Social Justice in Times of Crisis and Hope: Young People, Well-being and the Politics of Education

Centre for Education, Training and Work in the Asian Century
RMIT University, Australia

Centre for Social Justice and Wellbeing in Education
Lancaster University, UK
Open sessions

6 July, 2016

DAY 1

9.30 - 10.00 Registration and Morning Tea on Arrival

10.00 - 10.30 Welcome and Conference Opening
Professor Peter Kelly, Director,
Centre for Education, Training and Work in the Asian Century
Neo-Liberal Capitalism in Crisis: Individualisation and the Problem of the ‘Social’ in Social Justice

Open Sessions

10.30 - 12.00 Session One
Fang Wei
Zhejiang University of Technology, China
Migrant workers’ children: Social exclusion and its long-term risk for their living in cities: A case study in a coastal provincial city in eastern China

Ove Sernhede
University of Gothenburg, Sweden
Knowledge-seeking practices and social mobilization in the metropolitan districts of Sweden

René León Rosales
Uppsala University, Sweden
Gendering the riots – postmigrant social activism, gender politics and the disturbance of hegemony

12.00 - 1.00 Lunch

1.00 - 2.30 Session Two
Jan McArthur
Lancaster University, UK
The importance of theorising social justice, and the relationship between theory and practice

Jane McDonnell and Peter Wood
Liverpool John Moores University, UK
The political, moral and psychological contours of ‘British values’ promotion in UK education policy

Kristina Konstantoni and Marlies Kustatscher
University of Edinburgh, UK
Creating transformative partnerships: Making spaces for tackling childhood and youth inequalities

2.30 - 3.00 Afternoon Break

3.00 - 4.30 Session Three
Kay Fuller
The University of Nottingham, UK
Black and Global Majority (GM) women headteachers working with BGM teachers and pupils in England

Sophie Rudolph
The University of Melbourne, Australia
The politics of Indigenous educational justice in settler colonial Australia: Gap policy and epistemic dispossession

Rachel Patrick
RMIT University, Australia
Discursive positioning of Māori women teachers as role models for girls: Enduring effects of colonisation, race and gender in education.
## Open sessions

### 7 July, 2016

### DAY 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speakers</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
</table>
| 9.00 - 10.30| **Session Four**      | June Pym, *University of Cape Town, South Africa*  
Alba Parareda Pallarès, Laura Domingo Peñafiel and Núria Simó Gil, *University of Central Catalonia, Spain*  
Seth Brown, Judy Bruce and Tammi Martin, *RMIT University, Australia*  
Kirsty Finn, *Lancaster University, UK*  
Emily Gray, Mindy Blaise and Linda Knight, *RMIT University, Victoria University; Queensland University of Technology, Australia*  
| 9.00 - 10.30 |  
**Session Four** |  
June Pym, *University of Cape Town, South Africa*  
Socially just pedagogies: Voice, identity and belonging make a difference  
Alba Parareda Pallarès, Laura Domingo Peñafiel and Núria Simó Gil, *University of Central Catalonia, Spain*  
Building a democratic school: The experience of young people in secondary schools  
Seth Brown, Judy Bruce and Tammi Martin, *RMIT University, Australia*  
Social action in times of crisis and hope: Social processes of initial teacher education students’ identity formation  
Kirsty Finn, *Lancaster University, UK*  
Caught in/between? Everyday student mobilities, wellbeing and belonging in a UK university  
Emily Gray, Mindy Blaise and Linda Knight, *RMIT University; Victoria University; Queensland University of Technology, Australia*  
Using guerilla methodologies and arts-based interventions to address the crisis of everyday sexism in the academy | Socially just pedagogies: Voice, identity and belonging make a difference  
Building a democratic school: The experience of young people in secondary schools  
Social action in times of crisis and hope: Social processes of initial teacher education students’ identity formation  
Caught in/between? Everyday student mobilities, wellbeing and belonging in a UK university  
Using guerilla methodologies and arts-based interventions to address the crisis of everyday sexism in the academy |  
| 10.30 - 11.00| Morning Tea           |                                                                                             |                                                                                                |                                                                                                |
| 11.00 - 12.30| **Session Five**      | Ana Mirand, *Latin American School of Social Sciences (FLACSO), Argentina*  
Pam Macintyre, *RMIT University, Australia*  
Jude Ocean, *RMIT University, Australia*  
Anne-Sofie Nyström and Carolyn Jackson, *Uppsala University, Sweden; Lancaster University, UK*  
Emily Gray, Mindy Blaise and Linda Knight, *RMIT University; Victoria University; Queensland University of Technology, Australia*  
| 11.00 - 12.30 |  
**Session Five** |  
Ana Mirand, *Latin American School of Social Sciences (FLACSO), Argentina*  
The future is unwritten: Education, youth employment and inequality on early 21st century  
Pam Macintyre, *RMIT University, Australia*  
Interrogating the military in mathematics education  
Anne-Sofie Nyström and Carolyn Jackson, *Uppsala University, Sweden; Lancaster University, UK*  
Coping with higher educational expectations: Gender, class and unequal challenges in prestigious contexts | The future is unwritten: Education, youth employment and inequality on early 21st century  
Interrogating the military in mathematics education  
Coping with higher educational expectations: Gender, class and unequal challenges in prestigious contexts |  
| 12.30 - 1.30| Lunch                 |                                                                                             |                                                                                                |                                                                                                |
| 1.30 - 3.00 | **Session Six**       | Barbara Read, *University of Glasgow, UK*  
Anne-Sofie Nyström and Carolyn Jackson, *Uppsala University, Sweden; Lancaster University, UK*  
Emily Gray, Mindy Blaise and Linda Knight, *RMIT University; Victoria University; Queensland University of Technology, Australia*  
| 1.30 - 3.00 |  
**Session Six** |  
Barbara Read, *University of Glasgow, UK*  
Friendship, connection and social life at university in an age of precarity  
Anne-Sofie Nyström and Carolyn Jackson, *Uppsala University, Sweden; Lancaster University, UK*  
Using guerilla methodologies and arts-based interventions to address the crisis of everyday sexism in the academy | Friendship, connection and social life at university in an age of precarity  
Using guerilla methodologies and arts-based interventions to address the crisis of everyday sexism in the academy |  
| 3.00 - 3.30| Afternoon Break       |                                                                                             |                                                                                                |                                                                                                |
| 3.30 - 5.00 | **Session Seven**     | Melissa Wolfe, *Monash University, Australia*  
Emily Gray, Mindy Blaise and Linda Knight, *RMIT University; Victoria University; Queensland University of Technology, Australia*  
| 3.30 - 5.00 |  
**Session Seven** |  
Melissa Wolfe, *Monash University, Australia*  
Deploying girl shame at school: anaesthetising the female student.  
Emily Gray, Mindy Blaise and Linda Knight, *RMIT University; Victoria University; Queensland University of Technology, Australia*  | Deploying girl shame at school: anaesthetising the female student.  
Using guerilla methodologies and arts-based interventions to address the crisis of everyday sexism in the academy |  
| 5.00 - 6.00 | **Open sessions**     |  
Melissa Wolfe, *Monash University, Australia*  
Anna Mirand, *Latin American School of Social Sciences (FLACSO), Argentina*  
Barbara Read, *University of Glasgow, UK*  
Pam Macintyre, *RMIT University, Australia*  
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Emily Gray, Mindy Blaise and Linda Knight, *RMIT University; Victoria University; Queensland University of Technology, Australia*  
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**Open sessions** |  
Melissa Wolfe, *Monash University, Australia*  
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Kirsty Finn, *Lancaster University, UK*  
Emily Gray, Mindy Blaise and Linda Knight, *RMIT University; Victoria University; Queensland University of Technology, Australia*  | Using guerilla methodologies and arts-based interventions to address the crisis of everyday sexism in the academy  
Using guerilla methodologies and arts-based interventions to address the crisis of everyday sexism in the academy |
# Open sessions

**8 July, 2016**

## DAY 3

### 9.00 - 10.30

**Session Eight**

**Vanita Sunderam and Carolyn Jackson**  
*University of York*  
*Lancaster University, UK*  
‘Lad culture’ in Higher Education: Exploring potential spaces for student-led challenges to sexism, violence and abuse

**Barbara Biglia and Sara Cagliero**  
*Universitat Rovira i Virgili, Spain*  
*University of Turin, Italy*  
Protocolling as a (un)useful strategy to respond to gender violences within Universities: The Catalan case study

### 10.30 - 11.00

Morning Tea

### 11.00 - 12.30

**Session Nine**

**Kristiina Brunilla and Mary Lou Rasmussen**  
*University of Helsinki, Finland*  
*Monash University, Australia*  
Therapeutic governance of young people in the era of multiple crises

**Valentina Cuzzocrea**  
*University of Cagliari, Italy*  
‘I wanted to leave in order to come back’: reflecting on spaces that youth aspire to inhabit.

