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1. CARE Past, Present and Future

Looking back over the year

This has been a period of celebrating CARE’s contribution to educational research since its founding in the 1970s. In June 2012, a symposium brought together former and present members of CARE to reflect on Stenhouse’s legacy, through the launch of John Elliott and Nigel Norris’ book, *Curriculum, Pedagogy and Educational Research: The work of Lawrence Stenhouse*. However, there was sadness too. In April this year, Professor Barry MacDonald passed away after a long illness. We lost, not only an outstanding pioneer of educational evaluation methodology, but also a close friend of CARE. John Elliott’s piece about Barry’s life in this report gives an insight into the varied ways in which Barry influenced the Centre and its development.

As well as reflecting on our history, we have been engaged in a more formal process of looking to the future and redefining the Centre’s role and identity in the current higher education policy context. In September 2012, a panel from the Faculty of Social Sciences conducted a review of the Centre. In their response, they recognised ‘the distinguished contribution that research from CARE has made to the development of methodological innovations in educational research during the past 40 years since its establishment as one of the first UEA formal research centres’. CARE was noted for its role in ‘enriching the research environment in EDU, enhancing the international student profile, providing a portal for community engagement, host for academic visitors, its strong brand identity and its history of methodological innovation’. The Panel made several key recommendations in order to develop clarity around the role of CARE within the School of Education and Lifelong Learning (including membership of CARE and governance issues) and the need to create a business plan with research income targets.

The review provided an opportunity to work out how we can retain and mediate (in order to fund!) our commitment to facilitating critical, creative and participatory research. In the current academic environment where outcome-driven, quantifiable research evidence is so highly valued, it is increasingly difficult to sustain such ideals. However, as the Centre continues to engage in applied educational research in a range of new institutional and cultural contexts, the earlier methodological debates – around interrogating the relationship between researcher and researched, and finding ways to take research outside the Academy – are more relevant than ever.

CARE today

CARE continues to support cutting-edge research, particularly in terms of methodological innovation, through providing a creative space for exploration and debate amongst research students and faculty. We aim to follow through a process of facilitating critical discussion of methodological issues in seminars and conferences, and providing a supportive environment for writing and publishing. For instance, the CARE Symposium in 2010 on ‘Internationalising Research Ethics’ led to the development of a Special Issue of *Compare*, published this summer on ‘Researching ethically across cultures: issues of knowledge, power and voice’ (Vol 43.4) and includes articles by doctoral students who had participated in the symposium.
Over 2012-13, the Centre has been actively developing new directions in intercultural and interdisciplinary research and engaging a wide range of practitioners in research and evaluation, internationally as well as closer to home. An example is the development of an international and intercultural perspective on spiritual and religious education (working with the EDU Centre for Spirituality and Religion in Education) Jackie Watson convened the 12th International Conference on Children’s Spirituality at UEA in July 2012 (in conjunction also with the Centre for Counselling and the Physical Education Pedagogy Group). CARE has also continued to explore ways of sharing and facilitating action-orientated research with different groups within our local community. The partnership between the RSA Fellows Education Forum in Norwich and Future Radio – which supports community-led action research – is an example of one such initiative.

CARE researchers’ attention to the underpinning theoretical and methodological issues has helped to open up debate within educational research in the School, extending beyond the specific thematic focus of the School research groups in literacy and development, physical education pedagogy and higher education and society. This critical perspective exploring, for instance, the implications of postcolonial theory for research practice and teaching, has informed our doctoral programmes as well. During 2012-13, three new advanced doctoral training day courses drew on CARE research expertise in participatory research, researching across language and cultures and critical policy analysis.

Looking ahead

Over the coming year, we will continue to focus our research on the following distinctive research directions:

- Advancement of applied educational research through offering a critical lens on methodology that cross-cuts the School research groups, encourages innovation, creativity and facilitates interdisciplinary conversations.

- Critical engagement with educational evaluation and policy, particularly through introducing ethnographic, participatory and other qualitative approaches, in order to engage a greater diversity of stakeholders and to question the relationship between knowledge and social change.

- Internationalising research and teaching cultures through developing an intercultural perspective on research methodology, creative approaches to educational partnerships across countries and continents, and exploring communicative practices within higher educational institutions.

Research students and academic visitors have indicated that they were drawn to CARE because of the rich and supportive research culture (often they have heard about this from CARE alumnae). As we look back at our achievements and challenges in 2012-13, we hope that CARE will continue to provide a space for the methodological innovation and theoretical debate that is so vital for inspirational learning and teaching, as well as sustaining educational research.

Anna Robinson-Pant, July 2013  *Director of CARE*
2. In Memoriam

Barry MacDonald (1932-2013)

CARE will not seem the same place without Professor Barry MacDonald, who died in April 2013. Although declining health meant that over the last year or so Barry was unable to make his weekly visits to the University, he continued to have a strong presence in CARE. His funeral took place on May 2nd 2013 and was very much a celebration of his enormous contribution to educational research. John Elliott explains about Barry’s work, including his seminal contribution as Director of CARE:

‘Barry was one of the four founding members of CARE appointed in 1970 on permanent contracts. He was appointed Director of CARE in open competition in 1984 following the death of Lawrence Stenhouse in 1982 and remained in this role until he retired in 1997. Before that, he had directed the Success and Failure in Recent Innovation (SAFARI) study funded by the FORD Foundation. He also directed from CARE the National Evaluation of the government-funded programme on Computer Assisted Learning in Universities (UNCAL). In the late ’70s, the Ford Foundation asked him to carry out an evaluation of bilingual schooling in Boston. The report was published in the CARE Book Series and entitled ‘Bread and Dreams’. In 1984 the Home Office commissioned him to direct a National Review of Police Probationer Training in the wake of the Brixton and Toxteth Riots and the report by Lord Justice Scarman. The recommendations of the Review continue to impact on police training today. These and other large-scale policy-focused evaluations came, alongside action research, to define the work of CARE over a period of thirty years at the end of the twentieth century. Through them, Barry developed the methodology of case-based and policy-focused evaluation that became known as the ‘Democratic Evaluation’ paradigm. Some of his projects now form a significant part of an ESRC-funded digital archive of case study-based evaluations constructed by a team working in CARE and Cambridge University. The BERA tribute to Barry’s work provides a link to material from ‘Bread and Dreams’ and a contextualising interview by John Elliott.

