
E*N*I*R*D*E*L*M

**European Network for Improving Research and Development
in Educational Leadership and Management**

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CONTENTS

1. Chairperson's Message – Roman Dorczak	2
2. Editorial - David Oldroyd	2
3. 25th Conference Report – Signe Neimane	3
4. ENIRDELM Matters	5
5. From our Webmaster – Markku Antinluoma	6
6. Letters from the Regions	7
7. What's happening in...?	15
8. What's happening to...?	18
9. ENIRDELM Members' Project Updates	21
10. ENIRDELM Members' Publications	23
11. Interesting Web-sites & Links	28
12. Feature Articles	29
13. Book and on-line publication reviews	34
14. Institutional Profiles	36
15. Upcoming conferences	37
16. And finally ...	38

CHAIRPERSON'S MESSAGE – ROMAN DORCZAK, POLAND



In 2016 we start a second quarter of a century of the unique network of friends working together in the area of educational management and leadership. I have the great honour and responsibility to play the role of ENIRDELM chairperson for current year. It means that Poland (Kraków) will host 26th ENIRDELM Conference.

Poland hosted in Katowice the second ENIRDEM (without L at that time) conference at the beginning of the history of our network. Since then thanks to Danuta Elsner and David Oldroyd ENIRDELM was active in Poland and finally we may host you during the conference again. The conference will be organized by Jagiellonian University in a partnership of Jagiellonian University (Institute of Public Affairs), the City of Cracow and the Polish Association of School Heads (OSKKO). The 26th Conference will be held on September 14-16 2017 in Cracow. Thanks to the national round table session that took place during conference in Jurmala we have a lot of interesting suggestions concerning theme and content of the next conference. The Organizational Committee decided that the theme of the conference will be “**Leading and Managing for Development**”.

Development can be seen as a central value pursued by educational management and leadership for schools as organizations. **Individual personal development** of students is the main aim of all of us working in education. But, at the same time, **personal and professional development** of teachers and educational leaders in schools is important, as is the **development of teams** and whole school's **organizational development** of the entire school. Finally it also implies the role of education in **social development** at community, regional, national and global levels is our long-term concern. I invite you to think about those issues and join us in Cracow to enhance our understanding of the role of educational management and leadership in supporting development at all levels.

Looking forward to see you in Cracow in September !

EDITORIAL – DAVID OLDROYD, POLAND



2016 has been a tumultuous year for Europe and the world as a whole with the June vote in the UK for Brexit, mass immigration into Europe, the shock result of an unbelievably dreadful US Presidential election campaign and the continuing carnage and complexities of the conflicts in the Middle East. Allan Hoyle's regional letter preceded the Trump victory and in his substantial 'Letters from the Regions' contribution, co-editor Gerald Dunning gives us a personal and passionate reaction of a long-standing ENIRDELMer to the equally unanticipated consequence of Brexit. We created ENIRDEM as a self-regulating international network to help bring Europeans together. Sadly nationalism not only in the UK is now working to keep them apart.

However, ENIRDELM has completed 25 years of building professional networks and friendships with another splendid conference in Jurmala at which the average age of the

Board was again significantly reduced when joined by Sebastjan Cagran. This bi-annual newsletter includes reflections on that event and contributions from several of the Jurmala participants. Karol Sadleir from Ireland offers her view as a first-timer at the conference and has volunteered to assist in the production of the newsletter along with Gerald Dunning in order to bring in the next generation, with a view to future succession, as the log-serving incumbents fade away. At the conference steps were taken to add to our digital networking capacity as Markku and Kristin report below. Our keynote speaker Susan Douglas has stayed with us to offer an update on the British Council. Her dismay with Brexit expressed at the Jurmala conference is mirrored in Gerald's passionate regional letter and one of the two feature articles.

This newsletter is somewhat longer than usual and has its usual mix of sections and contributions. Our new Czech-based friend from China, Danping Peng has provided two items. From Croatia, newcomer Vesna Kovač has offered three items from a country from S E Europe that has not been previously involved in our network. Another new participant from Norway, Kjersti E. Lien Holte, updates us on what's happening there. As always, Pasi Sahlberg's prolific contributions to education feature and Danuta Elsner, Christen Jordet, Paul Mahieu and Milan Pol's long-standing presence as pillars of ENIRDELM, continues in this edition. Allan Hoyle from Canada again sends his informative regional letter and Kamran Namdar updates us on a positive Swedish response to immigrant educational needs.

These original contributions are interspersed with items derived from the internet and in 'And Finally' we have a selection of visuals designed to offer a humorous conclusion to this latest compilation of material from around Europe and beyond. I hope, the pages that follow will offer some worthwhile updates, insights, entertainment and perspectives for old and new friends in these tumultuous times. My thanks go to all our contributors.

David Oldroyd, Voluntary Permanent Secretary

REPORT ON THE 25TH ENIRDELM CONFERENCE IN JURMALA, LATVIA 2016



The 25th conference of ENIRDELM "Leading for Equity and Quality in Education" held in Jūrmala, Latvia September 15 – 17, is over now and lives only in our memories, photos, presentations, new cooperation and friendships. Educational leadership researchers, schools heads, consultants and local authority administrators from 14 European countries came to Jūrmala to share their experiences, good practice, research results, and ideas. I want to say many thanks to the staff of Jūrmala Art School who opened our imaginations to be creative and draw an "ENIRDELM 25" painting together. This time both keynotes were held by women: Prof. Tatjana Koke (Latvia) shared with us a very personal view concerning a career woman's role in leadership. Susan Douglas (United Kingdom) outlined huge changes in English education which are supposed to lead to higher quality in education. All parallel sessions, as usual, tackled a great variety of questions relating to equity and quality from different points of view. This year, thanks the initiative by Rolands Ozols (Latvia) we risked introducing a new method in a plenary session – a circle panel discussion "When quality meets equity?" The main panellists were

students from Jūrmala and Riga schools. It was fruitful to hear young people's thoughts and responses on the main themes of the conference.

The conference ended in the Small Guild in Riga with songs of nations, dances and huge 25th birthday cake. I would like to say many thanks to all participants for contributing, discussing, active listening, sharing and involvement and to my team and all partners who made this conference happen!

Signe Neimane

A first-- timer's experience of the 25th ENIRDELM Conference – Karol Sadleir

I was introduced to this transformative conference by an ENIRDELM veteran, Tim Hurley, who described it to me as an authentic opportunity for committed educationalists to come together and share experiences and learning. He sold it to me as 'a conference unlike any other' and this turned out, to my delight, to be very true.

As a facilitator of teacher professional development, I am dedicated to education and to better outcomes for all students. My job is to implement educational policy and it is no easy feat. Sometimes I get caught up in the mechanics and management of change and lose sight of the big picture stuff. ENIRDELM fed my soul. I met people from all over Europe, from different sectors of education, with different experiences and varied perspectives but we were united in our passion for teaching and learning.

ENIRDELM offered me the opportunity to take a step back from my busy schedule, to reflect, to be challenged and to see and hear the many different voices in education that I seldom get to hear. I met people who will hopefully become sounding boards for new ideas and who I hope to collaborate with in the future. I met PhD students, like myself, who experience the same struggles and rewards I do, and I also met vastly experienced educationalists who have seen it all but remain enthused and excited about education.

I would like to thank the board of ENIRDELM for creating a truly memorable conference and I look forward to doing it all again in Krakow next year.

Karol Sadleir, Deputy Director of Junior Cycle for Teachers & doctoral student, Ireland

Conclusions from the NATIONAL ROUND TABLE discussion in Jurmala.

1. What were the most significant Issues that arose from the keynote presentations?

Female leadership models and issues

Value and aim of models of decentralization

More consideration should be given to societal influences on achieving equality

Role of school leadership in creating teacher equality across the school

Discourse too detached from reality

Conflict between what society needs and what liberal educators would want for young people

Changes have to start from personality

How to ensure equity for students?

The impact of personal attributes in leadership

2. What will be the most significant issues facing education over the next five years?

Environmental issues
Competency-based education
Balance between choice and compulsory elements in education
Proportion of male/female in education – should be around 50/50
Inclusion of newcomers in Europe
Developing critical thinking in students
International/ intercultural cooperation – how to teach this
Values, empathy, respect
To change the approach to teaching and leading – ownership
Dealing with diversity globally and locally: issues such as xenophobia, racism, immigration
Conflict between competitive, market-oriented versus cooperative, value-based learning.
Integration of immigrants in schools and society
Equity crisis in Europe
Connecting all people in society through education
Ethical leadership
Role of teacher – will it retain value?
The needs of children – they do not change!

3. What proposals emerge for the 26th ENIRDELM conference theme?

Real life examples of school practice
Continuum of education from pre-school to high school.
Impact of social and political situations on education
Challenges of education in a divided Europe
Concepts of democracy and citizenship
The teaching and integration of immigrants
More focus on practical aspects and implementation of solutions
Practical examples of successful cases in schools
Workshops that show real life cases from schools (video, films, etc.)
Focus on the person as important part of educational process
How to implement research findings in schools
Teacher as change agent
Professional development of teachers and leaders
Transformative education
Education as key factor in development on different levels
Leading for all
Developing for future

<i>ENIRDELM MATTERS</i>

MALAHIDE 2015 CONFERENCE PROCEEDINGS

Tim Hurley has arranged an ISBN number for the proceedings of the Malahide conference. This will be of interest to all who contributed to the proceedings and have not yet been contacted by Drumcondra Education Centre, as well as to other ENIRDELM friends:

Drumcondra ENIRDELM Proceedings 2015: ISBN Number is 978-1-5262-0611-4.

NEW TWITTER ADDRESS

Please all note that ENIRDELM has a Twitter-account! You can all use @enirdelm to inform other members about interesting things that are happening with you or in your country. Several photos of the Jurmala conference are already to be found at the @enirdelm Twitter site. If you would like to send a post from the ENIRDELM account, you can send an e-mail to the administrator Kristin.vanlommel@uantwerpen.be

SUPPORTING OUR DOCTORAL STUDENTS

Dear ENIRDELM members,



We would like to warmly welcome and support PhD-students in our friendly ENIRDELM-family. Since family members are there to second you on important occasions, we want to send them a postcard with our congratulations on the day of their PhD-defence. Therefore, we need your help. If you know a PhD-candidate in your institution with a link to the ENIRDELM or our educational leadership themes, can you please send his or her name, the candidate's postal address and date of the PhD-defence

to: Kristin.vanlommel@uantwerpen.be.

We believe graduate students will value our symbolic support. Thank you in advance for broadening our network!

Kristin Vanlommel

ENIRDELM SONG

(to the tune of "What shall we do with a drunken sailor?")

Premiered at the Jurmala Conference final dinner

These words were devised as a choral warm-up for the final 'songs and drinks of the nations' tradition at the final dinner held in Riga's beautiful old Small Guild on Sept. 17th:

Verse: 1. What shall we do with the ENIRDELM network? (x 3)

Chorus: *All over Europe.*

Hey Ho! Let's work together (x 3)

2. Bring together old and new friends (x 3)

Chorus.

3. Work for the sake of liberal values (x 3)

Chorus.

4. Save the world for the next generation (x 3)

Chorus.

5. That's what we'll do with the ENIRDELM network (x3)

Chorus.

FROM OUR WEBMASTER – MARKKU ANTINLUOMA

Our new twitter address and a new Board member, Sebastjan Cagran, with ICT expertise were welcome developments at the Jurmala conference. We hope that, starting from board members, we can get monthly contributions to the ENIRDELM website in the form of a



blog or interesting news updates between our twice-yearly newsletter. Our website is getting steadily more hits: 1500 guests, 5000 visits. I will work with old photos, from the time of Thomas, my predecessor as webmaster and make these available to all on the website. Another proposal is to collect the logo and link to organizations/institutions which our "members" represent (of course on voluntary basis) in order to make it easier to check possible partners for projects. The logos and links will be given their own page on the ENIRDELM website.