### 12.30 - 1.30

Lunch

### 1.30 - 3.00

**Session Ten**

**Alejandro Montes and Aina Tarabini**  
*Autonomous University of Barcelona, Spain*  
Access with or without equity? Exploring pathways and motivations to access higher education in Catalonia (Spain)

**Mieke Van Houtte, Jannick Demanet and Laura Van den Broeck**  
*Ghent University, Belgium*  
Giving up when facing injustice? Economic deprivation and school disengagement

### 3.00 - 3.30

Afternoon Break

### 3.30 - 4.40

**Session 11 Plenary Session**
## Discussion sessions

### 6-7 July, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 - 10.00</td>
<td>Registration and Morning tea on Arrival</td>
</tr>
<tr>
<td>10.00 - 10.30</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>Conference Opening</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion Sessions</strong></td>
</tr>
<tr>
<td>10.30 - 12.00</td>
<td><strong>Session One</strong></td>
</tr>
<tr>
<td></td>
<td>Amal Abou Setta</td>
</tr>
<tr>
<td></td>
<td>Lancaster University, UK</td>
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<td></td>
<td>Nick Amwata</td>
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<td>University of Kurdistan Hawler, Iraq</td>
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<td>Social justice and education in Egypt: The</td>
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<td>case of access to Higher Education</td>
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<td>Higher Education Loans Board (HELB)</td>
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<td></td>
<td>or Higher Education looking backwards:</td>
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<td></td>
<td>A critical evaluation of student funding in</td>
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<tr>
<td></td>
<td>HE in Kenya</td>
</tr>
<tr>
<td>12.00 - 1.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.00 - 2.30</td>
<td><strong>Session Two</strong></td>
</tr>
<tr>
<td></td>
<td>Navid Sabet</td>
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<tr>
<td></td>
<td>Monash University, Australia</td>
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<td>Jasmin Immonen</td>
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<td>Goldsmiths University of London, UK</td>
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<tr>
<td></td>
<td>‘I am a Project!’: Performance, Community</td>
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<td>and Enterprise among Disadvantaged Young</td>
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<tr>
<td></td>
<td>People</td>
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<tr>
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<td>Ephemeral citizenships: re-articulating the</td>
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<tr>
<td></td>
<td>margins in the city of sand</td>
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<tr>
<td>2.30 - 3.00</td>
<td>Afternoon Break</td>
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<tr>
<td>3.00 - 4.30</td>
<td><strong>Session Three</strong></td>
</tr>
<tr>
<td></td>
<td>Jenny Hatley</td>
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<tr>
<td></td>
<td>Lancaster University, UK</td>
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<td>James Goring</td>
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<td>RMIT University, Australia</td>
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<td>Investigating the role of values in</td>
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<td>Global Citizenship Education</td>
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<td>How to Build a Soap-Box in the 21st Century</td>
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<td>Time</td>
<td>Session</td>
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<td>--------------</td>
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</tbody>
</table>
| 9.00 - 10.30 | Session Four   | Jessica Gagnon, University of Sussex, UK  
Unreasonable rage, disobedient dissent: The social construction of student protestors through media and institutional discourses in the United Kingdom  
Nadja Duhacek, Freelance researcher, Serbia  
Comparing initiatives to include feminist and transitional justice Content in formal education in Serbia: Two case studies |
| 10.30 - 11.00| Morning Tea    |                                                                         |
| 11.00 - 12.30| Session Five   | Azipiazu Carballo, Luxan Serrano and Amurrio Velez, University of Basque Country, Spain  
Universities supporting victims of sexual violence: The Basque case study  
Andreea S. Micu, Northwestern University, USA  
Metropoliz: The aesthetics and politics of the commune |
| 12.30 - 1.30 | Lunch          |                                                                         |
| 1.30 - 3.00  | Session Six    | Deborah Bradbery, University of Newcastle, Australia  
Teaching for social justice: Developing issues focused programs  
Harriet Rowley, Janet Batsleer and Alexandra Pais, Manchester Metropolitan University, UK  
Spaces and styles of young people’s participation (‘PARTISPACE’ H2020 Project): Emerging findings from the Manchester city case study |
| 3.00 - 3.30  | Afternoon Break|                                                                         |
Welcome and Conference Opening  
9:00 - 10.30

Neo-Liberal Capitalism in Crisis: Individualisation and the Problem of the ‘Social’ in Social Justice
Professor Peter Kelly, Director, Centre for Education, Training and Work in the Asian Century

Session One  
10:30 - 12.00

Migrant workers’ children: Social exclusion and its long-term risk for their living in cities: A case study in a coastal provincial city in eastern China
Fang Wei, Zhejiang University of Technology, China

The coastal cities in eastern China have witnessed a wave of migrant workers from undeveloped rural areas since its economic reform. To control the ever-increasing population in its developed metropolitan coastal areas, the country has launched points-accumulated population registration which has allowed only a few migrant workers to be admitted as new citizens based on their performance and contribution during their stay in cities. The study found that, based on a follow-up in-depth research project of six years in Hangzhou, a coastal provincial city in eastern China, the children who had come to the cities with their parents were reluctant to go back to their hometowns in rural areas, but most of them would not be able to get good education and were disadvantaged after their compulsory education, under the new population acceptance policy of points-accumulated system in the city. On the basis of a detailed empirical analysis, the author tried to put forward a policy of social inclusion both to maintain and invest in the establishment of a harmonious society.
Gendering the riots – postmigrant social activism, gender politics and the disturbance of hegemony
René León Rosales, Uppsala University, Sweden

The killing of an old man by the police and the following urban revolt in Husby, a suburb in Stockholm, during May 2013, turned the world’s eyes to Sweden. Around the world headlines in the mass media took up how the image of Sweden has changed: The Telegraph wrote “Stockholm riots leave Sweden’s dreams of perfect society Up in Smoke”, The New York Times noted that “In Sweden, Riots Put an Identity in Question “, and Libération stated that “ La Suède n’est plus étrangère aux émeutes” (Sweden is no longer a stranger to riots).

The Swedish national debate on the causes of the riots was intense and highly politicized. In this presentation, René León Rosales will investigate how dominant gendering narratives on the causes behind the riot emerged within the public debate. Special attention will be given to analysis of how the trope “angry young men” was repeatedly used in public interventions as a way of explaining the riots, explicitly making the relation between violence and one type of masculinity the very cause of the riot and rendering invisible youth activism as a resistance against social injustice, racialization and territorial segregation.

The presentation will also highlight how the urban revolt proved to be a turning point for postmigrant youth organizations for social justice from Husby, such as Megafonen and StreetGäris, which played an important role in trying to problematize dominant narratives of the riot by connecting it to police violence, racial discrimination, precarious living conditions in segregated neighbourhoods exposed to welfare cuts and lack of functioning spaces for democratic participation. The analysis will emphasize how these organizations have had to deal with constant external pressure by politicians and the media, for instance through demands to distance themselves from “evil forces” in their neighborhood, and why they refused to do that. Finally the activism of these organizations will be discussed as an intervention disturbing Swedish cultural hegemony.
Knowledge-seeking practices and social mobilization in the metropolitan districts of Sweden

Ove Sernhede, University of Gothenburg, Sweden

Changes in metropolitan districts of Sweden during the last 30 years have created a situation that in many respects resembles those in big cities of continental Europe. Increasing social and economic disparities have generated a tense social climate that threatens social cohesion. The globally reported riots in the poor high-rise suburbs of Stockholm in 2013 were stark manifestations of the tensions. This paper examines the social background of the tensions that fostered the riots. Its prime focus is on a new form of suburban mobilization that has emerged in parallel to police confrontations. Young people from multi-ethnic high-rise suburbs in the metropolitan districts of Sweden have formed organizations with explicitly articulated objectives to change their living conditions. This new form of suburban mobilization gives priority to the need of acquiring knowledge and learning in the political agenda developed by organizations that young adults have established recently in these suburban areas. This paper gives attention to The Panthers for the Restoration of the Suburb from Gothenburg. Drawing inspiration from Black Panther Party and hip-hop culture, as well as the tradition of adult education that was once crucial for the Swedish labor movement this new social movement is seeking a voice in local and national policy-making. A broader public became aware of these developments in the aftermath of widespread riots by youths all over Sweden 2013, when representatives of the organizations offered articulate explanations for the violence in marginalized suburbs (without condoning it) on various media platforms. Two key questions are addressed in the paper. How can the knowledge-seeking and learning processes related to the informal and formal activities of the Panthers be understood? What can compulsory schools run by the municipality learn from the purposeful learning in the everyday praxis of an organization like the Panthers?
The importance of theorising social justice, and the relationship between theory and practice

Jan McArthur, Lancaster University, UK

In times of crisis it is easy to see hope in brave actions and bold initiatives and for thought alone to appear to offer a more passive response – ill-suited to the urgency of social depravation and injustice. However, in this paper I will argue that theory can and should lie at the heart of the hope we strive for during these troubling times. Moreover, essential to the negotiation of hope is an appreciation of the inter-relatedness of thought and practice: conversely times of crisis are often characterised by their stark dichotomisation.