When the history of educational programme evaluation in the UK gets written up, Barry will be portrayed as one of its key players. His international influence as a member of a network of pioneering cross-Atlantic programme evaluators, who met together periodically in Cambridge UK, was considerable.’
Rick Mather (1937-2013)

Rick Mather, the architect of the School of Education, also passed away in April 2013 and there was an extended obituary for him in the *Guardian* (30th April 2013). Rob Walker shares some memories of Rick’s approach to designing our present building:

‘I remember Rick from the time he worked on the design for the School of Education in 1981-1983. I think the EDU building was his first major commission. I remember him talking about house designs and a bookshop in Holland Park but I don’t think he had previously designed a large public building. He spent a lot of time with us, mostly observing, watching and gently questioning. In this, his working style was the antithesis of other architects who had previously worked at UEA. Rick didn’t want to build the iconic building but a building in which to work and study. He had, I think, been greatly influenced by his experiences of collaboration and participation at the Architectural Association.

Rick observed that, in CARE, much of the academic work went on through conversations in corridors and shared spaces, so his design turned around the assumption that corridors were just for access. Instead, he planned offices that were there for work that could not be done elsewhere. This still shows in the ‘CARE space’ (despite the photocopier), which is pre-eminently a place for conversation and informal meetings. Changes have since been made but, in terms of function, it has lasted well.

Some of the original design ideas have disappeared as usage has changed. The experimental nursery class and the studio spaces are no longer the vibrant spaces they once were and the foyer never really recovered its original intent of being a place where local schools could exhibit their work.
All this reflects shifts in the primary school curriculum, where once the arts were central. But you can still see his attention to ways of bringing light into the building, which is a feature of much of his later work in galleries and museums.

I remember too that he talked a lot about passive solar heating - which is another feature of his later work. He was excited by the use of glazed blocks on the outside walls, which he felt kept continuity but improved on the concrete of the original Lasdun buildings on wet days, and he liked the decision to use ‘UEA blue’ on the window frames.

Rick also had an eye for landscape. He developed the Chancellor’s Walk route through our section of the campus, including the contrasting ponds, formal next to the play area and informal (now buried under the Zicer Building), and he designed the CRU tower. He had the vision to see what was then the back of the campus as a walking route and a linked set of spaces in its own right.

In the Planning Group there were a number of excited conversations about educational futures. I remember Rick and the Dean, Hugh Sackett, imagining a screen at the entrance to the building that would tell you what was going on that day and pocket organisers that would give each student access to organisational and curriculum information. All this, not just before the iPad, but a long time before the web, the Internet and email.

I don’t often go into the building without remembering some of these conversations and I still find the building congenial, despite some of our failures to adapt it to current circumstances. However subtly, Rick changed our lives.

If you have a moment, take a look at his portfolio of later education buildings. It is impressive.

www.rickmather.com/projects#/project_category/education
3. Enhancing the Research Environment – Events, Resources and Conferences 2012-13

Stenhouse Symposium

Curriculum, Pedagogy and Educational Research: The work of Lawrence Stenhouse, edited by John Elliott and Nigel Norris was launched at UEA in June 2012. Educationalists and researchers from across the country and abroad, who knew Lawrence Stenhouse (the founder of CARE) or had been influenced by his work, were invited to attend a formal launch on the afternoon of the 18th followed by dinner in a local restaurant/hotel. On the morning of the 19th, there was a seminar on Lawrence’s main ideas and their impact and contemporary relevance. A booklet documenting symposium participants’ statements was prepared and is available on the website.

CARE seminar series

The first in our CARE seminar series on methodological issues in educational research was held in February 2013, organised by Teresa Belton. Rachel Hurdley, Research Fellow, Cardiff University School of Social Sciences, presented on: Building methods: negotiating ‘good data’ and ‘good ethics’ in institutional ethnography.

CARE talking lunches

Although we have many formal seminars and research events during the year, the current pressures and pace of academic life have meant fewer opportunities to share our ideas informally as an educational community. CARE decided to pilot the idea of ‘talking lunches’, which are intended to be completely informal and unstructured discussion - a chance simply to get to know more about each other’s work and ideas. Talking lunches were held in April and May 2013 – Geoff Hinchliffe started off a stimulating discussion at the second lunch on the relevance of Bernstein’s concepts of classification and frame to curriculum and educational debates today.

Advanced Doctoral Training Days

A series of three Advanced Doctoral Training Days were convened by Esther Priyadharshini during 2012-13. The themes selected drew particularly on CARE’s methodological strengths and exploration.

The first day workshop ‘An Introduction to Participatory Research’ was held in December 2012. Esther Priyadharshini and Anna Robinson-Pant facilitated the workshop, which aimed to encourage doctoral students to interrogate their own projects through the lens of participatory research.
Twenty students from across SSF and two students from Cambridge Faculty of Education attended the workshop. Their feedback indicated that the event had been valuable in terms of their current doctoral studies as well as future possibilities:

‘Seamless, well planned and very thorough ... I wish I had had it in year 1, hugely enjoyable and informative.’

‘Very much relevant, great to listen to the shortcomings, limitations and subsequent arguments to support research method.’

‘Very useful in terms of helping me see which aspects of my research are participatory. Also in terms of ideas for use in the future - outside the research context.’

Anna Robinson-Pant and Alain Wolf, from the School of Language and Communication Studies, facilitated the March workshop on ‘Researching Across Languages and Cultures’. This seminar aimed to introduce practical ways of approaching fieldwork and writing up in order to engage with the complexities of collecting, interpreting and presenting data to a readership unfamiliar with the cultural context. Alain Wolf provided an introduction to concepts from translation theory and intercultural communication studies that could be useful to students working with texts and/or with participants from outside the UK. The seminar also drew on concepts from the interconnected fields of decolonising research methodology and academic literacies, as approaches for analysing the relationships, identities and voices of researcher and researched within multilingual fieldwork and writing up. Twenty-five doctoral students from across SSF and from Cambridge Faculty of Education attended the workshop. We are now preparing a resource booklet based on the workshop, including students’ written reflective pieces about intercultural and translation issues faced during their doctoral research.