LETTERS FROM THE REGIONS

Central Europe – Danuta Elsner



In Poland the announcement of school reform made year ago by the Ministry of National Education caused great anxiety among teachers, school heads and some parents. When I write this message (beginning of November 2016) a new law is being discussed in our Parliament. As the leading party has a majority of votes, it will be soon passed for sure. According to plans the current school system 6+3+3 will be replaced by 8 + 4 (elementary school + grammar school or two kinds of vocational schools). It will be coming back to the school structure that existed during the communist period.

Reform will begin on September the 1st 2017 and will last until 2021.

Those who are in favour of the change point out that the new school structure will be more inclusive and should significantly reduce school selection. They hope as well that it will raise the standards of education. Those who are against are concerned that lack of time for necessary preparation can cause chaos in the schools. They indicate too, that there is no research-based evidence for school structure transformation. It is just the opposite. Since 2000 PISA results have improved considerably in Poland. Apart from that, school results depend on teacher commitment to work and his/her well-being. These factors far outweigh how schools are structured.

Many of those who are against are writing open letters to the Ministry of National Education. The largest teachers' union will soon take strike action. Public opinion is divided 50/50 according to the latest independent social research. People from large towns are mostly against the restructuring. In contrast, support for the reform is largely from people in rural areas whose children are often transported, at the age of 12 or 13, to lower secondary schools located far from the place of leaving.

Unfortunately, nobody has asked the pupils. Their voices are not heard although they have representative organisations in schools (students' government), towns (Youth Municipal Council) and even in the country as the Parliament of Youth held its meeting once a year. Personally, I look with great anxiety to the future of the Polish education with which I have been involved for many years. The politicisation of educational policy reflects and adds to the increasing divisions that are appearing in so many societies.

Danuta

United Kingdom – Gerald Dunning



I am writing this contribution to the newsletter on November 6th having spent the past few days thinking back to November 1989 and reflecting on how very different the month seemed twenty seven years ago. Then, it not only marked a particularly happy period in my personal life but a significant professional change. On the 28th, I gained my first post as a lecturer at Swansea University and began preparing to vacate my headship and assume a new role. In doing so, I was fulfilling an ambition I'd held since undertaking my postgraduate teacher education in the mid 1970s. While there were things I expected to miss about working in the schools sector, I was excited and enthusiastic about the prospects afforded by my change of career. The move was to prove particularly serendipitous since Ray Bolam was appointed to a chair at Swansea two years later and my work with him led to my involvement with ENIRDELM.

But it wasn't simply personal and professional factors that gave November 1989 a golden glow. The zeitgeist seemed to be radiating optimism and a sense that a much more civilised future was in the offing. Détente was in the ascendant and the thawing of the cold war took a dramatic turn as the Berlin Wall began to fall on November 9th and the post-war segregation of Europe crumbled rapidly thereafter as, one after another, the old eastern bloc states asserted new democratic identities. On the British front, November 1989 saw the first challenge to Margaret Thatcher from a member of her own governing party after which she was pretty much on borrowed time until her eventual exit a year later. All in all, there was a very definite sense that the future looked bright for those of us who worked in education and identified ourselves with the aspirations of the centre left.

How very different things are twenty seven years later. While I am pleased to report that life is good on personal and (largely retired) professional fronts, the contrast between November 89 and the present day offers little solace in most other respects - the most depressing and disillusioning for me being the growing threat to the ideal of European unity. While there are other manifestations of this malaise – political developments in Poland and Hungary and Russian foreign policy in particular – the greatest damage is almost certainly being done by the so-called 'Brexit. Interestingly, given that the British expression, "a pig's breakfast" describes something that is a complete mess, several prominent politicians, including 'leavers', have recently been unable to avoid mispronouncing this ugly neologism as 'breakfast' – a Freudian slip perhaps?

I have taken a keen interest in British elections and their electoral processes since my early teens in the 1960s but have never before seen the political landscape so volatile and confused, or witnessed a contest characterised by such bitterness and sheer dishonesty as the EU referendum campaign. While the 'remain' camp was not blameless, the 'leave' campaign made great capital from utterly outlandish lies. They asserted strenuously that, in the event of Brexit and an end to British contributions to the EU budget, the British Health Service would gain additional funding to the tune of £350 million pounds per week – a claim reduced to £50 million in the later stages of the referendum and then disingenuously refuted as soon the result was declared. Much was also made of the claim that leaving the EU would allow the UK to 'regain its sovereignty', which of course had been lost by surrendering to those nasty foreigners in Brussels and Strasbourg the right to squander the subverted taxes of honest Britons, subvert its fine laws and interfere in the

honest entrepreneurial trade which had made Britain 'Great'! Leave voters may soon learn the hard way that sovereignty no longer means what they thought it did in an age of global capitalism when a country's well-being in economic, industrial, business and wider societal terms can be damaged quite seriously by a decision made or a mouse clicked by corporate investors in some far distant tax haven.

The reasons underpinning the UK referendum outcome are many, varied and complex but what I see as some of the most negative determining factors are as follows:

1. The referendum was a miscalculated gamble on the part of a cavalier prime-minister attempting to draw poison from a fanatical but powerful minority among his party members whose dogged anti-EU stance has been destabilising the Conservatives for more than two decades. The pressures exerted by this group and their allies influenced the wording of the question on referendum ballot papers, the decision to allow cabinet ministers to campaign on either side of the debate rather than adhering to the government's espoused policy of advocating remain, and the failure to set in place safeguards such as requirements that, on such a significant issue, the result would have to be unanimous in all four countries of the UK, or constitute a particular proportion of the vote – e.g. 60 or 66% - to be valid.
2. Most of the national daily newspapers reflect the right-wing and anti-EU stance of their owners and other vested interests who resent the curbs on their powers exerted by EU legislation – especially as it affects employment and environmental law. These papers acted as cheerleaders for the leave campaign and played a major role in the promulgation of false claims - in particular, stoking fears and resentments about immigration in the form of both migrant workers from Eastern Europe providing much needed skills and the refugee boat people escaping from North Africa and the Middle East. The impact of this polemical journalism undoubtedly played a significant part in influencing the outcome and has fuelled enduring rancour.
3. Several years of austerity imposed by the Conservative governments since 2010 have resulted in substantial cuts in public services. In many areas where heavy industry has been replaced by high levels of long-term unemployment or reliance on poorly paid low-skill replacement jobs – often on zero hours contracts – a high degree of resentment and cynicism about politics and politicians in general combined to generate a backlash expressed via a leave vote. Ironically – and tragically - some of those areas which recorded the largest majorities for leave were those which have gained most from EU funding in support of new employment opportunities and social regeneration projects.
4. Governments of both main parties over the past forty years have been reluctant to acknowledge and explain the real benefits of EU membership. As often as not they have blamed the EU for many of their own deficiencies and failings. Margaret Thatcher, in particular, was inclined to portray the EU as some sort of malign alien force determined to undermine British traditions and limit freedoms. The public as a whole has never gained a realistic or fair sense of the work and values of EU but has been allowed – and even encouraged - to regard it with a mixture of resentment and derision as an agency which imposes unwanted taxes and standardises the shape of bananas. For many people, therefore the EU has been an amorphous institution with which Britain has had a vague relationship rather than a major political entity on the world stage of which it has been an integral part.
5. Scotland apart, many of the most charismatic and persuasive – but by no means honourable or rational - political voices in the referendum campaigned to leave. It became quite clear immediately the result was declared that the former Mayor of London and high-profile celebrity, Boris Johnson, committed to the leave campaign not because he had

any sincere belief in its cause, but to enhance his prospects in a future Conservative Party leadership election. Regrettably, the main opposition Labour party failed to make a credible or energetic contribution to the remain campaign despite continuing EU membership being its agreed policy. In fact the Labour party has been unable to present much by way of credible opposition of any sort during the past year since its convoluted reform of the mechanism for electing its leader saddled it with a figure unacceptable to the majority of its MPs. On the whole, the referendum campaign bore out the truth of the words of the Irish poet W.B. Yeats: “The best lack all conviction, while the worst / are full of passionate intensity.”

Like many other remain supporters, I reacted to the referendum result with feelings not only of extreme disappointment but even a kind of numb bereavement. From time to time I have even felt ashamed to be British. Had I had an Irish grandmother rather than great-grandmother, I am certain I would by now have applied for an Irish passport as a means of retaining EU citizenship. My political sympathies have been on the losing side in general and other elections often enough in the 40 plus years but, disenchanting though a lost election is, there is at least the hope that the result might be otherwise next time around. In contrast, withdrawal from the EU will be permanent and, while I am dismayed at the cultural, humanitarian and political ramifications of Brexit, I am all the more convinced that it will prove a long-term economic disaster for a country which has lost much of its manufacturing base and has become overly-reliant on service (in particular financial service) industries. I also fear that as the mistake becomes apparent in the years to come, it will provoke anger and resentment on a scale capable of fuelling some highly undesirable political trends.

Also highly disturbing has been the fact that the poisonous atmosphere generated by the referendum campaign has smouldered on with newspapers continuing to press the anti-immigration issue and it is probably no coincidence that there has been a marked rise in hate crime directed at immigrants since June. This element of the press has also been quick to condemn any voices calling for more transparent scrutiny of the exit process or raising the possibility of a second referendum to ratify the, as yet unknown terms and conditions of the British exit. The press has portrayed such voices as those of an out-of-touch liberal intellectual elite who are bad losers, or even third columnists attempting to frustrate the ‘clear and democratic will’ of the British people. On November 3rd the government’s declared intention of triggering Article 50 without allowing parliament – in which there is a clear cross-party pro-remain majority - proper opportunity to debate was deemed invalid by the High Court. This prompted considerable hostility in the tabloid press with one popular paper printing pictures of the three judges who made the ruling on its front page under a headline dubbing them ‘enemies of the people’.

The antagonism expressed by some newspapers and other advocates of the leave position may represent some kind of a pre-emptive defence strategy. The leave campaign won by only 52% to 48% - little more than the margin of error normally adopted by political pollsters. It is hardly the kind of resounding victory which would support their claim that the British people have spoken loud and clear and their verdict must be respected at all costs. Perversely, the anti-EU UKIP party made a point of insisting during the campaign that if the remain side won by a margin of 52 – 48%, that should be interpreted as a very a slight and uncertain win and would justify a further referendum being held in the not too distant future. But there is little really hard evidence to support the idea that the referendum result represented a cogent, rational, or deliberate majority expression of

opposition to the EU. My estimate is that the 52% of electors who voted to leave might be broken down in terms of some 15-20% who were implacably hostile to the EU; roughly 25-30% who were at worst only mildly ill-disposed and were ultimately swayed by a dishonest campaign and a 'plague on all your houses' mindset, and 5-10% who were actually in favour of remaining but voted to leave believing that the remain camp would win they could register a protest vote against the current body politic. Given the dishonesty which characterised many of its claims and the likelihood that some element of protest vote was almost certainly reflected in the final outcome, the leave side may be wise to fear that their victory may not be final. As the real implications of Brexit become clear over the next couple of years and hard ramifications impinge in terms of threats to jobs, government spending and rising prices – the fall in the pound since June has only very recently begun to affect retail prices - things will get much worse. Public opinion may shift, sufficiently to revoke Brexit. Although there has been some evidence of voters reconsidering their positions since June, sadly, it's not a prospect I would wager large sums of money on.

Perhaps the greatest absurdity of the whole referendum business is that the government which set it in motion had no real strategy prepared to deal with the eventual outcome and seems to have been making policy on the hoof in the succeeding four and a half months. Moreover, whatever strategy is being assembled is being kept under wraps by a government which is highly reluctant to allow parliament to debate the issue of how the formal process of initiating withdrawal from the EU should be handled. It takes the line that the referendum expressed the will of the electorate (though hardly by any resounding margin!) and the democratically elected MPs whom it elected to represent it in parliament only eighteen months ago should have relatively little say on what is almost certainly the most significant constitutional issue in post-war British political history.

