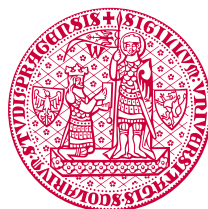# CONFERENCE

EDUCATION
EQUITY &
SOCIAL JUSTICE

16th – 19th June 2008
Prague

Institute for Research and Development of Education
Charles University in Prague, Faculty of Education

Conference Programme & Book of Abstracts

IR&DE
Institute for Research and Development of Education

CONTENTS

CELEBRATES THE **660**TH ANNIVERSARY
OF THE FOUNDATION
OF CHARLES UNIVERSITY IN PRAGUE

Organizers

Charles University in Prague

Charles University founded in 1348 is one of the oldest universities in the world and nowadays belongs to the most eminent educational and scientific establishments in the Czech Republic which are recognized in both the European and global context. It is an outstanding cultural institution due to its scientific and pedagogical results and its unique historical tradition.

Charles University now contains 17 faculties (14 in Prague, 2 in Hradec Králové, and 1 in Plzeň), 3 collegiate institutes, 6 additional establishments for educational, scientific, research and developmental activities and other creative activities and for information service, 5 university-wide facilities and the vice-chancellor´s/ rector´s office as an executive establishment for Charles University management. There are more than 7000 University employees, 4000 of them are academic and research workers.

Over 42,400 students study at Charles University (approximately one fifth of all the students in the Czech Republic) in more than 270 accredited academic programs with 600 departments. 7200 students are studying for bachelor´s degrees, 29 000 students are studying for master´s degrees, and over 6200 students are in PhD programs. There are more than 4300 foreign students—750 of which study in English language academic programs. Over 5000 participants graduate from continuing education courses every year.

Scientific and research activities form the basis on which the doctoral and master´s programs are based at Charles University. Scientific results of CharlesUniversity workplaces measured by the amount of financial means provided to universities in the Czech Republic make approximately one third of this financial means. Charles University aims to be recognized as a competitive research university on the world stage.

Charles University stresses international cooperation with prestigious educational and scientific establishments. Charles University has entered into 450 bilateral contracts and 170 international partnerships with foreign universities.

The scope of Charles University can be characterized also by its income amount which is cca 5 billion Czech crowns per year. 41% of this amount comes from educational funding, 27% from competitive research grants, and 26% is its own income.

Charles University is an accredited public university, it is an autonomous scientific and educational establishment. The rector is head of Charles University; the Academic Senate is the supreme self-regulating academic organ. Other organs: the Academic Council and bursar, the Board of Directors is responsible for implementation of public interest in Charles University activities, the Senate consisting of prorectors, bursar and chancellor makes the consultative body of the rector. The deans are heads of faculties which are independent to a large extent; other parts of Charles University are managed by their directors.

Faculty of Education, Charles University in Prague

http://www.pedf.cuni.cz

Charles University´s Faculty of Education was established in 1946. It educates teachers and other pedagogical staff for all types of schools and school systems, at various levels of study (Bachelors and Masters). The Faculty provides university-level education in the spheres of: Humanities, Social-Sciences, Art-Education, Physical Education, Mathematical and Natural Sciences. The training is concentrated primarily on general school subjects (that is: in general the 5th through 12th grades); for the 2nd level of primary schools; for the lst level of primary schools; and for nursery schools. Further, training in Special Pedagogy, Educational Counseling, Preschool Training and for Educational Management is organized. The Faculty has about 4,500 students. The main research activity concentrates on pedagogical study and similar spheres. Postgraduate (doctoral) study concentrates on Education Sciences, Special Pedagogy, Educational Psychology, Didactic of Mathematics, Theory of Art and Musical Education.

Institute for Reserach and Development of Education (IRDE) at Faculty of Education, Charles University in Prague

http://www.pedf.cuni.cz/uvrv

The Institute of Research and Development of Education (hereinafter referred to as the Institute) exists as a branch of the Charles University Faculty of Education. The Institute pursues questions of research and development in education. The institute focuses on basic research in primary and secondary education and implements comparative and empiric research. The research is focused on the expansion of educational systems and resolving key problems of the Czech educational system in the international and, especially, the European context. The main foci of the research are the processes and the subjects of education. The institute contributes to the development of pedagogical sciences through new findings that are in primary comparative, secondary and tertiary pedagogy. The Center for European Studies is part of the Institute. This center researches the advancement of prototypes which introduce European models into the education of teachers and educational systems. The Institute serves as a source of information for schools, teachers and faculty students.

Practical Information

Conference Venue

Address:
Institute for Research and Development of Education
Charles University in Prague, Faculty of Education
Myslíkova 7
110 00   Prague 1

Rooms

All the plenary sessions are scheduled in room **M006**, which is situated in the groundfloor.

Parellel sessions are scheduled in room **M006** at groundfloor and in room **M308** which is situated at 3rd floor. You could use a lift or walk up the stairs.

Tea and coffee will be served during the scheduled breaks in room **M306** at the third floor.

Registration

Registration desk will be situated in the ground floor, in front of the room M006, on Monday 16th June from 9,00 to 11,30 a.m. If you arriver later on Monday or on another days of the conference please register at the "Conferece Secretariat" on 2nd floor (room 208).

Technical Equipment

Both meetings rooms (M006 and M308) are fully equiped by the presentation technique (PC, dataprojector, visualiser etc.). You could thus bring your presentation only on your USB drive.

Internet Access

In the main room M006 there will be working wireless internet access. If you will bring your laptop with wi-fi access you could be connected to internet in that room for free. The name of the network session for connecting to internet will be "ESSID = pedf-public" and you will not need any login and password to get connected.

Tea/Coffee

A series of 30-minute tea/coffee breaks has been built into the programme. Tean and coffee will be served in the room 306 (3rd floor). Delegates should show their conference name badge to be given coffee free of charge.

Education, Equity & Social Justice

Conference Programme Outline

Monday 16th June

9,00 – 10,30 Conference Registration

10,30 – 11,30 Opening Ceremony   M006

> Stanislav Štech
> *Vice-Rector, Charles University in Prague*

> Zdeněk Helus
> *Vice-Dean, Faculty of Education, Charles University in Prague*

> Eliška Walterová
> *Director, Institute for Research and Development of Education*

11,30 – 12,30 Keynote Address 1   M006

> **Sally Power**
> **The continuous reinvention of compensatory education**

12,30 – 14,30 *Lunch Break*

14,30 – 16,00 Parallel Session 1
    Qualitative studies of educational inequalities   M006

16,00 – 16,30 *Tea/Coffee*   M306

16,30 – 18,30 Parallel Session 2

> 2A – Gender in Education   M006
> 2B – Equitable classroom   M308

18,30 – 20,00 *Optional social event*
    Guided walk through Prague (start from the conference place)

Education, Equity & Social Justice

Conference Programme Outline

Tuesday 17th June

9,00 – 10,30 Parallel Session 3

    3A - Feelings of justice among 15 years old students in 5 EU countries   M006
    3B – Meaning of equity in multicultural societies   M308

10,30 – 11,00 *Tea/Coffee*   M306

11,00 – 12,00 Keynote address 2   M006

    Marc Demeuse
    The European Commission stepping up both
    the efficiency and equity of education and training systems

12,00 – 13,30 *Lunch Break*

13,30 – 15,00 Parallel Session 4

    4A - Using PISA to analyze educational inequalities   M006
    4B - Concept of capital and meaning of equality
        of educational opportunity   M308

15,00 – 16,00 Keynote address 3   M006

    Alan Dyson
    Beyond the school gate:
    Schools, communities and social justice

16,30 – 17,00 *Tea/Coffee*   M306

17,00 – 18,30 Parallel Session 5

    5A - Equity Policies in Chile and Pakistan   M006
    5B - Inclusive education – from theory to inclusive policy development   M308

Education, Equity & Social Justice

Conference Programme Outline

Wednesday 18th June

9,30 – 11,00 Parallel Session 6

       Inequalities in transition to tertiary education in Europe   M006

11,00 – 11,30 *Tea/Coffee*   M306

11,30 – 12,30 Keynote Address 4   M006

     Francesca Gobbo
     Learning from others, learning with others:
     The tense encounter between equality and difference

12,30 – 14,00 *Lunch Break*

14,00 – 15,30 Symposium   M006

     Degrees of Success: an investigation of the transition
     from vocational to higher education in England

15,30 – 16,00 *Tea/Coffee*   M306

16,00 – 17,30 Closing Ceremony   M006

Keynote Addresses

Keynote Address 1
Monday 16th June
11,30 – 12,30 (Room M006)

Prof. Sally Power
School of Social Sciences, Cardiff University, Wales, United Kingdom

The continuous reinvention of compensatory education

All education systems, to a greater or lesser extent, are marked by educational inequalities that can be largely attributed to socio-economic inequalities. Nearly all education systems, again to a greater or lesser extent, have put in place a variety of 'compensatory' strategies to help reduce these educational inequalities. These strategies have gone through different phases and enjoyed different degrees of support, but have generally been as much a part of the education system as the inequalities they are designed to address.

This paper explores the continuous reinvention of compensatory education strategies. It looks, in particular, at the emergence and limits of recent moves to implement a 'politics of recognition' for schools in disadvantaged areas. It argues that children in disadvantaged schools need a 'politics of redistribution', but that the mechanisms of distribution and the nature of what it is that is to be redistributed are problematic. Drawing on theory and empirical research, the paper concludes by arguing that, until we have a clearer idea of what it is that we are compensating, compensatory education policies will be doomed to fail.