The critical exploration of theories of social justice must be understood not as an alternative to action, nor even as a precursor to action, but as a critical form of action in itself. Too often the conceptions of social justice that drive action are implicit and unacknowledged: and as such they are far from benign. Indeed, in the western context the distributive idea of justice as fairness, as has developed since the European Enlightenment, has become hegemonic. In the context of education this has had profound implications for the relationships between students and teachers, the forms of engagement with knowledge and the prevailing assessment regimes.

I will argue that the social contract tradition of justice is part of the problem, rather than the solution, in these times of crisis and hope. I will compare this with the ways in which social justice is understood within the capabilities approach and critical theory, focusing particularly on how they deal with inclusiveness and difference. This paper will explore the possibilities of working with conceptualisations of social justice that reject relativism and yet embrace diverse contextualisation and experience. Is it possible, or even desirable, for everyone to agree on a theory of social justice? And what are the implications, for us as researchers, of different theories of social justice?
Creating transformative partnerships: Making spaces for tackling childhood and youth inequalities
Kristina Konstantoni & Marlies Kustatscher, University of Edinburgh, UK

Driven by the assertion of children’s rights through the United Nations Convention on the Rights of the Child (UNCRC, 1989), the last two decades have seen an increased emphasis on children’s and youths participation in research, policy and practice (Tisdall et al., 2014). Recent approaches in the field of childhood and youth studies have stressed that children and young people are not only able, but also entitled to participation in research, both from a rights-based, normative and ethical point of view (Lundy and McEvoy, 2012). Advocates of participatory research approaches not only call for seeking children’s views and making them heard, but stress that effecting change in children and young people’s lives should be the ultimate goal of participation (Cairns, 2001). In practice, however, children and young people’s participation is a complex process and the challenge is to ensure that participation is meaningful, comprehensive and not tokenistic. In this presentation we will draw on an innovative research project which has been initiated by a group of ten young people (aged 10-18) from marginalised communities, and aims to involve them as co-researchers in a participatory action research case study. It seeks to examine a) young peoples’ views and experiences of intersectional discrimination in their schools and local communities and ways of tackling discriminatory practices, and b) the processes by which meaningful and transformative partnerships (between young people, researchers and practitioners) can effect change in young people’s lives. The project is particularly timely due to the multiple and intersecting experiences of discrimination that young people face in the current social and political climate of austerity, growing inequalities and rising anti-immigration sentiments.
The political, moral and psychological contours of ‘British values’ promotion in UK education policy

Jane McDonnell & Peter Wood, Liverpool John Moores University, UK

This paper explores the political lineage of the British government’s recent directive for all schools to promote ‘British values’ (DfE, 2014). Whilst previous initiatives that can be described as falling within the sphere of ‘values education’, such as Citizenship Education and the Social and Emotional Aspects of learning (SEAL) programme, have been ostensibly concerned with political participation and psychological development respectively, the ‘British values’ agenda explicitly adopts a moralistic tone (DfE, 2014: 4). Drawing on work that has illustrated the problems of a psychological approach to democratic education (Biesta, 2011), and of the value monism implied in the promotion of culturally specific ‘appropriate social skills’ within the SEAL programme (Wood, 2016), this paper explores the political, psychological and moral contours of the current policy agenda and argues for a more pluralistic approach to values education in the UK. Drawing in particular on radical political philosophy that emphasises the need for a pluralistic conception not only of the range of interests and perspectives within democratic society but also of the principles upon which democracy rests (Mouffe, 2005), we argue that it is not enough for values education to promote respect and tolerance for a plurality of views. Rather, it must become a pluralistic space for the contestation of different values that can contribute to young people’s learning in meaningful ways.
Black and Global Majority (GM) women headteachers working with BGM teachers and pupils in England
Kay Fuller, The University of Nottingham, UK

Black and Global Majority/Black and Ethnic Minority women are significantly underrepresented in secondary school leadership in England. 96% of women secondary headteachers and 98% of men describe themselves as White-British/White-Irish/Any other white background (DfE, 2015). Almost a quarter of pupils in state-funded secondary schools are described as of minority ethnic origin (DfE, 2013). Thus the school population is not represented at the most senior levels of school leadership where decisions are made and learning and teaching quality is monitored (see Showunmi, 2015). This paper focuses on the links between BGM/BEM women headteachers’ life histories and their recognition of the diverse needs, interests and desires of Black and Global Majority/Black and Ethnic Minority women and girls in their schools*. It draws on intersectionality (Crenshawe, 1991) and Critical Race Theory (see for example, Gillborn, 2008) to report the responses of Black and Global Majority women secondary (and primary) headteachers in England, to interview questions about the intersections of gender, ethnicity/'race' and school leadership. In particular, women have positioned themselves in diasporic histories of colonialism and migration as well as contemporary stories of racism and sexism. The paper argues that BGM/BEM women teachers and leaders’ diverse needs, interests and desires must be recognised as they advance in their careers. It also argues that white school leaders need to learn from BGM/BEM school leaders’ experiences in order to develop further their own critical awareness of structural, systemic and individual social injustices. Indeed, such learning is necessary in the interrogation of the politics of education, in thinking about the limits and possibilities, the challenges and opportunities to establish school leadership for social justice.
The politics of Indigenous educational justice in settler colonial Australia: Gap policy and epistemic dispossession

Sophie Rudolph, The University of Melbourne, Australia

Concern over the seemingly intractable problem of Indigenous educational disadvantage in Australia is currently addressed at a policy level in the national, bipartisan policy called Closing the Gap in Indigenous Disadvantage. This policy aims to address the historical discrimination that has resulted in present day Indigenous disadvantage. In the context of education, this disadvantage is understood statistically in vastly lower Indigenous student achievement in English literacy and numeracy targets, participation in schooling and attainment of secondary education. In this paper I examine the political effects of the discourse of closing the gap in relation to the policy hope of Indigenous educational justice. Key historical and policy texts addressing the issue of Indigenous educational disadvantage are analysed and reveal the violence of colonialism and its legacies. It is argued that, while the Closing the Gap policy discourse attempts to address the crisis of Indigenous educational disadvantage, it concurrently contributes to a form of epistemic dispossession through ongoing silencing of Indigenous knowledges, hopes and achievements. This pattern of colonial dispossession is explored using settler colonial theory to demonstrate that when the logic of educational success is always-already European, middle-class, capitalist and schooled then anyone achieving and operating outside of this logic is set up to fail in its paradigm. This dilemma, I argue, is submerged within the Closing the Gap policy and consequently has implications for Indigenous educational justice and well-being. This paper urges greater attendance to these issues in debates and discussions about social justice for Indigenous young people in Australia and other settler colonial contexts.
Discursive positioning of Māori women teachers as role models for girls: Enduring effects of colonisation, race and gender in education

Rachel Patrick, RMIT University, Australia

Drawing on 30 years of scholarship by Māori women scholars such as Kathy Irwin and Linda Tuhiwai Smith, the narrative of one recently qualified Māori teacher is examined. Kiri’s story, raises two interrelated challenges: (1) The enduring discursive positioning of Māori women educators as (a) “role-models” for Māori girls and young women and (b) default problem-solvers for Pākehā (non-Māori) staff with regards the education of Māori students and (2) The problematic nature of Pākehā educators and researchers engaging with such narratives, given the colonising history of research on and about Māori peoples over the past 175 years.

Kiri’s narrative presents a powerful illustration of the particular identity work in which Māori educators continue to engage. For Māori women educators, the additional dimension of gender adds to the complexity of their professional work, and the discursive positioning to which they are subject as Māori and as women.

