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higher education

A baseline study of
the current status of engagement of
Australian universities and research
institutions
in *Education for Development*

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Executive summary

Australia has pockets of outstanding work in development studies, notably but not only at the Australian National University, and a cohort of internationally minded educators with a commitment to working in the Asia-Pacific. But within the broader area of development studies education for development is a poor cousin. It lacks organizational structures and status and clear lines of funding support beyond single projects. Development expertise and pedagogical expertise are poorly synergized in Australia. In education for development the capacity of universities and other organizations is ill-defined, under-valued, fragmented, shallow and limited in scale.

Like all development-related work education for development crucially relies on a mix of subsidies and project funding because of its partly public good nature, and the nature of those subsidies shapes the long-term evolution of the field. Universities themselves will not subsidize it to scale. It is closely affected by AusAID, foreign governments and the international organizations that subsidize projects. The extreme dependence on project funding is a danger sign. The field is overly driven by client agendas and short-term thinking. Immediate results and improvised approaches dominate over the long-term accumulation of knowledge, expertise and people. Australia lacks the core research infrastructure and personnel able to sustain stable research capacity, the essential bedrock of project work, consultancy, research training and coursework teaching programs, including offshore operations.

Education for development is weak in robust research inquiry and the associated publishing culture; nor are there strong national networks of researchers. For example, this report's analysis of five years of Australian Research Council projects on development and Asia-Pacific themes found that only 8.1 cent of those projects had any kind of emphasis on education themes and in few education was the central focus. There is a poor relationship between consultancy work and autonomous research inquiry while at the same time the two elements are unbalanced. Consultancy appears considerably stronger than basic research and publication outputs. The mix of academic research and publishing activity is poorly aligned to Australia's aid agenda. There is little basic research and published work in relation to PNG (which receives 23 per cent of Australia's educational aid), the Philippines (7 per cent) and Bangladesh (6 per cent), though research and publishing on Indonesia (17 per cent) and the Pacific (17 per cent) is stronger. The work of doctoral students for developing countries, including those funded by Australian aid, appears to be insufficiently integrated into both university research agendas and teaching programs.

Research work on education for development is fairly well spread between the different education sectors. The dominant sub-fields are in K-12 education and higher education. There are pockets of capacity in early childhood and adult education, though perhaps more should be done in vocational education. However, the consensus of practitioners in the field of education for development is that Australians have had little impact of the evolution of theory and concepts in this field. They have had much more impact on global thinking about international education, and globalization and education. At the same time, despite (and because of) the practivist bias in education for development, its lasting contribution to policy and practice has been limited. Individuals do important work in association with international agencies and offshore partners, and for foreign governments, but in aggregate it is significantly less than the work of their counterparts in North America. There is much interest in policy issues

and applications but without a well-developed academic specialism in policy and policy analysis in education for development there is a limit to what can be achieved.

Of equal concern is the fact that the field of education for development is overly dependent on a few senior leaders. The number of engaged personnel does not appear to be growing. In education schools and faculties the proportion of staff engaged in the field may have been greater 10-15 years ago. Some if not most people active in the field operate largely on an individual basis and there is a tendency to 're-invent wheels'. Generally there is a lack of common conferences and formal networks and joint websites within Australia, though there is some coordination at ANU. Education for development is not self-reproducing and without a change of approach even the present inadequate level of activity is unlikely to be sustained.

The underlying structural problems need to be tackled. These are the fragmentation of the field, and the absence of long-term core. First, education for development falls between on one hand schools and faculties of education, on the other hand area and development studies in the humanities and social sciences. In neither realm is the teaching of educators effectively integrated with deep studies of development contexts. To advance education for development as a field of activity, research and teaching together, it is essential to build integrative university structures that bring together development specialists and education specialists, in a sustained way, over a protracted period. The structures and incentives must enable collaboration and integration rather than hold them back as at present. Funding designed to build education for development could be specifically ear-marked to inter-disciplinary teams that combine context-rich practitioners with pedagogy-rich practitioners.