Sally Power is a Professor Fellow at the School of Social Sciences, Cardiff University, Wales, Visiting and Visiting Professorial Fellow of the Institute of Education, University of London. She is currently Visiting Researcher at the Centre Alain Savary, Institut National de Recherche Pedagogique.
Before joining Cardiff University in 2004, Professor Power was based at the Institute of Education where she was Head of the School of Educational Foundations and Policy Studies and Assistant Dean of Research. She has also worked at the Universities of Bristol and Warwick.
Her research interests focus on the sociology of education policy. This includes exploration of the changing relationship between the state and education and between social class and education. In addition to undertaking research on urban education policies and their impact on disadvantaged communities, she is also interested in social exclusion at the 'top end' of the social hierarchy and in particular the changing relationship between the middle class and education. In undertaking this research she has been supported by a variety of funding agencies including the Economic and Social Research Council, the Nuffield Foundation, the Cabinet Office and other government agencies at national and local levels. She has acted as advisor for a number of organisations, including the No 10 Downing Street Roundtable for Every Child Matters.
Recent books include: Education and the Middle Class (2003, Buckingham, Open University Press); Education in Deprived Areas: Outcomes, Inputs and Processes (2002, Perspectives on Education Policy, Institute of Education, London); The Grammar School Question (2000, Perspectives on Education Policy, Institute of Education, London); Devolution and Choice in Education: The School, the State and the Market (1998, Buckingham, Open University Press).

Prof. Marc Demeuse
Université Mons-Hainaut, Belgium

The European Commission stepping up both the efficiency and equity of education and training systems

This paper analyses the communication of the European Commission devoted to efficiency and equity of European education systems. It shows the Commission's difficulties in integrating the multiple dimensions of education equity and the confusion between pedagogical and economical notion of efficiency. The authors also analyse the means proposed by the Commission to foster equity and efficiency at different education levels. Under the guise of a specific interest in preschooling, the arguments concerning compulsory education were rather lightweight and incomplete, and those on higher education worrying. This paper raises the concerns and questions that remain after the reading of this communication

Prof. Marc Demeuse is a doctor of psychological sciences (Université de Liège, Belgium) and a statistician (Faculté universitaire des Sciences agronomiques de Gembloux, Belgium). He is currently a professor (sciences of education) and directs the Institut d'Administration Scolaire de l'Université de Mons-Hainaut from which he has been a member since October 2004. He joined this university after one year spent at the Institut de Recherche sur l'Education (IREDU) de l'Université de Bourgogne/CNRS and more than 10 years at the Department of theoretical and experimental Pedagogy of the university of Liege as research project leader and lecturer. He also taught in two Belgian teacher training schools (training of teachers).
In addition to his responsibilities at the University of Mons-Hainaut, he teaches in the Université libre de Bruxelles (ULB), in the Université de Bourgone (Dijon) and within the framework of the Chair UNESCO of Sciences of Education (Dakar, Senegal). He is a researcher invited to the Institut National de Recherche Pédagogique (INRP, Lyon, France) and to the Université de Bourgogne (Dijon, France). He takes part in and coordinates several national and international projects in the field of the evaluation of education systems and in particular equity indicators and priority education policies.
He is an active member in several scientific associations (American Educational Research Association, Association belge des Chercheurs en Education, Association pour le Développement des Méthodologies d'Evaluation en Education, Association francophone d'Education comparée, etc.). He is part of EuroPEP, another European project managed by INRP.

Keynote Address 3

Tuesday 17th June
15,00 – 16,00 (Room M006)

Prof. Alan Dyson
University of Manchester, United Kingdom

Beyond the school gate: schools, communities and social justice

In England, as in many countries across the economically developed world, governments have seen the reform of the school system as a major strategy for promoting social justice. The focus has been on the continual 'improvement' of schools through increasing central control of curriculum and pedagogy, the introduction of high-stakes testing and accountability, and the creation of education quasi-markets in which schools compete to attract students. Whatever the achievements of these reforms, it is increasingly clear that they have been unsuccessful in overcoming the deeply-entrenched relationship between socio-economic disadvantage, low educational achievement and limited life chances. This paper argues that reform efforts need to be refocused so that the work of schools is aligned more fully with wider public policy efforts to address disadvantage. In particular, it advocates the development of 'community focused' schools which look beyond their gates to the social justice issues in the areas they serve. The paper shows how such schools have developed in different forms in many countries, and concludes by suggesting that their work can become part of an 'area approach' to promoting social justice.

Alan Dyson is Professor of Education in the University of Manchester where he co-directs the Centre for Equity in Education and leads work on education in urban contexts. Professor A. Dyson will deliver a keynote speech entitled "Beyond the school gate: schools, communities and social justice".
His research interests are in the relationship between social and educational inclusion and, particularly, on the relationship between education and other areas of public policy in urban contexts. He has undertaken a good deal of funded research sponsored by the Economic and Social Research Council, the Joseph Rowntree Foundation, government departments, local authorities and other public bodies. Recent studies include the national evaluation of full-service extended schools, a study of school governing bodies in disadvantaged areas and involvement in a review of the research evidence on the relationship between poverty and education. He has been a member of the government's ministerial working group on Special Educational Needs, and of the National Education Research Forum, as well as working with a range of government and government agency task groups. Recent publications include Schools and Area Regeneration (Bristol, The Policy Press), Housing and Schooling (York, YPS) and School, Family, Community (Leicester, Youth Work Press). He led the production of the Open File on Inclusive Education for UNESCO.
Alan Dyson has worked in universities since 1988. Prior to that, he spent 13 years as a teacher, mainly in urban comprehensive schools.

Prof. Francesca Gobbo
Torino University, Italy

Drawing from research on the processes of enculturation and schooling of minorities and immigrants, the presentation will discuss educational perspectives on the intertwined issues of equality and difference. The historical and socio-political reasons of multiculturalism will be considered with its effects on philosophical elaboration and on research methodology awareness. The intercultural education indication that others' differences are resources rather than problems to be solved will be examined in terms of a learning experience that can take place through ethnographic research or peers' cooperation in classrooms.

Francesca Gobbo is Professor of Intercultural Education at the University of Turin (Italy), where she also teaches Anthropology of Education and coordinates the PhD program for Educational Sciences within the Doctoral School in Human Sciences of the University of Turin.

She was part of the research and teaching staff at the University of Padua since 1980, and taught Education, Intercultural Education and Cultural Anthropology in the Faculty of Psychology and at the School of Education there until 2001-2002. She graduated from the University of Padua in 1968, and continued her studies at the University of California at Berkeley until 1974. She was Visiting Scholar to UC Berkeley in 1996 and to Harvard in 2001. She has lectured at the University of Reading (UK), Charles in Prague (CZ) and Amsterdam (NL).

Her research on contemporary educational issues is conducted from a comparative and interdisciplinary perspective that combines educational theory with methodological and theoretical approaches from the fields of cultural anthropology and anthropology of education. She coordinates research on Italian schools attended by immigrant pupils, and has carried out ethnographic research among her country's "internal minorities" such as the Albanian speaking minority of Calabria, the Waldensian religious minority in Piedmont and the occupational minority of travelling fairground and circus people so as to make multiculturalism and interculture as relevant both to migration and to a country's internal and historical diversity but also to issues of social justice and of power balance (or lack of it). Likewise, her work with schools and teachers has been aimed to make classrooms as equitable places of learning.

She is member of the "International Association for Intercultural Education" (IAIE), the "European Education Research Association" (EERA) and of the Società Italiana di Pedagogia (SIPED). She is on the editorial boards of international journals (Intercultural Education, European Educational Research Journal, Ethnography and Education, International Journal of Pedagogies and Learning) and has been, and is, a participant of a number of Comenius projects.

She has published Pedagogia interculturale (Roma, 2000) and edited L'educazione al tempo dell'intercultura (Roma, 2008), La ricerca per una scuola che cambia (Padova, 2007), Processi educativi nelle società multiculturali (Roma, 2007), Etnografia dell'educazione in Europa (Milano, 2003), Etnografia nei contesti educative (Roma, 2003). In English she edited Social Justice and Intercultural Education (Stoke on Trent, 2007, with Bhatti, Gaine and Leeman), and articles on travelling fairground and circus people in TATE (2006, n.7), in the International Handbook on Urban Education (Springer, Pink and Noblit eds., 2007), in the European Educational Research Journal (2004, 3, 2008, n.1) and in Intercultural Education (2004).

Conference Theme and Thematic Sessions

The Education, Equity and Social Justice (EESJ) conference focuses on ways to address equity and diversity issues that impact student achievement, social success, and school climate and safety. This conference aims to gather researchers with different background and expertise in various fields of study (education science, sociology, psychology, philosophy of education, special educational needs, and political science) whose research or theoretical work concerns the equity in education. The papers will be presented in four thematic sessions:

(1) Theoretical conceptions of equity in education, social justice, equality of educational opportunities, inclusive education.

Although there is wide agreement that our societies accept and support the fundamental value of equal opportunity, when it comes to areas of specific application there is considerable disagreement over its meaning. In this session the papers shall address theoretical explanations and critical analyses of different conceptions and meanings of the major concepts related to equity in education: e.g. equity, justice, fairness, equality of educational opportunity, inclusive education, etc. The theories of justice could be important source of analyses. There could be also proposed papers with a theoretical explanation of educational inequalities, mainly sociological theories building on pioneer works of B. Bernstein, P. Bourdieu, and others (e.g. theories of educational - social and cultural - reproduction, rational action theory, modernization theory etc.).

(2) Researching educational inequalities – Empirical studies on educational inequalities (international level, national level, classroom level; quantitative as well as qualitative studies (ethnography) of educational inequalities, outcomes, feelings of justice in schools, etc.