The third day of advanced doctoral training was held on June 19th, on the theme of ‘Critical Approaches to Public Texts’. Vic Carrington, Yann Lebeau and Amy Godoy-Pressland led the sessions. Public texts take many shapes – print, digital, documentary/film, advertising, products and services. They serve multiple purposes (for example, policy, advocacy) for different publics, and their immediate availability in a ‘textually mediated world’ raises issues about their status and power in the public sphere. Educational and social theorists (Giroux; bell hooks; Steinberg) have pointed out the importance of engaging with public texts as they perform an important ‘educational’ role. Paying attention to these public texts and their pedagogies (ways of teaching/learning) raises questions of how to approach the investigation of these texts. This was the central concern of the day’s sessions. The presenters drew on research in the field as well as their own experience of analysing public texts. There were also opportunities for participants to work in small groups to critically analyse some examples of such texts.
Archive of Policy-oriented Case Study-Based Evaluation and Research

The ‘Archive of Educational Evaluations’ was originally developed by CARET (University of Cambridge) under Patrick Carmichael’s direction and CARE (John Elliott and David Bridges, Co-Applicants, and Kathleen Lane) with ESRC funding under the QUADS Initiative. The Archive was developed on behalf of the Cambridge Conference on Educational Evaluation that CARE convened for many years and which last met in 2004. It consists of significant CARE projects and others led by CARE Associates in the US and UK, such as Robert Stake and Ian Stronach. Patrick writes that the archive of the work of members of the Cambridge Conference on Evaluation, ‘has now been significantly upgraded, drawing on the technology developments of the Ensemble project’ (again funded by the ESRC). Amongst the developments is ‘the linking of video excerpts in which the content of interviews is linked to related documents and other resources’. The archive has yet to receive a further upgrade but can be accessed by CARE/EDU staff for teaching, supervision and research purposes at: http://www.ensemble.ac.uk/projects/edeval/.

The 12th International Conference on Children’s Spirituality

This conference is held annually in universities around the world and conference convener, Jackie Watson, was delighted that it was held at UEA in July 2012. Eighty delegates attended from the UK, Hong Kong, Australia, New Zealand, USA, Canada, Norway and Ireland, and the conference was also supported by UEA students from EDU’s PGCE, BA, PhD and EdD programmes.

The theme of the conference, which was partly inspired by the London 2012 Olympic Games, was ‘Spirituality and Physicality: Crossing Thresholds’, enabling keynote and seminar speakers to present research and workshops on a wide range of topics including sport, counselling, the environment, religious education, and Eastern practices, all in relation to the nurture and development of the spirituality of children and young people in education settings. Jackie Watson said:
‘In England, all schools and teachers are responsible for the spiritual development of students, and globally academics and practitioners in education, health and social care are increasingly interested in supporting the spirituality of children and young people. But this is a challenging and sometimes perplexing field, broader than the religious, and strongly related, for instance, to spiritual concern with the natural environment. The conference invited academics, teachers and practitioners to share ideas about relationships between the spiritual and the physical and how these might be developed to transform the lives of children and young people.’

Keynote speakers were drawn from PE and Sports, Counselling, and Spiritual and Religious Education, all areas of research within the School of Education. Dr Peter Campbell, from the Institute for BioSpiritual Research in the USA, was unable to attend the conference but gave his talk through Skype, ably supported by fellow counselling academic, John Keane, from Ireland. Professor Ursula King, from the University of Bristol, who has written extensively about our human spiritual potential and its current essential links with science and the environment, presented her lecture in the Weston Room lecture theatre at the Norwich (Anglican) Cathedral. Dr David Brown, from Cardiff Metropolitan University, explored opportunities for spirituality in Physical Education and Sports, and Rev Dr Ann Trousdale from Louisiana State University, USA, spoke about the importance of embodied spirituality for children and young people.

Delegates had the opportunity to visit local places of interest including the pilgrimage site of Walsingham, the Shrine of Julian of Norwich and Norwich Cathedral, and the Ringsfield EcoCentre, which, in sympathy with the conference objectives, aims to further spirituality, imagination, compassion, creativity and wonder, as well as community and celebration, and specialises in allowing children space for contemplation of the natural world and reconnection with self and others. The conference also included a guided tour of the Sainsbury Centre for Visual Arts, Shiatsu taster sessions provided by members of the Shiatsu College Norwich, and opportunities to walk the UEA Santa Rosa Labyrinth.
Partly as a result of the conferences on children and young people’s spirituality and older people’s well-being, members of CARE have made further connections with colleagues in other UEA schools and this has resulted in the development of a one-day, interdisciplinary, Continuing Professional Development day in July 2013 addressing spirituality. The CPD day is aimed at teachers, nurses, occupational therapists, counsellors and other professionals concerned with the spiritual nurture of people they work with.

2013-2014 Issues in Religion and Education Seminar Series

This seminar series aims to bring together scholars from different academic disciplines to discuss issues relating to religion and/or spirituality and education. Through a combination of lectures and informal seminars, the series hopes to encourage participants to think more deeply and broadly about the issues involved in their work.

The series aims to be multidisciplinary and interdisciplinary, engaging those with national, international, and/or comparative perspectives. It seeks to encourage discussion about the history, politics, pedagogy, experience, advantages, disadvantages, and difficulties involved in the teaching of religion and/or spirituality and of engagement with issues of spirituality/religion and education, broadly defined. It is hoped that, by bringing together people with diverse backgrounds, issues will be illuminated and discussed in ways that bring new insight across subjects and appeal not only to academics and students at UEA but also to members of the local community.