Second, funding over, say, a ten-year period, subject to a one-year probationary arrangement and a five-year renewal cycle, would enable a small number of centres to build the advanced research-based capacity needed if Australia is to play a larger role in both knowledge about education for development, and teaching/learning programs. Such centres could build activity in a cluster of related areas: research and publishing, PhD training, web communication, teaching in award programs and professional development, and consultancy and project work within Australia and in developing countries. Such centres would be strong in policy analysis as well as teaching/learning and the building of education systems and institutions. They would support national and global networks and conferences of researchers/practitioners. They would include expertise in economics, culture and society, governance and pedagogy, as well as history and language. They would have a working knowledge of issues not only in education but in ecology, economic development, health and welfare. AusAID could play a productive role in each of core funding, project funding and conferences

Building bona fide academic capacity is the key to achieving a better integration between on one hand the evolution of academically validated basic and applied research, on the other hand consultancy and shorter term project work at need. Consultancy should be closely informed by research knowledge and skills. Research should become more practically attuned, mobile, flexible and responsive. It is within Australia's reach to implement a much more generative and constructive program of work in education for development, with deep expertise in the countries of our region. We have the potential personnel and the commitment. Universities have developed much of the necessary content expertise. If these factors are brought together and housed in the right structures on a sustainable basis then the results will follow.

1. Background and overview of data collected

The Australian Government's aid policy *An Effective Aid Program for Australia*, released in 2011, commits to a significant scaling-up of Australia's aid program; reaching 0.5 per cent of Gross National Income by 2015-16. The policy identifies education as the flagship sector of Australia's aid program, in recognition of the role that education plays as an enabler of development and modernisation and in lifting individuals, families, communities and nations beyond poverty.

This study provides a baseline analysis of the current status of engagement of Australian universities and research institutions in international development issues that are relevant to Australia's growing investment in aid for education.

1.1 About this report

This report explores a set of issues and questions in education for development requested by AusAID as part of the project brief. The full Terms of Reference for the study are set out Appendix 1.

For ease of reading the report is presented thematically:

- Section 1 provides a succinct summary of the research undertaken for the study, including the main data sources (see also Appendix 2).

- Section 2 provides the substantive overview response to the principal questions of the study as listed in the original project brief. It also provides a response to two other Terms of Reference that require synthetic judgment rather than lists or quantification, those that relate to the impact of research, and the balance between short-term and long-term research.

- Section 3 discusses courses in education for development, and related fields (further details are provided in Appendix 4).

- Section 4 summarises the report's data on relevant research activities, including research centres and consortia specializing in Asia-Pacific and related studies, funded projects, publications, doctoral research and research-based conferences (further details are provided in Appendixes 5 to 13).

- The Appendixes provide detailed data underlying the main report: Courses in education for development and related areas (Appendix 4), Research centres and consortia (Appendix 5), Examples of consultancy work (Appendix 6), Projects conducted by EDNET for APEC (Appendix 7), Journal articles (Appendix 8), AusAID scholarships (Appendix 9), Relevant doctoral studies (Appendix 10), Australian Research Council projects (Appendix 11), Academic conferences in relation to education for development (Appendix 12), and Australian and New Zealand Comparative and International Education Society conference papers (Appendix 13).

- A list of researchers and websites cited in this report is provided in the references section at the end of the main report.

1.2 Locating 'Education for development' and related activities

'Education for development' is an area of study with no obviously natural disciplinary setting. In terms of teaching programs, some relevant courses are located in education schools or faculties, and therefore have teacher education as their focus, with development as a context. Others are located in development studies schools and these tend to locate the education aspect of studies within in the management of educational facilities in developing countries. Still others are interdisciplinary. Likewise, research activities are housed in a mix of locations, in education and in the humanities and social sciences, with the precise location tending to shape the research capacity, orientation, agenda and projects.

In gathering data for this study the Centre for the Study of Higher Education (CSHE) focused first of all on teaching programs. In Australia, thirty-six universities have education schools or faculties. All were contacted, and 21 provided detailed responses to the CSHE inquiry. (Of the other education schools or faculties, some do not provide education for development programs in any form). Of the respondent institutions only four offered formal courses or units in the field of education for development, as discussed further in section 3 and Appendix 4.

However, this by no means exhausts the potential field for education for development offerings. The primary sites for development-focused studies are in departments or units of development studies, often located in humanities or social science faculties. Unlike courses in education, courses in development studies do not always take place in a 'home' department, and may be hosted between departments, or even institutions. Further, the depth and breadth of development studies courses on offer various greatly between institutions. For this reason, a list of courses in development studies is provided in Appendix 4, rather than of institutions or departments.