The aim of this session is to enable a dialogue between researchers investigating educational inequality using different methodological approaches. Quantitative approaches and qualitative approaches are different source of information on educational inequalities. In recent years the use of large international datasets has led to a rise of the number of comparative studies on educational inequalities as well as the development of quantitative methodology. Case-studies based qualitative approaches using ethnographic methods of research are another source of information about the educational inequalities. The papers in this session shall be based on the data (either quantitative or qualitative) analysis and shall address the issue of educational inequalities (inequalities in access to different types or levels of education, inequalities in a process of schooling, and inequalities of results and student achievements). Different type of inequalities in education could be revealed by the papers exploring different kinds of "learning or achievement gap" in education (e.g. socio-economic inequalities, gender inequalities, linguistic and ethnic minorities, SEN students etc.). Perceptions of justice and fairness in school settings are another example of research that fits well within this network session.

(3) Policy responses to equity in education. Priority education policies, positive discrimination (action) and different measures for disadvantaged students (immigrants, socio-culturally disadvantaged etc.)

Raising the quality of education and assuring equitable access to knowledge and education for all students are two highly articulated goals in all political documents published recently either at national or international level. More crucial for achieving equitable educational systems are however the concrete educational policies and political measures that are being applied in different countries with various aims, through different means and for diverse sub-populations. Different policies and political measures, its implementation and results achieved are to be emphasized by the papers in this session. Particular example is priority education policies which might be typically area-based approaches (e.g. EAZ in England or ZEP in France) however there could be measures that use population-based approaches (policy measures for socially disadvantaged, immigrants, ethnic groups, etc.) or institution-based approaches (help for schools with disadvantaged student intake etc). Different contents of these policies or political measures and the means used could be analyzed by the papers in this session. The analysis could emphasize one single measure for a specific group in a national context (e.g. preparatory classes for Roma children in the Czech Republic), it could also provide an overall holistic analysis of national policy measures for equity (e.g. Priority educational policies in the Czech Republic) or it could have a comparative nature (e.g. Area-based approaches to address educational inequalities – comparison of UK Education action zones and French ZEP, or Educational roles of Roma assistants and mediators in Czech Republic, Slovak Republic and Romania – comparative perspective).

(4) Equitable classroom – curriculum, pedagogy and teachers - classroom level practices for equity

Equity and fairness represents also the crucial challenge to a classroom level in the everyday practices of teachers. This session will focuses on ways to address equity and diversity issues that impact student achievement, school climate and safety at classroom or school level. Strategies, programmes and didactic approaches to create schools and classrooms where ALL students feel safe and truly welcomed into the learning environment, including those who are frequently marginalized academically and/or socially are the main focus of the papers in this session. Different approaches and definitions of equitable classrooms were proposed as well as diverse ways of addressing heterogeneous school populations. Among the big umbrella terms used by different approaches we could mention: individualizing education, differentiated instructions, personalising education, cooperative learning, mastery learning and other approaches of classroom and school organization, pedagogical and moral visions with a particular conception of teaching and learning that fits within theirs own definition of equitable classroom.

Parallel Sessions Schedule

Parallel Session 1
Monday 16th June
14,30 – 16,00

Room M006

Qualitative studies of educational inequalities

Chair: Francesca Gobbo, Torino University, Italy

School Choice in Russia: Issues of equal opportunities to educational provision
LACZIK Andrea, *University of Oxford, Department of Education*

The political changes in Eastern Europe in 1989 led to open and rapid educational reform processes. These reforms were then gradually incorporated into the legal system of the individual countries. One of the areas of reform was school choice, which was developed and included in the Educational Law Russia (1996) as part of parents' rights and responsibilities concerning their children's education. The fact that parents have the right to choose a school for their children does not mean that they know about this right or that they can and want to exercise it. I aimed to explore and describe school choice from the perspectives of parents in Russia. I investigated parents' views on choosing a basic school: their reasons for choosing and not choosing a particular school, whether the interviewed parents made a choice and if so, what they did. Choosing a lower basic school is one of the first decisions parents make concerning their children's education. The exploratory and descriptive nature of the project has led to a qualitative research approach within which a multiple case study design was applied. Although the research findings relate to the case schools and the interviewed group of parents, they also have wider implications. The findings reveal that in Russia, in addition to choice between schools, there is also choice within a school. There are three teaching programmes in the case schools; traditional, developmental and correctional programmes, and these were targeting children with different academic abilities. The case schools developed a system where children were interviewed and tested, and on the basis of this, parents were advised on the most suitable teaching programme. Parents did not report disagreement with this professional advice, which allowed the schools to distribute children evenly in each class. Parents reported a number of available schools they could choose from and each school offered a number of teaching programmes. This, in principle, suggests, that the interviewed parents had a choice not only legally but also in practice. However, school choice does not mean free choice for every parent, and often restrictions override opportunities. In Perm, many parents distinguished between choice in theory, and in practice. This view arose as a result of many parents' conviction of every school being the same. There are also restrictions that prevent parents from choosing: financial limitations, transport issues, professional advice, and the school's selection. Most parents send their children to the local school. These parents either do not recognise the diversity of schools or feel so restricted in their choice that they assign their children to the local school, or they would like their children to continue at a school with their local friends. There are also parents who actively research and compare the available schools. However, this requires considerable time and energy, and there are few such parents. All parents noted the importance of education in their children's future life. Many parents talked about postponing choice to a later stage when their children became more independent to commute and showed specific interest towards certain subjects. They all wanted their children to receive a good education and often mentioned the importance of their children's academic preparation in the school which would enable them to progress through the education system. It was important to succeed in future life. This research not only counts as one of the first empirical studies investigating school choice in Russia, but, in contrast with the local research traditions, it introduces the qualitative research approach to the participants. Future research can build upon its findings.

"How can I tell you what I will like to do in three years?" Language as mediational means in secondary classrooms.
PENNE Sylvi, *Oslo University College*

In this paper I will present the results of a qualitative classroom study from two schools in Oslo situated in two different socioeconomic areas of the city. I was observing the pupils in their Norwegian classes in two lower secondary schools during their 9. and 10. grade, most of them were 15 - 16 years old. One class was in a school situated in an area with expensive standards of housing (School 1). Two classes were in a school where most of the students were living in the surrounding apartment blocks. More than 60 per cent of these pupils were non-natives (School 2). I was observing the pupils classroom interaction, did discourse analysis of their written texts during the observ`ation period, and in the end I interviewed the pupils about their school experiences with this special subject (52 interviews). In the last question of the interview I asked them to tell me a fictitious narrative: "If I meet you 10 years from now, tell me a story about what you might have done since our last meeting". My theoretical framing is constructivism in a sociocultural setting (Bruner 1986, 1990, Wertsch 1995, Olson 2001, Bourdieu 1995, 1990, Gee 2003). The goal of sociocultural research is to understand the relationship between human mental functioning and cultural, historical, and institutional settings. This relationship is mediated by some sort of mediational means and the individuals employing these means. In my project this mediational means will be "language" and other symbolic representations in a multimodal culture. "Language" here will not be looked upon as a neutral factor, but as a medium heavy loaden with cultural values - in the presentations described as Discourses (Gee 2003). My empirical data gave obvious indications of sociocultural and discursive differences affecting the learning process in these secondary classrooms. Generally I found sociocultural differences both in the students' motivation for the different tasks included in the subject Norwegian, but also in the students' general motivation for schooling, and last but not least in their dreams and hopes for the future. My findings are in accordance with international studies, for example American studies and recent Swedish studies pointing at how the didactic discourses the students have to deal with in school are more familiar to students with a middle class background (Cockran-Smith 1994, Heath1996, Gee 2003, Ulfgard 2001, Olin-Scheller 2007). The main difference can, not surprisingly, be seen as a difference of literacy in a modern definition of the concept which has less to do with the pupils´reading and writing abilities than with their metacognitive and metalinguistic attitude to their life world (Gee 2003, Olson 2001). When the students in School 1 are confronted with the tasks in the classroom, they react and act strategically. When the students in School 2 are confronted with the same tasks, they react emotionally. In my paper I will present some typical examples from the classrooms. I will also discuss some didactic consequences for all who wants to improve "Education, Equity and Social Justice".

School expectations and equity issues on a group of marginalized students with emotional and behavioural difficulties
CHONG Stella, *Hong Kong Institute of Education*

Mainstream schools in general expected students to excel academically and behave accordingly to the school norms and culture. Students with severe emotional and behavioural difficulties (EBD) are often shunned or marginalized by the mainstream schools and ultimately placed in special school settings. In Hong Kong there are seven of these schools, known as schools for social development, five for boys and two for girls. An ethnographic study was conducted in the seven schools to find out what principals and teachers expected of these students. Individual interviews were carried out with all the seven principals while focus group interviews were conducted with more than 70% of the teacher population. The study found that there are great implications on principals' expectations in comparing to that of the teachers' towards their students. Issues on school expectations of students and the equality of education, namely, access, survival, output and outcome, will be discussed.

Room M006

Gender in Education

Chair: Irena Smetáčková, Charles University in Prague

**Factors Conditioning the Educational Aspirations and Educational Segregation
of Girls and Boys in the Czech Educational System**
JANOUŠKOVÁ Klára, *University of Ostrava*
ŠMÍDOVÁ Iva, *Faculty of Social Science, Brno*

The paper is based on secondary analyses of data collected in the PISA 2003 international research study. It is meant to contribute to the already published material for the Czech context (mainly the book „/Un/Equal Chances to Education") in concentrating on the gendered aspects of the educational system setting and individual aspirations. The main hypothesis searching to disclose whether there are different factors of the segregated educational system influencing aspirations and choice of education of girls and boys was supported. The analysis is based on interpretation of logit modelling using logistic regression with the goal to uncover in more detail factors influencing the difference in aspirations and choice of education among Czech girls and boys. It then leads to specification of the factors relevant more for each of the genders.