The seminars will be held once a month throughout the academic year, beginning in September 2013. They will bring together individuals from inside and outside UEA and the local area. This event is funded by the Annual Fund and the first speaker will be Charles Clarke.
4. Research activities: projects and publications

UEA Teaching Fellowships

Several CARE members were awarded Teaching Fellowships during 2012-13, which they describe below.

What impact does counselling have on the student experience and student retention at UEA?

Kathleen Lane and Judy Moore were awarded a UEA Teaching Fellowship to investigate the impact made by counselling on undergraduate retention and the student experience at UEA. Quantitative and qualitative methodologies were employed: the former included the processing of clinical outcomes measures and evaluation questionnaires gathered by Judy since 2009; the latter included interviews with undergraduates who had finished a course of counselling in order to explore what counselling has meant to them in terms of their decisions about completing their course at UEA. The data were also contextualised with findings from a study that Kathleen Lane co-authored (2011) on barriers to retention experienced by undergraduates at UEA. Their study contributes towards building a body of much-needed evidence on the impact of counselling on the student experience in higher education. The six-month project ran from February to July 2012. A second phase from August 2012 to March 2013 explored in greater depth the impact of counselling with HUM, including a distinct dimension on what processes and structures within Schools in HUM help to support undergraduates. Kathleen and Judy published a short report of findings from Phase 1 in November 2012 in the quarterly journal published by the British Association for Counselling and Psychotherapy. They aim to publish the main findings from Phase II of the study later this year.

Language and academic study in a second language: what does IELTS 6.5 mean and how can we improve the experience and engagement of international Masters students in the Faculty of Social Science?

Anna Magyar and Anna Robinson-Pant were awarded a Teaching Fellowship to investigate and generate better understanding amongst UEA staff about what the International English Language Test (IELTS) scores really mean, and to explore the implications of these findings for international students making the transition to academic study at Masters level.

This study explored comparatively, through interviews and some observation, the language experiences, strategies and difficulties of two distinct groups of international students at UEA: so-called ‘direct entry’ students who arrive to study a Masters course, having already met the language requirements of the course they have applied to, and those who arrive in the UK in order to participate in a pre-sessional course at INTO which will bring them up to the required language level. It also built on a report about the IELTS test written by Anna Magyar, which was based
on interviews with language teachers in INTO and a literature review of research related to the IELTS. The methodology drew on the approach and findings of the previous Teaching Fellowship research project that Anna M and Anna RP had conducted with international students, which gave insights into the cultural and linguistic issues that they faced on entering a UEA doctoral programme.

The project ran from March 2012 to June 2013 and involved workshops with staff directing Masters courses across UEA, to examine the implications of the research for current MA level provision and teaching, learning and assessment approaches. The final workshop in June 2013 also brought together staff from INTO and from SSF Masters courses to develop recommendations for enhancing practice.

Overcoming epistemological divides through culturally responsive Research Methods teaching

Yann Lebeau, Kathleen Lane and Rebecca Westrup are exploring a model in which international postgraduate students’ diverse understandings of research practices inform social science pedagogies and methodologies. By recognising and valuing their knowledge in culturally sensitive ways, the TF aims to enhance the experience of international postgraduates in research-led courses within EDU and, by extension, SSF. The Teaching Fellowship project runs from February 2013 to January 2014. Initial work has focused on interviewing academics in countries including Mexico and China on their views of students’ understanding of research methodologies.

EHISTO Project

Two CARE members (Terry Haydn and Patrick Yarker) have been involved in a two year EU-funded project to develop the critical media literacy skills of young people using popular history magazines.

Project partners are the University of Augsburg (Germany), University of Salamanca (Spain), the Academy of Łódź (Poland), Dalarna University (Sweden), and the Institute for Film and Pictures in Science and Education (Germany).

The rationale for the EHISTO project is to explore how popular history magazines can be used in history teaching in schools, in history teacher education, and in continuing professional development for teachers, in order to develop the critical media literacy of young people. It will foster the development in young people of intercultural and media-critical competence in dealing with commercial representations of history which they will encounter outside the history classroom, focusing in particular on the phenomenon of popular history magazines which have become increasingly popular and available across EU countries.
ROMAC Project

Yann Lebeau participated in a workshop of the observatory of South/North academic mobility in Mexico City (November 2012). Using Mexico as a case study (and funded by the Mexican research council), the ROMAC project aims to explore past and current trends in international research student mobility towards countries of the North, and their impact on the development of the scientific community and its dominant paradigms in Mexico. The project is based on online surveys and interviews with Mexican research students and Faculty in Mexico, the US, Canada, France, Spain, Germany and the UK.

UNESCO/IFAD project ‘Learning knowledge and skills for agriculture and rural livelihoods’

From January 2013, Anna Robinson-Pant has been working on this ethnographic research project in her role as Global Research Coordinator. The overall objective of the project is to contribute to improving the employment prospects for young people, especially women, by analysing how learning outside school (within formal, non-formal and informal settings) may contribute to the development of agricultural knowledge and skills among young farmers.

The project focuses on learning in the context of rural communities in Cambodia, Egypt and Ethiopia, and has been organised around three main phases: i) preparatory work at global level and a review of international trends and issues, ii) research work at country level and iii) production of a synthesis report and organisation of a global seminar. Anna is involved in co-ordinating the research between the three countries, including comparative analysis of the findings, a synthesis report and undertaking a literature review on young people, agriculture and adult literacy/learning, which will guide the overall project design and analysis.

After developing the project research design and methodology in January, Anna spent a week in Phnom Penh with the Cambodian research team from CARD (Council for Agriculture and Rural Development): Likanen Luch, Ratha Kong and Huy Em. A launch workshop was held in February 2013 at the Office of the Council of Ministers with the aim of introducing the project to stakeholders and experts from relevant Ministries and NGOs working in this area. She is now advising the research team at a distance on data collection and analysis (a major activity has been life history interviews with young people in the two rural sites in Cambodia) and will return in August for drafting the country report and a national level policy workshop.