In this paper, I explore Kiri’s story of identity formation as Māori, as teacher, as woman, and the particular discursive positioning she was forced to take up within the school, as the only Māori woman on the staff. Kiri’s narrative is reframed as a taonga (a gift)—and as such a privilege for the researcher to be party to, to analyse, and to share with others so that they may “hear” something of the work undertaken by Māori, and other indigenous teachers. This paper presents an argument for educators, researchers and school management to develop a “historical sensibility” (as discussed in a recent paper by Penny Tinkler and Carolyn Jackson) about both the enduring effects of colonisation of Māori and Māori women teachers in particular, and the assumptions embedded in institutional power relationships.
Socially just pedagogies: Voice, identity and belonging make a difference
June Pym, University of Cape Town, South Africa

Throughout the world, participation numbers and student demographics in higher education are changing, with an increasing number of first generation students being accepted into higher education. This poses a range of challenges for both the students, lecturers and the institutions. In widening participation and extending opportunities, inequalities of experience and outcomes can either be reproduced or challenged. For individual students, central is the extent to which they are able to de-code what Bernstein describes as ‘invisible pedagogy’ and engage with new expectations and what is valued, by whom and in what contexts. It is common for students to experience alienation, but particularly so for many first generation students who find themselves in the middle-class environment of higher education. In the South African context this alienation is further compounded by the fact that many first generation students have grown up in conditions of poverty, violence and attended schools where there has been a breakdown in cultures of learning and teaching. Coupled with this, academic challenges perpetuate this cycle, with students feeling disempowered, ill prepared and experiencing declining academic grades.

Against this context and these challenges, this presentation examines the key elements and dynamics at play in the successful model developed in Education Development unit (EDU) in the Commerce Faculty at the University of Cape Town (UCT) in South Africa. The model engages with factors that contribute toward students’ sense of being ‘on the border’, addresses the needs, strengths and issues involved in widening participation to students and achieving more equality in the culture of learning. The EDU model embraces shifting away from a homogenized view of ‘disadvantage’ and the notion of simply ‘assimilating’ students into the university. This has provided genuine space for students to change and transform how we as academics think about our practice, challenge our ‘taken-for-granted’ assumptions and provided a rich tapestry for classroom practice and beyond.
The future is unwritten: Education, youth employment and inequality in the early 21st century

Ana Miranda, University of Buenos Aires, Argentina

Prolongation of youth, which has been analysed many times (e.g. Bendit; 2008; Roberts, 1997; among others), was related to different phenomena such as a greater life expectancy, the prolongation of the educational careers and the metamorphosis of labour markets. These factors make educational careers and labour market integration processes longer and non-standardized (even partly reversible) jobs stabilization takes place close to 30 years old (Miranda, 2015; Cuervo y Wyn, 2015).

However, over the past years, a set of works started questioning some trends towards naturalization or reification as regards to the prolongation of job placement by arguing for the removal of an extraordinary “plusavalia” of the new generations (Cote, 2014). While, on the other hand, studies carried out in Latin America showed that in certain groups of young people, no stabilization labour process occurs, generating trajectories characterized by precariousness and contingency (Mora Salas y de Oliveira, 2015).

The aim of this presentation is to deal with job placement processes arising from the analysis of empirical (quantitative and qualitative) data gathered in Argentina within two different economic contexts: One of them is characterized by the final stages of the neoliberal economic program favoured by the International Monetary Fund (IMF) and the other one is contextualized during the term of a heterodox-oriented model actively promoting job and social protection. The information introduced is part of two follow-up panels of high-school graduates (1999 and 2011). The comparative outcomes regarding the first year after graduation are exhibited herein, highlighting continuities and ruptures between both periods in order to deepen the discussion on the transitions between education and employment which are historically and socially placed.
Building a democratic school: The experience of young people in secondary schools
Alba Parareda Pallarès, Laura Domingo Peñafiel & Núria Simó Gil, University of Central Catalonia, Spain

This contribution sets out to explore how young people understand and experience the notions of participation and democracy in their secondary schools. We draw on their own words to examine their point of view on participation in everyday life at school to comprehend what kind of democratic education they are involved in. The paper forms part of the Demoskole project, which studies democracy and the participation of school community members in secondary schools in Spain, specifically, in the region of Catalunya. To date, our fieldwork suggests that while, in most cases, the chance for pupils to participate in decision making processes is limited, there are differences between schools. Two elements, in particular, seem to have a significant influence in terms of improving pupil participation. The existence of relationships based on trust and more horizontal forms of collaboration between teachers and pupils leads to a sense of wellbeing. This, in turn, has an effect on the atmosphere within the school. The paper focuses on the characteristics that distinguish the three schools that took part in the investigation with the goal of analysing those factors that lead to the creation of a more or less democratic atmosphere in the relations between the various members of the school community. Therefore, in our view, this research can contribute to give clues, from the young people experiences, on how to develop democratic schools.
Social action in times of crisis and hope: Social processes of initial teacher education students’ identity formation

Seth Brown, RMIT University, Australia; Judy Bruce & Tammi Martin, University of Canterbury, New Zealand

Service-learning in universities has played a major role in engaging students in experiential learning, collaborating with non-governmental organisations (NGOs) on social justice projects and in creating university and community partnerships that lead to social change. Most of the literature on service learning programs in Initial Teacher Education (ITE) in the area of health and physical education focuses on social action projects linked to youth physical activity settings and local community partnerships. Few studies have examined the experiences of ITE students working in collaboration with NGO’s in a health and physical education setting. This paper examines ITE students’ experiences of their participation in a Health and Physical Education Social Action Group (SAG) and the impact of their understandings of social action on identity formation. Wenger’s communities of practice and Bourdieu’s concepts of capital, field, habitus, and practice form the theoretical framework. Data were collected using surveys, interviews, and focus group interviews with SAG members and analysed using coding and constant comparison. Emergent themes revealed SAG members’ participation in social action projects in partnership with Oxfam such as ‘Make Poverty History’ in Samoa and a project to raise awareness to the working conditions of Adidas factory employees that sponsor the New Zealand All Blacks Rugby Union team. Findings are discussed in relation to their impact of the SAG members learning (such as developing a neo-liberal ethics of care), identity formation, and social practices in the SAG. Implications for ITE and the fields of health and physical education and service learning are explored.
McDonald’s carparks and other heterotopias: Transformative young adult literature
Pam Macintyre, RMIT University, Australia

Young adult fiction, in contesting and challenging hegemonic social and political structures and institutions, grants young adults mediated power and agency, as evidenced recently in the reception and critique of The Hunger Games series and films. While speculative fiction has the luxury of ‘transformative utopianism’ (Bradford et al, 2008) realist fiction has to work within mimetic limitations. Nevertheless, this paper will argue that realist forms, including those that employ visual as well as written narratives, can be potent vehicles for interrogating questions of power and agency in the lives of contemporary young people. It will examine in selected texts, how young adults are positioned within the social institutions of family and school, institutions that seek to exert control over them. While it could be argued that young adult fiction itself acts as a vehicle of constraint, this paper will contend that innovative forms open up spaces for readers. It will initially focus on a hybrid text by Shaun Tan, as illustrative of the heterotopic counter sites (Foucault, 1986) of crisis, deviance and transformative experiences, available in recent narrative fictions for adolescent readers. It will analyse how such spaces in realist fiction not only empower the adolescent protagonists and other characters within the stories and images, but by implication, young adult readers themselves. Skilled and nuanced readings allow adolescents to explore the development of social power vicariously, experiences that may impact on their real world lives: literature can be transformative.
Interrogating the Military in Mathematics: Implications for Young People ‘At Risk’
Jude Ocean, RMIT University, Australia

The simple numbers involved in neoliberal governance strategies are productive or performative when used to govern resources in the lives of young people deemed to be ‘at risk’. More widely, and in education, the OECD produces numerical education ‘indicators’ that underly policy enactments in many countries. Why is measurement by numbers so pervasive, so accepted, so beguiling? I argue that such numbers hold their power through the legitimacy conferred by military associations and through pedagogical practices in school mathematics that produce obedience, inequality and loss. This argument is developed through a genealogy of mathematics education that maps the emergence of a corps of tightly controlled, rule-following, highly obedient, competitive, stratified and ranked military engineers/mathematicians taking positions as mathematics educators in US universities in the mid-nineteenth century, employing practices modeled on those of the French military Polytechniques. With the employment of military personnel as mathematics teachers during the expansion of public high schools in the 1860s, these coercive practices of the military leached further into the democratic system of public education. I argue that schooling in mathematics is involved in the production and acceptance of the governance-by-numbers regime that characterizes neoliberal times and thus that the practices of school mathematics and those of neoliberal governance regimes are mutually constitutive. Consequently, caution, analysis, and even refusal should be invoked when simple, reductionist calculations with numbers are used to ‘justify’ interventions in the lives of young people.
Caught in/between? Everyday student mobilities, wellbeing and belonging in a UK university

Kirsty Finn, Lancaster University, UK

Participation rates in UK Higher Education have been relatively resilient (around 45%) during the period following the financial crisis (2008-15) suggesting that, for many young adults, university continues to represent hope for a secure future and the promise of social mobility in uncertain times. The rising cost and increasingly privatized nature of HE has changed the ways students participate and engage in university-related mobility and there is now a significant minority (around 25 percent) of young adults – particularly first generation entrants and minority ethnic students – who are remaining at home with family in order to mitigate the financial and social costs of university. Although several studies have attempted to unpack the experiences of students who live at home during university, this literature often has the effect of fixing students, both spatially and socially (i.e. local/non-local, traditional/non-traditional). Consequently, students who live at home are regarded as immobile rather than mobile, masking the importance of everyday mobilities for experiences, identities and wellbeing.

