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FOR

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Curriculum, Cognition and Context

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GOING BEYOND LANGUAGE LEARNING

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This short presentation is based on a chapter entitled: *Content and the SDGs: Going Beyond Language Learning* in a new British Council publication: *Integrating Global Issues in the Creative English Language Classroom*.

The chapter, written by the presenter, outlines five classroom activities that teachers can use with children and teenagers to teach about three of the SDGs: Affordable and clean energy (7); Sustainable consumption (12); and Climate Change (13). Overall, the book covers all 17 SDGs. The presentation will outline the chapter and take a closer look at one or two of the activities. It will also show how creativity and thinking skills can be used to develop critical awareness among students learning English. The activities in the chapter have been designed for low-resource contexts to make them accessible to all.

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DIGITISATION, LEARNING AND TEACHING FOR SUSTAINABLE DEVELOPMENT: CURRICULUM, COGNITION AND CONTEXT IN THE DIGITAL AGE

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This is the Digital Age: the world, countries within it, institutions, and thus people's lives are being – and will, exponentially and largely unpredictably, continue to be – dramatically transformed by Digitisation. This has clear implications for learning and teaching for sustainable development. Indeed, the Agenda 2030 Sustainable Development Goals may be achieved only if we go beyond how best ICT should assist contemporary approaches to understanding and optimising how education should, through Digitisation, serve and help shape our ever-evolving world. The challenge is not to improve education in and for these times in developing countries – the necessity is to help them transform it, in their contexts, for all of our times.

This paper covers such themes as:

The concept and implications of all educational institutions worldwide being fully networked and inter-connected;

All learners in educational institutions worldwide achieving full internet and cloud participation by 2020;

Digitisation offering a unique opportunity to redress historical imbalances and destroy the current digital divide with developing countries leapfrogging developed ones;

Digitisation providing especial support for full educational participation for those in LDCs, fragile societies and countries in transition, and for women's and girls, those with disabilities and members of disadvantaged groups;

Emphasising Bring Your Own Devices (BYOD) for mobile learning as opposed to the increasingly dysfunctional, 'expensive hardware in computer rooms' approach; Teachers becoming competent, cheerful concierges of learning with crucial, high-status roles in facilitating 'education founded upon Digitisation';

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– allowing imaginations to soar cloud-wise and beyond while keeping both feet firmly grounded; and Terms such as ‘education and ICT’ being recognised as redundant 20th century relics: ‘education’ now means ‘education in the context of Digitisation’.

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LEVERAGING AN ECOSYSTEM FOR QUALITY LEARNING IN PRIVATE UNAIDED SCHOOLS IN AHMEDABAD INDIA: FROM THE PERSPECTIVE OF SOCIAL ENTREPRENEURSHIP

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This research asks how private unaided school teachers leverage an ecosystem for quality learning in India, through both empirical and theoretical lens of social entrepreneurship. According to the UN World Population Prospects (2015), the total population of India is estimated to outnumber that of China by 2022, with the greatest demographic dividend in the world. Indian youth’s capabilities to put learning into a real-world context lay the foundation for their social citizenship and economic competitiveness in the global society. The country’s 11th Five-Year Plan (FYP) (2007-2012) encourages a growing number of private unaided schools to improve quality of elementary education (Grade 1 to 8). Quality improvement in the 11th FYP particularly refers to advance quality of intellectual, social and cultural learning outcomes. Further, as suggested in the 12th FYP (2012-2017), teachers may be more important than poverty to determine a student’s absenteeism or dropout in the Indian schooling context. This research thus draws upon secondary literature to map context, followed by a conceptual and analytic framework of social entrepreneurship developed. Three one-month fieldworks are conducted in and nearby Ahmedabad India during 2015-2017, where the qualitative case study of four private unaided schools is undertaken with participant observation, documentary collection and semi-structural interview with 35 teaching and administrative staff (who are regarded as social entrepreneurs, edupreneurs or teacherpreneurs). Accordingly, an ecosystem for quality learning is modelled, and dynamic interconnectedness is especially found among different model constituents (i.e. user-centeredness, competency-base, relationship, relevance, rigour, outreach and networking) which separately belong to three key pedagogic layers (i.e. value proposition, production and delivery) of the ecosystem. The creation and leverage of such ecosystem is seen as an entrepreneurial, replicable and scalable initiative to make students’ learning exceed teaching at students’ learning outset, throughout their learning process, in pursuit of quality learning outcomes.

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HALAQAH: DIALOGIC PEDAGOGY FOR BRITISH MUSLIM CHILDREN IN UNCERTAIN TIMES

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This paper reports the findings of an empirical study evaluating *halaqaha* traditional Islamic oral pedagogy, which has been adapted in order to contribute to developing a sustainable socially just multicultural society in 21st century Britain. *Halaqah* is daily practice in two independent British Muslim faith-schools. It aims to develop the agency and hybrid identities of Muslim children through providing a safe space to cumulatively explore challenging issues. Previous papers at UKFIET have presented the Islamic educational theory underpinning the use of *halaqah* as dialogic pedagogy, and its parallels with mainstream dialogic educational theory. This paper reports the findings of a small-scale qualitative study exploring children (aged 10-11 years) and young peoples' (aged 15-19 years) views on personal autonomy and being Muslim, and whether *halaqah* has helped them navigate their identity as Muslims living in a secular society. Three hour-long dialogic *halaqah* sessions were held with each group involving a series of key questions to generate dialogue on these topics. The data from these sessions was subjected to both thematic and dialogic (SEDA) analyses, to evaluate children's and young people's views, and their capacity to engage in dialogue with each other, and with an imagined secular other. Emergent themes relating to autonomy in childhood and adulthood, autonomy and choice, independent and critical thinking, navigating authority, peer-pressure and choosing to be Muslim are explored. These themes are presented in relation to developing a socially just and sustainable approach to the integration of Muslims into European society. Finally, potential curriculum implications, and the capacity for cross-cultural, international and social justice applications of *halaqah*, as a critical dialogic pedagogy that enables sustainable development, will be suggested.

**NEW FINDINGS FROM THE GRADE READING STUDY: THREE LEVELS OF ANALYSIS FROM
LARGE-SCALE RESEARCH ON INTERVENTIONS TO IMPROVE LITERACY IN SOUTH AFRICA**

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The purpose of this symposium is to present three levels of findings from the Early Grade Reading Study (EGRS) mixed method impact evaluation. The study, led by the South African Department of Basic Education in partnership with the University of the Witwatersrand and the Human Sciences Research Council, is designed to advance knowledge of sustainable system-wide instructional reform in low and lower-middle income systems and provide an evidence-based warrant for scaling up interventions. The EGRS is anchored on a randomised experiment complemented with 60 structured classroom observations and in-depth case studies designed to investigate the cost, efficacy and mechanisms of three intervention models intended to improve reading outcomes in the Setswana language (Home Language) in field trials in 230 primary schools in the North West province of South Africa.

The study investigates the cost-effectiveness of two versions of the 'education triple-cocktail' model, otherwise referred to as structured pedagogic programmes (Sniltviet et al, 2016) or a combined approach (McEwan, 2015). The education triple cocktail consists of curriculum aligned systematic and structured lesson plans, provision of quality reading materials including graded or levelled readers, and capacity building. In the 'lite' (less expensive) model, teachers receive centralised training on the pedagogic programme with lesson plans and materials. In the 'full' model, teachers are assigned instructional coaches who provide one-on-one support in their classrooms approximately twice a month and ongoing support via Whatsapp in addition to the lesson plans and reading materials. The third model consists of the training and deployment of local community reading coaches to work with parents on how to improve and support reading in the home.