Anna will have a similar role in guiding the research teams in Egypt and Ethiopia, starting with workshops in Cairo and Addis Ababa in September 2013.
5. Commissioned Evaluation and Training

Evaluation of Parenting Classes

Teresa Belton and Kathleen Lane evaluated parenting classes run by Montessori St Nicholas in the London Borough of Camden, which were part of the Department of Education’s ‘CANparent’ initiative to trial universal parenting classes. They conducted observation, held focus groups, and interviewed parents who took part in five courses between summer 2012 and early spring 2013.

Artists for Climate Change

Patrick Yarker is evaluating a Norfolk County Council-funded pilot-project in which Norfolk artists work with three primary schools to design and try out a creative and measurable way of encouraging energy-conservation in schools and homes.

Houghton Re-visited Exhibition Evaluation

Patrick Yarker has been commissioned to evaluate the educational programme underpinning the big ‘Houghton Re-visited’ exhibition at Houghton Hall over the summer. Some 70 Old Master paintings, part of Robert Walpole’s original collection which had to be sold to Catherine the Great of Russia to pay family debts, are returning to Houghton Hall to be displayed for a few months in their original rooms and settings. The educational programme, ‘From Russia With Love’, is part-funded by the Heritage Lottery Fund. This funding will enable hundreds of pupils from Norfolk schools to tour the exhibition and take part in an artist’s workshop. There will also be subsidised tickets for a small number of local families. Patrick hopes to gather feedback from a range of visitors and participants about how they experienced the exhibition and their responses to it.
Literacy Initiatives

Alan Rogers made two visits to Afghanistan with UNESCO for a literacy with skills training programme, with special reference to LEAP (Literacy Enhancement for Afghanistan Police). Alan Rogers spent nearly five weeks in Kabul, Afghanistan with UNESCO working on a number of adult literacy projects there during 2012. He contributed to the development of a vocational skills training programme with embedded literacy practices; a police training programme with literacies; the production of ‘supplementary materials’ as a post-literacy provision; a new research project into education with ‘kuchis’ (nomadic pastoralists); a short training workshop on ethnographic approaches to literacy; a video on ‘everyday literacies’. Much of this work was developed further through email links.

Alan Rogers has been engaged in a three year (2010-2013) British Council (DELPHE) funded training programme for adult literacy facilitators (LETTER Uganda) in association with Makerere University Uganda, Addis Ababa University Ethiopia and Kings College London. He is currently engaged with colleagues in DEV on a curriculum development project for agricultural workers in association with Makerere University.

Alan Rogers made two visits to universities in Ethiopia (Ambo University and Addama University) to assist staff in new Departments of Adult Education; he is external examiner in Adama University. He also visited Addis Ababa University twice to give seminars.

Strategies to monitor and develop an effective school council

Craig Avieson has been invited into a London primary school (Tower Hamlets) as an external consultant on school councils and pupil voice. The day will include training for the leadership team, school council teacher and modelling a school council meeting with pupils. The aim is to develop the school council effectiveness and leadership strategies to monitor and evaluate its impact.
6. Engaging in Research Dialogue with the Wider Community

Professional Culture Conflicts: Change Issues in Public Service Delivery

John Elliott, Christine O’Hanlon, Ben Higham and Tony Brown recently published the results of this CUE East-funded project. The following is taken from the press release for the report.

**New report from University of East Anglia reveals impact of government cuts on public services**

Training for public sector professionals needs to be overhauled to maintain motivation in the wake of major government cuts, according to research from the University of East Anglia. A new report published today sheds light on the impact of relentless reform on professionals delivering core services including the NHS, schools, and social care. The drive for higher quality services comes at a time when the funding available to support improvements is being urgently and radically reduced. The findings show that public service professionals are being challenged by changes to structure, process and funding. And that managers tasked with delivering rapid change are hampered by confused and inconsistent messages.

The report ‘Professional Culture Conflicts’ was set up to develop a clearer understanding of the cultural and operational issues posed by recent changes. It shows that while new government policy appears to offer greater freedom and autonomy to professionals, in practice there has been an erosion of confidence among those on the front line, with many of the most experienced staff being shed as part of the public sector economy drive. Recommendations include a new training approach geared towards flexibility and resilience, to maintain motivation in this challenging environment. The report also underlines the need for a more honest dialogue between policymakers and practitioners to achieve a greater sense of shared purpose. The research is based on interviews with a small number of senior public service professionals, followed by a wider colloquium to discuss the concerns raised. Respondents revealed that ideology seems a substitute for argument when policy is being constructed, and that there is a corresponding lack of respect for the policy-making process.

One of the report’s authors, Dr Christine O’Hanlon from UEA, said:

‘The way some of the professionals spoke to us about their daily working lives summoned up images of the long-running American TV show M*A*S*H – where matters of life and death are treated with humour and a sort of grim optimism by professionals who are determined to fulfil responsibilities to the best of their ability against the odds’.
Agricultural Extension

Alan Rogers is working with staff at Gorgon University, Iran, on an agricultural extension research project. His book on Non-formal Education: flexible schooling or participatory education? has been translated into Farsi by staff of that university.

RSA Fellows Education Forum

The Norwich Area RSA Fellows Education Forum (Convenor: John Elliott), working in partnership with Future Radio and UEA Community Engagement, has been awarded £2,000 by the RSA Catalyst Fund. This is to support a project aimed at enabling members of Norwich’s marginalised communities to play a leading role in empowering their communities to voice their educational needs and experiences in the local media. Brian Thorne, Christine O’Hanlon and Julie Worrall (UEA) are active members of the Forum.

Boredom and Creativity

Following their earlier publication of a cross-disciplinary review of boredom and schooling, Teresa Belton and Esther Priyadharshini undertook a small interview study of four well-known professional figures who had publicly stated that they found that boredom is beneficial for their creativity: Turner Prize-winning artist Grayson Perry, writer and actress Meera Syal, neuroscientist Baroness Susan Greenfield and poet Felix Dennis. The findings of these interviews informed a piece published on the BBC news website in March 2013 by education reporter Hannah Richardson, under the title, ‘Children should be allowed to get bored, expert says’. The piece was the most shared item on the BBC news website for three consecutive days, attracting 353 comments from readers, and interest from other media sources in the UK and abroad.
7. Doctoral Successes

Congratulations to all the following people who were awarded their doctoral degrees this year. We will miss many of these familiar faces in the student research room and wish you all the best for the future. If you would like to read any of these PhD or EdD theses, they are all now available to borrow from the collection in CARE.

