also considers the broader policy implications for cross-sectoral collaboration.

178

MY LIFE IN JORDAN: AN EXPLORATION OF SYRIAN REFUGEE STUDENTS' PERCEPTIONS OF WELLBEING

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Beyond providing access to education for all, the SDG4 places 'quality', 'equity', and 'inclusion' as key priorities in moving forward with the Agenda for Sustainable Development. Despite huge financial and educational efforts, studies continue to report low enrolment and high dropout rates within conflict-affected contexts. Numerous factors have been identified as barriers to achieving quality access to education, including insufficient resources, violence, poverty, and instability. However, the complexities of these challenges also highlight the importance of studying individual contexts and lived experiences.

This research project is a case study seeking to contextualise the challenges Syrian refugee students face in Jordan. The study explores student wellbeing and student perception; it studies the experiences of 80 Syrian refugee students attending the segregated double-shift system in outer Amman, Jordan. Using Sen's Capability Approach, the study identifies wellbeing as one's ability to do and become that which they value. The study uses arts-based methods with students in grade 7 and 8, ages 13-16, to explore individual and shared perceptions of wellbeing. Arts-based methods are used to encourage students to reflect on their current educational settings and lives, identifying the factors they believe are positive or negative to their wellbeing, aspirations, and prospects of the future. This study is conducted across four settings: two boys' and two girls' schools. As a result, the study also seeks to understand the role of gender in relation to the challenges, values, and needs identified. Teacher interviews and classroom observations are also conducted to provide a rich description of these four school settings.

This study is currently in the data collection phase, to be completed by mid April. The findings of this study contribute to the sub-theme, Developing Capabilities for Sustainable Livelihoods, by discussing the ways in which contextualised experiences and student voice may help inform policy.

186

AFGHAN HIGHER EDUCATION POLICY: USING CAPABILITIES TO PROBLEMATISE PLANNING FOR NON-ECONOMIC DIVIDENDS

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Afghanistan's higher education system was traditionally a small-scale and elite system. Boosted by multiple factors since 2002, the higher education landscape has transformed dramatically in the last fifteen years. The first National Higher Education Strategic Plan (NHESP I) was implemented to cover 2010-2014, and focused on access and quality. The NHESP II, still awaiting final confirmation, maintains focus on access and quality, and introduces two additional goals around infrastructure and

institutional autonomy. These documents have been foundational in directing the sector's rapid growth and expansion.

During this presentation I ask; how do these policies position higher education within Afghanistan's broader state building project, and how does this contribute to social and political sustainability? Employing a document analysis of the policies themselves, and incorporating data from semi-structured interviews with policy authors, consultants, funders, and Ministry of Higher Education officials, I argue that a dominant discourse of economic growth is located within these policies. This discourse positions higher education *primarily* as a driver of Afghanistan's economic growth, and a gateway into regional and global knowledge-based markets. While additional discourses are evident, I draw from both a capabilities approach and a critical cultural political economy of education approach to problematise the dominance of this economic growth discourse, and explore additional capabilities considered critical within conflict affected settings which might further contribute to social and political stability. These observations are offered with the intent to instigate further discussion around how future versions of these policies might be reshaped to include expanded emphases on higher education's role in promoting social and political sustainability, and the importance of planning for higher education's *non*-economic dividends in conflict affected contexts.

214

FUTURE SKILLS – AND INEQUALITIES? 21ST CENTURY SKILLS IN LOW AND MIDDLE-INCOME COUNTRIES

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Papers:
1: Problem solving and critical thinking skills: assessing performance among 15 year olds in India and Vietnam'
Padmini Iyer &; Caine Rolleston
2: 'Critical thinking in African higher education: what role for pedagogy?'
Caine Rolleston &; Christopher Yaw Kwaah
3: 'Functional English skills in Ethiopia, India and Vietnam: a cross-country comparison of English ability and use among 15 year olds'
Rhiannon Moore, Gayatri Vaidya &; Bridget Azubuike
4: 'Longitudinal evidence for the digital divide in Peru'
Santiago Cueto, Juan León &; Claudia Felipe

Overview of the symposium:
Across the diverse contexts discussed in this symposium, there is considerable policy interest in the 'next phase' of quality education, particularly in relation to how education can support the development of capabilities that equip young people for rapidly changing, increasingly globalised labour markets. 21st Century skills, also known as 'transferable skills', are seen as important and necessary outcomes of secondary and higher education; many argue that capabilities such as 'higher order' cognitive skills, technical skills, and social and emotional skills are required to ensure that young people can build sustainable futures (World Bank 2014; OECD 2015). It has also been claimed

that 21st Century skills are a 'crucial ingredient for disadvantaged youth to get and keep jobs' (Moore &; Novy-Marx 2016). However, in low and middle-income contexts, it is important to consider which 21st Century skills are truly relevant and 'transferable' for young people's future livelihoods.