Trapped in discourse of natural differences: Gender, age and ethnicity
JARKOVSKÁ Lucie, *Masaryk University, Faculty of Social Studies*

The aim of the paper is to show the parallels between how gender, age and ethnicity are constructed in the classroom. I would like to demonstrate the interplay between them and the way they are trapped in discourse of natural differences between people which creates a story of legitimate social inequalities introduced to children. Children learn this logic of natural base of social inequalities what then weakens their potential to emancipate from their positions in social structure defined by seemingly natural characteristics as gender, age or ethnicity. The self-evidence of this logic is reproduced in everyday life by such methods as for example use of nature metaphors in conversation, stories with the anthropomorphous animals as main characters, granting the social significance to natural facts explained during the lessons. It also forms the pedagogy strategies of the teacher, which are based more on authority then on negotiation of any contract among pupils and teachers with both taking an active part in it. The paper presents the partial outcome of an ethnography research conducted in a classroom at a Czech grammar school in 2005 and 2006. The research was focused on (re)production of gender in the school environment.

Reproduction of Gender Stereotypes in Teaching
VLČKOVÁ Kateřina, *Masaryk University, Centre of Educational Research*
DOSKOČILOVÁ Marie, *University of Defense, Brno*

The paper presents a research project which focuses on reproduction of gender stereotypes in teaching the science subjects (represented by physics) and humanities (represented by English as a foreign language). Gender correctness of textbooks as well as teaching itself is being analysed on a specific sample of study materials, students and teachers. The aim of the research is to detect possible sources of gender stereotyping reproduced on lower secondary level of education. Fundamental specifications of the subject of gender-incorrect teaching are presented, and underlying theoretical principles introduced and methodology of data gathering and processing outlined.

The needs of teaching the gender studies in civíce
ZORMANOVÁ Lucie, *Masaryk University, Faculty of Education*
PECINA Pavel, *Masaryk University, Faculty of Education*

The needs of teaching the gender studies in civics:COMPARISON OF BOYS´ AND GIRLS´ ACTIVITY IN CIVICS INSTRUCTION AT BASIC SCHOOL Civics have the potential to help students recognize the gender bias around them and can empower them to help make a more gender-equal society. I compare activity of boys and girls in civics instruction at second stage of basic school and teacher-pupil interaction and communication of the teacher with boys and girls in the process of school teaching (the influence of the teacher on the activity of boys and girls). In the paper I present results of a part of research conducted by quantitative methods. I compare activity of boys and girls in civics instruction at second stage of basic school and teacher-pupil interaction and communication of the teacher with boys and girls in the process of school teaching (the influence of the teacher on the activity of boys and girls). In my research I prove that boys are more active than girls in civics instruction and more often enter a conversation about current subject matter in lessons. in my research; however there was only a very small difference in teacher's prompting girls and boys to communicate about the subject matter in a lesson

Room M308

Equitable Classroom

Chair: Francesca Gobbo, Torino University, Italy

Valuing diversity in the classsroom: avoid the false hormony
KASIKOVÁ Hana, *Charles University in Prague, Philosophical Faculty*

The paper focuses on an idea of valuing diversity as a means for beneficial consequences in equity and quality of school education, both in theoretical and practical level. Consequences such as increased achievement and productivity, creative problem solving, growth in cognitive and moral reasoning, increased perspective-taking ability, improved relationship and general sophistication in interacting and working with peers from a variety of cultural and ethnic backgrounds are the positive outcomes of working optimally with diversity in schools. On the other hand diversity potentially is a risk with possible negative outcomes. Several educational strategies are discussed in the paper accentuating the idea diversity cannot be connected constantly with harmony. Cooperative learning strategies, academic contraversies and drama in education strategies serve as examples of capitalizing on the power of diversity because of stressing antagonies, conflicts, tensions, taking risks in the cooperative educational context. The main factors for creating „the diversity learning environment" in the frame of educational paradigma change are posed.

Immediate Remediation Tools for More Equity and Efficacity in Educational Process
DEHON Arnaut, *University of Mons-Hainaut - Institute for School Administration*
DEROBERTMASURE Antoine, *University of Mons-Hainaut - Institute for School Administration*

Referring to several internationals surveys (PISA, TIMSS), the French speaking Community of Belgium has decided to implement 10 priorities to enhance its educational system. Those priorities are presented in an official document called "Contrat pour l'école" (2005) which could be translated as "Contract for School". Several priorities focus on the notion of immediate remediation as a tool to struggle against school failure and a way to allow everyone to reach the expected level of basic knowledge and skills as required in the frame of reference for skills "Socles de competences" (1997) or "Competence tresholds". In the first phase of this perennial research, the research team'work has first been to select concrete immediate remediation tools (handbooks, educative games…) usable by teachers in their classroom and, secondly, to measure the impact of those tools on students' learning. After setting up a typology of immediate remediation tools, two of them taking interest in transversal skill (seeking for information) were selected and proposed to teachers. The impact of tools on students' acquisitions was measure with an experimental device including 203 pupils from the 5th grade and 192 from the 6th grade. Results show that the tools used by the pupils enhance significantly their scores. Moreover, standard deviation and scores of experimental groups after using the tools lower. This means that pupils facing learning difficulties progress better than the others who don't use immediate remediation tools. These results underline the interest of selecting and using appropriate immediate remediation tools in terms of educative equity.

Preparing for an Inclusive Future: Transnational e-learning for teachers of children with disabilities
HOBBS Tim, *Troy University, USA*
SILLA Vanessa, *University of Scranton, USA*

Inclusive education is a trans-national phenomenon and children with disabilities in many countries are educated with their non-disabled peers. In economically advantaged regions inclusion is often supported by legal mandates, enriched resources and comprehensive teacher training. Teachers in less advantaged regions often exert great effort to teach children with disabilities in their classrooms and accomplish much on their behalf. They do so despite limited resources and reduced access to best-practice training. E-learning offers an opportunity for these educators to access current, best-practice training regarding special and inclusive education. Materials available for this purpose are often highly ethnocentric in nature; and reflect the strengths, biases and educational traditions of their origin. This presentation will describe outcomes of research to identify best-practice e-learning content and methods for teachers of children with disabilities in regions where comparable information is not typically available.

Towards equitable education in India
PATTANAYAK Binay, *Technical Support Group (SSA - MHRD), India*

Towards equitable education in India........ implications for equitable classrooms Abstract Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide. SSA is operational in the country since 2000-01 and has improved the status of access to schools, enrolment in schools and quality of education in a visible manner with nearly every habitation in the country provided Primary schools/ learning centers, nearly 97% enrolled in schools and wide range of interventions made for quality improvement in classroom processes. For ensuring social equality, equity and social justice for girl children, children with special needs, children from minority groups, tribal communities, children of sex workers, deprived children in urban areas, children from minority groups, etc. SSA has initiated special drives like Multi Lingual Education, Inclusive Education, Education Guarantee Scheme, etc. in collaboration with Universities, NGOs, local Governments, concerned individuals, research & resource institutes, etc. The paper intends to highlight the salient features of such initiatives which contributed significantly in the areas of equity and social justice in education at the elementary level in a large and diverse country such as India. • Binay Pattanayak Chief Consultant (Pedagogy) National Technical Support Group, Sarva Shiksha Abhiyan (SSA - MHRD) Government of India 10 – B, I. P. Estate, ITO, New Delhi – 110002 INDIA

Parallel Session 3A

Tuesday17[th] June
9,00 – 10,30

Room M006

Feelings of justice among 15 years old students in 5 EU countries

Chair: David Greger, Charles University in Prague, Czech Republic

Feelings of justice of 15 years old pupils in Europe: an overview
FRIANT Nathanaël, *INAS-UMH*
DEMEUSE Marc, *INAS-UMH*
LALOUA Elsa, *INAS-UMH*

The research on equity of educational systems can be based on the construction of objective indicators of inequalities between pupils or groups of pupils (EGREES, 2005). Nonetheless, although being treated on an equitable manner is essential, feeling that this treatment is fair is an important issue (Grisay, 1997; Meuret & Marivain, 1997; Dubet, 2004). This paper presents the first results of a European survey (EGREES, 2008), with comparative perspectives, who aims at describing the feelings and criteria of justice of 9 graders. Results show first that pupils don't radically reject school as a place of injustice. Nonetheless, more detailed analyses show some tensions between pupils' feelings and criteria of justice. Moreover, some differences can be shown between groups of pupils. In particular, pupils reporting low school results tend to feel less fairly treated than the others. These first findings show the need for further analyses based on the data produced by this survey.

Feelings of justice of the French students and why
MEURET Denis, *Université de Bourgogne*
DESVIGNES Sophie

Using data from PISA 2000, 2003 and from a recent survey on the feelings of justice among the students in five Europeans countries, this presentation will present the very sad situation of France in this matter by comparison with some other European and American countries. Our perspective will be : 1. To what extent do French student say that they are treated in a fair manner by their teachers? 2. What do student ask for ? "impartial teachers? " or "caring teachers"? 3. To what extend has to feel unfairly treated consequences on the students well being?

Pupils with a Muslim immigrant background and their feeling of justice in school
ČERNÝ Karel, *Charles University in Prague*
GREGER David, *Charles University in Prague*

The aim of the study is to make a comparison of perception of justice among Muslim immigrant background children and mainstream background pupils (age 14). The dataset is based on comparative international social survey from four European countries (France, Belgium, England, Italy; Czech Republic took part as well but excluded because of no Muslims in the random sample). The study focuses on these related topics: (1) school perception of justice in general and some of its aspects, (2) social relations with schoolmates in the classroom (including perception of social pathology), (3) relations with teachers, (4) relations with parents, (5) marks in school and aspirations for the future life, (6) attitudes toward mainstream society, norms and institutions. The analyses stresses as well country (for example Muslim immigrant background pupils in France and in Belgium) or gender perspectives (Muslim girls and boys).