EdD


Julia Longman Could do better: the journey to improve a small primary school. 2013

Claire Nicola Meade Catching the learning: A case study of a youth and community project. 2012

Peter Okurut Facilitating conceptual change through classroom intervention in the Ugandan Educational and Cultural Context. 2013


Rebecca Webster What children in year one value in their lives and implications for schooling: A study exploring the challenge of participatory methods. 2013

PhD

Jaber Alruwaili Perspectives of application of total quality management in Education Directorates in Saudi Arabia: Investigations with a focus on two case studies. 2012

Kimin An The focusing-orientated approach applied to couple therapy. 2012

Rebecca Doyle The impact of a nurture group in an infant school: A longitudinal case study. 2013

Marta Einarsdottir Women’s Adult Education as a ‘Site of Struggle’ in Marriage in Mozambique: Exploring the use of a Narrative Approach. 2013

Christine Harrington The space between: performance, the body and scholarship. 2012

Justin Hett An investigation into the use of the person-centred approach to counselling in a Syrian context. 2012

Marios Ioannou Conceptual and learning issues in mathematics undergraduates’ first encounter with group therapy: A cognitive analysis. 2012

Fion Lai Chun Man The process of exploring how associate degree students can become successful self-regulated learners in higher education. 2013
Makiko Mikuni ‘My soul needs to be washed’: an explanation of the basic encounter group in Japan. 2012

Dheeba Moosa Exploring action research as a tool for improving English language teaching (ELT) in the Maldives: potential and constraints. 2012

Monika Oledzka-Nielson Learning gender: the link with violence in and around schools in Mozambique. 2012

Olutayo Popoola E-Learning and Motivation. 2012

Ho Lai Shan Educational drama in three Hong Kong secondary schools. 2012

Lun-Chuen Tseng A study of how mathematics teachers in secondary schools in Hong Kong cater for students’ individual differences. 2012

Leticia Yulita Intercultural communication and critical pedagogy: deconstructing stereotypes for the development of critical cultural awareness in language education. 2012

PhD by Publication

Michael Collins Spiritual emergence and spiritual emergency: The complementary relationship between doing and being in the transformative journey from crisis to renewal. 2012

Hong Kong PhD

Ma-Theresa Cunanan Dividing classes: segregation of the ethnic minorities in Hong Kong schools. 2012
8. Visiting Academics 2012-13 and News from Former CARE Visitors

Tesfay Tsegay, Assistant Professor and Director of the Research and Publication Coordination Office, Ethiopian Civil Service University, returned to CARE from September 2012 to January 2013. Tesfay was mentored by Anna Robinson-Pant, and wrote a series of books on university writing for Ethiopian students (both undergraduate and postgraduate). Tesfay also presented a paper with Anna at the BAICE Conference 2012 (September) at Cambridge as part of the LDG Symposium on ‘Literacy, Texts and Migration’.

Dr Aurora Carretero Ramos, In-Service Teacher Trainer for the Andalucian Education Government and Associate Professor at the University of Málaga (Faculty of Education, Languages and Literature Pedagogy), Spain, was based at CARE from September to December 2011 under the mentorship of Nalini Boodhoo. Aurora was particularly interested in language teaching methodology and the changing role of Foreign Language teachers in the context of the whole school curriculum. Her research has been developed in the field of gifted and talented and the continuous professional development of teachers who have implemented the Bilingual Programme in Schools in Andalucía. The aim of her visit was to develop insight and understanding of the principles underpinning foreign language teacher education and practice in schools in England. This comparative knowledge fed into developments in continuing professional development initiatives in Andalucía.
Ana Maria Falcao de Aragao was based in CARE from February to May 2013. Ana Maria is Associate Professor in the Department of Educational Psychology, School of Education at the State University of Campinas, Sao Paulo, Brazil. She had a particular interest in Lesson Study and was mentored by John Elliott. She gave a seminar on her research in April 2013, entitled, Collective reflexivity: evidences of teacher professional development.

Catalina Gimbuta, who visited CARE in 2010 to work with Alan Rogers on non-formal education for visually impaired students, has been awarded the degree of PhD by the Alexandru Ioan Cuza University of Iasi, Romania. Her thesis was entitled: Participation of non-formal education to development and formation of entrepreneurial competences among young people with visual disabilities.

Waheed Hammad is now back in Egypt, having renewed his visiting fellowship here for a further six months. He has been working on a paper exploring issues around teacher education and internationalisation, which involves following up some teacher educators after their return from UEA to their schools in Egypt.
9. Update on Journals Edited by CARE Members

International Journal for Lesson and Learning Studies

The International Journal for Lesson and Learning Studies (IJLLS) is the official journal of the World Association of Lesson Studies (WALS). The journal is dedicated to publishing educational research that focuses directly on improving the quality of learning in classrooms and other formal learning environments through pedagogical experiments or action research. IJLLS rests on the conviction that there is a need for a journal that will promote an evidence-based and rigorous pedagogical discourse in the field of education about how to improve the quality of young people’s experiences as learners in educational settings.

The Chief Editor is Professor John Elliot, CARE and Co Editor Professor LO Mun Ling, Hong Kong Institute of Education, Hong Kong. Miriam McGregor is the editorial assistant. There are three issues per year. The Journal was launched at the WALS conference in Tokyo, November 2011. John is also on the Editorial Board Journal of Research, Policy & Practice of Teachers and Teacher Education, Advising Assessor INDICE and on the Scientific Committee of Profile Journal.

Compare: a journal of comparative and international education

During this period, Anna Robinson-Pant, Yann Lebeau and Sheila Aikman continued to serve on the journal editorial board. Miriam McGregor is the editorial assistant and works with the current Compare editors, Nitya Rao (DEV and Care Associate member), Yusuf Sayed (Sussex University) and Paul Morris (Institute of Education).