This symposium reports on findings of three datasets. The first paper presents the findings of the baseline, midline and endline results of EGRS student testing. Having tracked 3700 students over two years, at three data collection points, this paper represents a rigorous analysis of the comparative growth of reading skills and competencies in schools in the four groups (3 treatments [models] and 1 control). The second paper presents the findings from observations of 60 literacy lessons in the two 'triple cocktail' intervention groups and control group. The classroom observation paper provides valuable findings on how the interventions impact teachers' instructional practices and offers some

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important insights about changed practice. The third paper, which reports on the case studies, analyses of classroom practices, informal conversations, and semi- and unstructured interviews with teachers and school leaders. The case studies provide insight into contextual realities, teachers' language of practice, and mechanisms of change.

Papers

Improving Early Reading in Setswana: Preliminary findings of the randomized control trial in South Africa -

Stephen Taylor & Nompumelelo Mohohlwane, South African Department of Basic Education, Department of Basic Education and Cas Prinsloo, Human Sciences Research Council

Structured Observation of Classroom Practice in the Early Grade Reading Study in South Africa – Janeli Kotze, Department of Basic Education; Jacobus Cilliers, Georgetown University

Contextual constraints and mechanisms from the case studies of the Early Grade Reading Study in South Africa –

Brahm Fleisch and Kerryn Dixon, University of the Witwatersrand

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MAPPING THE RELATIONSHIPS BETWEEN TWO INNOVATIVE LEARNING SPACES AND LEARNING: AN EXPLORATORY STUDY OF PEDAGOGIES IN JAMAICA AND ENGLAND

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Massive investments in expensive school architecture, spatial designs, advanced technology in learning spaces, as features of modern education is a global concern for educators; especially in countries without adequate resources to support their systems. This multi-site study explores the current Jamaican hybrid system and the fragmented English system. This study uses traditional methods in order to successfully explore the affordances of these learning spaces and how these learning spaces incorporate pedagogy. It articulates that pedagogy is the art of teaching and learning, within a school setting. This study develops Vygotsky's social interaction theory and considers the utility of Bourdieu's theory of practice as the theoretical frame. This study adopts a qualitative approach, which features the following components: semi-structured interviews, two focus group interviews, filmed observations, and spatial diagrams of each site. Through 24 participants, the following questions are addressed:

1. What are the learning affordances of Innovative Learning Spaces?
 2. How are Innovative Learning Spaces being used?
 3. How does the use of Innovative Learning Spaces foster/hinder human agency and collaboration?
- The contributions from Bourdieu and Vygotsky provide an explanation for the affordance of learning spaces, in relation to pedagogy. It facilitates cross-disciplinary synergy for future education through collaboration and cooperation

**LANGUAGE EDUCATION IN COMPLEX MULTILINGUAL CONTEXTS - THE INTERFACE
BETWEEN POLICY DEVELOPMENT AND IMPLEMENTATION.**

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SDG4 necessitates a commitment to inclusive and equitable quality education and, within complex multilingual environments, mother tongue-based multilingual education (MTB-MLE) has been identified as a realistic and cost-effective approach to meet the needs of learners from non-dominant language communities

Several Asia-Pacific countries have enacted education policies supportive of the right of children from non-dominant language communities to receive early education in their mother tongue. These have contributed towards greater understanding of the inputs and context within which MTB-MLE can be effectively implemented. However, oversimplification and the implications of potential coercive power relations need to be considered.

Governments concerned about deficiencies in their own systems have tended to observe progress in other countries and emulated programmes that are perceived to be effective. However, this has sometimes been at the expense of the specific linguistic, cultural and historical conditions that had shaped their own systems.

Key agents within and outside these nations influence decision making and have the capacity to shape design and delivery of language education initiatives. International agencies and multilateral organisations may have the power to shape policy especially through access to financial investment. In addition, global metrics exert pressures on educational governance and policy making.

The international education and development industry, which aims to improve the opportunities of learners, often from distinct contexts, should critically reflect on these challenges in order that opportunity can be shared more widely to secure the highest standards of education for all young people, regardless of their background.

This paper will assess enablers and constraints in effective policy development for multilingual education in non-dominant language communities and review some major theories, ideologies and issues of education with an eye to the contextual and practical realities of life in schools and other educational institutions.

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ADDRESSING TENSIONS BETWEEN PEDAGOGY AND LANGUAGE POLICY FOR BASIC EDUCATION IN RWANDA AND PAKISTAN

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Empirical studies of the relationship between medium of instruction (Moi) and learning outcomes in basic education in low income countries typically conclude with recommendations of extended mother tongue teaching (MTT) as means to strengthen student engagement with the curriculum and academic achievement. Notwithstanding the weight of evidence in favour of this pedagogic approach, and despite sustained advocacy of mother tongue-based multilingual education (MTB-MLE) by language researchers, various governments in sub Saharan Africa and South Asia remain resistant to changing longstanding policy favouring early introduction of English as medium of instruction (EMI). In seeking explanations of this conundrum – a continuing disconnect between education policy and the evidence base on choice of Moi and learning outcomes - the paper outlines the policy environment in two low income countries that practise early EMI, Rwanda and Pakistan, and explores the challenges faced by government partners and project implementers to gaining acceptance of an evidence-led approach to policy formation.

In seeking ways of closing the policy – pedagogy gap arising from a disconnect between policy and ‘classroom realities’, the paper posits a pedagogic framework for learning and teaching in low income countries with bilingual education systems, i.e. where two languages of teaching and learning are used sequentially in basic education - an indigenous language followed by a European. The framework foregrounds practices for strengthening the process of transitioning learning across the curriculum from an African or Asian language to English, for retention of early gains in the MT and assisting a gradual move to learning in English.

The pedagogic framework is presented within a systems-wide approach to promoting quality bilingual education in low income countries, where support to learning and teaching is reinforced by related measures to make the curriculum, textbooks and assessment more accessible, equitable and sustainable for learners having English as an additional language.

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WHAT DO WE LEARN FROM IMPLEMENTATION OF TEACHER TRAINING PROGRAMMES IN SOUTH SUDAN?

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The majority of teachers in South Sudan are underqualified, underpaid and work in overcrowded and under-resourced classrooms with multi-age and multi-level students who speak a multitude of languages, attend classes without a meal and are raised by mostly illiterate parents in economically and security-challenged households. Support to teachers is very limited, teacher guides and teaching and learning materials are few, salaries are extremely low in value (2.5USD per month), parental

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involvement is restricted to modest financial support to schools and to providing children with school uniform and copy-books. Training and professional development opportunities for teachers are few and fragmented, while training needs are vast and growing in the context of armed conflict which has caused displacement, famine, high turn-over of teachers and economic downturn.

Programmes that seek to improve teacher performance struggle to find a balance between attracting teachers to training, preserving already low class time, creating meaningful professional development opportunities for teachers and retaining teachers in training in the logistically and security-challenged environment.

Based on the findings from teacher needs assessments, the paper will present some of the constraints that teachers face in making a shift from a “talk and chalk” teaching method that limits pupils’ participation in lessons and contributes to their underperformance. The paper will discuss teacher training, materials development and teacher pay improvement efforts of the DFID-funded Girls’ Education South Sudan (GESS) programme and other partners of the MoGEI. Using the evidence from programmes’ evaluation and lesson observations, the paper will present what has worked in improving skills of primary teachers in South Sudan and what remains a challenge. School-based, technology enhanced and in-service approaches to teacher training will be discussed, and suggestions for improvement of teacher training efforts will be debated.

