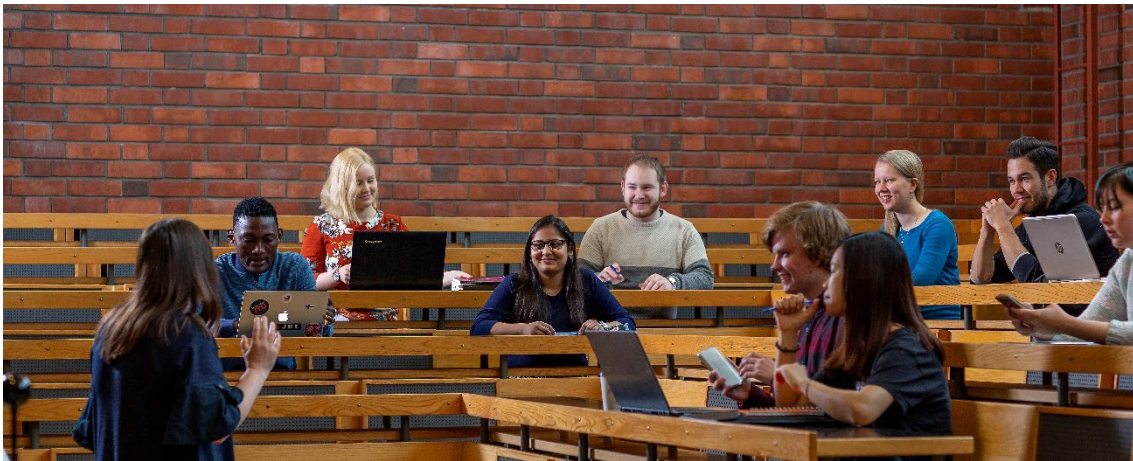


## GINTL Research seminar

# “International education development and internationalisation in education”



**27 April 2023, 12:00-16:45**  
**Ruusupuisto building,**  
**University of Jyväskylä,**  
**and Online**

### GINTL – Global Innovation Network for Teaching and Learning

GINTL comprises three bilateral networks: GINTL Africa and GINTL China (coordinated by University of Helsinki) and GINTL India (coordinated by University of Jyväskylä).



## Schedule

### 11:00-12:00 Registration

Location: Ruusu puisto building, lobby  
(Lunch at own cost, e.g. Uno)

### 12:00-13:00 Opening Session

Location: Ruusu puisto building, lobby

#### Opening remarks

Prof. Anna-Maija Poikkeus, Dean, Faculty of Education & Psychology, University of Jyväskylä

#### Bridging research and practice in education

- Speakers:
  - [Dr. William C. Smith](#) (University of Edinburgh)
  - [Dr. Heidi Layne](#) (University of Jyväskylä)
- Moderated by Dr. [Hanna Posti-Ahokas](#) (University of Helsinki)

### 13:00-13:15 Break

### 13:15-14:45 Parallel session 1 (sessions 1-3)

#### 1. Making learning inclusive: perspectives from parents, teachers, and children

Location: RUU A310 Rauha

Chair: Olli-Pekka Malinen, University of Helsinki

Presentations:

- [Sharareh Eghdamboushehr: Factors Affecting Academic Success of Iranian Pupils in Primary School Levels in Finland: Iranian Parents' Perspectives](#)
- [Chinchu George: An exploration of factors hindering civic engagement among informal settlement citizens in Nairobi](#)
- [Niamh Ní Iceadha: Teacher understanding of anti-racism education in the Scottish system, a critical evaluation of SCOTDEC's 'Anti-racist toolkit for teachers'](#)
- [Laina Shangano: Children's learning difficulties and parental involvement: A case of two schools in the Kavango West Region](#)

#### 2. Global and local perspectives on development of higher education

Location: RUU E307 Katri

Chair: Hanna Posti-Ahokas, University of Helsinki

Presentations:

- [Anaïs Georges: Perceptions of good academic partnerships and their temporalities](#)

- [Naina Khatkhedkar: International Collaborations and Global Innovation Networks: A Finnish HEI's educational cooperation with Indian partners.](#)
- [Joni Sikkilä: Ubuntu philosophy in the practices of the Rwandan College of Education](#)
- [Orsolya Tuba: Finnish-African higher education capacity development partnerships](#)

### 3. Fostering intercultural awareness in practice and research

Location: RUU A210 Niilo

Chair: Salla Määttä, University of Jyväskylä

Presentations:

- [Débora Sales Almeida de Oliveira: Policies and practices for the education of immigrants: an intercultural analysis of preparatory instruction](#)
- [Yali Hu: ELP as a tool to promote intercultural awareness: Chinese primary English teachers' perspectives](#)
- [Ijaaz Jackaria: Alterity Amid Internationalisation in Postcolonial Mauritius](#)
- [Jenni Parantainen: Visual Manifestations of Racism and Antiracism in Finnish Early Childhood Education](#)

**14:45-15:15 Break** (Coffee, tea and snacks provided by GINTL)

Location: Ruuspuisto building, lobby

### 15:15-16:30 Parallel session 2 (sessions 4-5)

#### 4. Internationalisation through language education in schools

Location: RUU E208 Päivö

Chair: Josephine Moate, University of Jyväskylä

Presentations:

- [Charles Selorm Dzormeku: Effects of Linguistic Challenges on Ghanaian Pre-Service Teachers in English Medium Instruction' Self-Efficacy](#)
- [Ceyda Hoşgör: ELP- The Language Biography as a Self-reflection Tool](#)
- [Samina Tasnim: Teachers' perspective of CEFR in Pakistani schools](#)

#### 5. Sustainable education for a sustainable society

Location: RUU E307 Katri

Chair: Ana Tarazona, UniPID

Presentations:

- [Lu Fu: A Quantitative Comparison into Students' Sustainability Consciousness Between Eco-Schools and Ordinary Schools: A Finnish Context](#)
- [Sydney Harrington: Education and Peace: The Failure of Liberal Peace in Afghanistan](#)
- [Xinlan Zhang: Sustainability Education in Science Textbooks of Chinese Primary Education](#)



**16:30-16:45 Closing session**

Location: Ruusuipuisto lobby

**Closing remarks**

Dr. William C. Smith, Senior Lecturer in Education and International Development, University of Edinburgh

Dr. Sai Väyrynen, GINTL Africa & China Director, University of Helsinki

**16:45-18:00 Networking event (in person participation only)**

Location: Ruusuipuisto lobby

Host: Olli-Pekka Malinen

## Parallel session 1 (13:15-14:45)

### 1. Making learning inclusive: perspectives from parents, teachers, and children

Time: 13:15-14:45 Location: RUU A310 Rauha
Chair: Olli-Pekka Malinen, University of Helsinki Technical assistant: Apoorwa Hooda, University of Jyväskylä
Sharareh Eghdamboushehr: Factors Affecting Academic Success of Iranian Pupils in Primary School Levels in Finland: Iranian Parents' Perspectives Chinchu George: An exploration of factors hindering civic engagement among informal settlement citizens in Nairobi Niamh Ní Iceadha: Teacher understanding of anti-racism education in the Scottish system, a critical evaluation of SCOTDEC's 'Anti-racist toolkit for teachers' Laina Shangano: Children's learning difficulties and parental involvement: A case of two schools in the Kavango West Region