The deans of all education school and faculties, and the heads of all departments offering development studies courses as listed in Appendix 1, were contacted and asked about courses or programs offered in education for development, including relevant professional development activities; the names of centres or research consortia specialising in Asia-Pacific development studies, including (but not limited to) education and related disciplines, and including area studies with a focus on developing countries; any incidence of programs in the use of research and evidence in policy development for clients from developing countries and/or for Australian workers in development. They were also asked for the names of members of staff with particular interest in and/or capacities in these fields of activity, to facilitate further inquiries. In total 21 responses were received from deans of education school and faculties, and ten from heads of departments offering development studies courses. Most of those contacted did not offer specific programs in education for development, although many hosted units of study on the topic, albeit within larger courses. Most agreed that education for development is an important area, and indicated an interest in expanding, or establishing, offerings in the area.

From the list of relevant academic staff supplied by deans and heads of education and development, a second-level mailing list was derived, and augmented using web searches of non-responding institutions.

These academic staff, numbering 43 across 15 institutions, were contacted by email and invited to take part in a brief web survey, which covered programs in education for development; relevant centres or research consortia specialising in Asia-Pacific

development studies; collaborations and/or linkages between Australian universities and research institutions and leading international institutions on education sector issues; conferences and forums hosted or supported by Australian universities and research institutions that facilitate strategic engagement between researchers, policy makers and practitioners about problems in education in the Asia-Pacific; PhD supervision of students whose work is focused on education in a development/aid context; scholarships offered by Australian universities or by other bodies aimed at students in education for development or related disciplines; any incentive schemes in Australian universities to attract new/early career researchers in education for development (such as fellowships); and related areas. Respondents were asked to identify the key scholarly journals in which to publish research about education for development; and about the impact of Australian research on: a) theory, b) policy and c) practice. Demographic information was also sought from respondents. The replies facilitated further research on research centres, journals and other matters.

1.3 Other data collection

The responses of institutions and individuals were extensively supplemented by web-searches, email messages and phone calls, with a snowballing technique used to identify further persons who could assist. Peter McGuckian at the Australian Council for Educational Research also provided valuable information for this study.

In addition part of the information used in preparing this report was derived from public databases. These included:

- ARC grant data from the National Competitive Grants Program (NCGP) Dataset available from the Australian Research Council website at: http://www.arc.gov.au/general/searchable_data.htm

- Records of journal articles with an education for development focus authored or coauthored by Australian academics derived using Thompson Reuters' search tool Web of Knowledge, at: http://apps.webofknowledge.com

- The National Library of Australia's Trove online collection of resources, including higher degree research theses, at: http://trove.nla.gov.au/

The Australian and New Zealand Comparative and International Education Society (ANZCIES) provided a listing of the conference papers presented at the 2005-2010 annual conferences of the Society. AusAID furnished a list of its 2010 and 2011 scholarship holders by country of origin and institution of study. Further information about data sources is provided in the text.

The CSHE wishes to thank the Heads, Deans and academics who contributed valuable information to this project. A list of those who contributed is included as Appendix 3.

1.4 Response to the Terms of Reference: Locations in the report

This report explores the issues and questions in education for development requested by AusAID as part of the project brief. For ease of reading the report is presented thematically. The research questions posed by AusAID are set out in the table following, along with the sections of the report in which they are addressed.

AusAID Terms of Reference	Relevant sections
1.1 The levels of appointment of specialists in education for development within Australian universities and research institutions (eg Chair, Associate Professorship etc);	2.3; A3
1.2 The levels and types of programs for education for development within Australian universities and research institutions;	2.4; 3.1; A4
1.3 The quantity of policy relevant research in education for development, particularly in the Asia-Pacific region; and its categorisation according to whether it is discipline-based or multi-disciplinary;	2.5; 4; A5; A6; A7
1.4 Available evidence of the impact of Australian research on theory, policy or practice in the field of education for development (if accessible);	2.6; 4; A5
1.5 Conferences and forums hosted or supported by Australian universities and research institutions which facilitate strategic engagement between researchers, policy makers and practitioners about enduring problems in education in the Asia-Pacific;	2.7; 4.11; A13
1.6 Collaboration and linkages between Australian universities and research institutions and leading international institutions on education sector issues;	2.2; 2.8; 4; A5; A6
1.7 Centres or research consortia specialising in Asia-Pacific development studies, including education and related disciplines.	2.9; 4; A5; A6
Analysis of present position: for each of the above, including	
1.8 The geographic coverage of the work undertaken by Australian universities and research institutions and the extent to which it reflects the geographic priorities and focus of Australia's aid for education;	2.10; 4; A8; A10; A11; A13
1.9 The sub-sectoral coverage of the work undertaken by Australian universities and research institutions (early childhood, primary, secondary, technical and vocational training, and higher education)	2.11; 4; A6; A8
Teaching and Learning capacity	
2.1 Postgraduate programs/units offered by Australian universities in the field of education for development	3; A4
2.2 Number of students enrolled in and graduating from Masters predominantly focused on education for development in Australia	3; A4
2.3 Number of students enrolled in and graduating from PhD programs focused on education in a development context in Australia	4.9; A10
2.4 Institutions offering professional development programs in education in the development context	3; A4.5
2.5 Number of professional development programs in education for development for a) clients from developing countries; and b) for Australian workers in development	3; A4
2.6 Number of courses in the use of research and evidence in policy development for a) clients from developing countries; and b) for Australian workers in development	3.3; A4
2.7 Number of people undertaking executive programs in education for development	3; A4