Drawing on participatory visual research with students at Lancaster University (UK), this paper explores the lived experiences students ‘on the move’ in order to understand the ways in which university-related mobility is embedded within concerns about affordability, ‘green’ practices and the environment, feelings of safety and emotional wellbeing and belonging and inclusion. Drawing on the ‘mobilities turn’ within the social sciences (Urry 2000; Sheller and Urry 2006) the paper provides ways of thinking beyond the dichotomy of ‘home’ and ‘away’ and for illuminating the importance of flows, networks, connections, and liminoid in-between spaces for students’ sense of wellbeing and belonging in 21st Century HE.
Friendship, connection and social life at university in an age of precarity
Barbara Read, University of Glasgow, UK

The social aspects of university – making friends, creating social networks, socializing at events – is an aspect of the student experience that is often neglected in research on higher education, particularly outside the US. Nevertheless, it is an incredibly important aspect of university life for many students. It is a crucial factor in relation to student wellbeing, belonging and progression at university. Moreover, the intricacies and complexities of friendship and sociality are not just the province of the personal and individual. They are socially and culturally constructed and negotiated practices and dynamics that reflect, reinforce, and sometimes subvert or challenge dominant patterns of inequality in relation to gender and other facets of identity such as ‘race’/ethnicity and social class.

Another aspect of great importance to a study of student life are perceptions and experiences of vulnerability and precarity. This can relate to a lack of security in material aspects of their lives (e.g. financial income, accommodation), as well as a sense of precarity in terms of less tangible aspects such as identity formation and change; homesickness and fears or actualities of social isolation and disruption. Such feelings of ‘precarity’ or vulnerability have arguably heightened in contemporary conditions of austerity – with young adults particularly vulnerable.

This paper reports on initial findings from in-depth qualitative interviews with approximately 50 undergraduate students at a single UK university, exploring the views and experiences of participants in relation to the ‘social world’ of university life and their negotiation of uncertainty. What can the findings tell us of the ways in which the effects of precarity are experienced and negotiated differently according to facets of ‘difference’ such as gender, social class, age and ethnicity? What are the implications for policy and practice around student well-being and widening participation/retention in HE?
Coping with higher educational expectations: Gender, class and unequal challenges in prestigious contexts

Anne-Sofie Nyström, Uppsala University, Sweden; Carolyn Jackson, Lancaster University, UK.

There has been a tendency in social science research to focus on disadvantaged groups, while their privileged counterparts - who are often cast as successful and ‘having it all’ - are seldom subject to scrutiny. Recently, however, there have been calls to focus more attention on elite groups and contexts for two main reasons. First, to shed more light on how elite cultures and spaces are maintained and reinforced, and also might be challenged. Second, because there is increasing evidence that the pressures and demands on many middle-class young people are having substantial detrimental effects on their wellbeing. Such pressures are seen to be linked to, among other things: heightening expectations about what constitutes educational and financial ‘success’; shifting economic climates and related insecurities; and the increasing importance of academic credentials.

In this paper we explore the challenges of coping with high-status and competitive undergraduate programmes in elite contexts where top-achievements are generally taken for granted. We consider how different learning and social contexts are related to students’ experiences of stress, and what kinds of coping strategies are available and used by different groups of students. We discuss the extra challenges faced by disadvantaged students in these contexts, and also the implications for promoting social justice through education. We draw upon data from a large, ongoing, three-year (2015-2018), cross-national (Sweden and England) comparative interview project that investigates how constructions of masculinities and student identities inform strategies for coping with risks of academic failure and/or striving for success. The project focuses on three elite undergraduate programmes: Medicine, Law and Engineering. Data are being generated by observations, focus group interviews and individual interviews with students and staff.
Using guerilla methodologies and arts-based interventions to address the crisis of everyday sexism in the academy

Emily Gray, RMIT University of Technology;
Mindy Blaise, Victoria University;
Linda Knight, Queensland University, Australia.

Research shows us that there is not a ‘level playing field’ for women in academia (Diezmann and Grieshaber, 2010 & 2013; Peetz et al. 2014; Winchester et al. 2006), evidenced by a dearth of women in the upper echelons of university management and the professoriate, where men can outnumber women by a ratio of 1 to 3. Therefore, many academic institutions are not socially just spaces for women, and women, (cisgender and trans*) in academia face several key inhibitors to achievement within their academic careers such as: a ‘boys club’ culture where men are favoured for research only and/or capacity building positions; isolation; workloads that make a private/professional balance impossible; and negative discrimination on the basis of gender. Writing and speech in academic institutions represents a particular kind of masculinity that can be evidenced by the notion of the ‘ivory tower’ and the positioning of ‘good’ academic work as being distanced from its subject (Armato, 2013; Gill, 2009). Everyday speech acts such as apologising for swearing or calling female colleagues and peers ‘ladies’ or ‘girls’ subjectifies women in particular ways. This paper will demonstrate that such an environment can have significant impact upon the wellbeing of women working in academia.

We create art as a social practice to produce practical, effective, everyday feminist interventions to sexism in the academic workplace. The art we make pays homage to guerilla methodologies used by feminist art collectives, and mobilizes the experiences of who work within the discipline of education, including teacher education, at the university level.

Our interventions are not concerned with making art as a form of cathartic experience; we work in raucous and polyvocal ways, and in unexpected spaces to critically comment on the complexities of being in privileged employment whilst also being disadvantaged and working on the periphery. Working collectively and through guerilla methodologies, women, cisgender, and trans* women can find ways of speaking about the politics and tensions of working in academia.
Deploying girl shame at school: anaesthetising the female student.
Melissa Wolfe, Monash University, Australia

In this feminist empirical study of former Australian schoolgirls I explore ways female students negotiate shame of academic success/failure, participation in perceived masculine/feminine activities, and their material bodies. This negotiation is an affective state of crises that is mediated through hope, as a relational aspiration to become successful girl. The participants in this study were ashamed to speak loudly, act aggressively or simply not be nice. They were ashamed because they are girls attempting to perform girl and that becoming was negotiated through others.

Assemblages of shame operate in educational sites as pedagogies of practice that create inequality through reductive difference. My filmic research illustrates ways that shame emerged through the pedagogical encounter itself, as intra-action (Barad, 2007). The desire to belong creates an incited performance as what we are not in a multifaceted situation where restraint ‘impels and sustains performativity’ (Butler, 1993, p. 60). The filmic methodology employed allows an accounting of this as unstable, as ‘multiple instances’ (MacLure, 2013, p. 660). By researching in this way a multiple and sometimes conflicting reality (as mattered meaning) becomes visible. Shame as ‘unspoken’ emerged as a significant affective stimulus of reduction for the former schoolgirl participants involved in this filmic study.

The anxiety to perform, in particular ways, creates a bounded impasse that reiterates itself as both cause and effect where the ‘activity of refraction [is] productive of composure or on the other hand radical negation’ (Berlant, 2011, p. 199). The soliciting of becoming girl in relation (Butler, 2004) is an affective binding of entities and, in itself, demonstrates an unromantic agency at work. Through an agentic improvisation these female participants negotiate ways ‘to fit’ at school that enables them to exist within their world but often in ways that re/create gender inequality and impacts negatively on their well-being.
This paper explores the phenomenon of ‘lad culture’ in higher education, highlighting the contexts in which some young people may be marginalised, and questioning the perception that ‘lad culture’ is primarily linked to heavy alcohol consumption and manifested in social spaces. We draw on data from a research project with staff working in higher education institutions (HEIs) in England, analysing the way in which ‘lad culture’ is perceived and characterised by our participants. Our findings indicate that ‘lad culture’ is perceived as evident in HEIs, characterised by misogynistic and sometimes homophobic and racist language and behaviours, ranging from verbal harassment to physical and sexualised aggression and violence. ‘Lad culture’ is generally perceived as existing almost exclusively in social contexts; however, a number of participants had witnessed or experienced ‘laddish’ behaviour in teaching and learning contexts also. In this paper, we attempt to define more precisely what is meant by ‘lad culture’ through an exploration of the ways in which staff experience and perceive these behaviours. We highlight the ways in which ‘lad culture’ marginalises and excludes some young people in a range of spaces in higher education. Further, we question the popular perception that ‘lad culture’ is manifest primarily in social spaces, among large groups of young people who have been drinking. In doing so, we argue that a management-led and health-oriented approach to tackling forms of lad culture may be misguided. Such strategies tend to focus on promoting healthy behaviour and risk management for students and rarely acknowledge the gendered dimensions of ‘lad culture’. We suggest that student-led movements supported by HEIs are preferable; ones that highlight the impacts of ‘lad culture’ and adopt social justice approaches to build spaces conducive to gender and sexual equality.
Access with or without equity? Exploring pathways and motivations to access higher education in Catalonia (Spain)