This symposium explores multiple dimensions of 21st Century skills, including higher order cognitive skills, languages of wider communication and digital skills. Overall, the symposium considers the methodological challenges of assessing 21st Century skills in low and middle-income contexts at different levels of education and beyond formal education contexts, and explores whether the current policy emphasis on transferable skills has anything to contribute to the sustainable development agenda, or if it will prove to be another area in which the most disadvantaged are left behind. Drawing on unique evidence from the 2016-17 Young Lives School Surveys, The first paper reports findings on problem solving and critical thinking skills among secondary school students in India and Vietnam, and consider the implications of variation found within and between countries. Referring to findings from the same school surveys, the second paper explores how functional English can be conceptualised and assessed in Ethiopia, India and Vietnam, including a recognition of the multiple ways young people in these diverse contexts may need to use English now and in future. Based on the ESRC and DFID-funded *Pedagogies for Critical Thinking* study, the third paper presents findings from Kenya, Ghana and Botswana which compare critical thinking skills across faculties and institutions, according to students' demographic and educational backgrounds, and their orientations to learning as measured by an assessment of learning motivations and strategies. Finally, drawing on the 2016-17 Young Lives Household Survey, the fourth paper compares digital skill levels as well as access to and use of technology between two cohorts of young people in Peru, aged 15 and 22 years old respectively.

243

BEYOND LEARNING OUTCOMES:EMPOWERING OUT-OF-SCHOOL ADOLESCENTS

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The Millennium Development Goals showed the world that a narrow focus on getting children to enroll in school does not translate to educational attainment nor does it prepare students to become empowered life-long learners. With the MDGs, little focus was paid to out-of-school adolescents. The 2016 UNESCO report estimates that 60 million young adolescents of lower secondary school age (about 12 to 14), and 142 million youth of upper secondary school age (about 15 to 17) were out of school in 2014. The new Sustainable Development Goals (SDGs) emphasize on the intersectionality of education with all other sectors of development. SDG4 intentionalizes learning for all, including those who have missed out on education. CARE has conceptualized an adolescent empowerment model that builds upon Naila's Kabeer's operationalization of the concept of "empowerment" (1999) and more recently "girls' empowerment", to define it as the intersection of agency, structures, and social relations, to promote an enabling environment to sustain the gains at the agency level. The model emphasizes the acquisition of critical skills that move beyond the popular technical and vocational training for this target group, by focusing on triggering logical breakthroughs which in-turn promote adolescent resilience and create opportunities for informed choice, to facilitate the pursuit of individual aspirations for sustainable livelihoods. This paper will focus on the evidence of the impact of integrated education programs that link education to

personal and life relevance, to trigger sustainable change at individual and societal levels. Focusing on out-of-school adolescents, our evidence tracks learning trends at multiple levels, identifying not only the acquisition of academic skills through standardized assessments but also the development of leadership skills, gender equitable attitudes, life skills and the evolution of the environment within the broader community, focusing on the enablement for future usage of knowledge and skills.

256

TECHNICAL AND VOCATIONAL SKILLS FOR SUSTAINABLE LIVELIHOODS? THE CROSS-SECTORAL AND CROSS-TARGET CHALLENGES

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The UN's Agenda 2030, *Transforming our world,* 2015, aspires to cross-sectoral, cross-SDG, and genuinely cross-country approaches to education and skills for sustainable development. Unlike the MDGs, the goals and targets of the SDG agenda are for 'developed and developing countries alike'. However, there is little acknowledgement in this new agenda that there are very substantial labour market differences between and within countries. The ambitions of SDG 4 on Education also pay no cross-sectoral attention to SDG8 on Economic Growth, Employment and Work.

Even within individual SDGs, there are disjunctions between the language of the goal and its targets on the one hand and that of the global and thematic indicators on the other. In respect of technical and vocational skills, mentioned in three SDG4 targets, the global indicators minimise the targets' ambitions for skills development, and just focus on ICT skills. Arguably, the crucial SDG4 target 4.7, on 'knowledge and skills' for sustainable development, has indicators which primarily focus on all levels of education rather than including technical and vocational skills and capabilities.

Surprisingly, the *Global Education Monitoring Report 2016*, despite its powerful cross-sectorality focuses more on soft skills than on technical and vocational skills, not recognising the essential synergy between these capabilities.