Research capacity	
2.8 Number and reach of Australian journals dedicated to Asia-Pacific studies, including education and related disciplines	4.7; A8
2.9 Number and focus of publications in education in a development context authored or co-authored by those working for Australian universities and research institutions (e.g. academic journals, peer reviewed articles), and	4.7; A8
2.10 How research outputs were communicated to policy makers and other relevant stakeholders	2.12; 4.12
2.11 Number of scholarships offered by Australian universities in education for development or related disciplines	4.9; A9
2.12 Number of research training courses offered for Australian and overseas candidates (including training and use of research for policy)	4.9; A10
2.13 Number of incentive schemes in Australian universities to attract new/early researchers in education for development fellowships	2.3; 4.9
2.14 Specific data sets developed by the Australian university and research sector that contribute to global knowledge about the education sector in the Asia-Pacific	4.8
2.15 Balance in education for development research between short term projects focused on a single research question and longer term programs of research which address an identified theme or issue	2.1; 2.13
2.16 Number and value of ARC grants won on topics in education and development	4.10; a11
2.17 Number and level of academic staff participating in research for development and their general age profile	2.3; a3

1.5 Limitations of the Report

The research brief for this project was both broad and deep (see Appendix 1). To be completely addressed, it would have required comprehensive (census-style) data collection for the years 2007-2012 in relation to:

- relevant centres and institutes, including virtual activity;
- academic programs and short non-award programs;
- Australian academic activity in relevant country sites including the work of all individuals;
- all funded research and development-oriented projects in related areas;
- research and scholarly publications including books, reports and other items not collected by the principal publications data bases Thomson-ISI and Elsevier;
- relevant conference papers by Australian academics at home and abroad;
- relevant doctoral theses in all Australian universities;
- consultancy projects undertaken by Australian academics, whether in developing countries, or in Australia for people from developing countries;
- informal research and development relationships between academics and communities in developing countries;

- an examination of post-study careers of AusAID scholarship recipients aimed at understanding how their studies in Australia contribute to development in the home country.

Complete fulfilment of the research brief would also require near complete survey returns from responsible academic personnel, including those in leadership positions, teaching practitioners, and scholar/researchers. People in Australian universities are frequently required to report on aspects of their work and give priority to those items that are legal or financial requirements, or otherwise instrumental to the success or survival of academic units and their work. If the CSHE had researched this project over a long-time span, and/or the research had not been limited to desk-based work but had included site visits, then more insightful and more comprehensive data would have been gathered. A larger set of survey returns would have created more opportunities for useful follow-up inquiries. Site visits would have enabled a fuller use of research interviews, which would have made possible a deeper exploration of issues requiring judgment, such as the impact of research on policy and practice, and the balance of activity between short-term and long-term work. While it was possible to ascertain some of this through phone interview, on-site interview is always more effective in developing an understanding of complex, indeterminate issues.

Special difficulties attend the investigation of consultancy work in this field. Work done by academics employed by universities is not always reported by those universities; and we suspect that not all academic consultants fully report their own consultancy projects and earnings to their institutions. In addition, such information may be subject to commercial-in-confidence restrictions. The last difficulty is more likely to constrain the flow of information about consultancy activities conducted by persons working outside universities or research institutions. Nor are funding bodies likely to be forthcoming with comprehensive information in this area. We requested from AusAID a list of all consultants working, or who had worked recently, on AusAID projects, but this was refused on commercial-in-confidence grounds. A further difficulty is that smaller-scale consultancy activity by Australians can be difficult to track because they may conduct the work under the auspices of a donor agency or another large-scale operator, most of which are based outside Australia.