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EDUCATION, PEACE AND CONFLICT IN SOMALI SOCIETY: A HIGHER EDUCATION PERSPECTIVE

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Education plays an essential role in helping individuals and the societies in which they live to work towards better living circumstances and development: it has been theorised to improve quality of life, as well as health and health equity, while parent education may impact on earning capacities and prospects of their children. Therefore, education is recognised as a fundamental human right by 1948 Universal Declaration of Human Rights, and the 1966 International Covenant on Economic, Social and Cultural Rights. These instruments place a duty on signatory states to make basic education available and accessible to the general public, and to make higher education accessible on the basis of merit. However, educational quality and capacities are severely diminished in fragile states, limiting their positive development impacts, while poor educational design and delivery may also contribute to conflict and insecurity. The internationally generated literature on the interconnections between education, peace and conflict is extensive, but the voices of those living in conflict-affected and fragile states are easily lost in the debate. We asked a spectrum of Somali higher education professionals whether the global narrative reflects regional and cultural knowledge production on these issues, and found that the Somali experience of education, peace and conflict is distinctive. We determined that understanding historical narratives, local participation and incorporating indigenous perspectives and cultural values is key to analysing the Somali experience, but also that the Somali narrative of civic participation in developing the core principles of conflict

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resolution and peacebuilding in education has much to offer to the wider debate on education in emergencies.

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TEACHER EDUCATION – WHAT CAN BE DONE TO IMPROVE THE QUALITY OF TEACHER EDUCATION IN DEVELOPING CONTEXTS?

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In order to meet SDG4, teacher education needs to change; courses are too long, too theoretical and do not prepare teachers for the realities of classroom teaching. The drastic overhaul that is required at a systemic level will take time, political will and investment. Drawing on examples from large-scale international development projects at The Open University, this short presentation will argue that much can be done within current systems to deliver some of the changes that are urgently needed.

The talk will highlight the importance of **pedagogy** (with examples from TESSA and TESS-India) in a field in which the medium is the message; the opportunities afforded by the **technology** (with examples from TESS-India, EiA); and how to improve the effectiveness of **teaching practice** (with examples from TESSA) to support student-teacher learning. This quick-fire talk critically evaluates the evidence which suggests that small successes are stimulating change at an institutional level.

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THE LANGUAGE MATCH INDEX AS A TOOL FOR MULTILINGUAL EDUCATION PROGRAMMING

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Implementing mother-tongue education policies in complex multilingual environments presents policymakers with a range of challenges and requires a deep understanding of the socio-linguistic environment. In Ghana, over 80 languages are spoken, and 11 are featured as official languages of instruction (LOI). To better understand Ghana's socio-linguistic characteristics, in 2016/17, USAID/Ghana's *Learning* activity, implemented by FHI360, carried out a sequential mixed-methods study to support government decision-making. The first phase included an in-depth qualitative study of language conditions in 30 schools around the country, leading to an understanding of language match conditions between students and teachers at the school level and the development of reliable structured survey tools. In the second phase, all schools in *Learning's* 100 districts were surveyed using these tools and the data resulted in the construction of a Language Match Index (LMI). The LMI examines the degree to which the official LOI for each school aligns with the language(s) of the

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teachers, the students, and the available teaching and learning materials and can be applied to multilingual contexts beyond Ghana. The LMI provides a score for each school between 0 and 100, where 0 indicates a perfect mismatch between the official LOI and the language(s) of the teachers, students, and materials; and 100 refers to a perfect match along these same dimensions. Once the LMI is calculated for each school, schools are divided into high, medium, and low match groups, using a cluster analysis technique that employs an iterative algorithm to empirically determine the optimal allocation of schools with similar language match conditions—the individual schools are then mapped and classified accordingly. The LMI highlights language match conditions in every school surveyed, making it a powerful tool by which governments can identify specific schools/districts requiring additional reinforcement to ultimately support the implementation of the mother-tongue language policy successfully.

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LANGUAGE OF INSTRUCTION: ALIGNING POLICY AND THE CLASSROOM

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This paper serves as a case study of the intersection of pedagogy and policy. Language of instruction (LOI) is central to education policy, influencing learning outcomes, teacher recruitment and deployment, and school enrollment and retention. Language represents culture but also power and influence. Thus, LOI decisions may serve as a(n) (dis)equalizing force among the affected population. Ghana is committed to a multilingual education, where 11 languages are designated as official LOIs out of over 80 languages nationwide.

USAID/Ghana's *Learning* activity aims to improve the reading skills of 1.1 million KG2-P2 pupils in 100 of Ghana's 214 districts. Preliminary data show that both teachers and pupils speak the LOI in half the schools, and up to 40% of pupils are learning in a language they do not speak. *Learning* explicitly provides a channel to work from the policy level to the classroom and, using research and monitoring from the classroom, to cycle back into the policy discussion. Phase-1 of *Learning* accompanied the government to develop the Ghana Reading Action Plan and to revise the Language Policy for Education. Phase-2 of *Learning* will work with the government to implement a reading program in each of the 11 LOIs. *Learning* undertook a series of studies, qualitative and quantitative, to understand the sociolinguistic environment of schools – how teachers and pupils use and interact with their LOI, what other languages they use, and what techniques they employ when some members of the classroom community are not proficient in the LOI. Results of the studies were then used to inform the design of materials and trainings. Through ongoing monitoring, we will learn to what extent these materials and methods are meeting teachers' and pupils' needs and what else must be done at the classroom or the policy level so that all pupils can learn to read.

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**CULTIVATING COGNITIVE COMPETENCIES: PEDAGOGIES FOR EXECUTIVE FUNCTIONS AND
21ST CENTURY SKILLS**

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Pedagogies in schools around the world increasingly aim to inculcate so-called '21st century' skills for learners to live and function in a knowledge economy age. Among these competencies, creativity, problem solving and innovation enjoy particular prominence and appear to offer wide-ranging benefits for sustainable development. However, the education systems responsible for delivering teaching often overlook the psychological processes that underpin their acquisition. Specifically, core executive functions, comprising working memory, inhibition control and cognitive flexibility, must be not only mastered but also automatised for children to achieve higher-level competencies. This presentation draws on a critical review of international literature regarding skills development, child psychology and interventions to enhance executive functions in a school setting. In particular, it challenges claims around the transferability of knowledge on children's cognitive development across diverse contexts, and recommends increased research to understand executive functioning among the most disadvantaged learners. Through such research, we can better nurture the learning processes to support 21st century competencies for inclusive innovation and participatory problem solving towards more prosperous futures and sustainable social development.

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**SHARING RESPONSIBILITY FOR SCHOOL LEADERSHIP: RADICAL STUDENT PARTICIPATION
AT AN URBAN GOVERNMENT PRIMARY SCHOOL IN TIGRAY, ETHIOPIA**

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In Ethiopia, as elsewhere in sub-Saharan Africa (SSA), there are efforts to broaden local stakeholder participation in structures and processes of school leadership. Recent policies put students at the heart of school improvement, engaging in school self-evaluation, teacher performance appraisal and the school governing body. This paper applies theories of power to the participation and influence of students alongside that of other local stakeholders: management, teachers and parents. The paper draws from ethnographic research at an urban government primary school in Tigray, Ethiopia. Fieldwork at 'Ketema School' took place over an eight-month period in 2014, and involved participant observation, informant-led interviews, and the collection of institutional documents. Data collection focused on the meetings of various bodies, and the activities of a single class in Grade 6 and 7. Atlas.ti was used to support inductive analysis of the case data.

The study identified three important contexts of student participation: positions of peer leadership (monitor and 'one-to-five' network leader); *gim gima* (public evaluation sessions); and meetings of the Parent Student Teacher Association (PSTA). These structures enable students to exercise academic and behavioural leadership, and to express their views on the conduct of teachers and

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others, which promotes internal accountability within the school community. However, the influence of students is limited by management agendas, and subordinate to the strong external policy context.

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DILEMMAS OF PEDAGOGY FOR SUSTAINABLE DEVELOPMENT IN AN INDIAN ELITE SCHOOL

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Over the past three decades, a large number of elite schools have emerged in India, to meet the growing demand for 'quality' education among India's rapidly growing middle class. These schools often compete with the older elite schools that had been created during the colonial period in India. Both such schools however are deeply conscious of their privileged status. In a range of ways, they seek to set themselves apart from India's massive but poorly resourced system of public schools. They do this by embracing a globally converging discourse that stresses the need to prepare students for a global economy through the teaching of twentieth century skills and the like. At the same time, however, these schools are not unaware of the responsibilities that they have to the environment and their local communities. Fashionably, they profess a commitment to the goal of sustainable development.