So far, I've made no reference to education but the referendum result has some very troubling ramifications for that also. Both during the campaign and in the aftermath, British universities have expressed serious concerns about the potential negative impact on research funding, collaborative research networking and their ability to retain top research staff and attract international students and the income they generate from Europe and further afield. Within the last week, figures released by Welsh universities indicate that applications from Europe for 2017 are already 32% lower than for 2016 and those from other countries have fallen by 11%. There are also likely to be regrettable losses in terms of participation in initiatives such as Erasmus and Comenius programmes. However, it is also arguable that education had a negative influence on the outcome of the referendum. The school curriculum – at least that applying in England and Wales for students up to the age of 16 - has tended to have a predominantly Britain-centric focus and the political interference of various governments over the past thirty years has more often than not exacerbated this, in particular by narrowing the content of humanities subjects. On the whole British school students know too little about Europe and the wider world and too little about their country's history and identity in global terms, in fact they probably know much more about America than most of their continental neighbours. This syndrome has done nothing to foster more open, interested and positive views of Europe in general and the EU in particular.

I cannot reflect on the sad saga of the referendum – and the wider context of the UK's post-war relationship with the rest of Europe for that matter - without calling to mind the ancient Greek theory of tragedy. In the plays of Sophocles, Aeschylus and Euripides,

excessive pride or arrogance (*hubris*) gives rise to a fatal flaw or error (*hamartia*), bringing about downfall (*nemesis*) and resulting sufferings which ultimately generate emotional release or cleansing (*catharsis*). Hubris and hamartia are not hard to identify in the UK's relationships with the EU over a long period and I fear that nemesis may not be far off and may well bear out H.L Mencken's aphorism that "Democracy is the theory that the common people know what they want and deserve to get it good and hard." I am not confident that catharsis will be imminent or easy. I do, however, wish that British folly impinges as little as possible on ENIRDELM friends and neighbours. To quote (very roughly) from Sophocles's Antigone, "Whom the gods wish to destroy, they first make mad!"

I am first and foremost a citizen of Europe and will remain so in spirit whatever!

Gerald

North America – Allan Hoyle



North America seems to be in the midst of an ongoing crisis that shows little hope of ending: the American presidential campaign. It has become commonplace to wake up to the latest 'Trumpism'; newspapers have calibrated the number of falsehoods uttered by Mr. Trump and cross-referenced them with the topics targeted. Reporters have been removed from news scrums because the presidential candidate doesn't like the questions being asked. Emails have been stored in private servers; the FBI (of all organizations) entered the fray at the last moment and appeared to weight the outcome. The three official debates collectively represented a colossal travesty of debating. Mr. Trump hovered in the background as if to pounce on Mrs. Clinton, while she remained calmly ice-like in the face of her opponent. None of this is new to readers who pay attention to the media, watch television or participate in the ongoing spate of social media posts relating to this election.

What does seem to be new this time is the erosion and decline of civility, of the moral and ethical face of the United States. Put another way, this election campaign has torn the surface politeness off the wounds that Americans are feeling. It is now acceptable to persecute immigrants for destroying the American economy, even though the reverse is true. Xenophobia is accepted and walls can be built between Mexico and the United States (of course, paid for by Mexicans; there won't be a wall between Canada and the United States because the border is too long, says the republican candidate). It is now apparently alright for one nation to interfere in the internal politics of another, and may even be invited to do so as has Russia by Mr. Trump. These are some of the examples of the abandonment of civility in the political arena which, of course, has never been known for its residence on the high moral ground. Some of this behaviour might even be expected during elections, especially in a highly bi-partisan democracy that is fractured in half along political lines.

More disturbing is that this fractured civility has become acceptable for many *individual* citizens. Individual attacks on visible minorities and Latinos have increased; public behaviour has eroded; structure and authority seem to have little meaning. As you read this you may begin to think that this might be alright, since it was structure and authority

that have gotten us into this mess in the first place. There is truth in this assessment. However, the root causes are much, much deeper. Economic disparity between rich and poor in the United States has widened significantly. American social cohesion, never strong, is seriously threatened by mistreatment of blacks that includes significant overrepresentation in jails, perceived targeting by police, the list goes on. These are deep and endemic problems. The frustration during this election represents these issues as they surface around the country in the way people behave and in the way that one candidate has tapped into this frustration for political gain. Many years ago, in the movie *Network*, Peter Finch decried, “I’m mad as hell and I’m not going to take it anymore!” The difference now is that the nobility of that statement is lacking.

As I write this on Monday, November 7, it is a sunny, warm fall day in Canada. No matter the outcome of tomorrow’s American election it is going to take a long while for the pain to heal. And longer still for the systemic issues that have been glaringly exposed to be righted. Many of us in Canada are very glad that there is a long border stretching from sea to sea; and hopefully the hope and optimism that is Canada today, and of which I wrote in my last letter, will remain. We must all be reminded, as the Economist recently noted, “what many people are in danger of forgetting: that tolerance and openness are wellsprings of security and prosperity, not threats to them.”

Postscript November 9: Donald Trump won...!

Allan

Scandinavia – Kamran Namdar



At a two day event, on November 8th and 9th, municipal employees of two adjacent cities in Sweden were offered a number of workshops and lectures pertaining to topical societal issues. The workshops presented by Kamran Namdar were based on his chapter, “Newly arrived students: new problems or new possibilities?” in a recent anthology “The school’s encounter with newly arrived students”, authored by a number of researchers mainly from Malardalen University, Sweden.

Participants were invited to change their perspective from one that regards immigrant students as either ‘problems to be solved’ or ‘victims to be cared for’, into one of viewing these students as resources for developing Swedish schools and Swedish society. Participants were hence given descriptions of newly arrived students and their experiences, and asked to discuss how a Swedish school could draw on the capabilities of immigrant students and their families. Instead of asking them “How can we help you?”, the teachers could say to these students: “We need your help. How can you help us?”

Despite what New Public Management mode of educational policy-making and leadership would like us think, more of the same or the same in more effective ways are not solutions to the situations schools and societies are currently experiencing. One important transformation required in our approach to education, including both immigrant and native students, is to view youth as a period of life when young people need to learn and be offered opportunities to engage actively in societal reconstruction. Youth should not be a period of waiting and passively preparing for adult years. By becoming engaged in

reconstructive projects to develop aspects of a school's life or that of a local community, students would learn solidarity across cultures and find learning meaningful. Above all, they would develop an identity of active and responsible citizenship, the best antidote to feelings of exclusion and marginalization.

Kamran Namdar

South East Europe

Education policy in Croatia has been facing a turbulent period in 2016. Three Ministers of education have changed their places in less than a year. Implementation of the Strategy of Education, Science and Technology, a policy document adopted by the Croatian Parliament in 2015, has been seriously delayed due to the recent instability of the Croatian government. The newly elected Croatian government tried to stop several ongoing policy initiatives. A series of protests in support of Croatia's comprehensive curricular reform took place in June 2016 in 12 cities and towns in Croatia, as well as protests by Croatians living abroad in New York, London, Paris, Budapest and Shanghai. Education became a priority in the rhetoric of political parties.

Improving school leadership is also a strategic goal in the policy document, but so far has not led to public interest as was the case with curricular reform. Several new policy objectives for school leadership improvement have to be implemented according to the document:

- Defining the professional role of school principals;
- Creating standards for principals' competencies;
- Creating a legal framework for formal education of school principals;
- Accreditation of higher education institutions and programs for school leader preparation;
- Developing a system of external evaluation of principals' work;
- Creating a legal framework for licensing training for principals;
- Introducing a national system of professional principals' (re)licensing.

The implementation of school leadership reform can be summarised as follows:

September, 2015: Minister of Education appointed members of the National Expert Team (NET) responsible for school leadership improvement. Representatives of various stakeholders have been involved in the team: Ministry of Education, National Centre for External Evaluation of Education, Agency of Education, school leaders, heads of professional organisations of school leaders and academics. NET has been working on several main activities:

- Professional literature review with the focus on recent research on effective school leadership;
- Survey: investigation of school leaders' perceptions of main competencies;
- Focus group with various stakeholders: identifying main school leaders' competencies;
- Creating a list of main school leaders' competencies: creating a school leader's professional profile
- Developing a document on occupational standards and qualifications standard for school principals

- Developing a model of professional school principals' (re)licensing.

February, 2016: New Minister has been appointed, due to changes in the Croatian government.

July, 2015: National expert team created main documents and sent them to the Ministry of Education for a review. No respond from the actual Minister.

October 2016: New Minister of Education has been appointed.

Vesna Kovač

WHAT'S HAPPENING IN ...?

China - Is Education Useless?

The theme for the 2016 ENIRDELM was "Leading for Equity and Quality in Education". At the conference I met so many lovely people in Jurmala, Latvia. Whether they were educational leadership researchers, school heads or consultants, all of them inspired me and my research in their own way. Some of them asked me about the equity and quality of education in China, I tried to answer this question in following way:

I started student life when I was three. Education is a high priority in China, but in recent decades, more and more students began to show dissatisfaction with their college education. They no longer respect college education because of its failure to prepare them for careers. However, the situation is currently complicated by various factors. Rich families of China want a foreign education for their offspring. This allows their children to escape from the *Gaokao* (university entrance exam). So widespread are these aspirations that China sent more than 523,700 students abroad in 2015. Meanwhile, middle-class families develop great anxiety. They are afraid of "failing". Most middle-class parents are actively involved in their children's education and attempt to influence their children's choices of universities and what to study. However, in rural peasant families, students and their parents are inclined to believe that academic knowledge is useless, rather than a way to change one's destiny. A high proportion of students from rural peasant families completely give up their college education. Despite the fact that families try to do what is best for their children, the equity and quality of Chinese higher education really needs urgent attention.

Danping Peng, Chinese student in Olomouc, Czech Republic.

The British Council

People to People Cultural Engagement 2016-2020 for the Russian-speaking people of Estonia, Latvia and Lithuania



Since 1 April 2016 The British Council has been implementing the *People to People Cultural Engagement for the Russian-Speaking People of Estonia, Latvia and Lithuania* programme. The project has a number of key strands, one of which is with schools and in particular, school leaders.

Within this strand, the project seeks to support improvements in teaching and learning specifically in relation to core skills and English language learning, inclusive education and citizenship education whilst promoting the importance of an international dimension.

Since April, 90 school leaders from Estonia, Latvia and Lithuania have undertaken study visits to the UK visiting London, Birmingham and East Anglia, spending time in both primary and secondary schools and meeting with officials from organisations such as Ofsted. School leaders had the opportunity to meet with other school leaders in the UK, sharing their perspectives on the challenges and opportunities within their systems. This is very much an opportunity for headteachers from both sides to learn from each other. In a follow up workshop in Latvia, Estonian and Latvian participants presented examples of the immediate actions that they had initiated in their schools as a result of their visit.

Susan Douglas, UK.

Finland

This link is to the Finnish National Board of Education's update on current happenings:
<http://www.oph.fi/english>

Latvia



A complicated situation, which seems to change every day, faces educators in Latvia with a new salaries model and other issues. Information about teachers' salaries only became available on 8 October the day they were supposed to be paid. School directors received financial budgets from their communities only at the end of September and there were many questions. State school Gymnasium Directors asked to meet education minister K.Šadurskis. They spoke about several issues: an increase in weekly teaching hours from 21 to 30; salaries for 30 hours depend on how many students we have in our schools, for example, in a school with 330 students - the salary is 780 Euro. In larger schools it should be higher, because money follows the number of students. But in reality the main losers in the wage reform are schools where the number of pupils rose, including the gymnasium. If a director has a school with 120 students, a salary for 40 hours full time work cannot be earned, only a salary for approximately 30 hours work. In late October LIZDA discovered a mistake in the budget and identified the source of more money for quality payments to teachers (ratings on a scale of 5-1). The teacher union (LIZDA) will review the information collected about the first wages paid in line with the new wage reform and will decide on further action.

Rationalisation of the school system means that many schools in Latvia will be closed and pupils will have to travel for their education to the big towns close to Riga. This means that our countryside will lose families who would have liked to stay in the regions. Altogether lack of clarity about these issues is a source of considerable confusion and dissatisfaction.

Sandra Rone

Norway

During the last three months there has been a huge discussion in Norway about a new regulation that gives no slack for students in upper secondary school to skip school. The regulation was introduced as an urgent matter without considering the consequences. There is now much concern among angry doctors, driving schools, teachers and parents and also general concern about how the impact of this regulation will influence drop out rates.