In sum, while much has been learned about this field of activity, there is considerably more to know, and we cannot be 100 per cent certain that what we present here is representative. Some of the omissions may be significant. A sampling approach to research does not work well in this field—the activity under study is both fragmented and heterogeneous, and there is no reason to think that the areas as yet un-researched are similar to those researched, making sample construction impossible. In fully researching education for development, there would be no choice but to engage in a comprehensive census-style inquiry. In order to gather a more complete and deeper picture of Australian universities' activity, capacity and potential in education for development, the following research projects are suggested:

1. In depth phone interviews and/or (and preferably) site visits involving all academic units offering courses in education for development and related fields, and all research centres and institutes working on developing countries in the Asia-Pacific region. It is estimated that this would take one qualified researcher six months, providing a high level of cooperation was achieved from the relevant academic units;

2. A comprehensive study of all research projects, consultancy activities (but see below) and related work on education for development, involving Australian universities. Some of this could be done on the basis of research reports and other publications. If this took place in conjunction with the contact work under 1 above, it might require an additional two to three months;

3. A comprehensive study of all publications carrying Australian work in relevant fields. This includes published journal papers, together with refereed and non-refereed conference papers, and books and monographs. Because of the inter-disciplinary and multi-disciplinary nature of the research field, this requires hand-searching of complete lists of publication, rather than reliance on keywords. In the case of journals, this would involve identification of all relevant journals from complete journal lists and then hand-searching of each issue for the relevant period. Lists of published books and monographs would be obtained from institutions and then hand-checked item by item. Conference papers could be largely obtained from published proceedings and web-based collections, but in some cases would require individual follow-up. It is estimated that this work would take one qualified researcher six months;

4. A comprehensive study of all PhD theses in relevant areas. This would require contact with each university library, enabling the collation of abstracts and a closer review of theses of special importance. It is estimated that this would take one qualified researcher a minimum of three months;

5. A comprehensive survey on specific issues included in the study, such as the impact of training and research programs, partnerships and linkages, etc. The survey would need to be comprehensive of practitioners and would therefore require compilation of a respondent population on the basis of information gathered in 1 above. It is estimated that this would require 20-25 working days over a three-month period.

The list above gives an impression of the scope of work that would need to be undertaken to provide a complete baseline for education for development work in Australian universities. However, because the academic landscape is always changing, it would also be necessary to put in place an overarching network of scholars and scholarship so that information could be updated annually in a more economical manner, in terms of both time and finance.

2. The place of education for development in Australian higher education, research and policy

2.1 The current capacity within Australian universities and research institutions to contribute to leading edge, multi-disciplinary and policy relevant research and analysis, knowledge dissemination, training and professional development in education for development

The principal question raised in the Terms of Reference (Appendix 1) is: 'The current capacity within Australian universities and research institutions to contribute to leading edge, multi-disciplinary and policy relevant research and analysis, knowledge dissemination, training and professional development in education for development'. In responding to that question, section 2.1 extends the Executive Summary to provide an overall response to all questions under consideration in this report.

Main conclusions

Our principal conclusions are as follows. Australia has certain strong research centres in development studies and a cohort of internationally minded educators in its universities and research organizations. There are instances of excellent work in education for development, in research and teaching and in policy consultancy. The best work meets national needs and responsibilities. However, the overall picture is not strong. The integration between development expertise and pedagogical expertise is poor. On the whole, capacity in 'leading edge, multi-disciplinary and policy relevant research and analysis, knowledge dissemination, training and professional development in education for development' is weak, fragmented, shallow and lacking in impact. Short-term projects and improvised approaches dominate over the long-term accumulation of knowledge and expertise. This retards the research-based contribution of universities and other research organizations to education in developing countries, especially in South and Southeast Asia and the Pacific region.

In education for development in Australia there is little evidence of robust and sustained impact on theory, policy and practice. Despite instances of stellar individual contributions supported by AusAID and foreign governments, Australia does not play a leading international role in this field. Relations with international organizations and universities are important in particular projects but in this function Australians play a lesser role than their counterparts in the United States and Canada. The mediation of education for development activities by the big agencies can be a disincentive to most organizations and higher education institutions given their present lack of the deep expertise that would give them bargaining power and a front rank role. For example, the Indonesia-focused project, Analytical and Capacity Development Partnerships (ADB/ACDP), funded by AusAID at the level of $25 million, is a research-based project yet has no Australian university or commercial research organisation as consortia leaders.

Unless there is a circuit breaker this situation will continue into the future. Education for development falls between on one hand schools and faculties of education, on the other hand area and development studies in the humanities and social sciences. In neither realm is the teaching of educators effectively integrated with deep studies of development contexts. There is a poor fit between capacity and outputs in basic

research and the pattern of consultancy and project work; and between the main research activities of universities and AusAID's principal development priorities. There is a notable research neglect of education for development research in relation to key Australian priority areas such as PNG, Bangladesh and the Philippines. Research training of students from developing countries is not fully nested in Australian research, nor does it always augment on-going research capacity.