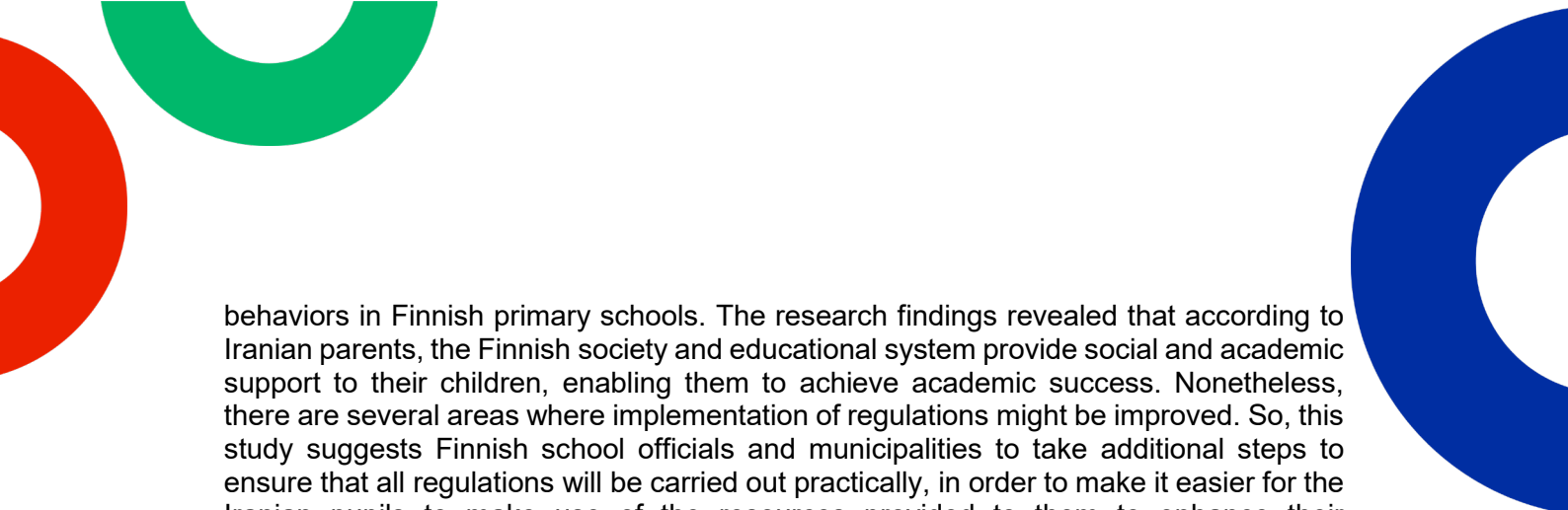
#### **Sharareh Eghdamboushehr: Factors Affecting Academic Success of Iranian Pupils in Primary School Levels in Finland: Iranian Parents' Perspectives**

**Keywords:** academic success, Iranian pupils, primary school, Iranian parents, Finland

#### **Abstract:**

Parents have crucial role to their children's academic performance. Their opinions are significant for understanding what influences their children's academic success. This presentation aims to find understanding of Iranian parents' perspectives on academic success as well as the main factors influencing the academic success of their children who study in primary schools in Finland. Participants of this qualitative content analysis study were 10 Iranian parents from different cities in Finland whose children were studying in grade 1 to 7 in Finnish primary schools. They were recruited through convenient sampling. Data collection was performed through semi-structured online interviews in their own mother tongue. Data collected were translated and transcribed into English and analyzed by Atlas.ti software.

Iranian parents believed that the conception of academic success included not only achieving success at school but also, preparing pupils for social integration. According to parents, academic success of Iranian pupils studying in Finland was impacted negatively or positively by two groups of factors: school-related and out-of-school factors. Additionally, Iranian parents enumerated the challenges their children encountered in order to succeed academically. They also, desire the elimination of discriminatory



behaviors in Finnish primary schools. The research findings revealed that according to Iranian parents, the Finnish society and educational system provide social and academic support to their children, enabling them to achieve academic success. Nonetheless, there are several areas where implementation of regulations might be improved. So, this study suggests Finnish school officials and municipalities to take additional steps to ensure that all regulations will be carried out practically, in order to make it easier for the Iranian pupils to make use of the resources provided to them to enhance their educational success.

**References:**

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge.

**Chinchu George: An exploration of factors hindering civic engagement among informal settlement citizens in Nairobi**

**Keywords:** Nairobi, Civic awareness and engagement, Citizenship education, MEL framework, Non-formal education

**Abstract:**

Kenya is a multi-racial democratic country with elections conducted roughly every five years. However, the turnout in 2022 general elections was only 64.77% (Wangari, 2022), whereas 2017 elections saw a voter turnout of 79.17% (Okumu, 2017). Voting is considered as one of the ways of exercising an individual's civic rights, which will in turn open possibilities of voice, influence, and responsiveness (Cornwall, 2002) for the public. I would like to study the reasons for the decline in the voter turnout with a focus on the informal settlement citizens, which constitutes around 70% of the local population, in Nairobi, Kenya. This paper is based on an ongoing study conducted to frame a Monitoring, Evaluation, and Learning (MEL) framework for Daraja Civic Initiatives Forum (DCIF), a local NGO, to increase civic awareness and engagement among informal settlement citizens in Nairobi. They are made aware of the importance of their civic, electoral, and political voices (Ombaka, 2013) such as participating in elections, holding their representatives accountable for their actions, casting vote, knowledge of the funds available for them and awareness of the government policies. This citizenship education is imparted through non-formal educative activities such as awareness workshops, theatre performances, capacity-building forums, social vetting activities etc organised by DCIF, with the help of local volunteers following the MEL framework. This study intends to conduct a qualitative analysis by conducting semi-structured interviews among youth, including men and women above the age of eighteen. Purposeful sampling technique will be employed to choose English-speaking natives of the county and based on their responses, the MEL framework will be developed with indicators to monitor and evaluate the increase in civic awareness among the citizens. The focus will also be on determining the role of gender in creating effective leaders among the women community in the slums of Nairobi.

**References:**

Nil

## **Niamh Ní Iceadha: Teacher understanding of anti-racism education in the Scottish system, a critical evaluation of SCOTDEC's 'Anti-racist toolkit for teachers'**

**Keywords:** Anti-racism, teacher confidence, reflexive praxis, anti-racist education, resource evaluation

### **Abstract:**

This project aims to critically evaluate the 'Anti-racist toolkit for teachers' created by SCOTDEC. SCOTDEC is a Scottish NGO that provides professional development in the areas of global citizenship, social justice and anti-racism education. The toolkit claims to be a starting point for educators to understand anti-racism and to embark on their anti-racist journeys.

Racist incidents of bullying have risen in Scotland in recent years and ethnic minorities experience a range of disadvantages in the Scottish education system. Racism is considered a 'controversial' issue to teach, however, it is important for educators to have the knowledge and confidence to confront racism in educational settings. The toolkit aims to equip educators with the tools to develop and challenge their own anti-racist practices including language, perceptions and actions.

The resource requires teachers to learn about and engage in activities involving power dynamics, white fragility, social identity, correct terminology, safe spaces and structural racism. It also encourages them to take action. In my evaluation of the toolkit, I aim to determine whether or not it has practical applications in the classroom and whether it has been used for individual reflection or as a collaborative tool to develop anti-racist practice in educational settings. I also aim to evaluate teacher confidence and understanding in the area of anti-racism education after interacting with the resource.

The qualitative research method will involve teacher interviews and a focus group with educators, in order to discover if the toolkit fulfils its aims and the extent to which it can be used to improve individual and collective anti-racist practice in Scotland.

The research and evaluation will have an impact on future Scottish anti-racist practice, as the data collected will help SCOTDEC to create a new set of anti-racism curricular resources to be taught in Scottish classrooms.

### **References:**

- Arneback, E. & Jämte, J. (2022) How to counteract racism in education – A typology of teachers' anti-racist actions, *Race Ethnicity and Education*, 25 (2), 192-21. <https://doi.org/10.1080/13613324.2021.1890566>
- Davidson, Liinpää, M., McBride, M., & Virdee, S. (2018). No problem here : understanding racism in Scotland. Luath Press Limited.
- Miller. (2021). "System Conditions", *System Failure, Structural Racism and Anti-Racism in the United Kingdom: Evidence from Education and Beyond*. Societies. 11(2). <https://doi.org/10.3390/soc11020042>
- Noddings, & Brooks, L. (2017). *Teaching controversial issues : the case for critical thinking and moral commitment in the classroom*. Teachers College Press.