In Norway students have the right to go to upper secondary school up to the age of 25. The problem was that the students could come and go to school whenever they wanted. Their presence was not regulated at all. Now, undocumented absence is limited to ten percent in every school subject. If this limit is crossed, students will lose the right to get grades, even if the teacher has the basis for doing so. The smallest subject has 13 lessons in one semester. Students can therefore lose the right after two days' undocumented absence. Parents are not allowed to document absence due to health issues, only doctors, school nurses, physiotherapist, dentist and psychiatrist can. The doctors' offices are crowded and they want parents to do the documentation for trivial illnesses. The new regulation is a particular concern for students in vocational education because they have many school subjects and they are also the most vulnerable group when it comes to dropping out. The current situation is chaotic because those who made the regulation and those who have to implement it, can't agree on how and why this should be done. It is applied differently from teacher to teacher and from school to school.

Kjersti E. Lien Holte

Spain

Thousands of parents in Spain are going on strike against state schools in November over the large amount of homework given to their children. Students from 12,000 schools nationwide will be told not to do their weekend homework for the month of November. The Spanish Alliance of Parents' Associations (CEAPA), which called the strike, argues that homework is detrimental to children. Spain was high up on a homework league table in a 2012 education report. The PISA study, by the Organisation for Economic Co-operation and Development, found that Spanish children and teenagers have 6.5 hours of homework a week, compared with an average of 4.9 from a group of 38 countries. Spain is ranked 11th on a list of 64 countries or locations in a PISA table covering the amount of homework given. European countries giving more homework than Spain in the PISA list are: Italy; Ireland; Romania; Estonia; Lithuania and Poland.

<http://www.bbc.com/news/world-europe-37873805>

United Kingdom

The government has announced that European Union students applying for a place at an English university in the 2017 to 2018 academic year will continue to be eligible for student loans and grants – and will be for the duration of their course. The decision will mean that students applying to study from 2017 to 2018 will not only be eligible for the same funding and support as they are now, but that their eligibility will continue throughout their course, even if the United Kingdom exits the European Union during that period. The Department for Education said the move will “help give universities and

colleges certainty over future funding, while assuring prospective students applying to study at one of the UK's world-leading universities that they will not have the terms of their funding changed if the UK leaves the EU during their studies". In a statement, the Department for Education said the migration status of EU nationals in the UK is being discussed as part of wider discussions with the EU as the government works on reaching an agreement protecting the status of EU nationals here and UK citizens in Europe.

<http://www.universityworldnews.com/article.php?story=20161011132122774>

However, applications from European Union countries for places on medicine, dentistry and veterinary degrees in the United Kingdom and for all courses at the universities of Oxford and Cambridge have fallen by 9% in a year, ending a trend of annual increases over recent years, according to new figures. It is not possible to say whether this signals a likely longer-term impact of Brexit or is just a temporary dip. Applicants from the EU have fallen by 9% (-620 people) to 6,240. EU applicant numbers for this 2017 entry cycle are close to where they were for the 2015 cycle, reversing the 8% increase seen in the previous (2016) cycle, according to UCAS, the central organisation through which applications for places in higher education are processed.

<http://www.universityworldnews.com/article.php?story=20161028233227126>

WHAT'S HAPPENING TO ...?

Sebastjan Cagran, Slovenia



Sebastjan, our new Board member, is a lecturer at the National School for Leadership in Education in Slovenia (NSLE: <http://en.solazaravnatelje.si/about-u/>). The NSLE provides training and professional development of head teachers and candidates for headship. His education and training activities at the NSLE are related to educational management and legislation. He runs a programme for head teachers in the field of educational legislation and management and offers consultancy and training

courses for head teachers at the national level. Currently he runs activities and consultancy in a national project "Leading and managing innovative learning environments" that supports head teachers in pedagogical leadership and management. He is a member of the 'Enabling Education and Research with ICT' network (SIRikt). As a board member of the international SIRikt conference, he co-organized the 2016 international conference. Sebastjan is a doctoral candidate at the International School for Social and Business Studies in Celje. He holds a Master's degree in media law from University of Münster. Prior to starting his career in education, he worked in the legal profession. His current dissertation research covers educational management and knowledge management of school leaders. His main research interest is leadership development in education.

Christen Jordet, Norway



Christen has just returned from three weeks with his wife in USA in New York, Washington and Wisconsin. An original member of the first ENIRDEM board and organiser of the very first ENIRDEM conference, Christen has been a pensioner now for 10 years and remained active as a leader in 3-4 different organizations. He continues to follow the development of ENIRDELM, attending our conferences and is proud of

the Norwegian activities: 14 participants in the Jurmala Conference and 6 projects presented. The Education Ministry where he worked has its own union for the pensioners where he takes part in the meetings and the special Christmas dinner! He is also a member of the local Rotary Club, was a member of the local community political committee for several years and still takes part in his political party's meetings. His family has a cottage in the mountain area of eastern Norway at the Femunden Lake. There are ten cottages there and he organises common activities, for instance snow ploughing and road repairs but still has time to keep his hunting dog and himself in good shape for grouse from the 10.September! In Norway there is always uncertainty about the educational system, especially the relationship between vocational and theoretical education. 10-15% of the pupils in vocational education do not complete their education, they drop out. Better communication and cooperation between vocational schools and the local industry seems to be needed.

Vesna Kovač, Croatia



Vesna Kovač is an associate professor from Croatia, employed at the University of Rijeka - Faculty of Humanities and Social Sciences, Department of Education. She received her PhD in the field of educational policy and management in 2004, defending her thesis entitled “Conceptions of governance of higher education institutions as a basis for the introduction of a quality assurance system”. Her main research interest has been initially focused in the field of management and leadership within higher education institutions and system, while the recent research focus has been in the field of the management and

leadership in the pre-tertiary education. Her most recent administrative positions and duties: Member of the National expert team responsible for school leadership improvement (since 2015); Head of Doctoral Study Programme of Education at the Department of Education (2012-2016); Head of Centre of Teacher Education at the Faculty of Humanities and Social Studies, Rijeka (2014-2016); Member of the Quality Team at the Faculty of Humanities and Social Sciences, Rijeka (since 2005).

Lea Kuusilehto-Awale, Finland



Lea was prominent in our 2014 Helsinki Conference when she was Program Director and Academic Advisor in Master's Degree Programme in Educational Leadership at the University of Jyväskylä. Since April 2015 – she has been the Chair in Turku, Finland of an NGO "Pisara", i.e. Ocean in a Drop - Developing Together/Pisarassa Valtameri - Kehitytään Yhdessä. On her Linked-in entry she writes: “Our objective is to enhance understanding diversity by providing interactive methodologies, activities and services, and to procure

capacity building for diverse populations both in Finland and overseas. "Pisara", i.e. Ocean in a Drop - developing together is an NGO officially registered in Finland. "Pisara" is the brief working name in use for it, 'pisara' meaning ‘a drop’ in the Finnish language. The name is a symbol for our vision and aim: every human is like a drop full of ocean-wide capacity, and with the drops finding each other and connecting, the ocean grows in size and capacity.

“Pisara” Facebook address is: [Facebook.com/pisarary](https://www.facebook.com/pisarary).

Paul Mahieu, Belgium



Many ENIRDELM friends were very disappointed when Prof. Paul Mahieu, the only 100% participant attending all our first 24 conferences, was prevented from coming to our 25th in Jurmala this year following an accident that happened shortly before he was planning to travel from Antwerp. Wisely, he followed the advice of his doctor and his wife not to risk the journey despite the urge to maintain his remarkable attendance record. Paul is one of the pillars of our network and organised both our 5th and 18th conferences, both held in Antwerp. His inventive good humour and joyful presence was very much missed in Latvia. Thankfully, Paul is now 100% recovered from his setback and we are looking forward to welcoming him to his 25th and our 26th conference in Krakow in September 2017.

Danping Peng, China



Danping was the second person from China to attend an ENIRDELM conference. She was delightful company and not only presented a paper on cross-cultural perspectives on pedagogic leadership, but also sweetly sang a song from her homeland at the final dinner where it is our tradition to demonstrate, in music, dance and poetry, the variety of cultures that make up our educational leadership network. Danping has already spent three years at Palacky University in the Czech Republic where she is a PhD candidate. Her study is conducted in the medium of English which she amazingly has only learned since her arrival in Europe. One of the biggest challenges for her now is communication with local primary and lower secondary schools in order to gather interview data. Therefore to learn how to speak Czech is her next task. As a result of Danping's study in Olomouc, CR, she says she has learned that the limitations we place upon ourselves are only what really prevent us from facing new challenges. Also, that there could be many more possibilities in our lives.

Karol Sadleir, Ireland

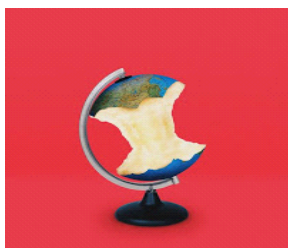


Karol is the deputy director for assessment with the Department of Education in Ireland. She is responsible for teacher professional development in terms of subjects and assessment at lower second level education. She is currently doing her doctorate in the area of assessment. She was a first timer at our ENIRDELM Conference and will definitely be returning. We look forward to her potential contribution as a native speaker of English to the production of the ENIRDELM newsletter and the work of the Secretariat. It was also evident at the final dinner and celebration at the Jurmala conference that she has a beautiful singing voice in the best Irish tradition!

ENIRDELM MEMBER PROJECT UPDATES

Community Action for Spaceship Earth (CASE)

The Earth is (over)full



The CASE project continued to present its annual symposium at the Jurmala conference. The symposium drew on the work of Slav Heller, an associate in Alberta, Canada, to examine how four basic ideologies or worldviews relate to the existential crises facing Spaceship Earth. These ideologies (Nature's Wisdom; Power & Greed; Superior Mind; Dogmatic Faith) encourage either expansionist or sustainable trajectories towards three futures (Business-as-Usual; Dark Scenarios; Developmental Scenarios) suggested by Mike

Bottery in his book reviewed in our April 2016 newsletter. The worldviews can be either secular or faith-based. In June, David Oldroyd presented a 3-hour workshop "Action for an Overloaded Planet" (a.k.a. 'Spaceship Earth') at the SLOT Youth Festival in Lubiasz, Lower Silesia, Poland jointly organised by the SLOT youth movement and the City of Wroclaw, 2016 European City of Culture.

The CASE weblog and resource platform for educators interested in developing their understanding and learning activities relating to evermore dangerous global trends now has a new address: www.case4all.org. It is updated regularly with links and comment or new material including videos, articles, books and courses (the Jurmala Symposium power-point presentation is there – see sample slide above). The website is open access, but anyone interested in adding comments or additional material can be enrolled as a follower by emailing David Oldroyd. The victory of Donald Trump in the US presidential election adds further urgency to this attempt to offer up-to-date resources and links relating to a sustainable future for our planet.

Developing Leadership Capacity for Data-informed School Improvement

<http://www.deleca.org/>

This link gives access to the COMENIUS-funded DELECA project involving several ENIRDELM friends and led by Justina Erculj which was concluded in 2015.

The Arctic Rim Collaboratory (ARC)

Andy Hargreaves and Pasi Sahlberg are involved in a new initiative - the ARC. Educational systems from around the world attended the inaugural summit of the Atlantic Rim Collaboratory, an international initiative to examine and improve elementary and secondary education systems throughout the world.

Each system sent a minister and deputy minister, or equivalent, and a leader of one of the region's professional associations, such as a teachers union or superintendents association.

The first summit was hosted in **Iceland**, at the **Hilton Reykjavik Hotel, September 14 and 15, 2016**. The purpose of the summit was to:

1. Co-create new narratives of high-quality education
2. Define or redefine the vision for the Collaboratory
3. Co-create a realistic strategy to achieve it
4. Commit to achieving implementation and outcomes over at least 3 years

It focused on how the high-quality systems represented are preparing for the future demands on schools and teachers: defining a vision and strategy for the group and developing a three-year plan of action.