Drawing upon data collected over 2012-2015, I want to discuss in this paper how an Indian elite school established during the 19th century interprets the notion of sustainable development, and seeks to structure its pedagogies around a range of moral notions involving environmental consciousness and service learning. I want to argue that the school's attempts to reconcile its increasingly global orientation with local imperatives are trapped within a system of unequal class relations. This creates a dilemma for the school in how to reconcile its commitment to sustainable development with the work it also does in reproducing its class privilege by seeking to position itself within the growing market of internationally-oriented elite schools in India.

**PEDAGOGIC PRACTICE TO ENABLE THE TRANSFORMATIVE POTENTIAL OF HISTORY,
CITIZENSHIP AND PEACE EDUCATION**

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Discussant: Michele Schweisfurth (University of Glasgow)

Conversations around history, citizenship and peace education in conflict-affected contexts often centre around national level policy and curriculum. This leads to research focused on textbook analysis, curriculum development and the relationships of these processes to nation-building. These studies are important, but they do not answer questions about wider processes of curriculum design and implementation, or about how curriculum and materials are interpreted and used in classrooms, or about how teachers respond to policy imperatives to become peacebuilders

This symposium is more holistic, exploring dynamics of pedagogic enactment, models of learning and appropriate assessment tools in order to unlock the transformative potential of history, peace and citizenship education.

A configurative review of textbook analysis research into history education about recent conflict

Julia Paulson and Lizzi O. Milligan, University of Bristol and University of Bath

We adopt a systematic approach to collect and analyse research about textbooks on conflict-affected cases in Eastern Africa and Latin America. In addition to trends in the findings of textbook analysis, we are interested in whether studies go beyond the content of textbooks to explore 1) how, by who and under what conditions textbooks are commissioned, written and distributed; 2) how (and if) textbooks are used in classrooms; and 3) relationships to a variety of learning outcomes.

Peacebuilding through academic partnerships in higher education: Curriculum design and pedagogical approaches

Tejendra Pherali, UCL Institute of Education

Drawing upon a research-based capacity development project in Somaliland, I will discuss challenges of academic partnership including, research, curriculum design and learning and teaching in higher education. I will argue that higher education in Somaliland has a prominent role not only in economic development but also in preparing Somaliland for transformative democracy and sustainable peace. In this process, learning and teaching about education, conflict and peacebuilding should involve critical appreciation of security, political, social and economic challenges and exploring innovative ways of responding to these.

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The pivotal role of teachers: Enabling and hindering the transformative potential of citizenship education in times of transition

Elizabeth A. Worden, American University

In post-conflict contexts, teachers have the potential to play a great role in transforming society. Yet teachers are not a monolithic group and have multiple priorities and identities during times of transition. Teachers must grapple with their own experiences of violent conflict. They must also negotiate curriculum reform and policies for which they may or may not have adequate resources. Drawing from interviews and observation in Northern Ireland, this paper examines these multi-layered issues and seeks to understand the factors—both inside and outside of the classroom—that enable and/or hinder teachers in enacting the transformative potential of citizenship education.

Curriculum texts for social cohesion in post-conflict contexts: Insights from Rwanda and South Africa

Naureen Durrani, Yusuf Sayed and Mario Novelli, University of Sussex

This paper explores the ways in which the curriculum and textbooks in two post-conflict countries—Rwanda and South Africa—facilitate or hinder teachers as agents of social cohesion. Both countries engaged in a comprehensive process of transformation, including the revision of national curricula and textbooks to promote inclusion and social cohesion. Informed by the 4Rs—redistribution, recognition, reconciliation and representation - this paper draws on analysis of curriculum frameworks and textbooks, and interviews in both countries. It finds that although curriculum reforms and textbooks offer possibilities for inclusion, equity, and respect for diversity, key challenges remain in adopting a more explicit social justice agenda.

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THE POWER OF PARTNERSHIPS AND HOLISTIC MODELS ON ADOLESCENT EMPOWERMENT: THE CASE OF THE PATSY COLLINS TRUST FUND INITIATIVE

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In 2004, CARE launched an innovative education initiative funded by a private donor (Patsy Collins) to improve learning and future life options for marginalized adolescent girls. Informed by over a decade of lessons learned and endline evaluation data from previous cohorts about effective and gender transformative programming at the primary education level, the Patsy Collins Trust Fund Initiative's (PCTFI's) third cohort (2015-2020) focuses on strengthening education quality, improving learning outcomes, furthering gender equity, and promoting empowerment of adolescents of lower secondary age in Cambodia, Nepal, Rwanda, Mali, Zimbabwe, and Kenya. Key design elements are integrated models to foster foundational skills development, increased sexual and reproductive health information and capabilities, and economic empowerment as well as strategic partnerships to promote social accountability, improved education service delivery, and greater adolescent awareness of and access to markets. PCTFI Cohort 3 uses diverse, context-specific approaches responsive to the needs of in- and out-of-school adolescents to enhance teaching and learning. For teachers, professional development includes gender-sensitive classroom management practices, student-centered pedagogies, and meaningful ICT integration to promote critical thinking and conceptual understanding. For older children and out-of-school adolescents, alternative and accelerated learning options help develop transferable life and vocational skills and foundational literacy and numeracy to transition into secondary school or the world of work. This paper will

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explore lessons emerging to date on the use of multi-sectoral approaches and key partnerships with communities, schools, traditional and non-traditional education stakeholders, financial institutions, and the ICT sector to promote sustainable development goals (SDGs 3, 4, and 5). The paper will examine how these approaches and partnerships are contributing to improvements in adolescent girls' access, retention, learning and perceptions of girls' leadership as well as combating harmful social and gender norms. The paper will also highlight key innovations from each country that can be adapted and scaled to multiply their impact.

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TEACHER AGENCY FOR PEACEBUILDING AND SOCIAL COHESION IN DIVERSE CONTEXTS IN THE GLOBAL SOUTH

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Organizers: Yusuf Sayed and Mario Novelli, University of Sussex

Discussant: Professor Michelle Schweisfurth, University of Glasgow

Importance of teachers is underscored by the fact that from a public expenditure point of view they are the single most important investment in education, and that after home background, they are the crucial factor in learning attainment. Yet, as we argue, their role as agents of peace and social cohesion is underexplored. This focus is all the more imperative in the context of the SDG 2030 agenda which commits national government's and international actors '*By 2030, (to) substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States*'. Quality education and teaching is particularly vital in conflict affected societies emerging. Classrooms can be highly charged as children and young people from different backgrounds bring the legacies of hurt, trauma and prejudice in the wider community into schools. In such situations quality teachers require skills and competences to ensure that they act as agents of positive change and transformation. This SDG for education has as one of its core targets:

This symposium addresses several issues suitable to the sub-theme of Pedagogies for Sustainable Development and Learning and Teaching for Sustainable Development as the overarching conference theme. Specifically, we focus on teacher agency for peace and social cohesion and

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how has this been integrated into broader policies and practices in conflict-affected environments like South Africa and Rwanda.

Drawing on a framing of peacebuilding and social cohesion that goes beyond merely a security-type tackling of direct violence and social disruption, the panel explores various educational tensions that affect teachers in areas with histories of conflict, and asks how encouraging teacher agency may lead to a more sustainable and just peace as well as a socially cohesive society. Collectively these papers highlight the contextual and situational complexities facing teachers in realising their agency for peacebuilding. The symposium papers draw on empirical research from two major multi-country three-year UNICEF and ESRC-funded research projects on teachers, education and peace building.