Orelus, P. W. (2020). *Unschooling Racism: Critical Theories, Approaches and Testimonials on Anti Racist Education*. Springer International Publishing AG. <https://doi.org/10.1007/978-3-030-53795-1>

### **Laina Shangano: Children's learning difficulties and parental involvement: A case of two schools in the Kavango West Region**

**Keywords:** Parental involvement

**Abstract:**

This study sought to investigate parents' involvement in children's school activities at two selected schools in the Ncuncuni circuit of the Kavango West region in Namibia. Epstein's model of parental involvement provided a general framework on how to understand the factors that inhibit parental involvement and the interrelationship between schools and home. The study employed a mixed-method approach. Data was generated by using questionnaires and one on one interview. A purpose sampling technique was used to select the two participating schools and a total of 20 senior primary teachers, 20 senior primary learners and 20 parents from the two schools took part in this study.

The results show that children of less involved parents are poor in academic achievements, in discipline, lack motivation, show high absenteeism, and are dropping out of school. The parents cited factors such as low-socio economic background, low level of literacy, lack of proper communication from the school, child - headed household and teachers attitudes towards parents of children who have learning difficulties as constraining their involvement. In addition, the study found that learners with learning difficulties experienced poor grades and test scores, had poor self-confidence and self-esteem as well as dearth proper attention and care from teachers.

The study recommends teacher - learner - parent partnership that can result in improved communication with parents and enhanced academic achievement by learners with learning difficulties at school.

**References:**

Jekonia, J., & Mowers, A. D. ( 2014). Types of parent involvement in schools in the Omusati education region of Namibia. *Journal for Studies in Humanities and social science*, 178-188. Retrieved from

<https://journals.unam.edu.na/index.Php/JSHSS/article/view/977>.

Kaperu, G. G. (2004). A study to examine learners teachers and parents in the perception of factors that hinder parental involvement in the education of their children. The case of five ordinary schools and one combined school in the Windhoek education region. Windhoek: University of Namibia

Landsberg, E. (2011). Learning support. In E. Landsberg( Ed). *Addressing barriers to learning: A South African perspective*: Pretoria: Van Schaik Publishers.

Ministry of Education. (2013). *Sector policy on Inclusive Education*. John Meinert Printing. Windhoek. Namibia.

Poole, A. (2017). *Exploring parental involvement in the educational support of their child with learning difficulties in a low-income community*. Stellenbosch University.



## 2. Global and local perspectives on development of higher education

Time: 13:15-14:45 Location: RUU E307 Katri
Chair: Hanna Posti-Ahokas, University of Helsinki Technical assistant: Abitha Chakrapani, University of Jyväskylä
Anaïs Georges: Perceptions of good academic partnerships and their temporalities Naina Khatkhedkar: International Collaborations and Global Innovation Networks: A Finnish HEI's educational cooperation with Indian partners. Joni Sikkilä: Ubuntu philosophy in the practices of the Rwandan College of Education Orsolya Tuba: Finnish-African higher education capacity development partnerships

### **Anaïs Georges: Perceptions of good academic partnerships and their temporalities**

**Keywords:** North-South academic partnerships, time efficiency, sustainability, power dynamics

**Abstract:** Academic partnerships between the Global North and the Global South involve power dynamics that call for open and equal dialogue between partners about their respective experiences and expectations in order to make the partnership meaningful. These partnerships tend to be subjected to the Global North concept of time efficiency that entails maximizing the production of quantifiable outcomes while minimizing time spent. However, the implications of this aspect of power dynamics in North-South partnerships has been little explored in research.

This qualitative study aims at investigating what partnership experts from the Global North and the Global South perceive as a good partnership. It also explores the approaches to time management they suggest as contributing to good partnerships. It is informed by data from six online whiteboards on which scholars from UniPID and GINTL member universities and their African partners indicated ingredients of good partnerships and actions to make them reality.

Thematic analysis revealed three components of good partnerships: organizational processes, relational processes, and balanced time structures. Relational and organizational processes are presented as essential to develop an equal and sustainable partnership. Moreover, there is an emphasis on the need to find balance between complying with time constraints and committing in the long-term and allocating time for reflexivity.

The findings suggest that the partnership building process is the main factor that determines the quality of the partnership and its impact. They also invite to rethink time efficiency in terms of the quality of time spent and outcomes produced. This thesis contributes to UniPID and GINTL's joint work to strengthen sustainable academic collaboration between Finnish and African higher education institutions. It also points out the relevance of conducting further research on the role of time and hegemonic time conceptions in North-South partnerships.

**References:**

- Davies, B., & Bansel, P. (2005). The time of their lives? Academic workers in neoliberal time(s). *Health Sociology Review*, 14(1), 47-58. DOI: 10.5172/hesr.14.1.47
- Fransman, J., Hall, B., Hayman, R., Narayanan, P., Newman, K., & Tandon, R. (2021). Beyond partnerships: embracing complexity to understand and improve research collaboration for global development. *Canadian Journal of Development Studies/Revue canadienne d'études du développement*, 42(3), 1-21. DOI: 10.1080/02255189.2021.1872507
- Haapakoski, J., & Stein, S. (2018). The ethical implications of internationalisation for a knowledge economy: A critical discourse analysis approach to contemporary strategies in Finland and Canada. In V. Korhonen & P. Alenius (Eds.), *Internationalisation and transnationalisation in higher education*, (pp. 41–68). Berlin: Peter Lang.
- Nossum, J. (2017). Into the great wide open: Trends and tendencies in university collaboration for development. In J. Nossum & T. Halvorsen (Eds.). *North–South Knowledge Networks. Towards equitable collaboration between academics, donors and universities*, (pp. 255-276). Cape Town/Bergen: African Minds & UIB Global. .

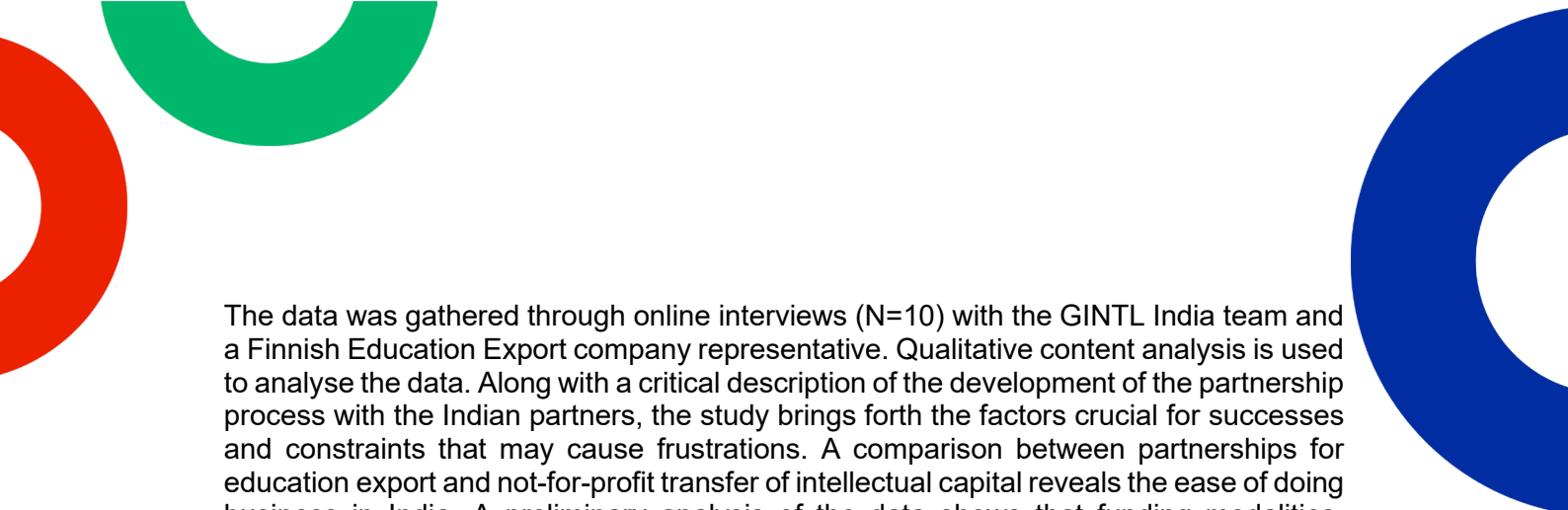
**Naina Khatkhedkar: International Collaborations and Global Innovation Networks: Finnish HEI's educational cooperation with Indian partners.**