The summit honoured the 30th anniversary of the meeting between President Ronald Reagan and Soviet President Mikhail Gorbachev in Iceland. One of the founding ideas behind Atlantic Rim is to tear down the walls between countries and regions, as well as between educational researchers and politicians, in order to pursue the most fundamental ideas of what it means to be educated in today's world for the mutual benefit of all ARC-systems and future generations of students worldwide. The participants focused on how to:

1. Clarify a joint vision for our jurisdictions and for ARC, linked to the ARC values
2. Develop realistic and appropriate strategies for each jurisdiction to
 - a) Further develop the well-being and mental health agenda.
 - b) Promote equity in relation to marginalized and deprived groups
3. Move towards a more professionally-led system.
4. Agree ways forward for ARC over the next three years, including success criteria. For example:
 - system-by-system peer reviews
 - thematic reviews e.g. on educating refugees
 - developing and applying better indicators for wellbeing or inclusion
 - creating a small Centre or Institute that can instigate and orchestrate these activities
 - making a declaration of principles and intended actions

Investigating school leadership from a distributed perspective in Croatian schools (IScLead)

Institution: University of Rijeka, School of Humanities and Social Sciences; **Supported by:** Croatian Science Foundation; **Project team:** Branko Rafajac (principal investigator), Vesna Kovač, Nena Rončević, Iva Buchberger, Adriana Ažić-Bastalić, Vjekoslav Robotić, Stjepan Staničić; **Foreign consultants:** Justina Erčulj (Slovenia), Eystein Arntzen (Norway) and Saša Milić (Monte Negro); **Project duration:** May 2015 – May 2018.

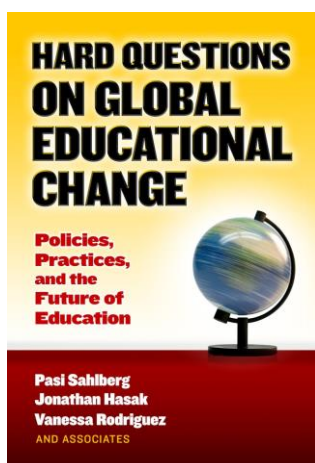
Project summary: The proposed research focuses on the phenomenon of school leadership which is seen as one of the most important success factors of school and student achievement. In the broader context, it is seen as a success i.e. sustainability factor of education reforms. The main aim of this research is to identify the characteristics of the school leadership practice in Croatian schools with the special emphasize on indicators of both individual and distributive leadership and finding those features that are associated with the school and student achievement. The main aim will be elaborated through the

following specific tasks: 1) examining the characteristics of school leadership with special emphasis on the role of participation and interaction of individual stakeholders in the activities of leadership (school principals, school boards, school councils, professional services, teachers, parents, students, community representatives and local government) and their association with indicators of school success; 2) examining various features of education system governance from the perspectives of different stakeholders (communication and collaboration between state level, local governments and school level authorities; overall satisfaction with the education system governance) and their effects on the school leadership practice. Results of the previous studies and preliminary review related to Croatian education system point to the importance of strengthening the characteristics of the distributed school leadership with special emphasis on strengthening the capacity of teachers as active participants in making key decisions related to the matters of education.

Vesna Kovač

ENIRDELM MEMBERS' PUBLICATIONS

Forthcoming book from Pasi Sahlberg



Coming out in December is this new book based on Pasi Sahlberg's course at Harvard University where he was visiting lecturer from 2014-16. Education is one of the most discussed and contentious social issues around the world. It divides people across a spectrum of opinions from those favouring a radical reversal of traditional practice to those clamouring for return to educational basics. In many countries education is at the heart of political debates often according to ideological principles and priorities. The rancorous debate embodies fundamental questions facing society including: What is the purpose of education? How much do teachers influence the quality of education systems? Will technology be the saving grace for the future of education? Do we need tougher accountability in order to improve public

school systems? What are the roles of standardized testing, charter schools, private education, and online learning? Should OECD's PISA test stand or should it fall? Identifying, debating and troubleshooting these global educational questions were the essence of the course, that involved many invited thought leaders, and of the forthcoming publication.

New publication on management of inclusion in Czech schools



Lazarová, B., Hloušková, L., Trnková, K., Pol, M. and Lukas, J. (2015) *Řízení inkluze ve škole (Management of inclusion in schools)*. Brno: Masaryk University Press, 2015. 179 pages. ISBN 978-80-210-8037-9.

The book is focused on the management and leadership of inclusion in Czech schools. The opening part is an analysis of the international and national political discourse on inclusive education as it has developed over the last 20 years. The second part of the book is focused on themes related to the practice of management

and leadership of inclusion in Czech schools and presents an analysis of the results of a multiple case study conducted in Czech basic schools (6-15) in the years 2013 to 2015. The complete text (but only in the Czech language with English summary) is available at:

<https://munispace.muni.cz/book?id=837>

Jón Torfi Jónasson Educational change, inertia and potential futures: Why is it difficult to change the content of education? ***European Journal of Futures Research***
December 2016, 4:7

There are profound social, cultural, technological, scientific and environmental changes which occur at most local but also at global levels of the modern world. From these will stem huge challenges in all spheres of life. These demand changes in education, not necessarily in the system or how it operates, but perhaps in its aims, and most certainly in its content. Knowledge that was once powerful to understand the world, to develop as a person and address the challenges of life, should be replaced with new knowledge which may often be outside the traditional disciplines. Moreover, a host of new skills may be relevant for the world of tomorrow. There are, however, many obstacles to change, both reasonable and unreasonable ones. This paper discusses nine categories of inertia or constraints that are seen to stifle change, in particular, as it relates to the content of education. The categories are discussed under the headings of general conservatism, system stability, standards, fuzziness of new ideas, the strength of old ideas, vested interests, teacher education, lack of space and motivation for initiative, and lack of consequence of no change. Added to this there are serious logistic problems for those who want to foster change. It is argued that very little change in content will be seen if these inertial constraints are not recognised. Assuming there is a will to change, the institutional infrastructures that should facilitate sustained change must be scrutinised and it must be ensured that the teachers, i.e. the professionals that operate the system, are involved.

OPEN ACCESS TO THIS PAPER AT:

http://link.springer.com/article/10.1007/s40309-016-0087-z?wt_mc=Internal.Event.1.SEM.ArticleAuthorIncrementalIssue - Jon Torfi's article

Laila Niklasson, Mälardalen University, Sweden, has written a chapter in the anthology *Redefining Teacher Education for the Post-2015-era*, edited by Maria Assunção Flores and Thuwayba Al Barwani(2016). The chapter is called “*Transition from Initial Teacher Education to Working life*”. Laila has also written an article together with Diana Pereira and Maria Assunção Flores, “*Students’ perceptions of assessment: a comparative analysis between Portugal and Sweden*”, which was published in the journal *Higher Education* (2016).



CALL FOR PAPERS, *Studia Paedagogica*, 22:2, 2017

Issue Topic: Trust and Control in Education

Editors: Jan Vanhoof, Milan Pol

This monothematic issue of *Studia Paedagogica* will be focused on one of the traditional dichotomies in education: trust and control.

Education is considered to be a process in which success depends very much on the trust invested. At the same time, processes and results in education are always checked, especially if institutional involvement has its say. So one of the delicate tasks of education and its management is to balance trust (or autonomy) and control.

The dualistic approach to education is an eternal theme at all levels of education. Dealing with trust and control extends from individual education in families and schools all the way up to relationships among representatives of educational institutions, parents and teachers, and, as the case may be, among various school levels within one educational system. At the micro level, for instance, there is emphasis on the development of innate talents: education should evolve the potential of an individual independent of social interference and pressure. On the other hand, there is the view that education should overcome innate inclinations and replace them by habits. In this view, the unpreparedness of children requires protective care and control. At the meso and macro levels, references to quality assurance in education often urge a complementary and integrated relation between trust and control-oriented evaluation of schools. Yet there is still the question of the role that should, or could, be played by internal evaluation (trust/autonomy-oriented) in relation to external control-oriented evaluation. Are the arguments for the integration of both overly positive? The question of whether accountability and school improvement are reconcilable is indeed a complex one, and it requires a carefully qualified answer.

Trust and control are culturally and historically changeable. They can be understood as methodologically elusive, multileveled, context-dependent phenomena of both individual and collective nature. Their mutual relation is noticeable: trust often stems from effective control and incentive systems.

This monothematic issue of *Studia Paedagogica* is open to authors of articles focused on any of the levels at which trust or control in education are applied on a significant scale. Articles on carriers and objects of trust or control in educational situations will also be of interest. We are interested in accompanying phenomena as well, such as dilemmas, challenges and consequences of applying, or not applying, trust and/or control in education in various extents.

Articles related to various settings in which education takes place are welcome as well as ones dealing with adult education and life-long learning in the broadest sense of the terms. We are concerned with situations in which trust and control are balanced so that those being educated are successful in their learning, but we will also appreciate articles on situations in which questions of trust and control are addressed in view of external priorities, as distinct from the concerns of a learning individual.

There may be numerous questions to focus on, so here are a few examples from a potentially long list. We may ask, for instance:

- *Is obligatory education in nursery schools a sign of that trust in parents is lacking? What are the situations in which trust is (not) given to pupils or parents? What is typical about discourse on trust and control and what impact does this discourse have on education?*
- *Can we leave it up to parents or pupils to decide about the results of education? How is this projected in practices such as home education?*

- *How much trust can be expected in the teacher-parent relationship? Whom in the school do parents trust? Does the school give parents a chance to trust? How does the school win parents' trust and how do parents win trust from the school? Is there a place for control in the school-parent relationship? How can parents control the school? Which opportunities for control do parents use?*
- *Is teaching a helping profession even where situations of control prevail? After all, teachers work with those who do not attend school voluntarily so they must often use compulsion; there is obligation, and many situations in the school feature control.*
- *How is trust and control among various educational levels manifested? What is the future of entrance examinations between schools of two different levels? And how about the relation between university and practice, particularly in the field of education/schooling? What influences this relation, and how is this projected in trust and control?*
- *How can we work sensitively with trust and control at a time when the prevailing discourse emphasizes accountability, efficiency and evaluation? What is the function of control in, for instance, in-service teacher training? And how can we approach the professionalism of teachers and education leaders?*
- *Under which conditions can self-evaluation of an institution be a basis for the development of schools and/or pupils? Can accountability and school improvement be reconciled as two functions of school inspection? What alternatives to a stereotyped approach to school inspection can be developed? Can school inspection play the role of helper if control is its primary function?*
- *What is the point of applying control in leisure activities, e.g. with adults?*
- *How can trust and control be combined? When is it better to apply trust and when is control almost exclusively the point? Does control exclude trust? Is control a proof of the fact that we do not trust people/institutions?*

This monothematic issue of *Studia Paedagogica* will be published in English. Empirical articles (alternatively, theoretical studies) are welcome.

Abstracts as soon as possible & **full texts** by 16 December, 2016 at studiapaedagogica@phil.muni.cz. The articles should be written in English and meet the requirements mentioned in the instructions for authors on the journal's web page, see below. Papers will be submitted to a peer-review process which will enable the staff to select papers for publication. The monothematic issue Trust and Control in Education will be published in April 2017.

www.studiapaedagogica.cz

A second CALL FOR PAPERS: *Studia Paedagogica* 22:4, 2017

Issue Topic: Teacher Education and Educational Research
 Editors: Klára Šed'ová, Sami Lehesvuori

On the one hand, we may consider the ways in which research results are used in teacher education. The fact that teacher education should draw on current scientific knowledge and should reflect the latest findings of educational research is commonly emphasized. Such a situation presupposes a symbiotic relationship between academics at universities who produce knowledge and disseminate it towards teachers and teachers themselves who put this knowledge into practice and thus validate it. However, this presumption has been

repeatedly problematized. Traditionally, a gap between two worlds (Smagorinsky et al., 2004) – the world of research and universities, on the one hand, and the world of real practice on the other hand – has been identified. The representatives of academic knowledge have been criticising some aspects of real teaching at schools (e.g. transmissive teaching and authoritative classroom discourse) in the long term and have been offering theory and research-based alternatives (such as constructivist instruction and dialogic teaching). Complaints about these academic concepts having a limited impact on real practice are ever present. The issue can be also viewed from the perspective of the other side. Teachers often see educational science as detached from reality. In their opinion, academic concepts are difficult to apply, because they are too idealized and disregard the institutional conditions at school. Similarly, the education offered to teachers may be seen as impractical and insufficiently sensitive to teacher needs (Lefstein, Snell, 2011).