Room M308

Meaning of equity in multicultural societies

Chair: WALTENBERG Fabio,
IETS (Rio de Janeiro, Brazil) & Université Catholique de Louvain (Belgium)

Dilemmas in the interpreation of the children's right to Equity in Education in the Swedish Compulsory School

FRANCIA Guadalupe, *Uppsala university, Department of Education*

This proposal discusses the dilemma between the claim for an equal education standard and the claim for free choice and the difference involved in the equitable education Swedish Compulsory School's goals. This article also emphasizes the difficulties to study the impact of educational reforms on the children's right to equity in education because this right is renegotiated time and time again in school practice. Educational reforms are never static packages of measures that can guarantee equity in a consistent way. In the Swedish Education Reforms of the 1960's, 1970's and 1980's the children's right to equity was aimed at reducing educational differences among the various social classes, as well as between sexes. Paradoxically, these reforms hampered the progress of ethnic minorities because they were based on a hegemonic vision of educational equality that sees the pupils belonging to the minorities and diversity in education as a problem. Instead, the Education Reform of the 1990's was aimed at assuring children's right to equitable education by increasing individuals' rights to free choice and diversity. However, during the 1990's and the 2000's the implementation of the compulsory goals of free choice and respect for diversity has sometimes threatened the compulsory goals of equal education standard for all pupils. To discuss and exemplify the complexity to integrate the distribution of social justice and equality and cultural recognition, this proposal analyses the impacts of different kinds of decentralisation strategies in the implementation of Children's right to an equitable education. This analysis should be considered a discussion about the dilemma between equality and free choice that is present in the concept of equity. If we wish to promote equality of choice we sometimes put the equality of standards, resources, and result in jeopardy. This article proposes to reflect how much we are willing to lose the right to equality in standards, resources and results to obtain an increase in free choice. Perhaps, we should find an alternative way that avoids both uncontrollable free choice and hegemonic equality to assure the implementation of the right to equity in education for all children in the Swedish Compulsory School.

The citizenship dimension of educational inequity

DORF Hans, *Danish University School of Education, Aarhus University*

It has been abundantly demonstrated that education plays a part in the redistribution of socio-cultural inequality at many levels and in a number of ways. In Denmark, the focus has mainly been on the distribution of school learning outcomes in relation to youth or further education. Thus the aims of the public comprehensive school have been revised in 2006 to match the government priority that 95% of an age cohort should complete youth education. Recently, focus has also become directed towards particular difficulties of certain pupils with immigrant backgrounds to achieve (school competences necessary for) youth education. However, for several reasons the dimension of citizenship and democracy has moved into political as well as research focus: Firstly, WTC 9/11 and other types and instances of perceived cultural threats to democracy have attracted attention to issues of security and social integration in "modern Western democracies". Secondly, a general increase in the international attention to "social cohesion" seems to accompany the attention to the perceived tensions created by (neo-liberal) globalisation processes and the role of education to remedy them. The conflicts of this

issue now engage the Danish political system. In research, it is discussed whether "social cohesion" is best studied at an individual level as a question of unequal distribution of human resources in a broad sense or at a societal, structural level, and hence what part education can be expected to play. This paper sets out to discuss the theoretical relationships between social integration, cultural identity and democracy, particularly the spectrum of "canonical" monoculturalism, democratic culture and multiculturalism. From this discussion it moves on to present preliminary results of empirical analysis indicating that a) in the area of educating for democracy socio-cultural inequity seems to be reproduced in school, that b) the school as well as the socio-cultural backgrounds of pupil play each their parts in this, and c) that this situation is not a "natural destiny" but amenable to change. Inequity in the area of education for democracy is a problem in itself, but may also have implications for other dimensions of education and subsequent social integration. Against this background, and departing from a theoretical model of education for democracy, it is discussed whether the relevant educational changes are to be sought at the system level, in curricula, at the level of socio-cultural codes in school, or in the opportunities for democratic interaction, and a design for further research is indicated.

The French republican principles in the test of the multilingual education: the case of Corsica
QUENOT Sébastien, *University of Corsica, UMR LISA 6240*

The ideological and political "republican" foundations were confirmed for a long time by the scientific speech: they denounced the misdeeds of the bilingualism. The defence of the principle of equality also imposed to handle the pupils by disregarding their social or cultural origin. However, it is that from the 60s when the promoters of the multilingualism were able to press their argument on scientific results. Today, most of the European educational systems take into account the intercultural approach, namely " all the processes intended to establish relations between different cultures " (in Council of Europe, 2002, Faces of the intercultural) in the programs of education. The current situation of Corsica, cultural point of view, shows of such a multiplicity as it would be careless not to consider the question, in terms of educational policies and formation. Furthermore, from the point of view of the values and the corsican educational ends, the introduction of the education of the language and the culture allowed to widen the reference universe of the actors to elaborate a new educational model among which the knowledges. Since around ten years the multilingual education develops so much point of view qualitative as quantitative. Of an experimental education, it acquired the status of educational model. However, in the Regional education authority of Corsica, the quantitative weakness of the educational offer, connected to the consumerism of families, tends to create ghettos of " white and Christian classes ". The Department of Education, by being held in the principle of optionality of the multilingual education, limits to distribute a brief information to families susceptible to register it their child. The populations stemming from immigration are mostly choosing the standard education. The promotion of the multilingual education seems from then on to evacuate the social context and the societal project in which it joins initially while we paradoxically privileged the adequacy of the educational project with the local environment. As a result the social cohesion looked for by the promotion of the multilingualism stumbles both because of the sociolinguistic representations of the decision-makers and the parents and because of the granted means to theses schools. The intercultural approach is thus thought as a new function assigned to the school: manage the cultural variety of societies, increased by the migratory phenomena of the last decades. It joins in an education or activities intended for all the pupils, the immigrants and the natives. How from then on, can the question of the education of the languages and "the regional" said cultures be renegotiate inside this new including social pact - and recognizing at least in the educational practice the linguistic and cultural variety? Does this education act as a vector of acceleration of the intercultural process in the French educational system or as a blocking element? In other words, can the Corsican education of the language and the culture opens a breach in the French monolingual system while allowing the immigrant pupils to be different from the difference?

Room M006

Using PISA to analyze educational inequalities

Chair: Marc Demeuse, Université Mons-Hainaut, Belgium

Using PISA to Examine Educational Inequality
PERRY Laura B., *Murdoch University*, *Australia*

Educational equity can be measured by the degree to which student academic outcomes are patterned by group differences. In more equitable national education systems, the influence of gender, ethnicity, race, immigrant status or social class on students' academic outcomes is slight. Comparative research can illuminate how educational policies, structures and practices either mediate or exacerbate group differences in student academic outcomes. The Programme for International Student Assessment (PISA) is an especially useful cross-national dataset for measuring equity and developing theory about the influence of educational policy on educational inequality. This paper examines the features of PISA that make it useful for analysing educational equity. It then reviews how PISA has been used to analyse educational equity, and synthesizes the findings from these various studies into a larger theoretical framework. The paper concludes by discussing how PISA could be further used in future lines of research.

Does Educational Structure Affect Social Inequality in Student Achievement?
DURU-BELLAT Marie*, IREDU, University of Burgundy, France*
BYDANOVA Lisa, *IREDU, University of Burgundy, France*

The present article aims at examining factors relative to structure and organisation of educational systems in their relation to social inequalities in pupils' performance. Using data from the PISA (15-year-olds, Grade 9) and the PIRLS (10-year-olds, Grade 4) most recent surveys, it analyses factors that are associated with social inequalities in both primary and secondary education. It also particularly focuses on the evolution of social inequalities throughout schooling, from primary education to secondary education. We seek to determine which characteristics of educational systems are associated with an increase or a decrease of social inequalities during schooling. To measure social inequalities in primary and secondary school, we used as an indicator the difference in student performances according to parents' education (the only comparable indicator on social inequalities available in two surveys PISA and PIRLS). A sample of 26 countries was established. In this sample, we clearly observe that there is a link between social inequalities in primary and in secondary school. However, this relationship appears to be moderate (r=0.50, sign. at 0.05). In a bivariate regression model, social inequalities in primary school explain 21% of social inequalities in secondary school. The fact that the correlation exists suggests that macro-social characteristics do impact at both levels; but the fact that it is moderate suggests that some characteristics of the secondary school system intervene also and may increase social inequalities of achievement. That is all the more true that at the primary level pupils are at the beginning of their schooling and that educational systems are not very different from one country to another at this stage, while educational system characteristics are more variable at the secondary level. First, we looked at the impact of some characteristics of educational systems, available in PISA and PIRLS surveys, on social inequalities in primary school. Models show that class size and participation rates in pre-primary are not related to social inequalities in primary school. As for macro level indicators, surprisingly, income inequalities (measured through Gini index) do not appear to be related to social inequalities. Countries that register high social inequalities at school do not necessarily display high income inequalities. As regards the evolution of inequalities between primary and secondary levels, models show that some characteristics of educational systems such as segregation or early tracking are associated with an increase of those inequalities. But this relationship is far from perfect, which leads to conclude that some other factors (either pedagogical not documented in PISA or macro-social ones) are also at stake.

Should you compete or cooperate with your schoolmates?
BRATTI Massimiliano, *University of Milan, Italy*
CHECCHI Daniele, *University of Milan, Italy*
FILIPPIN Antonio, *University of Milan, Italy*

This paper reviews some recent literature from education studies, which claims that cooperative aptitudes in class yield better achievements among students. It then presents a simple model displaying that an insufficient degree of cooperation between schoolmates can decrease the overall achievement due to free riding incentives. A cooperative learning approach becomes desirable when a social cost exists due to the negative opinion of schoolmates related to a competitive behaviour, especially when the class is homogeneous in terms of students' abilities. Empirical evidence supporting our model is found using the 2003 wave of PISA (OECD) survey on students' test score. A competitive learning approach has a positive individual return (higher in comprehensive educational systems), while student performance increases with the average cooperative behaviour in tracked educational systems.