Equally, within SDG8, the language on 'full and productive employment and decent work for all' and on youth not in education and employment (NEET) neglects working conditions and capabilities in the massive informal economies of the world.

The paper critically explores these tensions from new research in India and in China on how Agenda 2030 has already engaged with these challenges in their national planning and policies of skills development, but also how this Agenda has begun significantly to influence skills development within both countries' development cooperation programmes, particularly for Africa.

275

WHO GETS TO SERVE THE PUBLIC GOOD? EXAMINING PARTICIPATION IN UNIVERSITY AND THE DISCIPLINES IN GHANA

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Since gaining independence, participation in higher education (HE) in Ghana has been seen to be critical for preparing a workforce that would fit the labour market and thus contribute to both individual and national progress. The country's goal of developing a knowledgeable and well-trained labour force is in line with the aims of the Sustainable Development Goals, in which higher education is seen *as* a public good, and to act *for* the public good. Since the 1990s, participation in HE has grown from an aggregate of 15,365 to the current figure of 155,402 in public and 59,969 in private universities. As a middle-income economy, the need to revamp Ghana's industrial and technological sectors (where there is currently high demand for graduate employment) to stimulate further growth has become more imminent, so is the need to train more science and technology graduates. However, there is a predominance of narrow conceptualisations of employability, with little attention played to the public good implications of livelihoods and the need for students to develop capabilities as pro-poor professionals. This paper presents findings from the initial phase of a two-year ESRC-funded multi-country study on higher education and the public good in Africa. Using disaggregated data on enrolment patterns and disciplines in universities to examine the trends of participation, it argues firstly that inequalities are masked within massification of higher education, with participation skewed in favour of the privileged; and secondly, that provision is primarily oriented towards private returns for graduates. The implication is that too few graduates are able to contribute to the public good in Ghana. Recommendations are made to draw policy attention to HE curriculum, pedagogy and access.

283

WHY AND HOW TO TEACHER LIFE-SKILLS TO OUT OF SCHOOL ADOLESCENTS IN CHINA?

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Soft skills, non-cognitive skills, social and emotional skills, life skills, are amongst some of the iterations of current efforts globally to shift the focus in our education systems to the development of these skills, especially amongst the most disadvantaged. Cognitive skills and cognitive development is no longer enough for sustainable development. Even the famous OECD's PISA is about to launch its first report in April 2017 on non-cognitive skills. Most schools in the developed world have already shifted to a focus on the non-cognitive, however, developing countries still have a long way to go, and this includes, the largest developing country in the world, China. Among the

most disadvantaged in China are those children and adolescents who have dropped out of school, and especially the many rural youth in China who move to cities to work with insufficient preparation or skills to enable them to successfully navigate a completely alien environment. For sustainable development, we must enable all our young people to develop these skills. This paper will focus on a large case study of an adolescent project for 30,000 out-of-school adolescents, facing multiple disadvantages, which sought to develop their life-skills. The project was implemented by *China Association of Science and Technology, affiliated with MoE, China, with support by UNICEF*

Key to the implementation of this project was the focus on professional development of the teachers. This paper will use the case study, conducted over five years from 2011-2015, and the literature on change theories and on-site and mentoring approaches to professional development, to explore efforts made to enable the teachers of the out-of-school adolescents to develop life skills. Firstly, focusing on the major task of changing teachers' mindsets on the need for life-skills, secondly, developing their understanding of the rationale for using a variety of teaching strategies to develop their students' life-skills, and thirdly, the different approaches used to develop the teachers' expertise in using these strategies.

288

LIFE COURSE WITH REFUGEE-RUN SCHOOL: SYRIAN REFUGEE CHILDREN AND THEIR SCHOOL EXPERIENCE

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The largest refugee crisis in 21st century arose along the aggravation of the conflict in Syria. Syrian refugee children have been exposed to various educational activities, including those organized by refugees themselves. Those refugee-run schools have served to expand the educational access to refugee children. Most of previous studies, however, shed light on the negative aspect of refugee-run schools, considering that they convey a sense of hatred and revenge to younger generation. This negative image has composed the mainstream discourse, while empirical evidence has not been sufficiently provided. Although Syrian refugees established 500 schools in Turkey, they are recently forced to close or be under control of public authority.

The purpose of this study is to explore how the refugee children's experiences at refugee-run schools are reflected in their lives, applying life course approach. This approach is a multi-dimensional framework to analyze the individual school experience of each refugee child on the long term, and help understand the collective dynamics of refugee children's lives. The first series of fieldwork was conducted during 2013-2015 in Turkey to explore refugee students' experiences at refugee-run schools. The data was collected mainly by interviews at eight Syrian refugee-run schools (primary/secondary). The next fieldwork to track the students' pathway will be in summer 2017.