On the other hand, we may look at how teacher education itself is becoming an object of research. The topics of teacher education and development have been continuously discussed in the educational sciences. They are understood as a path to ensuring quality of teaching and learning and at the same time seen as a key to promoting educational innovations or reforms. The issue of what form and content educational programmes for teachers should have is a widely debated one. The effectiveness of teacher education is, however, often called into question. (Van den Bergh, et al. 2015). It has been suggested that pre-service teachers' perceptions of teaching are based strongly on their own experiences of school as a student (Abell, 2000), and that such entrenched beliefs can persist throughout teacher education and into teaching service (Fajet, Bello, Leftwich, Mesler & Shaver, 2005). As for in-service teachers, it is often held that professional development programmes have a limited potential to change the style of teaching a teacher has established (Abell, 2000). As the above propositions suggest, different types of educational and development activities designed for teachers need to be carefully examined and their impact needs to be monitored. As Wilson (2013) points out, it is necessary to identify the underlying mechanisms that render some programmes more effective than others.

The questions that arise in the field thus delimited are numerous:

- *Does educational science produce concepts and theories that are applicable in practice? Is this knowledge useful in the sense that it has a potential to improve educational and learning processes?*
- *How is scientific knowledge transferred into educational programmes? How are these programmes designed and implemented? In what ways is their quality inspected? Can the characteristics of a good educational programme be identified?*
- *Does teacher education conceived in this way have any impact on practice? Are there any examples of successful educational programmes evidencing transferability of academic concepts and theories into real world of school classes?*
- *If teacher education is actually not effective and does not have any noticeable impact on the work of teachers, what are the causes of this state? Can barriers standing in the way of transfer of academic knowledge into practice be identified?*
- *What are the relationships between teachers, researchers and educators? Can we see collegial collaboration or rather rivalry of different professional visions (Goodwin, 1994) amongst them? Do differing professional visions bring problems that need to be addressed? Can their confrontation be also in some way beneficial?*

- *Do the impulses received by researchers from teachers in some way stimulate scientific inquiry? Can teachers be seen as "clients" of research orders? Can teachers themselves produce scientific knowledge or participate in its production?*

Any papers dealing with application of scientific knowledge in pre-service teacher education as well as in-service teacher development activities and programmes are welcome. We would like to focus on all levels of schools, ranging from kindergarten to higher-education level. This monothematic issue of *Studia Paedagogica* will be published in English. Empirical articles as well as theoretical studies are welcome.

Abstracts of articles proposed for publication are accepted by 30 April, 2017, **full texts** by 30 June, 2017, both at studiapaedagogica@phil.muni.cz. The articles should be written in English and meet the requirements mentioned in the instructions for authors on the journal's web page, see below. Papers will be submitted to a peer-review process which will enable the staff to select papers for publication. The monothematic issue Teacher Education and Educational Research will be published in December 2017.

INTERESTING WEB-SITES & LINKS

https://www.theguardian.com/news/audio/2016/nov/04/is-chinas-gaokao-the-worlds-toughest-school-exam-podcast?utm_source=esp&utm_medium=Email&utm_campaign=Long+reads+base&utm_term=198264&subid=19472310&CMP=ema-1133 – a 30-minute podcast that vividly illustrates how tough and important the gruelling, high-stakes Chinese gaokao (university entrance) exam is in this highly competitive education system, the world's largest.

<http://www.beyondmeasurefilm.com/#prettyPhoto/0/> - Trailer of a new film "Beyond Measure: What counts can't be counted" which questions the testing-based approach to education in the USA and presents examples of innovative approaches.

http://www.unicef.org/publications/index_90833.html - The thirteenth edition of UNICEF's Office of Research Report Card, *Fairness for Children: A league table of inequality in child well-being in rich countries*, presents an overview of the growing inequalities among children in high-income countries

<http://www.atrico.org/> - The initial vision of the Atlantic Rim Collaboratory (ARC) is to establish a global group of educational systems that advances values such as equity, excellence, wellbeing, inclusion, democracy and human rights for all students within high-quality, professionally-run systems. Presentations by ENIRDELM friends Pasi Sahlberg and Andy Hargreaves are featured on videos on this website along with Sir Ken Robinson.

<http://www.minedu.fi/OPM/?lang=en> - the web-site of the Finnish Ministry of Education and Culture which is responsible for developing educational, science, cultural, sport and youth policies and international cooperation in these fields.

http://ssir.org/book_reviews/entry/education_and_the_commercial_mindset_samuel_abrams - from the Stanford Innovation Review - A chief reason for Finnish schools' much-touted success is that, ironically, they have done a better job implementing core business strategies than many explicitly market-based educational models.

<https://hbr.org/2016/08/how-to-turn-around-a-failing-school> - from the Harvard Business Review, a summary of research into how schools identified as ‘failing’ by inspectors in England & Wales can and can not be ‘turned around’. The short article lists what works and does not work long-term.

<https://www.youtube.com/watch?v= xtTOPTWWFw> – *Science of Teaching* - a film from the Prosocial Progress Foundation promoting evidence-based teaching based on behaviour analysis.

<http://www.grahambrownmartin.com/films> - a rich source of ‘Learning {Re}imagined’ films and interviews featuring leading thinkers in education, including Noam Chomsky, Pasi Sahlberg, Sir Ken Robinson and Sugata Mitra.

FEATURE ARTICLES

16 Modern Realities Schools (and Parents) Need to Accept. Now.

Will Richardson

It’s been interesting to watch over the last year or so a growing chorus of parents, authors, educators and even some policy makers begin to articulate their concern over the relevance of the current practices that we use in schools to “educate” our kids. While the arguments and discussions vary on the edges, it feels like there is finally an admission on the part of many that the world has changed, and that like most other parts of society, schools are going to have to change with it. Really change. I know we’re nowhere close to “most” believing that. But I also know that the momentum is picking up.

Why? What’s happened to get people thinking and talking about “different” instead of “better?” Well, for one thing, I think parents are sensing the fact that many kids simply aren’t being prepared for their lives in the current system. Take note of the slew of movies and books that have come out this year that are pushing back hard against the fundamental structures of schools, especially in terms of assessments. Or the steady drip of stories of kids who are finding success based on the work they do on their own, built on their interests and passions. Or the stories of kids who are heading down traditional pathways only to wait longer for jobs that don’t require the amount of education they’ve paid for and are heading back to school to accrue more debt. It’s not that a bachelor’s degree no longer suffices; more it’s that many kids don’t seem to have the dispositions, the self-determination, initiative, and networks to problem solve their way out of their dilemmas. They’re waiting for the answer, just like they did in school.

But I still wonder the extent to which those conversations are truly grounded in some of the more challenging new realities that now confront us. I wonder, in other words, if we’re really peeling back the onion far enough when it comes to change in schools. And others are sensing that too. Here’s [Pam Moran](#) from Albemarle, Va. the 2016 Virginia Superintendent of the Year and one of the most modern, progressive education leaders out there:

“Imagining Education” is in progress across the nation but it demands more than tinkering around the edges—[there’s] no rethink, reform, re-imagine, re—anything. We need full on transformation.”

Full on transformation can only be fuelled by a deep understanding of how significantly out of step the school experience has become with the real world. If we’re honest, we know

we've always been lacking in that regard. But there's little question that the gap between school learning and life learning has become wider and more acute as the Web and mobile technologies continue to evolve as learning opportunities.

So what do educators, parents, policy makers and others need to fully understand about this moment in order to truly think in transformative ways about education?

- The Web and the technologies that drive it are fundamentally changing the way we think about how we can learn and become educated in a globally networked and connected world. It has absolutely exploded our ability to learn on our own in ways that schools weren't built for.
- In that respect, current systems of schooling are an increasingly significant barrier to progress when it comes to learning.
- The middleman is vanishing as peer to peer interactions flourish. Teachers no longer stand between the content and the student. This will change the nature of the profession.
- Technology is no longer an option when it comes to learning at mastery levels.
- Curriculum is just a guess, and now that we have access to so much information and knowledge, the current school curriculum bucket represents (as Seymour Papert suggests) "one-billionth of one percent" of all there is to know. Our odds of choosing the "right" mix for all of our kids' futures are infinitesimal.
- In fact, instead of being delivered by an institution, curriculum is now constructed and negotiated in real time by learner and the contributions of those engaged in the learning process, whether in the classroom or out.
- The skills, literacy, and dispositions required to navigate this increasingly complex and change filled world are much different from those stressed in the current school curriculum.
- Current testing regimes are inadequate in measuring a student's ability to find and solve problems, think critically and creatively, deal well with failure, persevere, collaborate with others, etc, skills that are arguably more important than content knowledge.
- "High stakes" learning is now about doing real work for real audiences, not taking a standardized subject matter test.
- While important, the 4Cs of creativity, collaboration, critical thinking, and communication are no longer enough. Being able to connect to other learners worldwide and to use computing applications to solve problems are the two additional "Cs" required in the modern world.
- Increasingly, as a variety of educational opportunities are beginning to take shape, traditional college is becoming one of many paths to a middle class existence, not the only path. Students need to "ready for anything," not just college and career ready.
- Our children will live and work in a much more transparent world as tools to publish pictures, video, and texts become more accessible and more ubiquitous. Their online reputations must be built and managed.
- Workers in the future will not "find employment;" Employment will find them. Or they will create their own.
- We've come to the end of "The End." Everything we produce remains a work in progress, in "perpetual beta."
- Global connections and transparency mean the pace of change will increase. Embracing and adapting to change must be in the modern skill set.
- We cannot predict with certainty the impacts of technological advances on the future of learning and work. Our students will have to be comfortable with fast-paced change and uncertainty.

There are others, I'm sure. (I had about 40 in my original list.) I'd love to hear what other compelling realities you're sensing that will drive the conversation even further. But there's no argument any longer that the old narratives and expectations of school are slamming into the new realities of the connected, networked world, and that moving forward, we're going to have to rethink our practice based not just on our beliefs about how deep and powerful learning occurs in general but also on the the new contexts that the Web and other technologies bring to the table.

"Full-on transformation" will not happen without it.

<https://medium.com/modern-learning/16-modern-realities-schools-and-parents-need-to-accept-now-64b98710e4e9#.mt3ud2m8s>

The five stages of Brexit grief for universities

Christopher Ziguras

It is difficult to imagine a group of people more stricken by the United Kingdom's vote to leave the European Union than the 5,200 people from 80 countries who assembled for the recent European Association for International Education or EAIE conference. Laura Howard, president of EAIE, opened the event on a sombre note, reflecting that as a Brit who has lived and worked in Spain for the past 30 years, she now does not know if she will be able to continue to do so. The mayor of Liverpool followed, bragging to delegates that the city had indeed voted to stay in the EU (to cheers) and continues to welcome visitors and refugees (to more cheers).

Many of us outside Europe had come expecting to learn about the practical implications of the vote for UK higher education, its relationships with the continent, and the flow-on effects for other players in a highly interconnected international education sector. We are wondering what new strategies and tactics are required now for collaboration, exchange and recruitment. We thought this was the place to find out. But what transpired in Liverpool shows that the European international education community is not going to be ready to process such prosaic matters for quite a while. To understand why, we need to treat Brexit as a death and recognise the phases of grieving that are involved in coming to terms with such a tragedy.

Phil Baty, from *Times Higher Education*, observed at one point that the panel he was chairing on Euroscepticism was sounding like a therapy session. So perhaps it would help to view the Brexit response in terms of the five stages of grief and loss described by Elisabeth Kübler-Ross in her seminal 1969 book *On Death and Dying* – denial, anger, bargaining, depression and acceptance. It is going to take much longer than I had imagined for the UK, and Europe, to come to terms with what has happened.

What seems to have died is the European international education community's faith in the inevitability of the cosmopolitan project, in which national boundaries and ethnic loyalties would dissolve over time to allow greater openness, diversity and a sense of global citizenship. EAIE's vision is decidedly post-national: "We believe international education and exchange deepens appreciation of human society and is essential to the prosperity of societies and individuals alike."