**Keywords:** International higher education cooperation, globalization, internationalization, qualitative inquiry.

**Abstract:** The objectives of Higher Education Institutions (HEI) include internationalization, global competition, contribution to innovation and economic growth, and continuously improving educational equity. International cooperation encourages sharing and valuing different forms of knowledge.

GINTL (Global Innovation Network for Teaching and Learning) is a network of Finnish HEIs and Indian partners for co-creating solutions for global educational challenges and collaboration in research and education. This network was formed as a part of the global component of Finland's internationalization program and has been funded by the Ministry of Education and Culture for four years.

This study aims to offer an overview of a Finnish HEI's cooperation with India under GINTL. An authentic and honest account of the Indian collaboration and research processes can provide valuable insights and affirmation for generating new knowledge in the area of global collaboration in higher education, where the literature is very sparse.



The data was gathered through online interviews (N=10) with the GINTL India team and a Finnish Education Export company representative. Qualitative content analysis is used to analyse the data. Along with a critical description of the development of the partnership process with the Indian partners, the study brings forth the factors crucial for successes and constraints that may cause frustrations. A comparison between partnerships for education export and not-for-profit transfer of intellectual capital reveals the ease of doing business in India. A preliminary analysis of the data shows that funding modalities, duration of the funding, availability of experts, work culture differences and accountability issues are responsible for the effective implementation of projects and partnerships.

#### **References:**

- Bazeley, P. (2021). *Qualitative Data Analysis. Practical Strategies*. Second Edition. Sage Publishing.
- Cozza, B. & Blessinger, P. (2017). *University Partnerships for International Development: Vol. First edition*. Emerald Group Publishing Limited.
- Jandhyala B G Tilak. (2021). *Education in India: Policy and Practice*. Sage Publications Pvt. Ltd.
- Lönnqvist, A., Laihonen, H., Cai, Y., & Hasanen, K. (2018). Re-Framing Education Export from the Perspective of Intellectual Capital Transfer. *Journal of Studies in International Education*, 22(4), 353– 368. <https://doi.org/10.1177/1028315318773141>
- Halvorsen, T., & Nossun, J. (2016). North-South knowledge networks: towards equitable collaboration between academics, donors, and universities. *African Minds*.

#### **Joni Sikkilä: Ubuntu philosophy in the practices of the Rwandan College of Education**

**Keywords:** African philosophy of education; Ubuntu; decolonization; Rwandan higher education; qualitative interviews

**Abstract:** The intention of this work is to increase the understanding of ubuntu philosophy and African philosophy of education (APOE) by studying the philosophies that inform the objectives of the institution. Rationale for the study arises from increased attention towards local ways of knowing and how those can be appreciated in independent societies that have rich histories of their own, but suffered from the colonial past. As Rwanda is envisioning the future of a high-income country, it is reasonable to consider the values which underlie this intention. As higher education (HE) continues to grow and more people attain the opportunity to study these degrees, it is justifiable to be informed about what values are attached to education.

This research is a part of collaboration between GINTL and Rwandan higher education institutions (HEI). It aims to recognise the strengths of both parties in the collaboration and open new ways of understanding. Qualitative interviews (5-8) are conducted with professors and academics from the College Of Education, which is a faculty of The University of Rwanda. Analysis will focus on interpreting the narratives about ubuntu and APOE.

My expectation is to find out that ubuntu is informing the professional practice of teachers, however with different interpretations of the concept. I expect that ubuntu does not have a clear role at the institutional level. Ubuntu is living in the narratives of people,

but not that much in the official statements. Some professors may also feel that there are constraints to utilizing some methods that could be consistent with their interpretation of ubuntu. This research should add to the recognition of ubuntu philosophy in HE. Consequently, Rwandan and Finnish HEIs can gain knowledge about the strong philosophical backgrounds of African HE. As a result, ubuntu philosophy can continue to grow in importance and African HEIs will use it as a positive force in systemic reforms, decolonization and teaching.

#### **References:**

Ministry of Finance and Economic Planning. (2020). Vision 2050. Ministry of Finance and Economic Planning. Retrieved from

[https://www.nirda.gov.rw/uploads/tx\\_dce/Vision\\_English\\_Version\\_2050 - 31 Dec 2020.pdf](https://www.nirda.gov.rw/uploads/tx_dce/Vision_English_Version_2050_-_31_Dec_2020.pdf)

de Sousa Santos, B. (2014). *Epistemologies of the South : Justice Against Epistemicide*. Abingdon, Oxon: Routledge, Print.

Higgs, P. (2012). African Philosophy and the Decolonisation of Education in Africa: Some critical reflections. *Educational Philosophy and Theory*, 44:2, 37-55.

Waghid, Y. (2011). Challenges for Higher Education in Africa, Ubuntu, And Democratic Justice. In Rhoten, D. & Calhoun, C. *Knowledge Matters: The Public Mission of the Research University*. New York: Columbia University Press, 2011. Web.

Waghid, Y. (2020). Towards an Ubuntu Philosophy of Higher Education in Africa. *Studies in philosophy and education*. 39.3: 299–308.

#### **Orsolya Tuba: Finnish-African higher education capacity development partnerships**

**Keywords:** Higher Education Capacity Development, North-South Partnerships, SDG4, Postcolonialism

**Abstract:** Despite the great number of recent Finnish-African capacity development programs coordinated by Finnish HEI, there is a lack of critical assessment on the outcomes and overall stakeholder experiences of the implementation of such projects. Utilising qualitative methods, the research aims to provide insights into these collaborations to understand the different interpretations of Finnish counterparts when working with African partners to ensure social justice and avoid power imbalance in knowledge production. Anonymous interviews have provided opportunities for project managers, coordinators, researchers and advisors of Finnish HEI to share their critical reflections on ongoing or previous transnational capacity development projects. The post-colonial theoretical framework reveals systemic and power asymmetries of the existing funding instruments, policies, strategies behind the ambitious Finnish-African education development cooperation, and provides a solid foundation to thematic data analysis and discussion. The study is guided by the following research questions:

RQ1. What is the role of SDG4 in guiding the higher education capacity building projects in North-South education development?

RQ2. What are the experiences of Finnish counterparts and possible successes and challenges when it comes to collaborating on HEI capacity building projects with African partners?

According to initial results, Finnish HEIs regularly face the same difficulties, which are addressed differently at institutions. As a result, there is a chance to share these best practices and enhance national and international capacity development initiatives. It seems that HEI capacity development programs are highly context, funding, and person-dependent and often affected by project-based approach of HEI collaborations. The final results may generate further reflection to enhance HEI collaboration practices and bring up existing solutions to strengthen national and transnational level partnership.