The last research result shows two main features of students in refugee-run schools: (1) Sense of unity: While the Syrian society is now seriously divided, refugee-run schools foster a sense of unity among students. (2) Autonomy in mind: Since all the procedures to start a school were done by refugees themselves, refugee-run schools was found to be the source of self-esteem of students as well as teachers and managers.

Although the research has studied children's current experience as students, further fieldwork is to be conducted to cover their next life stages.

294

CASE STUDIES: VOCATIONAL, EDUCATION AND TRAINING IN THE PHILIPPINES – THE BENEFITS OF MENTORING IN INCREASING EMPLOYABILITY, ENTREPRENEURSHIP AND ACTIVE CITIZENSHIP.

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For VET to lead to employment, training providers often work with industry to develop curricula. This case study of post-secondary young women from the Philippines shares the experience of 5 linked Hospitality and Catering schools and their industry partners. It examines how a structured mentoring and personal development programme alongside theoretical studies and industry placements not only shapes students to be better employees, with more initiative, but also gives them the tools to make decisions about their own futures, both in and outside of their professional work. We will share examples from current and past students, employers, teachers and mentors to demonstrate this and suggest that VET better serves all stakeholders when the student is given the opportunity to grow as a citizen, empowered to serve society, conserve resources, take responsibility for her own wellbeing as well as to overcome poverty.

305

ENGLISH ACROSS THE FRACTURE LINES: THE POTENTIAL OF ENGLISH LANGUAGE CAPABILITIES IN SECURING AND SUSTAINING LIVELIHOODS

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English has become the language often used in peacekeeping missions, humanitarian crises and for diplomatic purposes. The language is also often perceived as having potential as a means of intercultural communication and crisis intervention, particularly when language and ethnicity have been positioned as central to conflict. Moreover, it is increasingly recognised that (English) language skills can play a role in the survival and resilience of migrants and through this helps to forge more sustainable futures. As such, English language teaching often features prominently in development education, refugee education and post-war reconciliation education initiatives.

But what is the potential of English language teaching (ELT) to securing and sustaining livelihoods and therefore also contributing to peacekeeping and stability? The British Council set out to explore educational programmes with such aims for a forthcoming publication, and this presentation will synthesise the key messages that emerge from a range of case studies about interventions attempting to promote secure and sustainable livelihoods through ELT. The case studies include ELT initiatives that aim to promote resilience and support the integration of Syrian refugees in the UK and Lebanon; that help to develop young people's empathy towards migrants in European

classrooms; that support conflict transformation by promoting tolerance, remembrance, reconciliation and forgiveness in the Middle East; that emphasise the role of English in promoting communication and understanding between Indian and Pakistani youth; that aim to enhance interethnic, interreligious and intercommunity relations in the Democratic Republic of Congo and Nigeria. This paper thus considers how a framework of positive action could be developed from the evidence gathered in the varied contexts of the case studies and how ELT can enhance capabilities such as empathy, resilience, stability, intercultural understanding, and thus promote citizenship, human rights and peace.

319

TRANSFORMING THE HEALTH WORKFORCE THROUGH EDUCATION AND LIFELONG LEARNING: AN INTERSECTORAL APPROACH

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The achievement of the Sustainable Development Goals (SDGs) depends to a significant extent upon education and training. This presentation draws upon work done by UNESCO that makes the case for increased attention to education and lifelong learning (SDG4) for the achievement of universal health coverage (SDG3).

The conventional model of health workforce education, premised upon a narrowing formal schooling pipeline, oriented towards pre-service education and training, and founded on a biomedical approach, will be unable to meet the needs of the future health workforce. Technical and vocational education and training (TVET) could help establish diverse learning pathways with multiple entry and exit points, thereby supporting learning and career progression. An intersectoral approach towards SDG3 and SDG4 could thus help unleash the potential of TVET and lifelong learning systems for health workforce employment, economic growth and social equity, supporting the implementation of the 2030 Agenda for Sustainable Development as a whole.