The activities and priorities of AusAID, and to a lesser extent international organizations and foreign governments, closely shape the pattern of consultancy activity. As noted, the patterns of academic research and publication outside consultancy are different. There is little obvious cross-fertilization. Consultants typically under-publish their research, whether because it does not involve substantial data gathering or literature review, or because of restrictions on publication in contracts, or very often because of lack of time to support publishing activity. The result is that much of the extensive consultancy work is not feeding into the longer-term collective accumulation of knowledge in education for development.

Many individual experts working in education for development functions, including some leading researchers and consultants, operate as individuals. Lack of community was a point often made in the course of this study. People operating as individuals tend to 'reinvent wheels' rather than building on past experience. In addition, most of the leading contributors to research and consultancy work are in the final stages of their careers. There is likely to be a problem of reproduction of expertise in education for development unless specific steps are taken to address that problem.

On the positive side, precisely because capacity and practice are fragmented and weak, a constructive policy intervention could have a transformative impact.

The remainder of section 2.1 will consider the conditions that have shaped this situation, and suggest remedies that address those conditions. A full set of evidence for our principal conclusions is provided in section 2.2 to section 4 of this report.

Factors shaping research capacity

The core university function in education for development, on which capacity to do all else depends, is research, including research scholarship and also publishing.

Research rests on people, funding for empirical work and salaries, and time. In an applied field such as this it must be at one and the same time critical, autonomous, robust, and fully engaged in both knowledge formation and the practical world. It is augmented by scale of located infrastructure, a good mix of senior and established researchers with younger and emerging researchers, and also by collaborative networks and multiple partnerships between organizations and across borders. Resources for research are also partly distributed on a competitive basis. Projects developed in fields of research that enjoy critical mass, substantial subsidy or market-based income support, are well placed to outcompete other possible research projects.

Australia needs a sustainable capacity in research in education for development that is both deep and multi-locational, draws on all relevant disciplines, and encourages a continuing flow of new participants and ideas into the field of activity. As the Terms of Reference for the present project suggest, such a research capacity provides the bedrock on which viable high quality consultancy, project management and teaching/learning activities are erected. Teaching in education for development that is not informed by research, including a close knowledge of the relevant national and regional settings, tends to be more shallow and less context-effective. Consultancy not

informed by research and able to connect to a network of different research specialists tends to be individualized and confined to generic project management and execution. It is insufficiently informed about context and about recent ideas and approaches used in the field. Policy-related consultancy is especially dependent on research.

In education for development, research capacity in universities and other research organizations should be an equal partner with program implementation. At times research, not policy, should be the first source of ideas for projects. If program implementation overly drives research, and if consultancy overly drives research—rather than maintaining an equal balance between research and the practical domain—research becomes fragmented, short term and a less valuable resource for all. At the same time, in a field such as education for development, it is vitally important that research centres are fully engaged in real sites and problems on an ongoing basis.

Research operates on a global basis and with a long-term horizon. But local research capacity depends on localized resources, which in turn are sustained by a combination of, on one hand, university and government-funded staff and infrastructure; on the other competitive research income and market-based incomes such as consultancy fees and international student tuition charges. It takes time to build capacity sufficient to sustain at one and the same time 'blue sky' investigation in longer-term programs of inquiry and the building of expertise; research training of local students together with students from developing countries; academic publication and dissemination in symposia and conferences; a rich portfolio of research-informed consultancy and project specializations; research-informed award courses and professional development activities; and relationships with government, international agencies, foreign governments, relevant non-government organizations and businesses. When stable research capacity is established all these functions feed into and support each other and all contribute to national capacity in education for development.

In the last two decades changes in Australian higher education have rendered more complex the task of building and sustaining research capacity in education for development. Specialisms such as education for development were more readily supported by universities when public money was sufficient to allow universities to pick and choose priorities. In that situation universities could make allocations according to notions of public good and long-term capacity building. Thus for example schools and faculties of education could make a point of offering internationally-focused teaching units and programs because of the intrinsic importance of the subject matter, even if such programs were not in high local student demand or capable of generating international market incomes. In turn the teaching resources were the platform for research and associated consultancy activity.