For the Brits, the Brexit vote was the final nail in the coffin of 'cool Britannia' – an image

of a youthful, creative and dynamic culture open to the world that was promoted by Tony Blair's new Labour government when it came to power in 1997. The British Council jumped on board to promote the UK as a study destination that was both "respected and exciting". Needless to say, the British Council faces an uphill battle now. So how was the grieving process manifesting at the EAIE conference?

Denial

In the immediate aftermath, many struggled to believe it; some still are maintaining that it is completely unclear what the vote means. Quite a few people at the conference spoke as if Brexit is too catastrophic a prospect to be possible. Once people realise what they have done, their reasoning went, we will surely find a way to stay in the EU. Perhaps a second referendum. Perhaps a vote of Parliament.

Anger

Some had moved on from disbelief to anger, and their favourite targets were the most obvious: the outright lies printed on the 'Boris bus' (which was built in Germany); David Cameron's decision to have a simplistic plebiscite on such a complex issue; and *The Sun* newspaper's populist sloganeering. I was surprised not to hear any blame laid at the feet of British universities. After all, hadn't they resisted the spirit of the Bologna integration process by continuing to offer one-year masters degrees? Hadn't they proved unable or unwilling to mobilise UK students to participate fully in European exchange programmes? In the most recent issue of Boston College's influential publication, *International Higher Education*, Fiona Hunter and Hans de Wit expressed such frustration, albeit in the politest of terms. They contended that UK universities will now "need to find a way to express internationalisation in other terms than for the purposes of prestige and income generation, and demonstrate the importance of a genuinely inclusive approach, as expressed in the statements they are currently making." Ouch.

Bargaining

Many at the conference were still looking for a way out as well. If only we had appealed to Britons on an emotional level, rather than running a fact-based campaign. If only we can convince people how crazy this decision is. Clearly, Prime Minister Theresa May is having none of that, responding simply that "Brexit means Brexit". The first time (of many) that I heard the catchphrase 'What does Brexit means Brexit mean?' spoken at the conference I was quite confused, too. The Scottish universities have another line of bargaining available to them, since a higher proportion of Scots voted to remain in the EU this year (61.9%) than voted to stay in Britain in 2014 (55.3%). Will the Scottish universities take a stand on the conundrum of whether to stay in the UK or the EU? We may know by the time of next year's EAIE conference in Seville.

Depression

Most Brits at the conference were still in a post-Brexit slump. "Brexit has pulled the rug from beneath us," said Mark Anderson, director of the Europe Office at Glasgow Caledonian University. After decades of engagement with the EU, he lamented, the higher education community had not been able to mobilise sufficient public support for the

European project, and even during the campaign, some institutions had remained on the sidelines for fear of engaging too directly in politics. Meanwhile, in England most regions, apart from the biggest cities, voted to leave, not just those marginalised communities that have felt let down by the cosmopolitan project, but also very many affluent communities. The universities have lost the battle for England's hearts and minds.

Acceptance

Promisingly, one of the most over-subscribed sessions at the conference was titled 'Life after #Brexit: UK-EU partnerships (research, student and staff mobility)', with many participants turned away at the door to the bursting venue. This suggests that many are keen to consider the practical realities of international education post-EU. There are many steps that institutions are starting to take, from the bread and butter (expanding bilateral exchange agreements with EU universities) to pie in the sky (establishing UK branch campuses within the EU). The UK government has just extended its commitment to existing funding arrangements for EU students commencing in the 2017-18 academic year. We will soon see how the UK's attractiveness to students from the EU is affected by the spectre of Brexit. But considering the government wants desperately to reduce net migration rates, and persists in including international students in those figures, a drop in the number of EU students may well be seen positively on Downing Street.

In the meantime, UK universities will be looking to recruit students from the rest of the world to compensate. They will be helped by a British pound that has devalued significantly since the result, making the country noticeably more affordable for students and conference-goers alike. It may be more difficult to recruit staff from overseas, though. The UK is still home to a diverse population of scholars from all over the world, but perhaps that will change. University of Liverpool Vice-chancellor Janet Beer recounted how in the days immediately after the result, three new recruits turned down job offers to her university: two from the continent who felt they wouldn't be able to continue their research outside of the EU funding systems, and one from Canada who didn't want to work in a country like the one the UK seemed to be becoming. Universities UK has sought assurances from the government that EU academic and professional staff working in universities will be able to remain in the UK after Brexit, but that is not forthcoming. The status of 'stranded' citizens on both sides will be a major topic of forthcoming negotiations, and is not likely to be resolved soon.

One of the most fascinating contributions on Brexit at the conference came from someone who is not from Britain or the EU. Lutz-Peter Berg, science and technology attaché at the Embassy of Switzerland in London, recounted his country's experience in participating in EU research funding schemes from 2003. Membership in the research frameworks was conditional upon free movement of people between the EU and Switzerland, but that arrangement ended abruptly in 2014 when the country voted to introduce quotas for all migrants in Switzerland. The lesson for the UK was simple: unless you commit to freedom of movement (which is not likely), forget about participation in EU research programmes.

The ability of UK universities to reposition themselves towards global networks to compensate for the loss of connection with the EU is, unfortunately, dependent upon a government that appears more interested in stoking and satisfying xenophobic sentiments than in the pleas from the higher education sector. While those around the world committed to international education feel a great deal of sympathy with the grieving of our

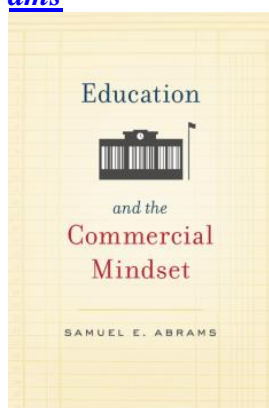
colleagues in the UK and in Europe, at least the tensions in Europe's west are being resolved democratically and peacefully. Spare a thought for those educators working in Ukraine or Turkey on Europe's Eastern frontier, who are enduring far worse.

Professor Christopher Ziguras is president of the International Education Association of Australia and deputy dean, international, at the School of Global, Urban and Social Studies, RMIT University, Australia. This article was originally published in Campus Review (October 2016).

BOOK AND ON-LINE PUBLICATION REVIEWS

Abrams, S (2016) *Education and the Commercial Mindset*

http://ssir.org/book_reviews/entry/education_and_the_commercial_mindset_samuel_abrams



Samuel E. Abrams is director of the National Center for the Study of Privatization in Education at Teachers College, Columbia University. His book supports the privatisation of schooling in order to introduce the 'commercial mindset' as justified by the case of Finland's education that minimises the amount of state imposed blanket testing. As evidence of this he draws on PISA results. For a global perspective on the business mindset's role in education, this book analyzes the divergent paths of Sweden, home to considerable educational privatization and standardized testing, and Finland, home to neither. While much has been made of the paradox of excellent schooling in Finland without strict accountability

measures, little has been written about the significant employment of core business strategies by Finnish education policymakers. As part of Abram's analysis he distinguishes educational practice in Finland from that of its Nordic neighbours and explains this additional paradox. The above link is to an extract relating to this paradox.

Simola, Hannu (2014) *The Finnish Education Mystery: Historical and sociological essays on schooling in Finland*

Finnish education has been a focus of global interest since its first PISA success in 2001. After years of superficial celebration, astonishment and educational tourism, the focus has recently shifted to what is possibly the most interesting element of this Finnish success story: that Finnish schools have been effectively applying methods that go against the flow of global education policy with no testing, no inspection, no hard evaluation, no detailed national curriculum, no accountability and no hard competition. From a historical and sociological perspective the Finnish case is not merely a linear success story, but is part of a controversial and paradoxical struggle towards Utopia: towards egalitarian schooling. Bringing together a collection of essays by Hannu Simola and his colleagues, this book analyses the key dimensions of schooling in Finland to provide a critical, analytical and uncompromising picture of the Finnish education system. Going beyond the story of success, the book reveals the complexities of educational change, but also identifies opportunities and alternatives for smart political action in complex and trans-national societies. Including a selection of key chapters on Finnish education policy and governance, teacher education and classroom cultures, the book will be of interest to

researchers, academics and postgraduate students in comparative education, teacher education, educational policy and educational reform.

Link to a substantial review of the above book:

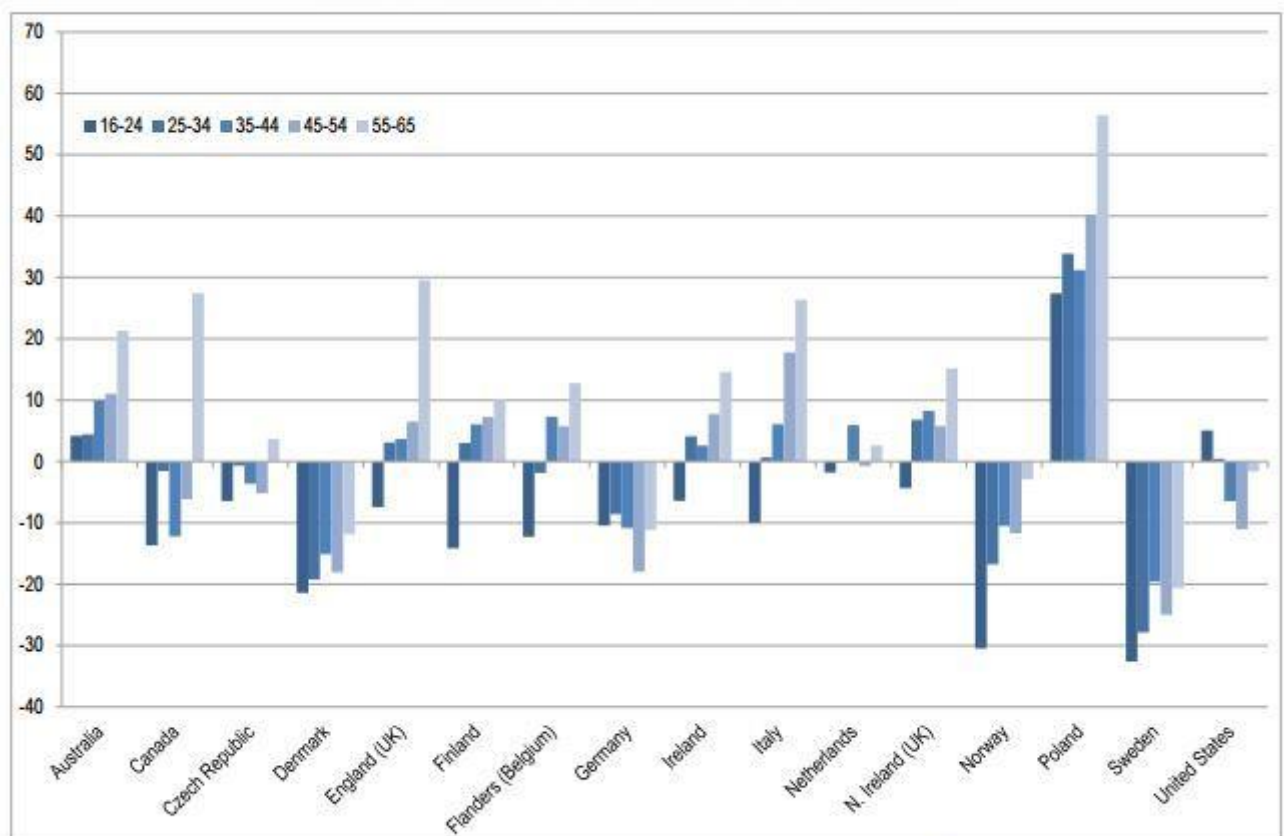
http://www.pedocs.de/volltexte/2015/10669/pdf/cepsj_2015_1_Gaber_Rezension_Simola_Finnish_education.pdf

Adult Literacy and Numeracy Skills: International comparisons from OECD Education Working Paper No. 142

http://www.keepeek.com/Digital-Asset-Management/oecd/education/literacy-and-numeracy-proficiency-in-ials-all-and-piaac_5jlpq7qglx5g-en#.WBDHt_l97IU#page1

The figure below is from a statistically sophisticated comparative analysis of the measured levels of changes in adult skills based on tests administered to different age groups between 1994 and 2012. Levels of literacy proficiency are shown to have declined in most of the countries featured in these studies. The paper is a challenging read and the pre-eminent progress of Poland raises caveats about the validity of the data that the author of the paper exposes.