323

IN THE EYE OF A STORM: CONTESTS OVER TVET TEACHER EDUCATION IN SOUTH AFRICA

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Vocational education and training has gained in prominence within the South African educational and development policy discourse. South Africa's policy pronouncements, whilst seldom referring to international commitments such as the SDGs, nevertheless is committed to many of the same goals. The TVET colleges and the new Community Colleges are seen as a key vehicle for achieving economic and social targets. These include addressing reported critical skills shortages in the formal economy, accommodating increasing numbers of unemployed youth who are outside the schools system and offering them opportunities for employment or self-sustainability, and supporting social and economic commitments such as the development of the Green Economy and other sustainability goals. At the centre of these institutions are the teachers that are expected to deliver the

programmes and support the learning of the diverse groups of students. However, these lecturers are themselves products of a system that had very different purposes, and they need support. This paper examines the policy interventions and initiatives to support the lecturers as they try to navigate the competing imperatives placed on the colleges, and traces those through to the level of the classrooms, workshops and workplaces. It draws on both administrative data from state agencies, direct involvement in policy initiatives, evaluations of interventions and classroom based research in TVET colleges to understand how the competing imperatives play themselves out and what this may mean for new teacher education programmes aimed at in-service and pre-service teachers. The paper concludes by reflecting on whether the colleges as institutions and by extension TVET teacher education programmes are able to accommodate the divergent expectations being placed on the system and discusses options for ensuring a focused, effective and sustainable system by narrowing rather than broadening the focus of the system.

343

A CONTINUUM: A CAPABILITIES APPROACH TO UNDERSTANDING EDUCATION'S LINK TO ADOLESCENT ECONOMIC EMPOWERMENT

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If we accept Sen's (1999) capabilities theory that poverty is not solely tied to a lack of money, but it is also related to a lack of skills, knowledge, and capabilities, it supports the notion that knowledge is viewed as emancipatory as well as a catalyst that enables individuals to realize their rights and exercise various skills and qualities gained through empowering activities, growth, and development. When exploring the capabilities, knowledge, and skills needed by adolescents as part of a sustainable approach to empowerment and development, this paper asserts that their age-appropriate economic empowerment should be explored. Adolescent economic empowerment may be viewed as the building of skills, capabilities, and capital so young people can make their own choices in life through access to and control over resources and opportunities, in relation to the people, norms, and structures that shape their lives.

This paper will explore data collected by CARE as part of adolescent education and empowerment projects across multiple countries in sub-Saharan Africa. Specifically, the constructs of economic empowerment will be explored through a triangulated and multi-dimensional analysis, exploring the nuanced understandings and perspectives of both adolescents and the adults who largely shape their access to spaces. When designing sustainable and progressive traditional education initiatives, as well as those focused on economic empowerment and financial education, understanding these perspectives alongside their complex interrelationships, may help in the creation and implementation of learning (traditional learning and learning through practice/application) opportunities that address the capabilities gap. The world's current population of adolescents and youth is the largest the world has seen, and designing economically relevant and progressive curricula and experiences is one of the progressive steps that may be taken to adequately equip these children and adolescents with the adaptable and transferable skills needed to successfully navigate the changing environment.

348

FROM EDUCATION TO EMPLOYABILITY: PREPARING SOUTH ASIA'S YOUTH FOR SUSTAINABLE LIVELIHOODS

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South Asia is home to the largest share of the world's youth. With 48 percent of its population below the age of 24, South Asia's youth offer the potential to drive its economies to be more vibrant and productive. Yet optimism over the region's so-called demographic dividend is tempered by questions about whether existing education systems are adequately preparing young people to make the leap from education to a 21st century world of work.

While significant progress has been made towards achieving universal primary education, education systems in South Asia are fraught with many challenges ranging from deficient resources and poor quality to rising instability and conflict. In the interim, facing pressure to enable their growing youth populations to find work on the one hand, and to supply their changing and growing industries with workers on the other, governments are instituting vocational training programs. There is clearly a need for skills development, but it cannot be a substitute for all that basic education provides. Education and skills training systems must form a continuum with education laying the foundation for a deeper development of vocational skills, and on the job training to ultimately improve employment outcomes and generate sustainable livelihoods.

As envisaged by the Sustainable Development Goals, there is an urgent need to bridge the worlds of education and employment in order to harness the huge potential of youth. Just Jobs Network in partnership with UNICEF has completed this study which provides a comprehensive mapping of the secondary education and skills sector alongside analysing key trends that affect education and labour market outcomes. The study concludes with a set of recommendations for policy, domestic financing and public-private partnership; possible interventions in schools and alternative learning pathways; and suggestions for expanding the evidence base on the nexus of education, skills and employability.

355

CRAFTING A CAREER: THE VALUE OF APPRENTICESHIPS IN NORTHERN NIGERIA

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The UKAID MAFITA programme supports apprenticeship for marginalised youths in northern Nigeria through nationally certified courses that combine on-the-job technical skills development with foundational skills delivery. MAFITA's primary beneficiaries have received little formal education and the apprenticeship programme aims to show swift impact in breaking these perceived and real barriers and demonstrating the real capabilities of youths in northern Nigeria.