#### References:

- Adriansen, H. K., Madsen, L. M., & Jensen, S. (Eds.). (2016). Higher education and capacity building in Africa: The geography and power of knowledge under changing conditions. Routledge.
- Ibrahim, S., Kuppens, L., & Nfundiko, J. S. (2023). Holding up the researcher's mirror to decolonize knowledge generation: A critical examination of researchers' positionality beyond the 'Global North'/'South' divide. *Globalisation, Societies and Education*, 1–14. <https://doi.org/10.1080/14767724.2023.2171369>
- Kontinen, T., & Nguyahambi, A. M. (2020). Institutional Learning in North–South Partnerships: Critical Self-Reflection on Collaboration Between Finnish and Tanzanian Academics. *Forum for Development Studies*, 47(2), 219–241. <https://doi.org/10.1080/08039410.2020.1768590>
- Ojala, M.-L., & Hooli, L. (2022). Development Cooperation as a Knowledge Creation Process: Rhythmanalytical Approach to a Capacity-Building Project in Zanzibar. *The European Journal of Development Research*, 34(1), 367–386. <https://doi.org/10.1057/s41287-021-00378-0>
- Zingerli, C. (2010). A Sociology of International Research Partnerships for Sustainable Development. *The European Journal of Development Research*, 22(2), 217–233. <https://doi.org/10.1057/ejdr.2010.1>

### 3. Fostering intercultural awareness in practice and research

Time: 13:15-14:45
Location: RUU A210 Niilo
Chair: Salla Määttä, University of Jyväskylä
Technical assistant: Pia Krimark, University of Jyväskylä
Débora Sales Almeida de Oliveira: Policies and practices for the education of immigrants: an intercultural analysis of preparatory instruction
Yali Hu: ELP as a tool to promote intercultural awareness: Chinese primary English teachers' perspectives
Ijaaz Jackaria: Alterity Amid Internationalisation in Postcolonial Mauritius
Jenni Parantainen: Visual Manifestations of Racism and Antiracism in Finnish Early Childhood Education

## **Débora Sales Almeida de Oliveira: Policies and practices for the education of immigrants: an intercultural analysis of preparatory instruction**

**Keywords:** education of immigrants, preparatory instruction, Finnish education policy, interculturality, cultural diversity

**Abstract:** The globalised world has seen the greatest decade of displacement since 2010. Considering that almost half of displaced people worldwide are children, education systems must ensure an equitable learning environment for immigrant pupils. Finland has seen a steady growth in immigration rates and has developed considerable comprehensive policies to migrant's integration. However, research has shown that the Finnish education system could broaden the promotion of intercultural education and diversity in curricula, school life and teacher training (Solano & Huddleston, 2020). As diversities might lead to othering and hierarchical power relations (Dervin et al., 2016), interculturality seems to be a crucial lens for teachers to understand the multiple intersections present in migrant pupils' backgrounds and educational history.

This thesis examined policies and practices for the education of immigrants, i.e. preparatory instruction, in Oulu, Finland. Specifically, it aimed at identifying whether interculturality or intercultural competence is present in policy papers and teachers' perceptions of their work. Using critical discourse analysis, this study analysed: a) the Finnish Core Curriculum of Basic Education and; b) the local curriculum of preparatory instruction. In addition, semi-structured interviews were conducted with five primary teachers of preparatory classes. In this research I seek a dialogue with critical pedagogy (Freire, 2008; hooks 1994), interwoven with decoloniality and critical interculturality (Walsh, 2010).

The preliminary findings have shown that both policy papers do not mention the concept of interculturality; instead, they use the term "cultural diversity/competence", with no specificity to immigrant education. Teachers' views on interculturality are under analysis, nonetheless it does not seem to show clarity of understanding. Further results hope to demonstrate whether there are gaps between policy and practice about intercultural competence.

### **References:**

- Freire, P. (2008). *Pedagogy of the oppressed: 30th anniversary edition*. (D.Macedo, Trans.). Continuum.
- hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.
- Layne, H., Trémion, V., Dervin, F. (Eds). (2015). *Making the most of intercultural education*. Cambridge Scholars Publishing.
- UNESCO. (2018). *Global Education Monitoring Report 2019: Migration, Displacement and Education – Building Bridges, not Walls*. Paris, UNESCO.  
<https://en.unesco.org/gem-report/report/2019/migration>
- Walsh, C. (2010). *Interculturalidad crítica y educación intercultural*. [Critical interculturality and intercultural education].

## Yali Hu: ELP as a tool to promote intercultural awareness: Chinese primary English teachers' perspectives

**Keywords:** European Language Portfolio, intercultural awareness, early language education, English teachers, China

**Abstract:** Intercultural awareness (ICA) was included in the primary English curriculum in China in 2001, and the emphasis on ICA promotion has increased in the last 20 years. There is, however, a lack of relevant studies at the primary school level in China. Many studies have identified European Language Portfolio (ELP) as a useful tool for promoting ICA. Accordingly, this study explores the possibility of using ELP to promote ICA in Chinese primary English classrooms by investigating how Chinese primary English teachers perceive its usefulness. This study employed a qualitative research method, and semi-structured interviews were conducted to obtain data from ten Chinese primary English teachers. For accuracy and to avoid distortion, the data were transcribed in Chinese, the same as the interview language. Content analysis was adopted to analyze the data. The results indicated teachers' positive attitudes toward the usefulness of ELP in promoting ICA and willingness to integrate it into their teaching, explaining the benefits of encouraging self-evaluation and learner autonomy, increasing motivation, and a sense of achievement. The integration ways proposed by the teachers, for example, as an assessment tool and a cultural learning log, have been shown to be applicable in previous studies, thus demonstrating the possibility of implementing ELP by adopting one or two components initially, using flexible in-school and after-school tasks and activities. The main implication of this study is to provide Chinese primary English teachers with a new and effective tool to support students' ICA development. The study findings may also encourage language teachers and researchers to pursue research in this field, particularly in countries that have not yet introduced ELP. Finally, the researcher is provided with insights into the next stage of her ongoing research to explore further possibilities to implement ELP in Chinese primary English classrooms.

### References:

- Chen, G. M., & Starosta, W. J. (1998). A review of the concept of intercultural awareness. *Human Communication, 2*(1), 27-54
- Little, D., & Simpson, B. (2003). European Language Portfolio, the intercultural component and learning how to learn. [http://archive.ecml.at/mtp2/elp\\_tt/results/DM\\_layout/Reference%20Materials/English/TEMPLATES%20for%20the%20language%20biography.pdf](http://archive.ecml.at/mtp2/elp_tt/results/DM_layout/Reference%20Materials/English/TEMPLATES%20for%20the%20language%20biography.pdf).
- Qiang, W. (2002). Primary school English teaching in China: New developments. *English Language Teacher Education and Development, 7*, 99-108.
- Schärer, R. (2000). A European Language Portfolio pilot project phase 1998-2000: final report. <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804586bb>.
- Zhang, D. (2012). Chinese primary school English curriculum reform. Perspectives on teaching and learning English literacy in China, 67-83.

## Ijaaz Jackaria: Alterity Amid Internationalisation in Postcolonial Mauritius

**Keywords:** Mauritius, autoethnography, alterity, postcolonialism, Derrida

**Abstract:** The instinctive reaction of the postcolonial scholar towards international education is usually that of scepticism. Indeed, the prevalence of capitalism and the rampant adoption of neoliberal policies worldwide unified critical theorists, humanists, and subaltern scholars alike in decrying the resultant inequality, epistemic violence, and oppression. For instance, Freire's post-development pedagogy, Kazamias' (2009) call for humanism in comparative education, and Spivak's subaltern studies is testimony of this outcry. However, the bourgeois-proletariat, oppressor-oppressed, and post-structuralist signifier-signified dichotomy is problematic in the 21st century: globalisation has blurred those lines and calls for new identity formation.