Figure 6. Literacy proficiency in IALS and PIAAC, by age



Source: International Adult Literacy Survey (IALS) (1994-1998), and Survey of Adult Skills (PIAAC) (2012), www.oecd.org/site/piaac/publicdataandanalysis.htm

INSTITUTIONAL PROFILES

A summer recruit to ENIRDELM, Johannes Midskard, is from the University of the Faroe Islands, a little known outlier of Europe, so here is a profile of that institution:

August 1, 2008 was a milestone for the University of the Faroe Islands on that date the Faroese School of Education, the Faroese School of Nursing and the University of the Faroe Islands (Faculty of Faroese Language and Literature, Faculty of Science and Technology and Faculty of History and Social Sciences) merged into the enlarged and restructured University of the Faroe Islands as we know it today.

The merger was a result of the implementation of Faroese Parliamentary Act 58, dated June 9, 2008, on the University of the Faroe Islands, which was subsequently amended through Faroese Parliamentary Act 51, dated May 8, 2012.

[The new Act is available in Faroese here.](#)

The University is publicly funded, meaning that it is allocated an annual appropriation on the Faroese national budget. As an example, the University was allocated DKK 68,178,000 in the 2010 financial year. In 2010 net expenditure on core University activities was DKK 30,101,000. Furthermore, the allocation for the shared central services at Debesartjørð was DKK 1,267,000 – these are the joint maintenance and IT services. The University was also allocated DKK 100,000 to provide financial assistance to international students looking to study and research in the Faroe Islands. The following appropriations were also allocated: Research Centre for Social Development DKK 1,305,000, The International office DKK 765,000, The Faroese School of Education DKK 23,238,000 and The Faroese School of Nursing DKK 8,722,000.

In recent years several externally funded projects have been launched. These include both Ph.D. research and other research project funded by the Faroese Research Council, Danish Agency for Science, Technology and Innovation, oil companies and other entities.

In addition to our own faculty, the University of the Faroe Islands relies on the services and support of a series of institutions and individuals in the Faroes and abroad in order to meet the highest international standards in fulfilling its purpose of teaching, researching and disseminating knowledge.

Since the University of the Faroe Islands was founded in 1965, we have engaged in wide-ranging cooperation, in particular with scholars, scientists and leaders of research institutions in the Faroes, but also with academics at institutions abroad, especially universities in our neighbouring countries. These individuals have played a major role in lecturing and assessing exams, as well as carrying out reviews at the University of the Faroe Islands. At the same time, our faculty have worked closely with staff at other institutions on a variety of research projects. Our faculty have also lectured, assessed exams and participated in reviews at other institutions.

This arrangement plays a vital role in guaranteeing that in all areas the University of the Faroe Islands meets the same standards as other universities in the countries around us. This type of cooperation between educational institutions, which enables faculty members to participate in activities at other institutions, guarantees continued quality assurance and evaluation of both the institutions' overall activities and the work of each individual faculty member.

Collaboration has mostly been arranged informally through agreements entered directly with individual lecturers or ad-hoc agreements about specific tasks. However, in recent years the University has formalised its ties with many of its regular collaborators by appointing them as adjunct professors or associate professors.

In connection with the restructuring underway at the University of the Faroe Islands, both the University and the institutions it cooperates with intend to formalise their collaboration further. This transition is necessary in order to publicise the major role other research institutions, as well as the scientists and scholars working there and elsewhere play in the degree programmes offered at the University of the Faroe Islands.

UPCOMING CONFERENCES

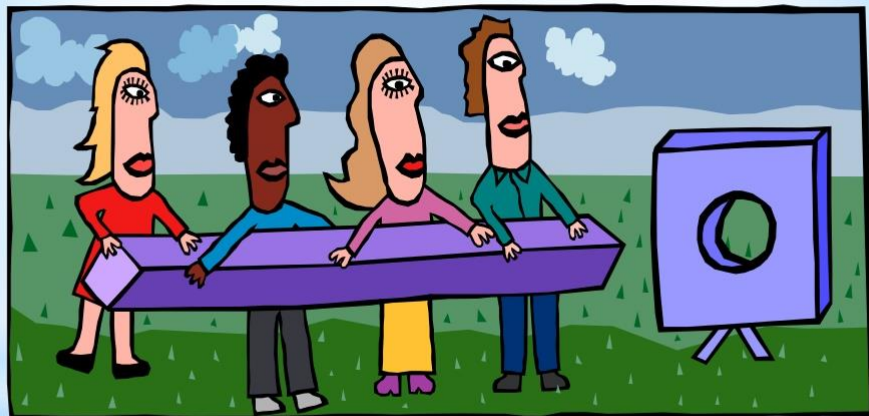
Designing an education system fit for the 21st century. Watch [@SirKenRobinson](#) and [@PeterSenge](#) on Nov 16th [@thinkdif](#) <http://bit.ly/2eO5A62>

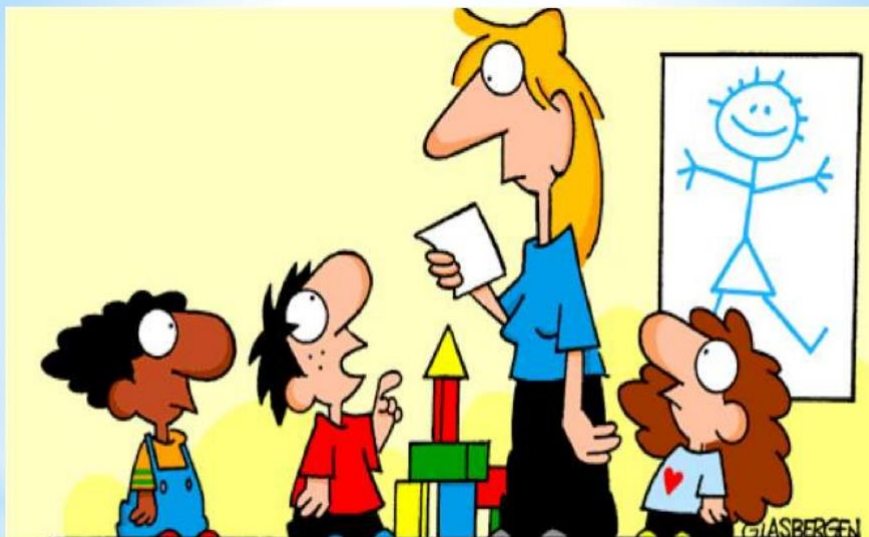
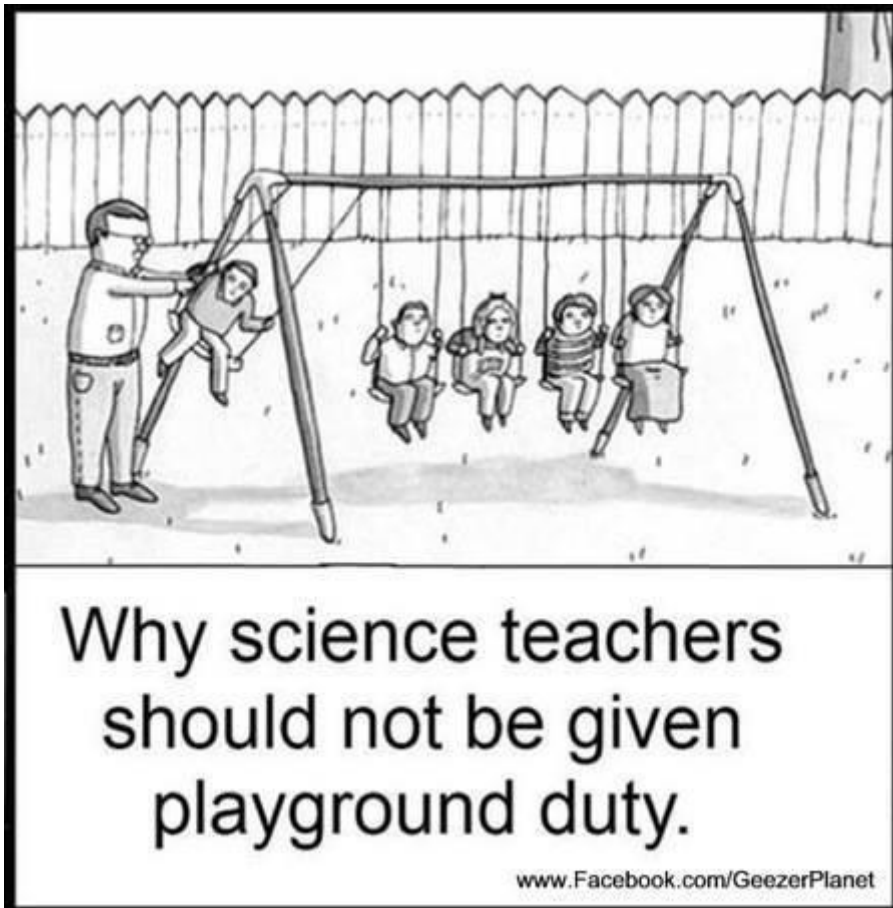


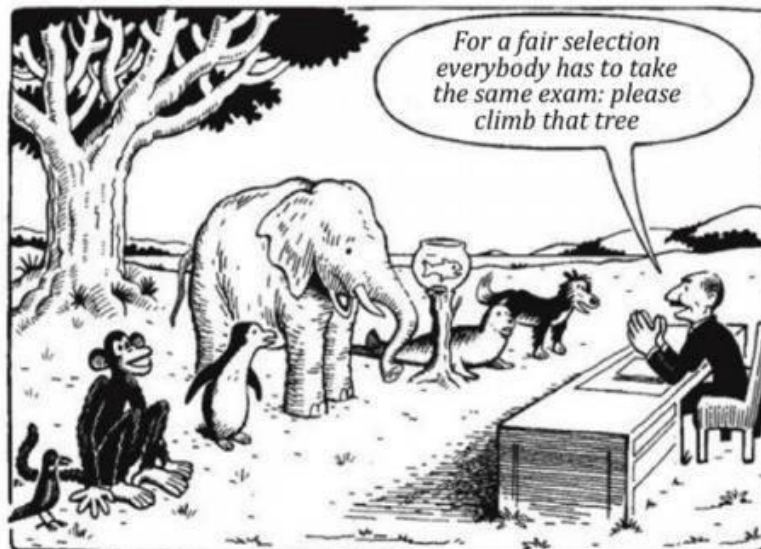
AND FINALLY...



* Problem-Based Learning



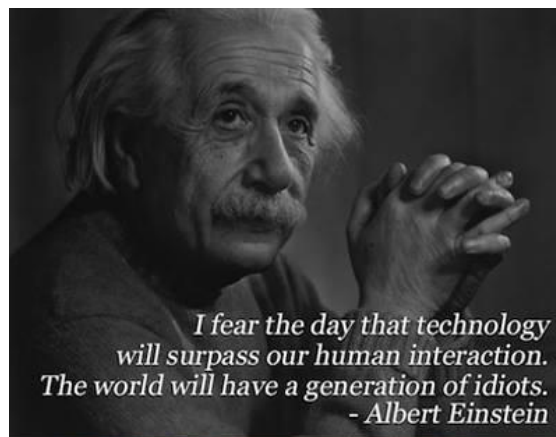




Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein



use video, horizon readings + extra info.

HOMEWORK

You are to assume the role of a Chinese immigrant in 1870 and write a letter home describing your experiences

Your letter should include the following:

- your contributions and experiences in the West.

我在這裏生活得很善。

工作環境不佳，福利也少。

不過不用擔心，每天只有大概十個人受重傷，

而我也很小心。

我們開了一間小鋪，生意不俗。

雖然我英文不是很認識，但是也能略略

對

明白那些白人所說的話。

希望能夠出頭地吧！我在這裏會努力工作，也

會小心身體的。

你們還好吧？

很掛念你們，希望我們能夠再見面。