Room M308

Concept of capital and meaning of equality of educational opportunity

Chair: Hans Dorf, Danish University School of Education, Aarhus University

Dealing with devaluation of capital. A comparision between Bourdieu and Willis
JOBST Solvejg, *University of Leipzig, Germany*

There is a great discussion about the underlying causes of social exclusion within Europe – the ongoing structural change resulting from de-industrialisation, the conservative character of schooling or the intensification of competitive social interactions. In this context the paper askes how young people are dealing with experiences of devaluation of their specific culture. To answer this question two different theoretical perspective are compared: Bourdieu´s "theory of capital" and Willis´ "theory of cultural production". One theory stresses the internalisation of the rightness of the dominant culture, the other theory underlines the creation of a alternative culture. The paper concludes with a syntheses of both conceptions and theses, that specify the situation of youth with a migration background.

Equality of educational opportunity with responsibility increasing with age
WALTENBERG Fabio, *IETS (Rio de Janeiro, Brazil) & Université Catholique de Louvain (Belgium)*

In this paper, we take for granted that the relevant currency of educational justice is the set of essential educational achievements, and we move on to a discussion about the most adequate aggregation procedure. Since inequalities of outcome variables, such as essential educational achievements, are caused by both morally relevant and morally irrelevant factors, a fraction of inequality should be considered as acceptable while another one should be viewed as unacceptable. Departing from John Roemer's algorithm, we adopt an `educationist' view and take into account some particular features of the schooling process. We are led to defend a normative goal of equality of educational opportunity in which the responsibility which is assigned to individuals increases as they grow up. We address some objections and outline post-schooling policies that would be compatible with our approach

Room M006

Equity Policies in Chile and Pakistan

Chair: David Greger, Charles University in Prague

The Chilean Textbook Program and it's Relationship with the Quality and   Equity in Education
JIMENEZ Ana Maria, *Ministry of Education, Chile*

(IN SPANISH)

THE CHILEAN TEXTBOOK PROGRAM AND ITS RELATIONSHIP WITH THE QUALITY AND EQUITY IN EDUCATION DESCRIPTION The Chilean government - through the Textbook program - provides free textbooks to all students from the subsidized educational system, as well as teachers' guides and digital resources. These high quality educational materials are related to the most important teaching-learning areas (the four basic subjects and English) and intended for students in Grade 1 to Grade 12. The goal of this program is to support the teaching and learning process not only at school but also at home. RESULTS In 2007, 8.825.000 textbooks teachers' guides and CDs align with the national curriculum frameworks, were provided to 3.050.000 students in 100% schools belonging to the public system (10.000 public and subsidized schools). The textbook program, according to official sources, has delivered all these resources with high standards and a fixed budget since 2003. Moreover, this shows the high levels of efficiency and efficacy reached through out the execution of this policy. On the other hand, different researches provided by the Ministry of education described that 92% of teachers have used textbooks as their main educational resource, and 76% of teachers have worked with them as well as with other support resources. IMPACT Certain characteristics related to the universality and progression in the program's implementation establish a series of practical conditions which make almost impossible to evaluate the teaching impact as the result of the supply of this resource. Provided that, the program's priorities were centered in the results so there was no available information related to the pedagogical variable. Today, this is the pending challenge to be developed with some methodological solutions in order to describe the comparative effects in a future context. Consequently, this program represents an opportunity to develop new knowledge related to the implementation of such significant national policies. PROJECTIONS Since 2003, The Ministry of Education's objective for the textbook program has been to extend the amount of students who get free textbooks, besides the levels and areas where those materials are required. Through different mechanisms which have been gradually integrated in the purchase of textbooks, it is assumed that this objective will be fulfilled in 2010. By that time 66 textbooks, 8 new ones, will be part of the educational system. Thus, a student in his school life will get 58 free textbooks in total. By this time, the budget and the investment involved will be up to € 21.188.295 and € 18.651.716 in 2009 and € 18.956.629 and € 16.358.516 in 2010. CHANCES AND LIMITS FOR EQUITY. Given the correlation between student access to textbooks and student achievements, the different strategies to increase the equity in the services and educational results carried out in developed and developing countries take into account this kind of program. However, theoretical arguments related to opportunities and equity show their doubts about the possibilities of monopolistic process to reach these goals. The question about opportunities for a more directed program is absolutely relevant today, both for national policies and for research in the area.

Inherent Exclusion in Systems of Mainstream Education
NAQUI Ali Ahmar, *Institute for Development Studies and Practices- Pakistan*

The current short paper is an attempt to present the inherent inequalities and injustices I mainstream educational (schooling) systems in Pakistan. The paper presents a view of the inability of the system to engage with the majority of people in the country for people centered education and presents the argument of systemic exclusion of people from the education system. It also discusses possibilities of people centered education in dismal economic, social and political scenarios of Pakistan.

Room M308

Inclusive education – from theory to inclusive policy development

Chair: Alan Dyson, University of Manchester, United Kingdom

Are Politics prior to Morality in the Justification of Inclusive Education?
LIESEN Christian, *University of Zurich*

In most cases, discourses of inclusion seek to provide rationales for inclusive education with respect to either rights and social justice or efficacy. Inclusion might hence be defined as the absence of injustice and discrimination, or it might be seen as bringing greater benefits and as being more effective compared with other forms of education (Dyson 1999, pp. 38–41). Likewise, there seems to be a moral supremacy of inclusion. There is a substantial belief that inclusive education is a means to achieve equal opportunities for all and/or to promote other fundamental values of social justice. Political considerations seem to be of importance only when it comes to the realisation and implementation of inclusion, but not in its justification. Yet the justification of inclusive education is either (i) independent or (ii) dependent on existing institutions and practices. If it is independent, we may be justified in seeking to ascribe something like an overarching moral value to inclusive education – while existing institutions and practices will certainly play a role in its implementation, they cannot in any sense give rise to moral principles for its justification. By contrast, if it is dependent, any justification of inclusive education has to relate to an interpretive understanding of existing institutions and practices in a given society – consequently, principles of justification are to be derived from different institutional structures that condition the content and scope of inclusion and may vary with respect to the institutional context they are meant to regulate. In the latter case politics needs to be a prior consideration for the justification of inclusive education, while in the first case it needs not. This should have far-reaching consequences for discourses of inclusion in different countries and societies. The line of reasoning follows Andrea Sangiovanni's recent discussion of the 'Practice-dependence Thesis': "The content, scope, and justification of a conception of justice depends on the structure and form of the practices that the conception is intended to govern" (2008, p. 138). While inclusion is not a conception of justice (notwithstanding some claiming that, in fact, it is), it is nevertheless meant to be a powerful political and/or moral principle. As a political and/or moral principle, it needs to be substantiated. The point at issue is whether the justification of inclusive education is essentially about politics or about morality.

Paradigmatic discourse and social inclusion of children with developmental problem
ROMSTEIN Ksenija, *Fakulty of Teacher Education in Osijek*

When it comes to children with developmental problems, society acknowledges the following rights: health protection, life in the family and in least restrictive environment as well as the right to an appropriate form of education. However, it seems that the social and legal support to the rights of children with developmental problems exists only on paper. In order for the children with developmental problems and their families to exercise their rights in the social and health care system, they must undergo specific diagnostic procedures that will prove both the existence of damage and that the claims to a certain right are justified. This model is dominated by the paradigm of disontogenesis. On the other hand, with the establishment of civilian society and the idea of social inclusion there appears a change in the attitude toward children with developmental problems. Awareness of the child's potentials is put to foreground and a new paradigm appears: paradigm of salutogenesis. This paper offers a theoretical recapitulation of the two paradigms: one of disontogenesis and the other of salutogenesis. The paradigmatic discourse will be questioned in terms of the relationship to the philosophy of educating children with developmental needs by means of social inclusion.

The Education Policy in Latvia – Inclusive Goals and Exclusive Practice?
LAZDINA Solvita, *University of Latvia*

The author describes the overall goals of strategic development of Latvia and the goals of education policy, what theoretically determine the development of inclusive education. The normative acts what refers to year repetition and formation of special classes for those students who have lower achievements and behavioral problems are opposite to the main policy documents and give possibility to realize exclusive practice in schools. The statistic shows that such practice become more common – the number of year repetitions cases grows, ¼ of students have been left for the third year at the same class. Number of so called pedagogical correction classes has doubled since 2003. The number of truants grows dramatically and it shows that the practice what has been realized at school level is not „student friendly". Some schools age going below the normative acts and find ways to organize the change of school what is the exclusion in the reality. Author would analyze the available researches what give some explanation why inclusive policy makes turnover on the school level, why schools are interested to exclude students who need additional support and what is the role of local community in Latvia to help schools obtain inclusive actions.