My research challenges those dichotomies and offers a nuanced understanding of the internationalisation of education, particularly in redefining alterity in a 21st century postcolonial setting. I adopt Derrida's metaphysics of the Other as my theoretical framework; while the absolute Other is unattainable, conceiving of otherness as a mere modification of the self is a form of violence (Genovesi, 2016). It is amid this constraining paradox that I propose to redefine the self and the Other.

In the spirit of decolonizing interpretive research methodologies (Darder, 2018), I opted for an autoethnography, which allowed for an interdisciplinary inquiry encompassing anthropology and philosophy. My research focuses on my experience of international education within the context of multiethnic postcolonial Mauritius. While Poonosamy (2010) offered a superficial critique of the IBDP in 2 private schools in Mauritius, my autoethnography retraces my experience in attending a British-patterned public high school which is the dominant curricula on the island.

My story aims to illustrate how the self and otherness is being constructed along national and cultural languages present in Mauritius which Eriksen (1990) theorised more than 30 years ago.

### References:

- Darder, A. (2018). Decolonizing interpretive research: subaltern sensibilities and the politics of voice. *Qualitative Research Journal*, 18(2), 94–104.  
<https://doi.org/10.1108/qrj-d-17-00056>
- Eriksen. (1990). Linguistic diversity and the quest for national identity: The case of Mauritius. *Ethnic and Racial Studies*, 13(1), 1–24.  
<https://doi.org/10.1080/01419870.1990.9993659>
- Genovesi, I. S. (2016). Otherness and Deconstruction in Jaques Derrida. *International Journal of Social Sciences and Interdisciplinary Studies*, 1(2), 4-10.  
[https://www.dakam.org/\\_files/ugd/bac820\\_579204f94edc48b7a390044bdbaa3da2.pdf](https://www.dakam.org/_files/ugd/bac820_579204f94edc48b7a390044bdbaa3da2.pdf)
- Kazamias, A. (2009). Agamemnon Contra Prometheus: Globalisation, Knowledge/Learning Societies and Paideia in the New Cosmopolis. In: Cowen, R., Kazamias, A.M. (eds) *International Handbook of Comparative Education*. Springer International Handbooks of Education, vol 22. Springer, Dordrecht.  
[https://doi-org.ezproxy.is.ed.ac.uk/10.1007/978-1-4020-6403-6\\_68](https://doi-org.ezproxy.is.ed.ac.uk/10.1007/978-1-4020-6403-6_68)
- Poonosamy, M. (2010). The International Baccalaureate Diploma Programme in post-colonial Mauritius: reaffirming local identities and knowledges. *Asia Pacific Journal of Education*, 30(1), 15–30. <https://doi.org/10.1080/02188790903503569>



## Jenni Parantainen: Visual Manifestations of Racism and Antiracism in Finnish Early Childhood Education

**Keywords:** Antiracism, racism, Finnish early childhood education, learning environments, visual methodology

**Abstract:** Considering crucial role of early childhood education and care (ECEC) to the socialization of children, my research explores visual manifestations of racism and antiracism in ECEC learning environments and in their pedagogical materials in order to produce understanding of issues related to power hierarchies and representations of different cultures and “races” in Finnish early childhood education, and to reveal ways in which these everyday surroundings indicate contributions to the antiracist agenda. This research was guided by a question “How are racism and antiracism manifested in visual learning environments of Finnish Early Childhood Education?”

This critically oriented, qualitative research utilized visual methodology when aiming to answer to the research question. Photo-documentation was used as a data collection method, as researcher visited five different ECEC centres and took photographs in the observed learning environments according to a shooting script. Photographs were examined by applying theoretically approached, deductive visual thematic analysis, in which theories of racism and antiracism were utilized as analytical lenses.

Results of this study confirm that racist expressions can be found from early childhood education learning environments, implemented probably unintentionally due to ECEC personnel’s unawareness and lack of critical literacy skills on issues of racism. Moreover, research results also indicate that antiracist efforts are not manifested sufficiently in ECEC settings as despite their good intentions, these endeavours included problematic and discriminative representations, which also refers to ECEC employees’ inadequate knowledge and skills to recognize and solve issues of racism. As such, this research points out the importance of conceptualizing racism clearly in educational policies and raising ECEC personnel’s awareness and knowledge of racism and antiracism.

### References:

- Alemanji, A. (2021). Kohti rasisminvastaista pedagogiikkaa. In Keskinen, S., Seikkula, M., Mkwesha, F., Aghayeva, U. & Sinkkonen, A. (2021). *Rasismi, valta ja vastarinta: Rodullistaminen, valkoisuus ja koloniaalisuus Suomessa* (pp. 205–220). Gaudeamus.
- Bonnett, A. (2000). *Anti-racism*. Routledge.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. doi: <https://doi-org.ezproxy.jyu.fi/10.1191/1478088706qp063oa>
- Eberle, T. (2018). Collecting images as data. In *The sage handbook of qualitative data collection* (pp. 392-411). SAGE Publications Ltd, <https://dx.doi.org/10.4135/9781526416070>
- Essed, P. (1991). *Understanding everyday racism: An interdisciplinary theory*. Sage Publications.

## Parallel session 2 (15:15-16:30)

### 4. Internationalisation through language education in schools

Time: 15:15-16:30

Location: RUU E208 Päivö

Chair: Josephine Moate, University of Jyväskylä

Technical assistant: Veera Virmasalo, University of Jyväskylä

Charles Selorm Dzormeku: Effects of Linguistic Challenges on Ghanaian Pre-Service Teachers in English Medium Instruction' Self-Efficacy

Ceyda Hoşgör: Teachers' and Students' Perspectives on a Developed Toolkit for the European Language Portfolio - My Language Biography Part

Samina Tasnim: Teachers' perspective of CEFR in Pakistani schools

#### **Charles Selorm Dzormeku: Effects of Linguistic Challenges on Ghanaian Pre-Service Teachers in English Medium Instruction' Self-Efficacy**

**Keywords:** English Medium Instruction; language skills; pre-service teacher; teacher self-efficacy beliefs

**Abstract:** This study attempts to categorize Ghanaian pre-service teachers according to the levels of linguistic challenges they encounter due to English Medium Instruction (EMI). It further explores the disparities between the self-efficacy belief levels of these groups with reference to their EMI linguistic challenges. Adopting a sequential mixed method approach, a total of 300 participants were surveyed in the Ashanti region of Ghana, followed up by eight interviews. Participants completed the 45-item EMI challenges instrument (Aizawa et al., 2020) and the short form of the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001). Eight participants also participated in a semi-structured interview based on the findings from the quantitative analysis. Writing was the most challenging of the four language skills for pre-service teachers in Ghana. Moreover, the prevailing evidence suggests that limited vocabulary, inability to develop coherent paragraphs, pronunciations, and orthographic as well as grammatical inaccuracies, are the paramount challenges participants face. A Latent Profile Analysis revealed four groups with different levels of EMI linguistic challenges among participants. A series of ANOVA conducted also indicated that the higher the EMI linguistic challenges of a group, the lower their self-efficacy beliefs in their teaching ability. These results suggest that more emphasis should be placed on English language teaching during teacher education programs. Further research should also examine effective pedagogical approaches to enhance English language acquisition from the basic school level to the higher education level.

#### **References:**

Aizawa, I., Rose, H., Thompson, G., & Curle, S. (2020). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills of

Japanese students in an English medium instruction programme. *Language Teaching Research*, 1 - 25, doi:10.1177/1362168820965510.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education*, 17(2001), 783 - 805

### **Ceyda Hoşgör: Teachers' and Students' Perspectives on a Developed Toolkit for the European Language Portfolio - My Language Biography Part**

**Keywords:** European Language Portfolio; The Language Biography; Self-reflection in foreign language learning; Experiential Learning

**Abstract:** This study examines the effectiveness of a newly developed toolkit for the European Language Portfolio - My Language Biography part from the perspectives of both teachers and students.