This symposium will begin with an introduction by the Chair providing an overview of the symposium followed by three individual papers:

Paper One: Teachers as Agents of Sustainable Peace, Social Cohesion and Development: Theory, Practice & Evidence.

Presenter: Yusuf Sayed & Mario Novelli, University of Sussex.

Paper Two: Teachers as agents of change: promoting peace-building and social cohesion in schools in Rwanda.

Presenters. Eugene Ndabaga, Jane Umutoni, and Barthelemy Bizima, University of Rwanda

Paper Three: Teachers and Social cohesion in South Africa.

Presenters: Azeem Badroodien, Yusuf Sayed, Yunus Omar, Lorna Balie. CPUT, South Africa

This paper develops a 'peace with social justice' framework to analyse the role of teachers as agents of sustainable peace, social cohesion and development.

This paper examines how teachers have been positioned to promote peace-building and social cohesion in Rwandan schools in the aftermath of the 1994 genocide.

This paper examines the support given to education for peace-building and social cohesion in respect to government policies and the training of teachers in South Africa. It considers how teachers are framed as agents of change in post-Apartheid South Africa. *Q&A beginning with reflections by the discussant.*

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TEACHER-PEDAGOGIES FOR PEACE-BUILDING IN POOR RURAL AND URBAN TOWNSHIP SCHOOLS IN POST-APARTHEID SOUTH AFRICA

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This paper examines teacher-pedagogies for peace-building in poor rural and urban township schools in two provinces in South Africa. It considers how teachers are framed as agents of change in post-Apartheid South African education by analysing how teachers' pedagogic practices are

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influenced by educational policies and intended outcomes. The goal of the paper is to highlight how the positions of government on issues of peace-building impact on what teachers teach, what textbooks they use, the conditions they teach in, and how this relates to fundamental questions about equity and reconciliation in post-apartheid South Africa. Specifically, the paper focuses on empirical evidence drawn from a recent study with case-studies in nine South African schools, located in two provinces, which show how spatial differences, class, race and gender shape teachers' pedagogies for peace-building in specific ways. The paper shows how competing notions of what constitutes peace-building in the schools sector instantiates different kinds of conflict between local communities and schools. From the schools case-studies data it reveals that teachers' racialised identities amid severe resource inequities in various schools invariably undermine state-initiated peace-building initiatives in post-apartheid schools, and that this adds further dimensions of violence in already traumatised societies. In the current South African context, the paper seeks to strengthen the knowledge base on the key policy issue of teacher policy and practice in conflict affected contexts. In doing so it highlights the need for context-and-conflict-sensitive teacher policies that redress educational inequalities, promotes peace-building, and that contributes to resilient communities in the pursuit of reducing inequality and transforming one of the most unequal societies in the world.

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ECO-SOCIALISM EDUCATION IN CUBA: SOME REFLECTIONS ON GLOBAL ALTERNATIVES

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Many innovative ways to achieve SDG 4 have been proposed, but almost immediately upon being uttered, they are met with a common refrain: "If only we had the time/money/power/coherence to really do it..." In the case of pedagogies of sustainability, there is a severe lack of all the aforementioned: schools are increasingly privatized, funding for education continues to lag behind need, teachers are put in impossible situations and blamed for their lack of results, and no one can decide whose responsibility it really is to ensure that the planet has a sustainable future. In this context, the Cuban education system represents an intriguing look at what happens when time, power, and coherence all work together to ensure that sustainability is not only part of pedagogy in the classroom, but also in extension with community members and all families. As a socialist country with a largely command economy, Cuba has managed to ensure that pedagogy is not a question of tests and degrees, but rather one of school, family, community, and country. Most notably, in recent years, the concept of a pedagogy of sustainability has been embraced at all levels of education and government in Cuba, and as such, it has been a major focus of curriculum and classroom practice. In such a situation, it is possible to investigate what happens when all our normal limitations are overcome in education for sustainability. This paper thus investigates Cuban pedagogies of sustainability in environmental education, focusing specifically on how institutes of pedagogy are implementing sustainability and environmental concerns at all levels. Based on a phenomenological investigation of individuals at pedagogical institutes in two main provinces in Cuba, the researcher identifies several themes which support ongoing pedagogies of sustainability and examines the possibilities for implementing them in non-socialist countries.

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TEACHERS CREATING THEIR OWN ORIGINAL BOOKS, AND TRANSLATING INTO MOTHER TONGUE, USING A MOBILE PHONE AND MINI-PRINTER

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In sub-Saharan Africa:

- few suitable books exist for early readers in any language;
- even these are seldom in the child's mother-tongue.

Thus many children cannot learn to read in their mother-tongue. Example: El's chief trainer was 13 before holding her first book – which was in English.

In Ghana we have adopted ground-breaking techniques:

- rescuing existing books. We find stocks of large-format culturally-suitable books languishing in warehouses because written in the "wrong" language. We train teachers to translate them into (a) their mother-tongue, and (b) English (making them bilingual), outputting from their phone to a mini-printer, over-sticking each page. We have rescued nearly 3,000 "Big Books" this way.
- running a competition for teachers to create their own books, again using their phone to print text and stick in. Winning books are published on www.africanstorybook.org and/or hard copy.
- connecting teachers in Ghana with **primary-age** story-writers in UK classrooms – using whatsapp and Skype.

In the Quickfire session we would present this work, with physical and digital examples.

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GLOBAL REFORM, LOCAL NEGOTIATION: INVESTIGATING THE ENABLING CONDITIONS FOR PEDAGOGICAL REFORM IN THE MALDIVES

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Learner-centred pedagogy has been an education policy initiative, promoting democratic and interactive approaches to learning, that has attracted global traction. It has provided many national governments with a policy agenda for improving the quality of education, yet the disparity between the policy aspirations and classroom practices has been well-documented. This study investigated learner-centred reform in the Maldives. Well-known for the environmental threats it faces as a small island developing state, it also faces challenges in promoting pedagogical renewal, within a fragile political context. Embedded within the national vision for learner-centred education is the promise of a more democratic and progressive pedagogy that promotes student agency, autonomous learners and improved learning outcomes. The study investigated how teachers can enact learner-centred pedagogy in the Maldivian education system. Moving beyond the simplification of

contrasting teacher-centred and learner-centred approaches, this study used design-based research; a participatory, interventionist approach, to study the enabling conditions for reform. The intervention, an instructional model, was developed within an island school with input from the school community. It offered a structured framework for balancing teacher instruction and active learning methods. This paper reports on the intervention phase of the study and discusses the challenges and opportunities in undertaking this participatory approach. Data were collected from observations, interviews, questionnaires and teacher reflection booklets to understand teachers' enactment of the model across primary grades, and the contextual factors influencing its use. Consequently, the findings were based on what teachers do, not just what they say. The findings were categorised across three broad areas: the clarity of the innovation; teachers' professional learning; the school context as a 'change-welcoming' school. Based on the findings the study concludes with a series of design principles, an output of design-based research, intended to be of use to those implementing similar reforms in other relevant settings.

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LIMITATIONS OF INFORMAL EDUCATION FOR SUSTAINABLE DEVELOPMENT, OR: THE NECESSITY OF LINKING FORMAL AND INFORMAL LEARNING IN THE GLOBAL CONTEXT

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In the field of education, globalization processes and corresponding global challenges such as climate change and social disparities are described with regard to the related learning challenges. Non-governmental organizations (NGOs) are important actors in international development cooperation and offer people in the Global North opportunities to support global developmental efforts and participate in humanitarian activities, for example through donations. In doing so their aim is twofold: to gather money for their causes and to educate people about global problems and initiatives to address these. Many activities of NGOs in countries of the North can therefore be understood as opportunities for incidental or informal learning: they implicitly convey concepts of development and development cooperation and influence people's orientations in the world society.