Alejandro Montes and Aina Tarabini, Autonomous University of Barcelona, Spain

Increasing the participation to higher education (HE) by widening access of all social sectors is of paramount importance to enhance the levels of social equity of contemporary European countries (OECD, 2012; European Commission, 2014). In the knowledge society, increasing access to HE it is not only a matter of rising numbers but a question related to the social composition of the HE population (Eurydice, 2014). In this context, several European countries have made significant progresses in this area. A progress, however, that it is still insufficient and dissimilar. Increasing research in this field is stressing that the expansion of post-compulsory education in Europe has not significantly reduced social class patterns in access to HE (Clancy & Goastellec, 2007), thus, maintaining the horizontal inequalities (in Bourdiean terms) featuring this field (Reimer & Pollack 2008). The objective of the paper is to set up a representative map of the pathways and motivations featuring the access to HE of students at Autonomous University of Barcelona (UAB, Catalonia, Spain), as one of the most representative universities of the Catalan university system (22.5% of the student body). Specifically, it intends to establish typologies based on the students’ trajectories, the selected field of study and their socioeconomic and educational background. With this aim, a quantitative analysis has been conducted to a sample of newcomer’s UAB students, selected according to the field of study, the level of social demand of the faculties and the percentage of students accessing HE by “non traditional” ways. The final sample is N.1978, representing 30.8% of all UAB newcomers’ students in 2014-15. This analysis and the database resulting from it is of vital importance for understanding the social processes related to access to HE and has special importance in the Catalan case where no systematic data in this field is gathered.
Protocolling as a (un)useful strategy to respond to gender violences within Universities: The Catalan case study

Barbara Biglia, Universitat Rovira i Virgili, Spain; Sara Cagliero, University of Turin, Italy

In the last decades, following UE recommendations, Spanish and Catalan public educational institutes have created specific ‘egalitarian observatories’ and designed/implemented ‘some’ gender policies. Gender mainstreaming has become an important issue in UE politics and has been included in most national educational policies while gender employment equality discourses have become institutionalized. This, and the pressure of feminist movements, has resulted in the inclusion of legal measures that must be undertaken by educational institutions to support equality and prevent/deal with gender violence. These measures are often ineffective because of the lack of specificity on how the law should be implemented. One of the few actions that in recent years have been widely adopted is the creation of protocols to deal with gender violence in universities. The ways in which these protocols are designed and implemented, however, are quite different at each institution. For example, while some protocols seem to be situated within a feminist or at least a gender-sensitive perspective, others adopt a much more neutral and allegedly impartial point of view. In this presentation, we critically compare the protocols designed within the framework of the research-action project Universities Supporting Victims of Sexual Violence by the Catalan universities. In particular, we investigate whether they address all forms of gender violence (violencias de género), how they take into account intersectionality or instead reproduce other forms of discrimination, and whether they are effective in increasing the capability of young people to detect gender violence. The problematization of protocols to address gender violence in the educational context is our small contribution to rethinking gender mainstreaming politics, a task that is particularly necessary in the context of heavy handed cuts to social provisions and policies.
Therapeutic governance of young people in the era of multiple crises
Kristiina Brunilla, University of Helsinki, Finland

A number of researchers across the world are arguing that there is a crisis in education, one that is taking place within the larger crisis of capitalism. In Finland the responses to these crises by educators have focused on the attributes and competencies of the emotional well-being and mental health of young people. In various educational settings, typical initiatives include activities such as interventions in emotional well-being, activities to raise self-esteem, forms of emotional education, and direct behavioural training. This paper focuses on forms of education that have been permeated by ‘therapeutic governance’, where the question is not whether to intervene but rather, which interventions are the more effective. Therapeutic governance refers to management of a population’s psychology and its significance for its ‘emotional security’. Therapeutic governance makes a link between psychosocial well-being and security, and seeks to foster personalities able to cope with risk and insecurity.
Australian marriage equality, young people and the racial politics of sexual progressivism in the Asian Century
Mary Lou Rasmussen, Monash University, Australia

My focus in this paper is not on the merits of marriage equality, but on reading contemporary debates about marriage equality in Australia as reinforcing the idea of this movement as quintessentially young, white, modern and secular, and therefore sexually progressive. I also attend to the ways in which such debates produce specific types of racialized youth subjects both in support of, and opposition to, the idea of marriage equality. Increasingly, in Australia, and other Anglo and Western countries (i.e.; Canada, New Zealand, England, The Netherlands, Norway), being sexually progressive and modern means being pro marriage equality and generally positively affiliated with gay rights. I am not the first to make this observation. Audrey Yue argues “The sexualized nationalism of homonational modernity is evident in global marriage equality debates and politics. Marriage equality exemplifies queer mobility as a rights based process of recognizing same-sex relationships as sexually legal and gays and lesbians as equal citizens” (2012: 273). Australian politicians have situated Australia as more or less progressive than neighbours in our region – based on our stance on marriage equality. Young people figure in these debates in a variety of contradictory ways: as increasingly non-religious; as supporters of marriage equality; as in need of protection from marriage equality; as fleeing from Asian neighbours to a more progressive Australia. This paper traces relationships between young people, racial politics and sexual progressivism in order complicate the storying of Australia as the champion of sexual progress in the Asian Century.
'I wanted to leave in order to come back': reflecting on spaces that youth aspire to inhabit
Valentina Cuzzocrea, University of Cagliari, Italy

This paper discusses the imagination of mobility, within wider narratives of the future, in a sample of 341 18-year-old Sardinian students, and consequently on the spaces that they aspire to inhabit throughout their life. The narratives analysed emerged through an exercise of essay writing. In these, students refer to leaving Sardinia as an inevitable aspect of their future, but do so in a way which does not deny a ‘live’ relation with it throughout the years. This may take the shape of frequent visits over the course of a lifetime; or of confining moving to worklife, aspiring to return after retirement. Imagining future mobility in the short term is shaped by imagining to return in the long term, and this gives rise to ambivalent feelings of hope and nihilism in relation to the space they seem to refer to in their overall realization and capacity of action. Building on previous work where modalities of imagined mobilities were analysed to discuss youth transitions (Cuzzocrea and Mandich 2015), I reflect here in more depth on the kinds of limitations which accompany these movements, their entrenchment within a specific relation with the context of origin, and the potential for social action which thus emerges. This discussion also draws on the concept of ‘motility’ (Flamm & Kaufmann 2006); this sees mobility as a possibility carried within a specific relation with one’s current context. The paper engages with the topic proposed by the conference through a reflection on unexpected forms of marginalisation and exclusion that such narratives of the future underpin, and unpacks issues related to disruptions in spaces and times and their consequences for participation in public life.
Giving up when facing injustice? Economic deprivation and school disengagement
Mieke Van Houtte, Jannick Demanet and Laura Van den Broeck, Ghent University, Belgium

Although the enduring social inequality in educational attainment is well-established, research remains inconclusive regarding the impact of economic disadvantage on students’ behavioral, emotional, and cognitive disengagement from school. Research into the role of schools’ socioeconomic composition in behavioral disengagement is inconclusive too, while school-level determinants of emotional and cognitive disengagement are scantly investigated. A distinction is needed between objective measures of disadvantage – such as social class defined by educational level, occupation, or income – and subjective measures – individuals’ feelings of relative deprivation. The main theories assuming a relationship between socioeconomic disadvantage and disengagement – anomy, resistance and subcultural theory – suppose that relative deprivation, rather than an objective situation of disadvantage, leads to disengagement. However, most previous research relating socioeconomic indices to disengagement uses objective measures. The current study investigates the relationship between objective and subjective indicators of economic deprivation and behavioral, cognitive, and emotional disengagement. We focus on objective and subjective indicators of deprivation at the student level (parental unemployment and the perception of financial problems at home) and the school level (the proportion of students with unemployed parents and the culture of economic deprivation, that is, the shared feeling among students that their parents have financial problems).