The European Language Portfolio (ELP) is a tool developed by the Council of Europe to facilitate the learning and teaching of languages across Europe. It is designed to help learners document and reflect on their language learning experiences and achievements, and to support the development of their language skills. This tool supports internationalization and intercultural approaches in education by promoting language learning as a means of fostering intercultural understanding and communication. By encouraging learners to reflect on their experiences of language and culture, and to develop their language skills in a range of contexts, the ELP can help to promote internationalization and intercultural dialogue in education. By offering a framework for integrating language learning across various subject areas, the ELP can promote interdisciplinary approaches to education. Learners can develop their language skills in a variety of settings and apply them to a variety of interdisciplinary subjects and projects by documenting and reflecting on their language learning experiences in it. This can improve students' overall educational experience and help learners develop their interdisciplinary skills. This study's focus is the My Language Biography part which promotes the learner's involvement in planning, reflecting upon, and assessing his or her learning process and progress. The developed toolkit includes a variety of resources and activities designed to support learners in reflecting on their language learning experiences and developing their language skills. The toolkit has been started to be implemented in three different classrooms. By the end of the implementation process, the focus discussion will be held to obtain and analyze the teacher's perspectives on the developed toolkit for the My Language Biography part. The student's perspectives will be taken via a questionnaire about the toolkit. The implementation process will have been finished by 27.04.2023. I aim to find out if the teachers and students find the toolkit to be meaningful and useful in supporting language learning and student self-reflection.

#### **References:**

Council of Europe. (2000). European Language Portfolio (ELP) - Principles and Guidelines. Retrieved November 29, 2022, from

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804586ba>.

Council of Europe. (2011). Kielisalkku. <http://kielisalkku.edu.fi>. Retrieved January 25, 2022, from <http://kielisalkku.edu.fi/fi/luokat-1-3/>

Dewey, J. (1963). *Experience and education*. New York: Collier.

Dewey, J. (1955). *The child and the curriculum and the school and society*. Chicago, Ill: Phoenix.

### **Samina Tasnim: Teachers' perspective of CEFR in Pakistani schools**

**Keywords:** CEFR, Pakistan, Primary education, English learning and teaching,

**Abstract:** The purpose of the study was to explore the chances of implementation of CEFR in Pakistani public and private schools at the primary level. I wanted to understand the perspective of primary teachers who are working in the field. The three research questions were designed with the facts in mind about the current system of education and teachers' perspectives on the new concept of CEFR. The data for this study is collected by interviewing 9 participants from public and primary schools in urban and rural areas of Pakistan. Participants were selected through a purposeful sampling technique. These semi-structured interviews were carried out by using open-ended questions and afterwards transcribed and analyzed by using content analysis. Data suggested that all the teachers showed a positive response towards CEFR. Surprisingly, the most encouraging response came from the village schoolteachers. Studies stated that the current way of teaching English is not helping the pupils. 9/9 teachers were of the view that the grammar-translation method (GTM) and the current system of evaluation encourage rote learning which is the biggest hurdle for not attaining communicative competence in young students. Listening and speaking are completely ignored during the teaching and evaluation process. According to the result, most of the teachers are not satisfied with the way they teach. Teachers explained that right now, the purpose of teaching English is not to learn the language but completion of the syllabus and passing the exam. Activities for learning are considered a waste of time and all the focus remains on rote learning of content from the books. They believed that contrary to the GTM pupils learn more through activities. Moreover, pupils' active involvement increases learning tremendously. Teachers showed a welcoming response for CEFR as it not only focuses on all four skills of language during the study and in evaluation, but it also emphasizes the practical use of language.

#### **References:**

- Brown, H. D. (1994). *Teaching by Principles-An Interactive Approach to Language Pedagogy*. New Jersey.: Prentice Hall Regents.
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Retrieved December 23, 2022, from [www.coe.int](http://www.coe.int).
- Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. *Dreams and realities. Developing countries and the English language*, 14(1), 291-310.
- The Government of Pakistan. (2006). *National curriculum for English language grades I-XII*. Islamabad.
- The Government of Pakistan. (2009). *Policy and Planning Wing Ministry of Education Government of Pakistan*. Islamabad.

## 5. Sustainable education for a sustainable society

Time: 15:15-16:30 Location: RUU E307 Katri
Chair: Ana Tarazona, UniPID Technical assistant: Apoorwa Hooda, University of Jyväskylä
Lu Fu: A Quantitative Comparison into Students' Sustainability Consciousness Between Eco-Schools and Ordinary Schools: A Finnish Context Sydney Harrington: Education and Peace: The Failure of Liberal Peace in Afghanistan Xinlan Zhang: Sustainability Education in Science Textbooks of Chinese Primary Education

### **Lu Fu: A Quantitative Comparison into Students' Sustainability Consciousness Between Eco-Schools and Ordinary Schools: A Finnish Context**

**Keywords:** education for sustainable development; sustainability consciousness; Eco-schools.

**Abstract:** Over the past two decades, the Finnish government has enacted a series of regulations and laws to facilitate the development of Education for Sustainable Development (ESD). However, much of the existing research concerning ESD in Finland mainly focused on the higher education level, with only a few addressing it from the basic education level. Therefore, this study aimed to fill the gap by investigating the difference between Eco-Schools and ordinary schools in their ESD outcomes, using the concept of sustainability consciousness (SC) and the instrument of the Sustainability Consciousness Questionnaire (SCQ). SC unified sustainability knowingness, sustainability attitude, and sustainability behaviour from the sustainability dimensions of the environment, society, and economy. In total, 104 sixth graders from 5 schools in Finland participated in this research. The sampling schools had similar school sizes, gender ratios, and social-demographic backgrounds. The statistical results revealed significant differences in SC as well as its subconstruct of sustainability behaviour, where students from Eco-Schools scored higher values than their peers in ordinary schools. Moreover, the study also indicated positive relationships between sustainability knowingness, sustainability attitude, and sustainability behaviours. The findings not only provided a reference for all the stakeholders involved in the Eco-Schools programme but also contributed to the advancement of ESD locally and globally. The implications for further implementation of ESD were also discussed in the end.

#### **References:**

Andreou, N. (2020). Towards a Generation of Sustainability Leaders: Eco-Schools as a Global Green Schools Movement for Transformative Education. In A. Gough, J. C.-K.

Lee, & E. P. K. Tsang (Eds.), *Green Schools Globally: Stories of Impact on Education for Sustainable Development* (pp. 31–45). Springer International Publishing.

[https://doi.org/10.1007/978-3-030-46820-0\\_3](https://doi.org/10.1007/978-3-030-46820-0_3)

Gericke, N., Boeve-de Pauw, J., Berglund, T., & Olsson, D. (2019). The Sustainability Consciousness Questionnaire: The theoretical development and empirical validation of an evaluation instrument for stakeholders working with sustainable development. *Sustainable Development*, 27(1), 35–49. <https://doi.org/10.1002/sd.18591>

Kollmuss, A., & Agyeman, J. (2002). Mind the Gap: Why do people act environmentally and what are the barriers to pro-environmental behavior? *Environmental Education Research*, 8(3), 239–260. <https://doi.org/10.1080/13504620220145401>

Olsson, D., Gericke, N., & Chang Rundgren, S.-N. (2016). The effect of implementation of education for sustainable development in Swedish compulsory schools – assessing pupils' sustainability consciousness. *Environmental Education Research*, 22(2), 176–202. <https://doi.org/10.1080/13504622.2015.1005057>

Páll, J., Ólafur, Bragi, G., Bergliot, Ø., Anne, & James, D., Robert. (2021). *Mapping Education for Sustainability in the Nordic Countries*. Nordic Council of Ministers.