Master Crafts Persons (MCPs), each running informal micro and small enterprises (MSEs), teach and mentor apprentices within their business. With support from MAFITA, MCPs have recently been organised to form trade clusters in which there is greater scope for cooperation and collaboration that will ultimately result in enterprise growth.

This paper contributes to the global body of knowledge about how to develop capabilities for sustainable livelihoods in a complex, fragile and rapidly changing environment for those at the bottom of the pyramid. It explains why MAFITA's apprenticeship model ensures that all skills are developed directly by those already involved in the local labour market, which ensures that knowledge and skills remain relevant and sustainable. As apprentices also gain classroom-based expertise in literacy, numeracy and employability such as group work and modules on good citizenship, these life skills are a critical foundation to finding sustainable employment or self-employment.

Through analysis of the theoretical basis, primary research, its ongoing uptake and throughput, as well as interviews with beneficiaries, this paper will provide early indication of the potential value of comprehensive apprenticeship programmes as a means of easing the training-to-work transition while supporting MSEs and promoting improved citizenship. While it is early in the programme, our initial findings confirms that the enthusiasm of business owners and potential beneficiaries to engage in the apprenticeship programme have exceeded expectations with MCPs noting that they have not seen comparable standards of training or performance previously.

365

THE COMMONWEALTH CURRICULUM FRAMEWORK FOR THE SUSTAINABLE DEVELOPMENT GOALS: THE EXAMPLE OF SDG14 – LIFE BELOW WATER

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The importance of marine ecosystem health and marine resources has been increasingly recognised, most significantly in its inclusion in the SDGs (SDG14). The ocean acts as a carbon sink, as a source of livelihood, nutrition and food security, and as the source of potential for a 'blue economy' that includes sustainable fisheries, marine renewable energy resources, eco-tourism and traditional ways of life. Threats to marine ecosystem health and the livelihoods dependent on it include overfishing; illegal, unreported and unregulated (IUU) fishing; ocean acidification, sea-level rise, ocean warming and coral bleaching; and loss of social cohesion in coastal communities resulting in trafficking, piracy, terrorism and poaching. An adequate response requires an approach to education that fosters appropriate knowledge and understanding, skills and applications, values and attitudes, as well as commitment to remedial action. Recently, the Commonwealth Secretariat has developed a draft Commonwealth Curriculum Framework for the SDGs (CCF4SDGs) for consideration by education ministers at the 20th Commonwealth Conference of Education Ministers (20CCEM) in Fiji in 2018.

This paper will consider the development of the CCF4SDGs and the role of education in securing the transition towards sustainable marine resource use and conservation, the foundation for consensus-building, and long-term sustainable use. The importance of critical evaluation skills, ecosystem understanding, evidence-based management practices, the ability to communicate effectively and exercise voice in policy participation are all important in consensus-building and developing

solutions. These need to be underpinned by respect for the value of healthy ecosystems and the services these provide, resulting in support for related policy measures and empathy with those dependent on ocean resources for their livelihoods and ways of life, and an appreciation of the culture of traditional fishing communities.

369

CHILDREN'S TRAJECTORY IN THE RURAL AREAS OF MADAGASCAR: CONCILIATING SCHOOLING WITH SUSTAINABLE LIVELIHOODS

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As Sustainable Development Goal 4 is reshaping education policies and practice around the world, extending the number of years of schooling is widely acknowledged as a way of improving education quality. However, different contexts entail different priorities. Considering the case of Madagascar, 80% of the population works in agriculture and net enrollment ratio in the rural area remains low (primary: 71.9%, lower secondary: 19.2%, upper secondary: 3.4%). It is of great interest to know the way these children with little education adapt their lives to such environment. This study investigates their trajectory from school to work and tries to examine the extent to which education fails in assuring decent work in that situation.

Semi-structured interviews were conducted for two weeks in February and March 2017. The participants were composed of 7 head teachers, 10 groups of teachers, 8 groups of students and 3 groups of parents from 6 primary schools, 2 lower secondary schools, 4 upper secondary schools and a rural training centre in the district of Miarinarivo, Itasy region. The results revealed three major findings. (1) As rural children grow up, their aspiration shifts from a dream to the most likely achievable goal. Performing a cash paying occupation concurrently with agriculture is considered the most decent work. (2) Given the apparent mismatch between the education system and the sociocultural context, the more the children advance in their schooling, the bigger the fear of unemployment grows. (3) Teaching at primary schools remains the easiest path to a decent work. However, the emerging policy of recruiting better-qualified teachers is likely to deprive rural people of that opportunity.