Anna Magyar, Anna Robinson-Pant and Theresa Lillis (Open University) continue to support the BAICE/Compare writing for publication programme which they set up in 2007 as a strategy to address the discursive and practical barriers faced by writers in the South. This programme of support for new writers to Compare has run on an annual basis and helped to ensure a greater diversity of articles submitted to the journal. During this period, Anna Robinson-Pant and Nitya Rao (current editor) ran a workshop at the BAICE 2012 conference in Cambridge (aimed at doctoral students wanting to publish from their thesis) and Anna Magyar developed further
the on-line version of the programme. Anna Magyar and Theresa Lillis will be running a one-day workshop at UKFIET conference in Oxford in September 2013. The workshop will be followed by mentoring support by an academic literacy specialist and an expert in the writer’s subject area. For further details about how to register for the programme, please contact: compare@uea.ac.uk.

In July 2013, a Special Issue of Compare was published on ‘Researching ethically across cultures: issues of knowledge, power and voice’ (Vol 43.4), guest edited by Anna Robinson-Pant and Nidhi Singal (University of Cambridge). The issue included several papers that had originated at the CARE Symposium in 2011 on ‘Internationalising Research Ethics’ by faculty and research students:

- Anna Robinson-Pant and Nidhi Singal ‘Research ethics in comparative and international education: reflections from anthropology and health’.
- Dheeba Moosa ‘Challenges to anonymity and representation in educational qualitative research in a small community: a reflection on my research journey’.
- Georgie Hett and Justin Hett ‘Ethics in intercultural research: reflections on the challenges of conducting field research in a Syrian context’.
- Juancho Barron Pastor ‘The importance of listening for sharing life’.

British Journal of Sociology of Education

Yann Lebeau is on the editorial board of the BJSE. The journal publishes theoretically-informed analyses of the relationship between education and society. It seeks to address major global debates about the social significance and impact of educational policy, provision, processes and practice in many countries around the world.

Cambridge Journal of Education

In 2013 Esther Priyadharshini was appointed Associate Editor with the Cambridge Journal of Education, having served for several years on the editorial board. Nigel Norris is now the Executive Editor. Nalini Boodhoo and Terry Haydn are also on the editorial board.
International Journal of Educational Development

Alan Rogers and Anna Robinson-Pant serve as Associate Editors on this leading journal in the field of education and international development.

International Journal of Children’s Spirituality (IJCS)

Jackie Watson is Book Reviews Editor for the IJCS and currently also Secretary of the linked Association for Children’s Spirituality: www.childrenspirituality.com. Any suggestions for books for review in this journal are very welcome and can be about children’s spirituality in education, health, or social care, or elsewhere.

A special issue journal on ‘Spirituality and physicality: crossing thresholds’ was published based on the 12th International Conference on Children’s Spirituality which was hosted at UEA, guest edited by Jackie Watson. The special edition includes an article by Jackie, ‘Knowing through the felt-sense: a gesture of openness to the other’, as well as articles by three of the keynote speakers including David Brown ‘Seeking spirituality through physicality in schools: learning from Eastern movement forms’.

Forum: for promoting 3-19 comprehensive education

Patrick Yarker and Sue Cox are on the editorial board of Forum. The journal Forum: for promoting 3-19 comprehensive education was founded in 1958 by the academics Brian Simon and Robin Pedley, and the comprehensive-school teacher Jack Walton.

Together with Mary Jane Drummond, Patrick Yarker has co-edited the forthcoming special issue (Vol 55.1) of the journal Forum: for promoting 3-19 comprehensive education. It contains a number of papers analysing the damaging effects of ‘ability’-labelling and fixed-ability pedagogy in schools, as well as papers which describe and critique classroom-practices developed by teachers whose approaches eschew such thinking. The issue also includes the text of Michael Armstrong’s 2012 Brian Simon Memorial Lecture ‘Education as Reconstruction’. You can access the special issue online or contact Patrick to borrow a hard copy version:

www.wwwords.co.uk/forum/content/pdfs/55/issue55_1.asp

International Journal of Art and Design Education

Sue Cox has continued on the publications board for The National Society for Education in Art and Design, serving on the editorial board of the Society’s journal International Journal of Art and Design Education.
10. Other News

Rethinking the new curriculum

In May 2013, Sue Cox and Eric Hadley delivered a petition urging a rethink about the new primary school curriculum (backed by the National Association of Primary Education and the Association for the Study of Primary Education) with 2,063 signatures to the Department for Education. Sue published an article explaining the issues to a wider public in the Eastern Daily Press on 28th May 2013 (entitled ‘Students deserve better from the curriculum, Mr Gove’).

Poster competition

We are delighted to report that Gina Lontoc, doctoral student from the School of Education and Lifelong Learning won an award in this competition in 2012. Every year, an exhibition showcasing doctoral students’ research takes place at the Forum. Congratulations to Gina Lontoc – on her poster, ‘Identity and writing: A road less travelled’ for receiving the Public’s Favourite Award at the competition.

Student success

PhD student Jaber Alruwaili won $500 in the first stage of a competition open to the twenty-two countries of the Arab world with a proposal of 2,500 – 3,000 words, and is now one of fourteen candidates who are competing in the final stage for a prize of $25,000. He submitted a proposal entitled, ‘The Role of Total Quality Management in Reducing Unemployment in Saudi’.

New appointment

John Elliott has been appointed Visiting Professor at University College Suffolk attached to the School of Humanities.
11. Conference Presentations and Invited Seminars

**Alan Rogers** gave the keynote address at an International Conference on ‘The Non-formal and the Informal in Education: centralities and peripheries’ held at the University of Minho, Braga, Portugal, March 2013. The conference was attended by more than 400 participants, many from Brazil. His paper, ‘Everyday/Informal Learning and Education: Exploring the relationship between these two fields’ is available in Portuguese on the University of Minho site.

Alan was the keynote international speaker at the launch of the national adult literacy campaign by the new government of South Sudan, September 2012. He was the keynote speaker at the Umaluzi Annual Conference on Skills Development in Pretoria, August 2012; he also visited the University of Cape Town where he gave two seminars.