Against this background, the presentation deals with the potentials and limitations of *informal* learning opportunities regarding global issues. For this purpose, it draws on empirical results on learning processes of young people in Germany engaged in child sponsorship programmes for children in the Global South. Child sponsorships are concrete options to support development cooperation and at the same time a form of North-South encounter. For those involved – here students at German schools – they represent an informal learning opportunity in the global context (Scheunpflug 2005). In a qualitative study learning experiences of young sponsors were reconstructed through the analysis of 29 group discussions (theoretical sampling) by means of the documentary method (Bohnsack 2010). The comparative analysis resulted in the identification of three types of learning experiences in child sponsoring. With regard to the question of *informal* learning regarding the world society, the presentation will focus on the question as to whether these types indicate processes of global learning and, on a more general level, discuss the thereby revealed necessity of linking formal and informal learning regarding complex global issues.

**SUSTAINABLE PEDAGOGY IN A LOW RESOURCE CONTEXT: IMPLICATIONS FOR
EDUCATIONAL EQUITY**

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Speed Schools in Ethiopia is a large-scale complementary education intervention for out-of-school children covering the first three grades of the primary curriculum in ten months. Graduates are thus able enter government primary schools at Grade 4 and to catch up from the years when they have not attended. This paper, based on qualitative research using videos, observations and interviews in Speed Schools describes the innovative pedagogy that has been developed with this setting, situating it with respect to on-going debates about the conceptualization, cultural appropriateness and practicability of learner centred pedagogies, performance and competence, formalism and flexibility. The research found these terms only partly useful in analysing the collective and critical approach of Speed School pedagogy which involves extensive work in collaborative groups who adopt multimodal and dialogic means of inquiry, practice and representation. It concluded that although the students involved were deliberately recruited from the demographic most likely to fail, the level of success at the end of the year was very high.

Moreover, drawing on further research in government schools that had received Speed Schools graduates, it suggests that this success is sustainable. Although the pedagogy within these schools was very different from that which they had experienced in the Speed School, within a system where only a very few students make good progress, Speed School graduates appear to be advantaged and to make more of what is available than those who had only experienced the government system. Whilst the Speed School approach seems to offer much for educational and social equity, paradoxically, the educational practice in the government schools means that at best what ensues is the possibility of social mobility only for some. The paper concludes by suggesting ways that this might be addressed by mobilizing the experience of the Speed Schools.

**APPROACHING SUSTAINABLE DEVELOPMENT GOAL (SDG) 4 AND SDG TARGET 4.7 IN THE
CONTEXT OF INSECURITY AND CONFLICT**

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Discussant: Dr Lyndsay Bird (consultant)

Conflict and displacement reach ever large numbers, disrupting education access and quality for millions of children. Education must be protected from conflict, continue even in times of crisis and contribute to peacebuilding, in line with Sustainable Development Goal (SDG) Target 4.7. The symposium asks whether the international community is doing all it can in this regard.

Conflict, law, education and the SDGs

Mubarak Al Thani, Education Above All Foundation
Prof. Maleiha Malik, Education Above All Foundation

This paper examines education access and safety during conflict in terms of international norms. The 17 SDGs and 169 SDG targets did not emerge from, and were not inserted into, a normative vacuum. A cluster of SDGs, numbers 4, 5, 16 and 17, reflect a common vision of global governance, respect for the rule of law and legal accountability for grave violations of international law. Yet the present academic and policy literature regarding SDG 4 (quality education) typically ignores the significance of the rule of law and SDG 16 (peace, justice and strong institutions). Insecurity and conflict cause massive disruption of education systems, including attacks on schools, teachers and students. The paper will use an inter-sectoral and inter-disciplinary approach to avoid silos such as the separation of protection for education from provision and post-conflict recovery. This integrated approach has normative advantages because it allows the development of proposals for improvement and reform of existing policy.

Providing education in contexts of crisis, conflict and disaster -experience from the ground

Mary Pigozzi, Education Above All Foundation

This paper will be based on recent experience in the provision of primary education in approximately 20 countries that are either in or post conflict. Under the umbrella of the criticality of education for peaceful, prosperous societies that provide opportunities for meaning lives for their citizens, it will address the topic from the perspectives of diverse contexts, pedagogy for peaceful societies, and practical results. The projects selected for analysis will be a selective sample based on the support [F3] of Education A Child (EAC), a programme of the Education Above All (EAA) Foundation. In total, since 2012, EAC support of over \$200 million is reaching over 3.5 million formerly out of school

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children and providing them with opportunities to change their lives and the future of their communities.

Addressing SDG Target 4.7 in low-resource and fragile settings

Dr. Margaret Sinclair, Consultant

Quick fire presentations on curriculum and textbook reform in South Sudan and Bangladesh: **Narrinder Gill** (Curriculum Foundation); **Andy Smart** (education and publishing consultant)

SDG Target 4.7 sets out themes that are central to 'positive peace': education for culture of peace, global citizenship, human rights, culture of peace, gender equality and respect for cultural diversity, as well as sustainable life styles. The paper asks how such highly relevant behaviour change themes can be addressed in fragile and conflict-affected settings, given the constraints of over-crowded classes, under-trained teachers, examination-focus and difficult logistics. The author poses the challenge of whether education materials can become a channel for wider outreach for SDG Target 4.7 themes?

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EFFECTIVE PRACTICE IN ACCELERATED EDUCATION: EVIDENCE AND RESULTS FROM THE FIELD

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This symposium will present evidence and results from the field testing of the Inter-Agency Accelerated Education Working Group's (AEWG)[1] 10 Principles for Effective Practice.

According to the UNESCO Institute for Statistics (2016) there are about 263 million children and youth out of school from primary to upper secondary. With each missed school year, there is greater risk that they will be unable to return to formal education and greater risks to their protection as a result. Responding to the needs of these marginalised children has increasingly led governments, donors and agencies to explore the possibility of providing accelerated education programs (AEPs) to extend educational access, equity and relevance. However, while there is widespread agreement on the need for such programming, there is insufficient validated documentation (Nicholson, S. (2007); NORC / University of Chicago: 2016) that provides guidance, standards and indicators for efficient programme planning, implementation and monitoring.

To address some of these specific challenges related to AE, starting with the lack of guidance and standards, the AEWG spent 2016 supporting the development of several tools for effective practice including an inter-agency AEWG agreed definition, an AE Guide and 10 AE Principles.

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The Principles are the foundation for the guidance and tools and aim to clarify the essential components of an effective AEP. Each principle contains evidence-informed best practices which can be viewed as a series of key actions or indicators to support the design, implementation and evaluation of AE work subject to sensitive analysis and modifications based on the political and institutional context. We hypothesise that when the principles are applied with appropriate adaptations reflecting local contexts a functional AEP will increase access to education and facilitate significant learning gains for children and youth.

We conducted field testing of the AE Principles early in 2017 and will present the results; sharing evidence from those that are engaged in implementation, and more importantly how we will use this evidence to inform programmes and ultimately raise the quality of AEP's.

Three presentations will be made by members of the AEWG:

The AEWG and the 10 principles for effective practice?

Anita Reilly, Education Adviser, IRC, Anita.Reilly@rescue-uk.org

Presentation 1 will introduce the AEWG, its aim, objectives and work to date and discuss the 10 AE principles for effective practice and accompanying Guide explaining the methodology used to develop it, the evidence contributing to its formation and the inter-agency process of finalizing the tool

Findings from the field testing of the AE Guide and principles-

Kathryn Cooper, Education Learning & Impact Assessment Advisor, SCUUK,
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Presentation 2 will discuss the field testing of the AE guide and 10 principles in Kenya, Dadaab (primary and secondary AE), Afghanistan (primary AE) and Sierra Leone (primary AE). This presentation will focus on the application of the principles, highlighting how contextual differences are managed in assessing adherence to the principles and in ensuring effectiveness of AEPs generally.