Room M006

Inequalities in transition to tertiary education in Europe

Chair: David Greger, Charles University in Prague

Who is more equal? Access to European Tertiary Education during last fifty years
BARTUŠEK Aleš, *Education Policy Centre, Charles University i n Prague*
KOUCKÝ Jan, *Education Policy Centre, Charles University i n Prague*
KOVAŘOVIC Jan, *Education Policy Centre, Charles University i n Prague*

Interest in the complex relationship between the growth of tertiary education and the changing level of inequity can be observed since the sixties of the twentieth century. Yet as far as international comparison and evaluation is concerned, only few systematic and more substantial efforts have been made during the last fifty years, as opportunities for analysing comparable data gathered in international databases have been rather limited. The use of European Social Survey (ESS) data, however, opens the way to comparative analyses of inequity in access to tertiary education in many European countries. Although ESS data usable for such an analysis have many inherent limitations (as the ESS is not particularly focused on this problem), yet they enable to apply at least some basic characteristics, to elaborate a model for analysing inequity from the point of view of family background. Due to the size of the data set available from three rounds of ESS (1–3) and the age span of respondents, it is possible to designate six age cohorts defining those who concluded their studies approximately during a certain period of time (that is during one of the six decades: 1950–1960, 1960–1970, 1970–1980, 1980–1990, 1990–2000, 2000–2007). The analyses have yielded a wealth of results. The most important one is that they allowed the Education Policy Centre (EPC) to construct one comprehensive index, describing the overall level of inequity of access to tertiary education in Europe – the Inequality Index, derived from the quality of the model indicator and assumed values within the <0;100> interval. One of results is that overall the level of inequity of access to tertiary education in Europe has been declining in the last fifty years but at different speeds both across countries and at different periods of time. While the reduction of inequalities was marked from the 1950s to the 1970s in most European countries and reached its lowest point over the 1980s, inequalities then began to grow in some countries, surpassing the level of the seventies in the nineties, and decreasing after the turn of the century. EPC analyses the development of inequality in the 23 countries participating in ESS 1-3 surveys. Relative to the course of the Inequality Index during the six decades of the period 1950–2007, the countries fall into three main groups: EAST = the Czech Republic (CZ), Estonia (EE), Hungary (HU), Poland (PL), Slovakia (SK), Slovenia (SI), Ukraine (UA), NORTH-WEST = Austria (AT), Denmark (DK), Finland (FI), Germany (DE), Ireland (IE), the Netherlands (NL), Norway (NO), Sweden (SE), the United Kingdom (GB) and SOUTH-WEST = Belgium (BE), France (FR), Greece (GR), Luxembourg (LU), Portugal (PT), Spain (ES), Switzerland (CH). Further, it has been possible for example to match the course of the Inequality Index to the quantitative expansion of tertiary education or to indicate basic models of possible intergeneration transmission of educational inequities.

Determinants of the transition to university education among different social classes in the Czech Republic

SIMONOVÁ Natalie, *Institute of Sociology, Czech Academy of Sciences*
SOUKUP Petr, *Faculty of Social Science, Charles University in Prague*

This paper addresses a fundamental research question in the study of educational inequalities, namely what determines the transition to university education among different social classes, focusing on the Czech case. The main theme of the analysis is the manner and degree by which the intergenerational transfer of economic, social and cultural family resources from parents to children impacts adolescents' chances in making a successful transition to the most elite educational status – university education. More generally, the paper inquires into the mechanisms of the reproduction of social inequality across generations. We use longitudinal panel data from the PISA-L project (6,300 15-year old students in 2003, who were again surveyed at 18 years of age in 2006) as well as data on first-year university students from another longitudinal survey (approx. 4,000 students). The PISA-L survey is a supplement to the PISA (Programme for International Student Assessment, run by OECD) and is concerned with the role of social origin in shaping the school trajectories of students. The focus of this paper lies in analyzing the determinants of whether pupils continue their studies at the university level or dropping out of the whole educating process; such an analysis is possible since the second wave of the PISA-L survey was carried out immediately after pupils applied to university studies. Our analysis starts from the perspective of the inequality in aspirations indicated in the first wave of the survey (from 2003, composed of a representative sample of all the 15-year old students born in 1988) and seeks to explain the differences in outcomes in their educational careers as of 2006. Partial analyses we dealt with were: a) the relationship between social background and pupils' evaluation of secondary school; b) determinants of respondents' educational aspirations according to the social status of the parents (education, class, social status, etc); c) what the pupils did after leaving secondary school (entering university, dropping out); d) what were the perceived reasons for continuing or not in their studies; and e) what influence social background had on those outcomes. We hypothesized that social background had the largest impact on the educational transitions of pupils. In addition to contingency tables, loglinear analysis, T-tests and ANOVA tables, we employed binary logistic analysis to this question, identifying the best model explaining entering or not entering the university. Variables which have been revealed to have explanatory potential are the type of graduated secondary school studied, student's learning ability, ESCS of the family, sex, and aspirations to study at the university level.

Transitions of People with Disabilities beyond Secondary Education in Austria, Germany, and Switzerland
FELKENDORFF, Kai D., *Zurich University of Teacher Training, Switzerland*
POWELL, Justin J. W., *Social Science Research Center Berlin (WZB), Germany*
FASCHING, Helga, *University of Vienna*

Using a comparative perspective, the paper will address the state of research and data collection activities in Austria, Germany, and Switzerland concerning the transitions of people with special educational needs and disabilities beyond secondary education. An emphasis will be placed upon educational opportunities, achievement and attainment levels, and on policies. Finally, we refer to theoretical and empirical problems concerning the measurement of disabililty in international policy monitoring.

Parallel Session 7
Wednesday 18th June
14,00 – 15,30

Room M006

Symposium

Degrees of Success: an investigation of the transition from vocational to higher education in England

HÖLSCHER Michael, , *University of Oxford, Department of Education*
ERTL Hubert, *University of Oxford, Department of Education*
HAYWARD Geoff, *University of Oxford, Department of Education*

Increased participation in post-compulsory education is regarded by politicians as an important contribution to equal educational opportunities. However, international studies have shown that not all upper secondary education, particularly vocational education and training (VET), leads to improved educational opportunities (Blossfeld and Shavit, 1991; Ball, 2003). Nonetheless, within current UK policy a key lever for raising the perceived value of VQs (vocational qualifications) is to ensure that they provide a means for progressing into, and providing a solid basis for study in HE (higher education). Typically this policy challenge is framed in terms of the acceptability of VQs to HE with the social perception of VQs by young people and their families being based, in part, on the signals that emanate from the HE sector (Pugsley, 2004). However, little is known about the transition into, and progression within, HE of those holding Level 3 VQs.

Therefore, this symposium investigates whether growing participation in VET has resulted in increasing participation and successful progression of people with a vocational background in HE. The symposium mainly draws on work undertaken by the ESRC (Economic and Social Science Research Council) funded project 'Degrees of Success: Transitions between VET and HE', which is part of the TLRP (Teaching and Lerning Research) Programme. Two papers will report on the research process and on the findings of this project undertaken by researchers at Oxford University, Department of Education. The discussant will draw the findings together and will discuss them in the light of the widening participation in HE agenda in the UK.

From this we hope a wider discussion with the audience on the thematic area investigated in our project will evolve.

To what extent do vocational qualifications provide access to and success within English Higher Education?
Presenter: Dr. Michael Hölscher (University of Oxford)

The aim of the paper is twofold: First, it gives a detailed description of the current transition probabilities from different educational pathways into HE, with a special focus on different vocational tracks. This is mainly done by descriptive statistics of an analysis of large-scale administrative datasets (full populations). Second, the paper is looking at bi- and multivariate relationships between transition to / success within HE, educational pathways and other important variables. These are examined by multiple (logistic) regression, Multi-Level Analysis and Structural Equation Modelling.

Our knowledge of the transition rates for students with vocational qualifications into HE and their specific problems in the UK context is still insufficient. One reason for this is that official statistics in most cases merge the different pathways. We can solve this problem by combining different datasets. Our analysis reveals, for example, that including students from VET background contributes to widening participation in terms of social equality instead of only increasing participation. However, the proportion of those applying for a place in HE from a VET background has increased only slightly over the last ten years. The findings can inform widening participation policy at the institutional level as well as at the governmental level and are interesting for other country contexts as well.

Learning Careers and Experiences of HE Students with VET-background

Presenter: Dr. Hubert Ertl (University of Oxford)

This paper discusses methods and findings of an investigation of the learning experience of HE students with a background in VET. In this investigation quantitative and qualitative methods are systematically combined in order to develop an understanding of the connection between the vocational background of students and the particular ways they experience HE as a learning environment.

The paper draws on 1804 student questionnaires and semi-structured interviews with 40 students and 30 HE lecturers in five UK HEIs. Two questionnaires were developed and administered: the first investigated the students' transition into HE and was administered early in the academic year; whilst the second, investigating the students' experience of HE study, was administered at the end of the academic year. The semi-structured interviews were primarily used to gain a deeper understanding of the motivations of different student groups for entering Higher Education, their rationale for choosing a subject and an institution. By interviewing students as well as lecturers and admissions staff, complementary data on the transition into, and experience of, different students in Higher Education is produced.

Discussion : VET Students in HE and the Widening Participation Agenda in the UK
Discussant: Dr. Geoff Hayward (University of Oxford)

This discussion will question the role of increasing participation in HE in two ways. First, it will show that the evidence on the economic and distributional impact of more graduates in the labour market is ambiguous. Second it will argue that a possible consequence of HE expansion will be damage to other elements of the post-16 VET system. This leads to a wider discussion of the conceptual underpinnings of the widening participation agenda in the UK.