**John Elliott**

July 2012 Keynote Address on ‘The spiritual dimension of teaching: a view of educational action research’ at Conference on Value and Virtue in practice-based research, York St. John University.


November 2012 Keynote Address on ‘The teacher as researcher’ to IFE International Seminar, Lyon, France.


**Nick Gee** was invited to deliver a paper at the ‘Space, Place and Social Justice’ conference sponsored by *Ethnography & Education*, held at Manchester Metropolitan University in July, 2012. His paper, entitled

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(*Image: Alan Rogers adjudicating on PhD candidature at Adama University, Ethiopia. Photo: Tolea Negussie*)
‘Reflections on the use of space and place in community building: an ethnographic study of a residential fieldtrip’, was based on research from his doctoral thesis, and looked at evolving social relationships on residential fieldwork.


Kathleen Lane read a paper, co-authored with Simon Horton (AHP), ‘Age is no barrier to the expertise of stroke survivors’, at the annual conference of the British Society of Gerontology (Keele University, July 2012). In May, Kathleen Lane and Judy Moore co-presented their paper, ‘The impact on student retention and student experience of person-centred counselling at one Higher Education establishment’, at the BACP Research Conference (Edinburgh, May 2012).

Yann Lebeau was invited to present a paper at a workshop on the professionalisation of undergraduate studies, University of Brest (France), July 2013. Yann’s presentation was on the reconceptualisation of the notion of employability in recent UK policies in a workshop exploring the links between higher education and the labour market in France, Canada and the UK.

Esther Priyadharshini was invited to present a paper at the Centre for the Study of Childhood and Youth, University of Sheffield, at a ‘Naughty’ Children Workshop March 2012. The aim of the workshop was to explore the ways in which the idea of ‘naughty children’ works as a social and cultural motif in particular settings and to consider the consequences this has for children. Five papers were presented and one of them was from another CARE connection of old - Professor Maggie MacLure (and Rachel Holmes and Liz Jones).

Anna Robinson-Pant was invited to participate in the UNESCO IIEP (International Institute for Educational Planning) Policy Forum on ‘Engaging Youth in Planning Education for Social Transformation’. The Forum was held from in October 2012 in Paris, and was combined with the launch of the UNESCO 2012 Education For All Global Monitoring Report, ‘Youth, Work and Skills’, presented by Gordon Brown amongst others. Forum participants included youth representatives, ministries of education and training, ministries of youth, senior policy makers, researchers and funders from around the world. As Global Research Coordinator on an IFAD/UNESCO project, Anna introduced the study within the theme ‘Connecting education, learning and the world of work: developing skills for youth transitions’.
Anna was invited to present at a workshop in March 2012 at the University of the Basque Country (Campus of Gipuzkoa, San Sebastian), Spain. The workshop was organised by Professor Javier Monzon, Director of Innovation and Campus Development and Professor in Teacher University School, and Professor Arkaitz Lareki, Campus Academic Staff and Professor in Pedagogy. They are working with the Vice Rector’s team to create a centre to support research in Social and Humanistic Sciences across the university and were interested to hear about and discuss CARE’s experiences. Professor Harry Khamis, Director of the Statistical Consulting Center, Wright State University in Ohio, was also invited to the workshop, to present on his experiences of running a centre that supports statistical analysis. Leaders of all the research groups at the university participated in the workshop, representing sociology, psychology, educational science, law/criminology, NGOs and the UNESCO Centre of the Basque Country (researching values). Whilst in San Sebastian, Anna was invited to give a public lecture on ‘Participatory research: exploring some methods and debates’ for faculty, research students and local educational professionals.

Drawing on her research on women’s literacy in Nepal, Anna gave the keynote address on ‘Empowering women: is education the key?’ at the British Federation of Women Graduates’ (BFWG) Annual Conference in July 2012. She also presented a stimulus paper on ‘Why women? Why literacy? The importance of policies and resource commitment in responding to women’s rights to literacy’ at a one day seminar organised by NIACE (National Institute of Adult Continuing Education) in December 2012. The event marked the beginning of a campaign to advocate for more resources to be prioritised for adult literacy initiatives, particularly in countries of the South.

Pat Yarker accompanied Dr Veronica Sekules, Deputy-Director of SCVA, to Slovenia for the 8th Hands On! International Conference of museum and gallery educators, organised on the theme of ‘The Role of Children’s Museums in Times of Rapid Change’ (in October). They gave a presentation focused on ‘Children’s Understanding of Cultural Diversity’, which drew on the work of SCVA’s ‘Culture of the Countryside’ outreach-project.
12. Publications by CARE members (2012-13)


Elliott, J. and N. Norris (2012) (Edited volume) Curriculum, Pedagogy and Research: the work of Lawrence Stenhouse, including Elliott’s Chapter 4 Teaching Controversial Issues, the idea of the ‘teacher as researcher’ and contemporary significance for citizenship education, and Elliott and Norris Ch.7 The Stenhouse Legacy


Lillis, T., Magyar, A. and A. Robinson-Pant (2013) Putting ‘wordface’ work at the centre of academic text production: working with an international journal to develop an authors’ mentoring programme, in Matarese, V. (ed) Supporting research writing: roles and challenges in multilingual settings, Chandos Publishing


Rogers, A. and Street, B. V. (2012) *Adult Literacy and Development: stories from the field*, Leicester: NIACE


‘The Gate’ by Christine Fox

Presented by Jean Rudduck to the School of Education in memory of Lawrence Stenhouse.

This sculpture, The Gate, I give to the School of Education in the University of East Anglia, in memory of Lawrence Stenhouse, Director of CARE since its foundation in 1970, and Professor of Education.

Christine worked on the sculpture, knowing Lawrence and something of his life, talking with John Elliott about him, and with a photograph pinned up on her studio wall! To me that sculpture captures the intense struggle of his life and work as he battled for intellectual freedom for children, teachers and researchers. For me it is a statement of triumph and optimism – but the forces of opposition are there.