AEWG tools in action-

James Lawrie, Senior Education Adviser, SCUUK,
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Presentation 3 will discuss an example of an AEP in Sierra Leone where the AEWG materials and principles have been used as tools for quality assurance. The presentation will focus on the use of the tools, not only by practitioners, but also by the community and Ministries of Education and highlight the results in improvement (or not) of programme quality.

1] The AEWG is an inter-agency working group made up of partners working in accelerated education. The AEWG is currently led by UNHCR with representation from UNICEF, USAID, NRC, Plan, IRC, Save the Children, ECCN and War Child Holland

**THE USE OF LOCAL LANGUAGES AND ENGLISH IN GHANAIAI PRIMARY SCHOOLS:
TENSIONS BETWEEN LANGUAGE-IN-EDUCATION POLICY AND PEDAGOGY**

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The Ghanaian national language-in-education policy recommends that a local language be used as language-of-instruction in the first three years of primary schooling and that there is a complete switch to English in Grade 4. In spite of this policy, a number of studies have documented the persistent use of English as the sole medium of instruction throughout primary school (Erling et al, 2016) and, in relation to this, continued low learning outcomes, particularly for students from linguistic and ethnic minorities (Darvas and Balwanz, 2014).

To explore the tension between local language and English use in Ghanaian primary schools, we undertook fieldwork in four schools in the Greater Accra Region, as well as interviews with 25 teachers, head teachers and education officials. In this paper, we present findings that reveal major practical factors contributing to the use of English, such as growing diversity and multilingualism in urban areas and widespread use of English in textbooks and assessment. However, we also find that attitudinal factors play a significant role: While English is associated with the elite, education and economic development, local languages tend to be perceived as inappropriate for educational contexts, business or as being backwards.

Unless strategies are developed to counter these attitudes, and to communicate evidence of the value of local language-medium instruction (both for learning and economic development), English will remain the dominant language of education and thus perpetuate inequalities. We therefore conclude with recommendations to help close the gap between official language-in-education policies and pedagogic practices in Ghanaian primary schools, including grounding policies in sociolinguistic realities and promoting pedagogic practices which draw on both local languages and English to support access to the curriculum, high-quality education and effective language learning.

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LEARN ACT ENGAGE CREATE: A FOUR-STEP APPROACH TO ENGAGE HIGHER EDUCATION STUDENTS IN SUSTAINABILITY

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To achieve a cultural change towards sustainability in Higher Education, we need a holistic approach to learning and teaching for sustainable development that incorporates the formal, informal and subliminal curricula and goes beyond simply defining a set of behaviours and skills that students should graduate with, to challenge the values of students, staff and the institution.

University of Bristol Students' Union (Bristol SU) received £175,000 of the NUS' Students' Green Fund to develop Get Green - a two-year project which aimed to transform student attitudes and behaviours towards sustainable development. The team developed a four-step approach - Learn Act Engage Create - to engage students in economic, social and environmental sustainability. The approach was underpinned by active learning theory and maximised peer-to-peer engagement; it involved students engaging with ESD through their formal curriculum and then building on their experiences by participating in, and leading, projects and campaigns outside of their course.

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EXPLORING THE LINKS BETWEEN MOTHERS' PARTICIPATION IN SELF-HELP GROUPS AND CHILDREN'S PARTICIPATION IN SCHOOLING: EVIDENCE FROM ETHIOPIA

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Geneva Global's Speed School programme in Ethiopia constitutes a holistic approach to supporting out-of-school children (OOSCs) in accessing quality education. A condition of participation is that the mother of each Speed School child commits to making regular savings in a Self-Help Group (SHG), which also receives micro-credit support from Geneva Global. The SHG component aims to enable the mothers – via a skills development programme – to earn enough money through self-help economic activities to support their children through their primary education after they have completed their intensive ten-month Speed School programme and transferred into the government school system (Link School). A major assumption behind the SHG programme is that poverty is the main reason that many OOSCs are not in school. It is also assumed that the economic benefits of SHGs will combine with the direct benefits of learning improvements to strengthen the mothers' commitment to formal education, as well as achieving other social development goals. Essentially, involvement in the SHG (with its presumed economic and other social benefits) is used as an

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incentive to ensure mothers' continued commitment to keeping their child in school and supporting their education. Yet our research found the reverse to be the case: the perceived and/or actual quality of the children's Speed School experience and their learning improvements provided the 'hook' that ensured the mothers' continued participation in the SHG even where the SHG failed to function and/or yield the desired outcomes. Further, the visible success of Speed School children over time has increased the Speed School programme's value and desirability, attracting families and mothers who are not necessarily 'the poorest of the poor', and who are able to access other sources of social and economic capital.

Drawing on qualitative, ethnographic case-study data, which include interviews with mothers, Speed School graduates, community and local government respondents, as well as with project staff members, we discuss some of the issues raised by the SHG programme – with regard to understandings of poor rural women, conditionality and community engagement – and consider the implications for programme sustainability.

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BUILDING THE FOUNDATIONS OF TEACHING

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So many different types of learners, so many different settings - how can we offer teachers the support they need? Save the Children is using a collection of open-source, blended learning modules in our Teacher Professional Development programmes. The modules promote the development of globally-recognised foundational competencies that all teachers should have. They can be adapted and used by anyone involved in TPD. How can we confidently assert these address 'foundational' competencies? If the required competencies differ depending on context, how can any one professional development approach be useful at scale? This session explores how Save the Children is navigating the tension between the scale of the learning crisis and the need for locally-relevant responses.

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OUTCOME OF TRAINING TEACHERS ON USE OF VERBAL COMMUNICATION AMONG CHILDREN WITH HEARING IMPAIRMENT IN KENYA: STARKEY HEARING FOUNDATION PILOT PROJECT.

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In developed countries, there are well-documented gains on the use of auditory-based intervention which would increase verbal communication in teaching children with Hearing Impairment. Due to the key role that verbal communication play in education, there is need to enhance teacher's skills in using this approach in classroom situation to complement other teaching approaches such as sign language. The aim of the study was to assess the outcome of the training of teachers on the use of verbal communication in children with hearing impairment in selected schools in Kenya. Four schools with 100 students were selected in Kenya to participate in the study. These schools were selected for Starkey Hearing Foundation Pilot Project due to willingness to incorporate speech into their classrooms and incorporate the use of hearing aids. Teachers were trained on the use of verbal communication with children with hearing impairment and a baseline-validated questionnaire was administered to the teachers. Approximately 50% of the teachers observed much increase in the vocalization of the students. Preliminary result suggests a perception of increased environmental sounds awareness, vocalization and increased/improved speech due to the intervention. In addition, we can conclude that training teachers on using varied approaches in classroom improves their pedagogical skills.

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TEACHER EDUCATORS TEACHING APPROACHES TO ISLAMIC EDUCATION IN THE UNIVERSITY OF SAUDI ARABIA

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The government of Saudi Arabia has placed a priority on developing the processes of teaching and learning in the country's teacher education programs. Teacher educators are increasingly recognised as important to the quality of teacher education in Saudi Arabia, particularly in the teaching of Islam and Islamic education.

Teaching Islamic education in Saudi Arabia is not only about the acquisition of knowledge per se, but also about the growth of a Muslim from the perspective of faith and worship, i.e. the 'Deen'. Muslims are encouraged to constantly develop their intellectual capacity, which allows them to question and understand the world around them.

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In this context, this paper examines teacher educators' teaching practices in the subject of Islamic education at a teacher education university in Saudi Arabia. This paper specifically discusses the teaching practices of the teacher educators at the university. It is also discusses the historical development of teaching practices during different periods of Islam in order to contextualise the teaching practices of Islamic education found amongst this study's participants. The data for this paper is based on a three year qualitative research project, using interviews, classroom observation and document reviews to explore teachers' practices in-depth.