While this study sheds light on the fit between the rural context and current education in practice, it will contribute to ongoing discussions about the balance between basic knowledge, life skills, and employability.

400

USING THE EDUCATION SYSTEM FOR SUSTAINABLE DEVELOPMENT IN TIMOR-LESTE

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The Government of the recently independent country of Timor-Leste is a strong advocate of the UN's Sustainable Development Goals (SDGs). It has a population of 1.2 million people, over half of whom are subsistence cultivators. Education is seen by the majority of Timorese as part of the solution to its development problems. But the post-colonial Education system following on from its two former colonial powers (Portugal and Indonesia) has resulted in a system that seems to be counterproductive to that objective, attracting the brightest students away from areas where they could make a difference to do courses where they do not learn many skills.

The SDGs could provide a way out for Timor-Leste if applied systematically. Indeed a start has been made with the introduction of a Permaculture Garden in every primary (Basic) school and the introduction of a new primary curriculum which links skills to a deep understanding of history and culture alongside the principles and practice of agro-ecology.

This paper argues that more could be done in other sectors by linking SDGs, in particular energy, sanitation, life on the land and life under water, with different levels of education. Organizations of the Social Solidarity Economy (co-operatives, credit unions, microfinance, fair trade, social enterprise and community supported-agriculture) can be not only locations of production but also vehicles of non-formal education which can motivate larger numbers of young people to stay in their communities and make a contribution to transforming them.

The authors are associated with the Department of Community Development at UNTL, which is pioneering a postgraduate course looking at Assets-based Approaches to village level development which will produce facilitators able to implement this kind of program.

406

DEVELOPING SKILLS, TRANSFORMING WORK ASPIRATIONS: MAKING A DIFFERENCE AT THE HE-EMPLOYMENT INTERFACE

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The SDGs pose a challenge to take messages beyond the 'usual suspects', to engage people who may not have heard of the Goals or, indeed, considered taking action to promote sustainable change at local, national or global level. A key interface is thus between education and employment, learning and action: Between SDG 4 – that "all learners acquire the knowledge and skills needed to promote sustainable development" - and the capacity to engage in meaningful work that supports and promotes positive change.

Third Sector Internships Scotland provides a lens through which to explore the practical, policy and pedagogic challenges at this interface. This specific programme ran from 2010-2015, offering university students and third sector organisations across Scotland the opportunity to collaborate to share skills and make positive impact on communities across the country. The insights from the initiative speak loudly to the SDG agenda and the underpinning call for partnership and integrated policy and practice. It highlights specifically the challenges faced by community organisations and third sector employers in identifying organisational skills and capacity needs; the challenges faced by learners seeking careers oriented towards sustainable development; and the policy and funding challenges that arise at the interface of HE and social development agendas.

This paper maps up from a specific programme, through national policy, to the wider SDG context, exploring the landscape that students face as they transition in to work. In reflecting forward, it considers how learners can be encouraged to shape and transform their work aspirations and make a difference to the communities they live in and connect to. It also poses critical policy and political challenges about fair work and the need to ensure equitable, open and fair access to skills development and work experience opportunities.

410

WOMEN, LITERACY AND HEALTH IN NEPAL: AN ALTERNATIVE APPROACH FOR SUSTAINABLE LIVELIHOODS

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Research on women's literacy, dominated by a quantitative paradigm and focusing on the impact of planned educational interventions, has led to a narrow policy emphasis on functional literacy as a vehicle for imparting modern health knowledge, particularly on reproductive health. Proposing an alternative theoretical framework, based on a broader conceptualisation of literacy as a social practice and health as connected with social justice, this paper draws on policy analysis and the

authors' ethnographic research in Nepal over thirty years to re-examine the relationship between gender, literacy and health.

Influenced by a strong international policy discourse that literate women have smaller and healthier families, adult literacy programmes in Nepal have incorporated learning about maternal and child health, family planning, nutrition and sanitation into their curriculum. Neither health nor literacy programmes have engaged with indigenous beliefs, except from a deficit perspective that women lacked modern health knowledge. Although both sectors have made a policy shift from 'women-only' initiatives to 'gender equality', programmes have not changed in their pedagogical approach – tending to disseminate health and gender messages rather than facilitate critical dialogue.