Results of stepwise multilevel analyses (HLM7) on data of 2354 students in 30 secondary schools in Ghent (Flanders), part of the baseline survey of the International Study of City Youth (ISCY) collected in 2013-2014, show that students who perceive economic deprivation at home are more likely to disengage behaviorally, emotionall, and cognitively from school. We found no relationship between objective economic deprivation at the individual level and any of the dimensions of disengagement. As for school-level determinants, subjective indicators seemed more important than objective indicators. The findings are discussed in light of the increasing inequality and austerity measures in education.
Session One 10.30 - 12.00

Social justice and education in Egypt: The case of access to Higher Education
Amal Abou Setta, Lancaster University, UK

In this paper, I review the relationship between social justice and HE in Egypt over the past six decades. Drawing on the existing literature, I examine the history of privatization in Egypt, the relationship between the political sources of power and the adopted educational policies, the effect of neoliberal reforms on HE equity, the role of private tutoring as a practice that contributes to inequality, the discriminating admission criteria, and the role of adopted funding policies by the Egyptian government that resulted in exacerbating HE access inequality. The paper focuses on the HE access process as a turning point in a student’s life and on the recent developments in the HE sector.

The paper examines the role socioeconomic conditions play in shaping accessibility to HE and limiting accessibility to academic choices. Low socioeconomic classes tend to be educationally under-privileged and denied equal opportunity due to a number of accumulative factors. The meritocracy principle as the basis of accessibility is thoroughly scrutinized. The widening gap between low-score high-fee HE opportunities vs. the high-score low-fee ones is a serious challenge to equal opportunity and stands in the face of privatization policies that have been adopted for over two decades on the pretext of closing that gap. The paper re-visits the central debate of education as a private vs. public good which comes at the heart of a discussion of social justice and exposes the detrimental effects privatization of education has on social well-being.
Higher Education Loans Board (HELB) or higher education looking backwards: a critical evaluation of student funding in HE in Kenya
Nickanor Amwata, University of Kurdistan-Hawler, Iraq

Kenya has witnessed varying levels of policy shifts in terms of HE funding primarily due to challenges of the neoliberal global economic reality and due to the local socio political dynamics as well. The main dictum of neoliberalism: freeing up the market, public expenditure cut for social services, deregulation, privatisation of higher education, disregarding the erstwhile concept of higher education as ‘a public good’ or even as the social contract with the community have all been experienced in the country. It is for a fact that institutional funding has also diminished in the Kenyan HE sector, like in many other countries, causing a tumbling in the sector on various fronts. Apart from institutional funding, student funding is also in the doldrums. The Higher Education Loans Board (HELB), an important government agency with the mandate of providing student funding has been caught up in the crossfire. By adopting developmental evaluation method, this study looks at the work and programmes of HELB and establishes that even though the Board may be operating under difficult circumstances arising from poor funding by the government, there is also evidence to suggest the possibility of large scale misappropriation of even the little that it is allocated. The students in turn are on the receiving end and staring at a very bleak future. A majority of them come from very difficult and desperate backgrounds and hence face jeopardised futures as a result of lack of funding or having to wait months on end for disbursements by HELB. In Bourdieu’s terms, access to education including HE is a major component of social capital for any generation. Therefore, this undoubtedly amounts to denial of basic social and economic justice. The RUFDATA framework has been used to plan the evaluative study. Matters for consideration to institute improvement have also been recommended. Ultimately it is envisaged that this make a difference in student funding mechanisms in the country and that it will particularly make HELB change to become more effective, efficient and accountable.
I am a Project!: Performance, Community and Enterprise among Disadvantaged Young People
Navid Sabet, Monash University, Australia

Disadvantage among young people has long been a concern of liberal democracies, supported by a variety of governmental interventions around areas of supposed deficit and deviance. In the second half of the 20th century, disadvantage in relation to cultural resources and opportunities became an important area of emerging arts institutions in Australia. The rationalities and strategies that emerge at the intersections of these two forms of disadvantage have often been neglected in governmentality studies. This paper draws on fieldwork conducted with a community-based and youth-focused performing arts organisation that aims to provide young people in Melbourne’s under-resourced outer-Northern suburbs with a variety of artistic opportunities, as well as employment, up-skilling, social engagement, mentoring and educative outcomes. I consider how forms of work are organised around and through the performing arts, supported by the etho-politics of community (Rose, 1999, 2000). I also examine what forms of expertise and problemitisation are at work where cultural identities and practices are involved in linking together target populations for engagement and development. Finally, I explore what disciplinary and pastoral power might look like in this context, where arts programs for disadvantaged young people are irreducible to the work and competing priorities of artists, audiences and arts funding bodies, but also involve the input of philanthropists, health agencies, schools, and other government authorities. Part of this is clearly reflective of the dominant organising practices of advanced liberal governmentality, but other aspects relate more specifically to the genealogy of cultural technologies involving young people.
Ephemeral citizenships: re-articulating the margins in the city of sand
Jasmin Immonen, Goldsmiths University of London, UK

Through research carried out over a 12 month period in a public secondary school in the emerging city of Pachacutec, north of Lima, I introduce the concept of ephemeral citizenship to describe youth’s sense of relationship with the state. Peruvian policies implemented in the 1990s have resulted in increased privatisation of education amidst economic growth, and the increase of settlement towns, asentamientos humanos, in the sand mountains surrounding Lima. As a continuity of the policies of the 1990s, the current Peruvian school curriculum places emphasis on ‘global citizenship’, ‘interculturality’ and ‘entrepreneurship’. For their apparent vagueness, the curriculum discourses have meshed with a previous modernist narrative of ‘moving forward’, salir adelante, that proposes development through nurturing values and hard work. As such, the main citizenship discourses in school do not significantly alter previous modernist views that see ‘tradition’ as an obstacle to ‘progress’, but continue to assign ‘cultures’ to spaces. In Pachacutec, citizenship had evident limits in the sand where Pachacutec lays. As a space ‘in development’, Pachacutec was relegated as apparently ‘cultureless’ in the formal map of the nation-state. In discourse, the lack of infrastructure came to define Pachacutec and its inhabitants as ‘problematic’. The youth subverted these ideals through their class-room practice and use of social media. The paper will suggest that in a present where trust in the current means of governance has collapsed, the very fluidity and ‘freedom’ that comes with the sense of belonging to a world that is global is where citizenship is being re-articulated. Evident lack of further educational and employment opportunities however frustrate the frame of this new, ephemeral citizenship, and students in Pachacutec still wish to migrate abroad.
Investigating the role of values in Global Citizenship Education
Jenny Hatley, Lancaster University, UK

The concept of values is an often-cited but rarely defined notion within international development discourse. The UN, in its efforts to establish Global Citizenship Education (GCED), promote a discourse of humanistic values as a way for citizens to view each other on the basis of a shared humanity. The UN posit that this view will enable people to see beyond their differences and attain a peaceful coexistence. This has become ever more complex and ever more important in recent times with on-going and protracted conflicts affecting generations of young people. The rise in calls from young people themselves for an alternative future gives hope towards increased engagement in initiatives aimed at promoting GCED, but will the UN’s efforts through the promotion of humanistic values be successful in its aims? This research aims to analyse the discourse within GCED policy documents to ascertain how far the UN are successful in the communication of humanistic values such that they are taken up by local communities as part of the meaning of GCED. The discourse alone will not suffice to answer the proposed research questions however, and it is a consideration of how policy may be interpreted within its social context which is key. Fraser’s concept of participatory parity and Fairclough’s notion that meaning emerges out of constructing concepts in ‘relations of equivalence’ will assist in analysing whether the humanistic values are likely to be interpreted as equivalent to other local priorities, potentially increasing the likelihood of action which may enhance justice. This presentation will enable us to consider some of the limits, opportunities and challenges of achieving social justice through education.
Critical thought empowers young people to understand and shape the conditions of their world, however, current discourses of ‘critical thinking’ in educational policy are not always reasonably weighed against the agendas that inform them. This presents a problem for the way we represent, understand and access social justice in schools. Critical thinking has been described as the key to a democratic education, to think rationally, to organize ones thoughts, as a personal disposition or spirit, and even a space for young people to appeal to justice and freedom. Throughout this presentation I will invite discussion of how modern discourses of critical thinking incorporate themes of social justice, and how these metaphors work within new arts of government to emerge through 21st Century neoliberal capitalism. I take the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008) as the focal policy, describing how and why discourse on critical thinking for social justice emerges through global policy networks. Finally, I will explain how these new forms of government have produced discourses of critical thinking which suggest limited truths for imagining thinking young people, and I invite inquiry into what kinds of work can be done to reshape our approach to it (if at all). The work of Michel Foucault and those working within governmentality studies is drawn on to discuss whether critical thinking as it stands in current education policy, might provide young people with an ethical soap-box for engaging with social justice in times of crisis and hope.
Unreasonable rage, disobedient dissent: The social construction of student protestors through media and institutional discourses in the United Kingdom