The findings of this study highlight the diverse teaching beliefs and approaches of teacher educators in teaching Islamic education at the university level. It argues that teacher educators mainly use teacher-centred teaching practices, though some teacher educators use student centred approaches. The paper explains the reason for these approaches in relation to the participants understanding of Islam and teaching Islamic education. This paper argues that teacher educators' teaching approaches of the subject are conditioned by their beliefs and understanding of what constitutes Islamic knowledge.

The paper contributes to debates about teacher pedagogy by shining the spotlight to a neglected field and bringing into focus countries in which Islamic Education is the official national curricula framework. As such, it highlights the complexity of attaining the SDG5 for education in various Muslim countries.

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REFLECTIONS ON THE DILEMMA OF THE IMPLEMENTATION OF COMPETENCE-BASED CURRICULUM IN ZANZIBAR SCHOOLS FOR SUSTAINABLE DEVELOPMENT

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Zanzibar, a semi-autonomous country in Tanzania adopted a competency-based curriculum in 2009. The goal of competency-based curriculum's was to solve problem facing society using theory, reinvested new knowledge in the society and to produce graduates who are employable and competent who will serve their society. For those particular purposes the competency-based curriculum was preferred to content-based curriculum. This study explored issues and dilemmas surrounding the implementation of competence based curriculum in Zanzibar schools. The study examined the teachers' practical understanding of the competence based curriculum. The participants (students teachers and school teachers) were drawn from two teachers' domains (teacher training institutions and schools).The data were collected through interview schedules, observation schedules, and review of studies and existing documents on competence Based Education and Training (CBET). The data were analysed using thematic content analysis. The finding revealed that the implementation of competence based curriculum in these two teachers domains is still ineffective and at a crossroad. The In essence, content-based curriculum is still prevailing, alive and in operational.In view of these findings, we concluded that the continued use of competency-based curriculum in that situation will not meet sustainable development goals. So far, the education system requires reforms because it nurtures the vicious cycle of incompetent students taught by incompetent teachers and student teachers in incompetent education system. It is recommended that regular training for in-service teachers should be conducted in order to enable them acquire up-to-date teaching skills as required by the changes introduced in the school

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curricula. Importantly, to adopt competencies for sustainable development in education, there is a need to integrate competence-based practices within the existing teacher education curriculum to promote competence-based curriculum.

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INEXTRICABLE FROM ARTICULATION: LANGUAGE-D SCIENCE LEARNING AND EPISTEMIC JUSTICE

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While an increasing number of children in sub-saharan Africa have access to schooling, experiences of attempting to ‘access learning’ remains unequal and elusive for many young people. While the complexity of the teaching and learning process mediates inequality, the form of this mediation is linguistic. It is not simply that learning takes place through the medium of language, learning itself is ‘language-d’, inextricable from its own articulation. This uniquely places language as one of the most critical systemic features that impacts the creation and maintenance of inequalities – Inequalities, as with learning are language-d.

The role of language in the production of inequality is particularly acute in the case of the Tanzanian education system where the transition from primary to secondary school marks a shift in the medium of instruction from Kiswahili to English. While primary school learning is through and in Kiswahili, learning within secondary schools takes place literally ‘in translation’ between Kiswahili and English.

This paper reflects on how the strategic use of ‘languages in translation’ is able to positively impact on the mediation of inequalities within the Language Supportive Teaching and textbooks (LSTT) project in Tanzania. This project, now in its second 3-year phase, has developed a language supportive pedagogy (LSP) to address linguistic inequalities and simultaneously support both language and subject learning within lower secondary science and maths education. Research from this project reveals not only the potential of LSP for improving the educational outcomes of educationally marginalised communities, but also suggests the potential for wider epistemic justice. By promoting language-d science learning in both Kiswahili and English, research suggests that students are better able to take the role of cultural workers mediating ways of knowing between school and community, across generations and contributing to sustainable development.

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**MOBILE READING FOR SUSTAINABLE (DIGITAL) FUTURES? THE POTENTIAL AND PITFALLS
OF SECONDARY SCHOOLGIRLS' AFTER-SCHOOL MOBILE USE IN NAIROBI**

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Education interventions designed for girls in the Global South often seek to expand girls' future life choices. Increasingly, this goal is pursued by enhancing pre-existing mobile ownership so girls can access digital resources which might support their education. However, girls' personal characteristics, particularly their age and gender, shape their mobile appropriation – and by extension the outcomes they can realize when utilizing their phones. This carries significant implications for how mobile technologies might be used to bolster digital pedagogies in ways that contribute to education development that is both sustainable and more gender equal.

Accordingly, this presentation will evaluate the development outcomes of an action research intervention implemented during the after-school hours with a community of secondary school girls in Nairobi, Kenya. The study and its design was grounded in the capability approach, the people-centered perspective of human development articulated by Amartya Sen. The aim was to help 22 girl research participants from disadvantaged backgrounds investigate how they might increase their access to educational content after school. The work was facilitated by the introduction of two mobile applications for after-school use in the girls' homes. Data collection was undertaken over 13 months, in three phases, and during after-school hours using mixed methods including app usage statistics analysis and in-home participant observation.

It emerged by the study conclusion that myriad structural factors mutually influenced by the girls' age and gender gave rise to notable differences among the research population in terms of the ability to sustainably use their mobile phones to learn by reading educational content after school. The intervention serves as further evidence that enhancing a girl's agency by augmenting her resources – digital, pedagogical, or otherwise – is insufficient to bring about future educational empowerment if the after-school structures within which her resources are used remain unaltered.

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**DEVELOPING A PEDAGOGY FOR SUSTAINABLE DEVELOPMENT: LANGUAGE SUPPORTIVE
SECONDARY SCIENCE IN TANZANIA**

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Debates on the use of global languages as medium of instruction in schools have largely centred on identifying policies and practices that improve learning or social justice concerns regarding distribution of the benefits of education. Thinking in terms of education for sustainable development focuses attention on the utility of learning. Questions of language in education need to consider not just the capacity to acquire and demonstrate knowledge but also the capacity to

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develop, adapt, apply, share, debate and grow knowledge across and within communities. These questions are explored with reference to an initiative by a group of teacher educators in Tanzania, to develop a pedagogy for supporting language learning within and through secondary school science education.

Secondary school students need to acquire both ‘powerful knowledge’ (Young, 2009), articulated in writing through formal scientific language, and also ‘scientific literacy’ (Aikenhead, 2007), scientific knowledge that is understood and applied every day and connects with common sense knowledge. These dual objectives for science learning are mirrored in dialogue in secondary school science classrooms, which moves back and forth between the formal language of science and the informal language of thinking and talking. In Tanzanian secondary school classrooms, all learners and teachers are fluent in an African language, Kiswahili, which is a national language and the medium of instruction in government primary schools. Secondary education, however, is only available in English. This means that classroom dialogue switches between formal scientific English and informal or conversational Kiswahili. Hence, a contextually contingent (Vavrus, 2009) pedagogy is required, a theory and practice of teaching developed within Tanzania. In parallel to how science is learned, this also is a two way process of developing formal vocabulary of pedagogy, that codifies and is reinterpreted back into the more informal language of professional practice.

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CRITICAL GLANCE ON THE NEW TURKISH CURRICULUM IN BUILDING SUSTAINABILITY AND CO-EXISTENCE

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The paper will highlight findings of ERI’s recent curriculum annotation and upcoming background expert report, will discuss whether the Turkish curriculum paves the way to SD and share ERI’s policy suggestions towards a pedagogy for SD. The Turkish Board of Education announced the new curriculum recently and called for the evaluation by the civil actors in a very short time. Although there were improvements in the curriculum compared to the previous, some basic problems found to be continued; such as the very process of constructing the curriculum and coverage of global citizenship that remains still low. The basic mentality of and values attributed to the curriculum may give rise to further rights violations and discrimination and may imprison Turkey in a singular understanding of citizenship more. However, the curriculum can be a tool for ensuring an inclusive education and reinforcing social peace in Turkey with respect to SD goals.