Now, however, universities must operate like non-university organizations, giving priority to areas with a high probability of generating substantial income through teaching, research and consultancy. Whether teaching and research units, or solely focused on research, groupings associated with a specialism such as education for development must be largely self-sustaining, unless provided with special core funding from university or government as a matter of priority because of the importance of the area. Yet education for development, and associated Asia-Pacific regional studies, are generally not capable of fully mounting self-sustaining units. As in all development work, there is a substantial element of public good activity that is not market-fundable. There are no opportunities to develop large-scale full fee

teaching programs, and basic research grants of the Australian Research Council kind (which support some public good research) are small in number in any given year.

In short, with the reduction in the public good funding of universities the old balance between publicly-funded long term capacity, and short-term projects, has been lost. Universities must source their basic research from their project funding. Inevitably, this has meant that over time basic research capacity has been thinned out, and project funding, which is rarely directed to fundamental issues or concerned to foster critical intellectualism, overwhelmingly dictates priorities and sets the limits on capacity. In this situation, development-related research is especially directed by donor agencies such as AusAID. Thus rather than AusAID accessing existing capacity, picking and choosing from deep reservoirs of knowledge in different institutions, in many respects the agency's own agenda determines what can be learned. Without intending to do so AusAID finds itself dictating priorities. But project and consultancy work is rarely directed towards the kind of fundamental inquiry which produces an accumulating knowledge base over time and enables the unit concerned to operate at the cutting edge of the field. In the absence of core funding, short project time horizons are inconsistent with building capacity long-term (except in those rare cases where a leading researcher can sustain a succession of closely related projects that together operate like a long term program). Consultancy tends to require project managers and workers rather than cutting edge research that helps to sustain Australia's global role.

In addition, a largely project-based funding system for education for development work, based on competitive bidding where price minimization is a principal factor, encourages a spread of shallow capacity rather than concentrated capacity in depth. It is possible for a large number of Australian universities, research institutions and independent consultants to mount a credible bid for projects. However, under present arrangements none can operate at a high level of research quality on an ongoing basis in a full range of education for development work because all lack depth of capacity.

It may have been expected that the growth of institutional income from international students—which in 2010 provided 17.5 per cent of all income received by universities on the public schedule—would have enabled development-related research and subsidized teaching to be sustained. But the academic fields which generate the most international student income (business and computing) are not the same as those that house education for development work (arts, humanities, social sciences and education). In addition, most of the international student income is earmarked to make up the shortfall in domestic student funding related to costs[1], to supplement research capacity, and to improve facilities, buildings and services. There are many competing demands on the international student dollar. There is no trickle down from that market to education for development, an activity marginal within universities. Nor would it be realistic to expect such a trickle down to begin happening in future. Over time the international student market and development education have diverged. For example, IDP started out partly as a body to facilitate the engagement of Australian academics with regional institutions, but since it was privatized it has shifted its role almost exclusively to marketing and recruitment of international students.

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[1] Lomax-Smith, J. (2011). *Higher Education Base Funding Review. Final Report.* Canberra: Commonwealth of Australia.

Between two stools

These factors have rendered more problematic a long-standing and intrinsic problem of education for development: the fact that it is a field without a clear-cut disciplinary home. It is found at the edges of two different sets of disciplines. Because universities generally operate as silos unless there are strong incentives to do otherwise, this has fragmented what was already a marginal and under-resourced area. This is true of both teaching and research in education for development. As indicated, the viability of teaching is important also to research as teaching functions help to sustain the staff appointments and infrastructure essential to research performance.

As explained in more detail in section 2.4 and Section 3, a small number of teaching programs in education for development take place in faculties and schools of education. A larger but restricted number, often less directly focused on educational aspects as such, occur in those humanities and social science schools or faculties that include development studies. Some such programs are inter-disciplinary, while others remain within a defined single discipline. In the outcome, education for development is weak in the field of education, where there is not much work on development, and few academic staff have a rich context-based knowledge of developing country sites. It is also weak in the field of development, where not much education of educators takes place. Perhaps the second location is on the whole preferable, as while all the relevant units are now under-funded in terms of public resourcing, the larger humanities or social science groupings provide a broader range of intellectual fields from which to draw while still knowing something about pedagogy.

Nevertheless, a better solution would seem to be cross-disciplinary collaboration between education and the relevant development studies disciplines. So far, few universities have built bridges between the two silos. One exception, in research, is CAPSTRANS at the University of Wollongong (see Chapter 4). Another, in teaching, is within the Newcastle Faculty of Education and the Arts where the two fields combine to offer the program in the Masters of Social Change and Development. There are few examples of this kind because university budget models and research funding classifications—not to mention the longer-term evolutionary logic of field specialization in both research and teaching—tend to encourage the silo approach unless specific efforts are made to compensate for it, in grant systems and university management. This is a problem bedevilling applied research and teaching in many cross-disciplinary areas. Much effort goes into designing incentives for inter-disciplinary work. If teaching (and through it, the associated research capacity) in education for development are to be lifted, incentives of this kind will be needed.