Both Government and NGO providers have evaluated the impact of such programmes in terms of how many women gained literacy skills and new health knowledge through adult literacy classes. However, these studies have revealed little about the processes of social change and informal learning that influence health and literacy learning within the wider community and in everyday life. By taking account of informal learning taking place in communities and comparing health and literacy approaches used within the education and health sectors, the paper explores ways of investigating and building on the complex interaction of factors that influence inequalities in gender and health at community level.

419

YOUTH, EDUCATION AND WORK IN (POST-)CONFLICT AREAS

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Conflicts disrupt people's lives and are detrimental to the life perspectives of those who never got a chance to construct a firm base for an independent life worthy of living. Yet, only regarding youth as victims who missed education and decent work opportunities does not do justice to the experience and resilience they developed in conflict situations. The research network on Youth, Education and Work unites researchers from various (post-)conflict areas such as Sudan, Uganda, Mozambique, Israel, India and Colombia. Research conducted on youth, education and work in (post-)conflict contexts, was brought together and discussed in network meetings. Although the type of research varies from policy research, to needs assessments, to (multiple) case studies and action research, the findings all reveal that youth who live in these (post-)conflict areas show agency, even within the limited possibilities they have. The capability approach complemented with concepts of social learning and power relations serves to analyse competencies, needs and initiatives of youth in the perspective of (re)building livelihoods for individuals and communities. The paper to be presented will identify and discuss different forms of 'youth agency' based on studies carried out in different research contexts. This will lead to further conceptualisation of 'youth agency' and subsequently to the proposal of appropriate interventions contributing to the implementation of Sustainable Development Goal 4. Especially the second part of this goal which focuses on lifelong learning, calls for the design of sound strategies to accommodate meaningful learning processes for youth and adults in (post-)conflict areas meeting their specific needs.

452

THE ORTHODOX AND THE CRITICAL APPROACHES TO TVET IN INTERNATIONAL DEVELOPMENT: COMPETING POLICY AGENDAS IN CHILE.

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In the recent years there have been several intends to theorize the role of TVET for international development from critical theoretical currents (mainly critical political economy, sustainable development and capabilities theory). These theoretical developments have run in parallel to the growing importance gained by TVET and skills in the MDGs and the global education agenda for development. The application of these theoretical frameworks to the critical analysis of policy agendas in TVET should allow us to unveil the assumptions behind these agendas, to discuss the ideas that guide the design of policy initiatives, and to suggest policy alternatives based on critical approaches to international development.

Chile provides an excellent case for this kind of research. Often presented to other countries in the region as an exemplary case of development success; today Chile is one of the latest countries to graduate from middle-income to high-income economy, it is member of the OECD club and it presents higher participation rates in education than many countries in the Global North. However, the country has paid a very high price for these development achievements. Since the military dictatorship and through the democratic period, Chile has been an international laboratory for neoliberal reforms which have caused rampant social and educational inequalities and have led to great political unrest, in special with student protests. Policy developments in education have been strongly influenced by different versions of human capital orthodoxy, with the imaginary of the Knowledge Based Economy and the 'High Skills' agenda being central in many education and economic development policy discourses in the last decade. One of the implications of these imaginaries have been the growing importance attributed to higher education for the development of the country and the 'identity crisis' of the TVET sector. In fact, while in the past TVET policies were designed to offer educational opportunities for disadvantaged youth seeking a quick insertion in the labour market, today the orientations and the objectives of these policies are less clear given the larger number of secondary TVET graduates that pursue tertiary education and the stronger policy focus on the expansion of higher education.

Drawing on development theories and critical policy studies, the paper aims to understand the competing orientations and objectives of TVET policy agendas in Chile from 2009 to 2016 with a specific focus on the changing educational, economic and social goals and functions attributed to VET, the social expectations generated over secondary VET graduates, and their potential implications and effects on post-school trajectories. The paper is based on the analysis of a selection of TVET policy texts and 21 semi-structured interviews with key national policy actors, and it is part of the three-year ESRC Newton Fund research project "Governing the educational and labour market trajectories of TVET graduates in Chile" coordinated between the University of Glasgow and the Alberto Hurtado University.

The analysis of the policy discourses shows a policy shift in the left-wing coalition of the second Bachelet administration in relation to orthodox approaches to education and development from previous administrations in Chile. The discourse of the new coalition placed social justice concerns at the centre of education reforms and defended the idea that the main aim of TVET policies should be

the expansion of students' capabilities. However, both orthodox and critical approaches to TVET seem to assume that no decent jobs and living conditions can be offered to secondary TVET graduates in Chile, and their policy agendas converge in the idea of transforming the TVET sector into a second-class pathway to higher education for young adults from a disadvantaged background.