List of Presenters

Conference "Education, Equity & Social Justice"

Last Name	Name	Session	Day	Time	Room
Bartušek	Aleš	Session 6	Wednesday	9,30	M006
Bydanova	Elizaveta	Session 4A	Tuesday	13,30	M006
Černý	Karel	Session 3A	Tuesday	9,00	M006
Chong	Stella	Session 1	Monday	14,30	M006
Derobertmasure	Antoine	Session 2B	Monday	16,30	M308
Dehon	Arnaud	Session 2B	Monday	16,30	M308
Demeuse	Marc	Keynote address 2	Tuesday	11,00	M006
Dorf	Hans	Session 3B	Tuesday	9,00	M308
Doskočilová	Marie	Session 2A	Monday	16,30	M006
Dyson	Alan	Keynote address 3	Tuesday	15,00	M006
Ertl	Hubert	Symposium	Wednesday	14,00	M006
Fasching	Helga	Session 6	Wednesday	9,30	M006
Felkendorff	Kai D.	Session 6	Wednesday	9,30	M006
Filippin	Antonio	Session 4A	Tuesday	13,30	M006
Francia	Guadalupe	Session 3B	Tuesday	9,00	M308
Friant	Nathanaël	Session 3A	Tuesday	9,00	M006
Greger	David	Session 3A	Tuesday	9,00	M006
Gobbo	Francesca	Keynote address 4	Wednesday	11,30	M006
Hayward	Geoff	Symposium	Wednesday	14,00	M006
Helus	Zdeněk	Opening Ceremony	Monday	10,30	M006
Hobbs	Tim	Session 2B	Monday	16,30	M308
Hoelscher	Michael	Symposium	Wednesday	14,00	M006
Janoušková	Klára	Session 2A	Monday	16,30	M006
Jarkovská	Lucie	Session 2A	Monday	16,30	M006
Jimenez	Ana Maria	Session 5A	Tuesday	17,00	M006
Jobst	Solvejg	Session 4B	Tuesday	13,30	M308
Kasíková	Hana	Session 2B	Monday	16,30	M308
Koucký	Jan	Session 6	Wednesday	9,30	M006
Kovařovic	Jan	Session 6	Wednesday	9,30	M006
Laczik	Andrea	Session 1	Monday	14,30	M006
Lazdina	Solvita	Session 5B	Tuesday	17,00	M308
Liesen	Christian	Session 5B	Tuesday	17,00	M308

Meuret	Denis	Session 3A	Tuesday	9,00	M006
Naqui	Ali Ahmar	Session 5A	Tuesday	17,00	M006
Pattanayak	Binay	Session 2B	Monday	16,30	M308
Penne	Sylvi	Session 1	Monday	14,30	M006
Perry	Laura Bernadine	Session 4A	Tuesday	13,30	M006
Power	Sally	Keynote address 1	Monday	11,30	M006
Quenot	Sébastien	Session 3B	Tuesday	9,00	M308
Romstein	Ksenija	Session 5B	Tuesday	17,00	M308
Simonová	Natalie	Session 6	Wednesday	9,30	M006
Štech	Stanislav	Opening Ceremony	Monday	10,30	M006
Vlčková	Kateřina	Session 2A	Monday	16,30	M006
Walterová	Eliška	Opening Ceremony	Monday	10,30	M006
Waltenberg	Fabio	Session 4B	Tuesday	13,30	M308
Zormanová	Lucie	Session 2A	Monday	16,30	M006

List of Participants

Conference "Education, Equity & Social Justice"

Surname	Name	Organization/Company	Department	country	E-mail
Bartušek	Aleš	Charles University in Prague, Faculty of Education	Education Policy Centre	CZ	ales.bartusek@pedf.cuni.cz
Bydanova	Elizaveta	University of Burgundy	IREDU (Insistute for Research in Sociology and Economy of Education)	FR	elizaveta.bydanova@u-bourgogne.fr
Černý	Karel	Charles University in Prague	Institute for Research and Development of Education	CZ	karel.cerny@uvrv.pedf.cuni.cz
Chong	Stella	Hong Kong Institute of Education	EPCL	HK	sclau@ied.edu.hk
Chvál	Martin	Charles University in Prague	Institute for Research and Development of Education	CZ	chvalm@uvrv.pedf.cuni.cz
Derobertmasure	Antoine	Université de Mons-Hainaut	Institut d'Administration Scolaire	BE	antoine.derobertmasure@umh.ac.be
Dehon	Arnaud	Université de Mons-Hainaut	Institut d'Administration Scolaire	BE	arnaud.dehon@umh.ac.be
Demeuse	Marc	Université de Mons-Hainaut	Institut d'Administration Scolaire	BE	
Dorf	Hans	Danish University School of Education, Aarhus University	Sociology of education	DK	hado@dpu.dk
Doskočilová	Marie	University of Defense	Language Training Centre	CZ	marie.doskocilova@unob.cz
Dvořák	Dominik	Charles University in Prague	Institute for Research and Development of Education	CZ	dvorakd@uvrv.pedf.cuni.cz
Dyson	Alan	University of Manchester		GB	
Ertl	Hubert	University of Oxford	Department of Education	GB	hubert.ertl@education.ox.ac.uk
Fasching	Helga	University of Vienna	Ecucation (Inclusive Education)	AT	helga.fasching@univie.ac.at
Felkendorff	Kai D.	University of Education	Research Group 'Public Education as a Social Institution'	CH	kai.felkendorff@phzh.ch
Filippin	Antonio	University of Milan	Department of Economics	IT	antonio.filippin@unimi.it
Francia	Guadalupe	Uppsala University	Department of Education	SE	guadalupe.francia@ped.uu.se

Friant	Nathanaël	Université de Mons-Hainaut (University of Mons-Hainaut)	Institut d'Administration Scolaire (Institute for School Administration)	BE	nathanael.friant@umh.ac.be
Greger	David	Charles University in Prague	Institute for Research and Development of Education	CZ	greger@uvrv.pedf.cuni.cz
Gobbo	Francesca	Torino University		IT	
Hayward	Geoff	University of Oxford	Department of Education	GB	geoff.hayward@ education.ox.ac.uk
Helus	Zdeněk	Charles University in Prague	Vice-dean, Faculty of Education	CZ	
Hobbs	Tim	Troy University	Curriculum and Teaching	US	tjhobbs@troy.edu
Hoelscher	Michael	University of Oxford	Department of Education	GB	michael.holscher @education.ox.ac.uk
Janoušková	Klára	University of Ostrava	Department of social work	CZ	klara.janouskova@osu.cz
Jarkovská	Lucie	Faculty of Social Studies	Department of Sociology	CZ	jarkovsk@fss.muni.cz
Ježková	Věra	Charles University in Prague	Institute for Research and Development of Education	CZ	jezkovav@uvrv.pedf.cuni.cz
Jimenez	Ana Maria	Ministry of Education	Curriculum and Evaluation Unit. Textbook Programm	CL	anamaria.jimenez@mineduc.d
Jobst	Solvejg	Leipzig University	Educational Sciences	DE	jobst@rz.uni-leipzig.de
Kasikova	Hana	Philosphical Faculty, Charles University Prague	Department of Education	CZ	hana.kasikova@ff.cuni.cz
Kiuppis	Florian	Humboldt University Berlin	Comparative Education	DE	florian.kiuppis.1@ educat.hu-berl
Koucký	Jan	Charles University in Prague, Faculty of Education	Education Policy Centre	CZ	jan.koucky@pedf.cuni.cz
Kovařovic	Jan	Charles University in Prague, Faculty of Education	Education Policy Centre	CZ	an.kovarovic@pedf.cuni.cz
Laczik	Andrea	University of Oxford	Department of Education	GB	andrea.laczik@ education.ox.ac.uk
Lazdina	Solvita	University of Latvia	Education and Psychology	LV	slazdina@lanet.lv
Lewis	Fiona Margaret	Western Cape Education Department		ZA	filewis@pgwc.gov.za
Liesen	Christian	University of Zurich	Department of Special Education	CH	liesen@isp.uzh.ch
Meuret	Denis	Université de Bourgogne	IREDU	FR	
Naqui	Ali Ahmar	Institute for Development Studies and Practices		PK	alinaqvi@yahoo.com

Novik	Andrej	Scio, o.p.s.		CZ	anovik@scio.cz
Novotná	Jiřina	Charles University in Prague	Institute for Research and Development of Education	CZ	jirina.novotna@ uvrv.pedf.cuni.cz
Pattanayak	Binay	National Technical Support Group (SSA - MHRD)	Department of School Education & Literacy, MHRD	IN	binay.pattanayak@gmail.com
Penne	Sylvi	HiO, Oslo University College	Department of Education and International Studies	NO	Sylvi.Penne@lu.hio.no
Perry	Laura Bernadine	Murdoch University	School of Education	AU	l.perry@murdoch.edu.au
Power	Sally	Cardiff University	School of Social Sciences	GB	
Quenot	Sébastien	University of Corsica	UMR CNRS Lieux Identités eSpaces Activités 6240	FR	squenot@gmail.com
Romstein	Ksenija	Faculty of Teacher Education in Osijek	Department of Social Sciences	HR	ksenijaromstein@yahoo.com
Saadi	Azhar Mumtaz	University of Education	Division of Education	PK	gilani51@yahoo.com
Schindler	Radek	CERMAT	SEN	CZ	r.schindler@seznam.cz
Simonová	Natalie	Institute of Sociology AS CR	Sociology of Education and Stratification	CZ	natalie.simonova@soc.cas.cz
Starý	Karel	Charles University in Prague	Institute for Research and Development of Education	CZ	karel.stary@pedf.cuni.cz
Škutová	Daniela	CERMAT	Oddělení speciálního testování	CZ	skutova@cermat.cz
Urbánek	Petr	Charles University in Prague	Institute for Research and Development of Education	CZ	urbanekp@uvrv.pedf.cuni.cz
Štech	Stanislav	Charles University in Prague	vice-rector	CZ	
Vlčková	Kateřina	Masaryk University	Centre of Educational Research	CZ	vlckovavped@muni.cz
Walterová	Eliška	Charles University in Prague	Institute for Research and Development of Education	CZ	ewa@uvrv.pedf.cuni.cz
Waltenberg	Fabio	IETS and Université Catholique de Louvain	Department of Economics	BE	waltenberg@iets.org.br
Zavackis	Anvars	State Probation Service (Latvia)		LV	anvars.zavackis@vpd.gov.lv
Zormanová	Lucie	Masaryk University, Faculty of Education	Department of Psychology	CZ	l.zormanova@centrum.cz