## **Sydney Harrington: Education and Peace: The Failure of Liberal Peace in Afghanistan**

**Keywords:** Afghanistan; education; liberal peace; peacebuilding education, occupation

**Abstract:** This in-progress study seeks to analyze the role education played as one factor in the failure of liberal peace, as defined by Richmond (2006), in Afghanistan during the 2001-2021 occupation. After the 9/11 terrorist attack in 2001, US President George W. Bush vowed to “win the war against terrorism,” signing into law a joint resolution authorizing the invasion of Afghanistan which led to the United States longest war to date. Following the US Operation Enduring Freedom, educational opportunities—which had been greatly restricted under Taliban rule—were restored. Though education was noted as a ‘top priority’ of US and NATO forces in the reconstruction of Afghanistan, it was also listed as an essential to ensure the security of the US, bringing into question the contents of USAID printed textbooks, context around western-backed teacher training initiatives, and ‘grassroots democracy’ programs.

Using semi-structured interviews, documentary and textbook analysis, and reports from organizations on the ground, I hope to carefully examine the ways in which education was implemented during the 20-year occupation, its role in the country’s reconstruction and reemergence of Taliban rule, and outline the ways in which education can feasibly be used to promote everyday, sustainable peace.

### **References:**

Jones, A. M. E., (2007) Muslim and Western Influences on School Curriculum in Post-War Afghanistan, *Asia Pacific Journal of Education*, 27:1, 27-40, DOI: 10.1080/02188790601142900

Richmond, O.P. (2006). The problem of peace: understanding the ‘liberal peace’. *Conflict, Security & Development*, 6:3, 291-314, DOI: 10.1080/14678800600933480

Spink, J., (2005) Education and politics in Afghanistan: the importance of an education system in peacebuilding and reconstruction, *Journal of Peace Education*, 2:2, 195-207, DOI: 10.1080/17400200500185794

Tadjbakhsh, S., (2009) Conflicted Outcomes and Values: (Neo)Liberal Peace in Central Asia and Afghanistan, *International Peacekeeping*, 16:5, 635-651, DOI: 10.1080/13533310903303271

Vanner, C., Akseer, S., Kovinthan, T., (2017) Learning peace (and conflict): the role of primary learning materials in peacebuilding in post-war Afghanistan, South Sudan and Sri Lanka, *Journal of Education*, 14:1, 32-53, DOI: 10.1080/17400201.2016.1213710

Yazdani, H. (2020). Peace Education in Afghanistan: A Comparative Study of Conflict and Post-Conflict School Textbooks (Thesis, Doctor of Philosophy). University of Otago. Retrieved from <http://hdl.handle.net/10523/10447>

## **Xinlan Zhang: Sustainability Education in Science Textbooks of Chinese Primary Education**

**Keywords:** Sustainability Education, Science Education, Chinese Primary Education, Curriculum Standard, Science Textbooks, Qualitative Content Analysis

**Abstract:** The purpose of this study is to gain a better understanding of sustainability education in Chinese primary education. Society has attained unprecedented levels of development as a result of science and technology, while simultaneously there is a growing call for a sustainable future. Due to the huge population and lack of awareness of sustainability in the Chinese context, education plays an important role in facilitating the knowledge, attitudes, and behaviors that needed to address the current sustainability challenges. More importantly, in China, sustainability education has not been popularized in primary and secondary schools, and various obstacles and barriers remain to the implementation of sustainability education in primary schools.

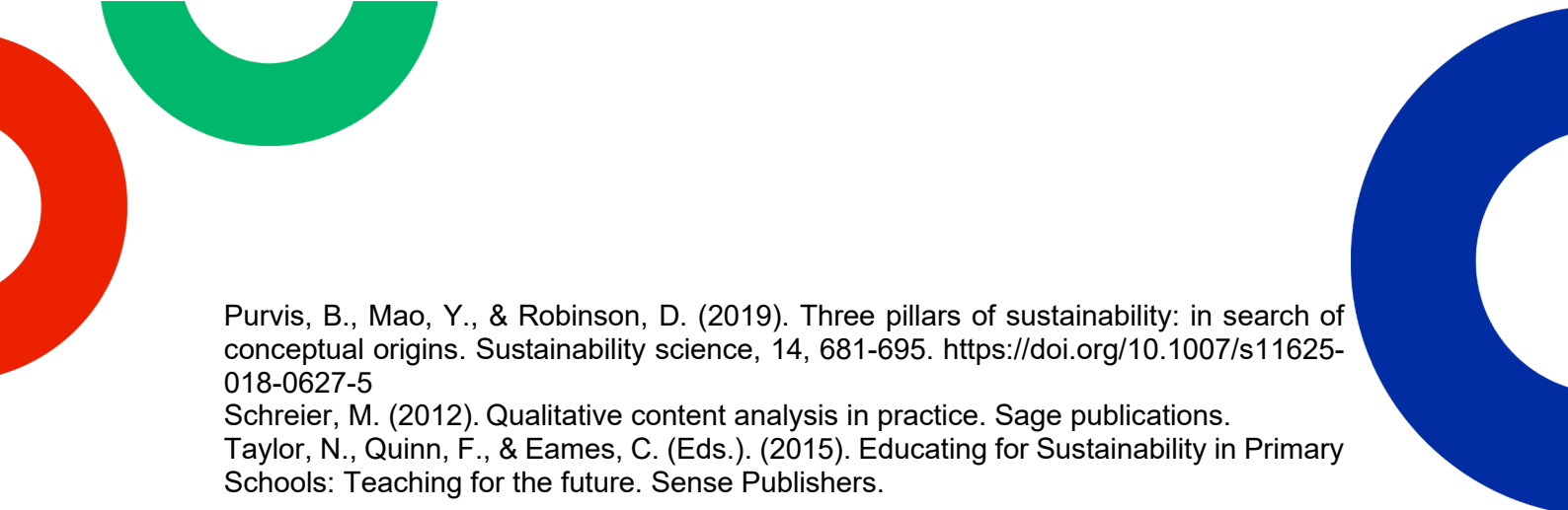
The study focuses on analyzing the connections between the newly published national curriculum standard in 2022 and 12 science textbooks currently used in Chinese primary schools. Throughout the research, the sequence of science textbook contents relevant to sustainability education is analyzed to identify the specific teaching and learning contents, illustrations within textbooks, and evaluating methods of teaching and learning. Qualitative content analysis utilising Atlas.ti software is conducted to systematically describe the national curriculum standard and textbook contents related to sustainability education.

The ongoing research will result in a theory-based model to show how sustainability education can be integrated and worked in Chinese primary science education textbooks. The model is represented as a Chinese knot, with 13 elements of the learning contents and 4 core literacies interacting each other. Chinese knots are traditionally believed to bring good luck, which also implies a vision for the sustainable future. Additionally, research-based suggestions will be discussed regarding sustainability education in Chinese primary schooling, as well as increasing children's awareness about sustainability.

### **References:**

Kuhlman, T., & Farrington, J. (2010). What is sustainability?. *Sustainability*, 2(11), 3436-3448.

Ministry of Education of PRC. (2022, April 8). Science Curriculum Standards for Compulsory Education (2022 edition). Retrieved February 10, 2023, from [http://www.moe.gov.cn/srcsite/A26/s8001/202204/t20220420\\_619921.html](http://www.moe.gov.cn/srcsite/A26/s8001/202204/t20220420_619921.html)



Purvis, B., Mao, Y., & Robinson, D. (2019). Three pillars of sustainability: in search of conceptual origins. *Sustainability science*, 14, 681-695. <https://doi.org/10.1007/s11625-018-0627-5>

Schreier, M. (2012). *Qualitative content analysis in practice*. Sage publications.

Taylor, N., Quinn, F., & Eames, C. (Eds.). (2015). *Educating for Sustainability in Primary Schools: Teaching for the future*. Sense Publishers.