Jessica Gagnon, University of Portsmouth, UK

This presentation explores the social construction of student activists in the United Kingdom through media and institutional discourses as juvenile troublemakers incapable of mature political reasoning and action. This presentation expands upon claims made in an article by the presenter and her co-author (Danvers & Gagnon, 2014) about whether neoliberal discourses within higher education have created notions of “student engagement” that construct certain students as obedient, legitimately engaged citizens while infantilising and criminalising those who participate in political protest. University students are positioned as adults when it comes to their decision to study and pay fees to their university, but when they choose to protest they are reduced to children through dominant media and institutional discourses. Student activists become constructed as troublemakers, paralleling as van Dijk calls a process of othering which involves ‘derogating, demonising and excluding the Others from the community of Us’ (van Dijk, 2008, 362). Exploring media coverage of students engaged in protest, from the 2010 protests against university fee increases through to more recent activism (including university occupations and #FairPayHE, #BlackLivesMatter, Why is my Curriculum so White? and #StudentsNotSuspects events, demonstrations and marches), this presentation will juxtapose student activists’ voices with the discourses used to construct them as illegitimate. The argument presented within the presentation suggests that the construction of student activists as immature and dangerous both devalues the agency of the protestors and demonstrates the ways normative discourses shape what constitutes a legitimately engaged student and citizen. Drawing upon Ahmed’s (2014) Willful subjects and Tyler’s (2013) Revolting subjects, the presentation critically examines the impact of dominant neoliberal discourses that control and limit which student activities, practices, and voices are recognised as legitimate or dismissed as dangerous.
Comparing initiatives to include feminist and transitional justice Content in formal education in Serbia: Two case studies

Nadja Duhacek, Freelance researcher, Serbia

The curriculum in schools in transitional post-war Serbia is conservative. There is ample research to show that the content and the methods are out of date and in need of reform. Most importantly for this paper, the curriculum overlooks or even demeans women, ethnic and other minorities, as well as other marginalized groups. At the same time, there are civil society organizations that have been working for at least a decade on alternative textbooks, courses for teachers, as well as extracurricular activities for children in order to help introduce methods and content which would encourage dealing with recent wars, peace and gender equality. Although teachers can include these values in their work, there is no system in place which would compel or reward them when they do so.

In these two case studies, I would like to analyze ways in which teachers and students negotiate their own academic activism. My hypothesis is that when civil society organizations begin an initiative to raise awareness on an issue, the obstacles are the same, regardless of whether they are advocating for feminist issues or transitional justice. However, after 15 years of gender mainstreaming policies, a small space has been ‘carved out’ for gender equality (it is still problematic to call it feminist content) in schools. At the same time, initiatives to discuss openly the legacy of the wars for the break-up of Yugoslavia in the 1990’s still remain largely outside of the official curriculum.
Universities supporting victims of sexual violence: The Basque case study
Azpiazu Carballo, Luxan Serrano and Amurrio Velez, University of Basque Country, Spain

Young women, and students specifically, are particularly at risk of gendered and sexual violence. Furthermore, in Spain and other European countries students are an under-served population in terms of support services. There has been recent media and policy interest in sexual harassment and violence among university populations and the lack of institutional action on the issue. A lack of clear institutional procedures, care pathways and appropriate support can produce secondary victimisation amongst students who experience sexual or gendered violence, and there is also an international consensus that effective victim identification, care and support programmes can contribute towards reducing violence.

USVSV (Universities Supporting Victims of Sexual Violence) is a two-year intervention and research program started in March 2016 and financed by European Commission’s Rights, Equality and Citizenship programme. The main goal of the program is to develop useful training resources that can have a positive impact in the University space in order to prevent and properly address sexual violence, by training ‘first responders’ on how to recognize sexual violence victims and support them after disclosure, ensuring that they are treated with respect, dignity, sensitivity to their specific needs, and have access to criminal justice avenues if they wish. It will also audit university care pathways to ensure that students are protected from repeat victimization and secondary victimization. The training model implemented aims to be sustainable by embedding it in the very structures of the universities involved (seven partners and six more associate partners from five EU countries). In order to do so, a previous research of the existing protocols in the several locations of the project is to be conducted. This paper will draw on critical analysis of the protocols designed by the Basque universities.
Metropoliz: The aesthetics and politics of the commune
Andreea S. Micu, Northwestern University, USA

The 2008 global economic crisis has brought about two noticeable and interrelated phenomena in Southern Europe: the consolidation of neoliberal economies and the proliferation of urban participatory movements and activist groups that oppose existing regimes of capital accumulation. Participatory urban movements affectively and effectively construct economies of public goods against neoliberal austerity measures that seek to eliminate the welfare state in the aftermath of the 2008 economic crisis. Protestors and activists intervene in the public sphere to create spaces in which to glimpse the transformative potential of forms of social organization that go beyond neoliberal economies. Far from a naïve perspective, participatory forms of social organization are inherently dialectical, as they both reach for radical alternatives and work within existent social, political, and economic constraints.

This paper examines the case of Metropoliz, a former factory in the periphery of Rome, Italy, currently squatted by over two hundred people, who are mostly unemployed or precariously employed first-generation immigrants that could not have access to pay rent or buy property in the existing Roman real estate market. Since the beginning, the squatters have opened the space to visual artists and performers, who are part of the local street art and graffiti scene. This collaboration has transformed Metropoliz into a unique site to understand how the idea of the commune is both imagined in the aesthetic dimension and lived in the everyday. Drawing on my ethnographic work in Metropoliz, I interrogate the role that the aesthetic plays in constituting and imagining the commune as a site of insurrection both in the everyday life of the squat and the visual art present in it. I argue that insurrection could be understood as a disruption of the linear time of capitalist progress and an opening up of radical possibilities of reorganizing the political present.
Teaching for social justice: Developing issues focused programs
Deborah Bradbery, University of Newcastle, Australia

Societies around the globe are experiencing greater degrees of social fragmentation due to ongoing conflicts and the recent refugee crisis in Europe. This has led to an increasing urge to promote social cohesion through citizenship education as well as to incorporate into notions of citizenship ideas about global social justice, displacement, discrimination and the plight of refugees. Teachers have an obligation to both care for their students and to teach their students to care (Noddings 2010), and to offer diverse perspectives representative of our world and supportive of socially just skills and dispositions. To elicit some enactment of these concepts in primary aged students, understandings of world issues and a commitment to change can be fostered, especially to the eradication of global poverty and inequality. A socially just curriculum, then, involves understanding the interrelationship between poverty, social, cultural and political persecution, and global inequality, and being able to appreciate the interconnectedness of living on Earth (Ferreira 2013). Topics such as human rights, poverty, refugees, peaceful conflict resolution, displacement and discrimination can all be introduced by utilising children’s picture books. Teachers can integrate the teaching of global citizenship dispositions into their teaching programs and help to develop a socially just curriculum in schools. This paper provides some insight into methods for embedding the teaching of social justice dispositions into a teacher education course focussing on children’s literature. Data collected in this study revealed that many pre-service teachers were able to integrate the teaching of the skills and dispositions of a socially just curriculum while still fulfilling syllabus and national standards requirements.
Across Europe, young people are frequently portrayed as apathetic towards issues of social justice but motivated by individualised forms of consumerism. They are positioned as disengaged from formal participation mechanisms (Eurobarometer, 2013) while recent protest movements are rarely accepted as forms of participation but criminalised and delegitimised as ‘riots’ (Lagrange & Oberti, 2005).

This paper emerges from the European research project Spaces and Styles of Participation (PARTISPACE, Horizon 2020) and starts from the assumption that there is a relation between this apparent lack of participation on the one hand, and the prevalence of ideological and discursive limitations of what is recognised as participation on the other. In other words, we start from the basis that young people do participate it is just that not all forms are recognised as such. Through comparative analysis of how young people participate across eight city case studies, we seek to compare how those located within differing European contexts are experiencing conflict, displacement, economic insecurity and austerity.

For this conference, the authors will concentrate upon the emerging findings from empirical data collected from young people in their ‘home’ case study city – Manchester, England. In particular, we focus upon the work of ‘RECLAIM’, a youth-based charity, which aims to provide opportunities for working-class young activists to ‘disrupt and challenge’ traditional power structures by ‘being seen, being heard and leading change’.

On a theoretical level, we engage with Biesta’s question: in what way is it still worth fighting for an ideal of citizenship? We problematise ‘RECLAIM’ as an educative attempt to appeal to politicised forms of youth participation against a policy backdrop led by a Conservative government who increasingly popularises voluntarism, personal responsibility and the social dimension of citizenship, seemingly in an effort to depoliticise and disfranchise young people (Westheimer and Kahne, 2004). Using discourse analysis of policy documents, website material and empirical data from ‘RECLAIM’ we aim to explore how the use of language reveals power struggles and contests for legitimacy in the appropriation and use of key concepts such as democracy, citizenship and participation.
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