Building capacity

Australia needs a long-term research capacity in education for development. It needs to mix a project approach to research and consultancy with a longer-term program approach entailing deep contextual knowledge, including language capacity and the history, economics, politics, society and culture of the relevant developing countries.

Strategies for lifting Australia's knowledge base in relation to education for development should focus on ways of more successfully synergizing the development of on one hand academic knowledge and sustainable academic capacity, on the other hand the funding capacity and funding priorities of AusAID and other agencies.

Our conviction is that to advance education for development as a field of activity, in both research and teaching together, it is essential to build integrative university

structures that bring together development specialists and education specialists, in a sustained way, over a protracted period. The structures and incentives must be such that collaboration and integration are enabled rather than held back as at present. For example, funding designed to build education for development activity could be specifically ear-marked to inter-disciplinary teams that combine context-rich practitioners with pedagogy-rich practitioners. The lesson of cross-disciplinary work elsewhere, in areas such as climate change or bio-engineering, is that the inter-disciplinary space needs to be specifically identified and supported if it is to be developed appropriately over the medium term. It is almost as if the specific inter-disciplinary space must itself be recognized as a quasi discipline. Unless education for development is given such recognition—for example through dedicated funding of selected institutional units by a federal agency such as AusAID—this will not happen.

If the right incentives were provided, at least some Asia-Pacific centres, institutes or consortia that are currently not focused on education for development as a discrete strand of activity, could develop a research emphasis on education for development. Perhaps it is easier to turn strong area studies specialists into persons focused on research on education in developing countries, especially if they have the relevant languages, than turn education researchers without a strong area studies background into experts on development contexts—providing those area studies specialists lift their capacity in pedagogy. In part, this is because all else equal, the intellectual culture is likely to be stronger and more broadly distributed in a successful Asia-Pacific research centre than in a successful school of education. In part it is because contextual knowledge in depth is an essential prerequisite of all research and teaching in development sites, and most education schools do not have an endogenous focus on off-shore sites (even though many such education schools currently educate doctoral students from Asia-Pacific who could assist in developing such focus and capacity).

Perhaps the optimum solution is the evolution of a strand of work on education for development within Asia-Pacific focused centres, that both builds that education focus on the basis of prior capacity in development contexts, and draws in researchers and teachers from the field of education, as at the University of Wollongong.

The structure of funding shapes research activity and determines whether expertise is genuinely cutting edge in nature, while capable of providing advanced support for government and leading global developments. Where research centres can follow particular lines of emphasis over 10-15 years they reap the reward in deep expertise and globally-recognized contributions to knowledge and policy formation, as is the case with various parts of the ANU in development issues. The optimum financial support for research and teaching capacity in education for development would be a combination of infrastructure funding: enabling depth to be built, plus shorter-term project funding that ensures the research is obliged to respond to currency and need.

We suggest to AusAID a strategy of concentrated capacity building in a small number of locations—not in one location, because a monopoly position would tend to narrow the range of specialisms and approaches—in which the selected grant recipients can combine long-term programs of work with shorter-term projects.

For example funding over a ten-year period, subject to a one-year probationary arrangement and a five-year renewal cycle, would enable a small number of centres to build the advanced research-based capacity needed if Australia is to play a larger role in both knowledge about education for development, and teaching/learning programs. Such centres could build activity in a broad cluster of related areas: research and

publishing, PhD training, web communication, teaching in both award programs and professional development, and consultancy and project work inside Australia and in developing country settings. Such centres would be strong in policy analysis as well as teaching/learning and the building of education systems and institutions. They would include expertise in economics, culture and society, governance and pedagogy, as well as history and language. They would have a working knowledge of issues not only in education but in ecology, economic development, health and welfare.

It is also important to build a better integration between on one hand the evolution of capacity in academically validated basic and applied research, on the other hand in consultancy work. Consultancy should be closely informed by research knowledge and skills. Research should become more practically attuned, mobile, flexible and responsive. The gulf between research and consultancy diminishes what is achieved in each domain. Some consultancy briefs should place emphasis on depth of research. More effort should be made to publish consultancy reports on the web and to draw academic journal articles and monographs from in-depth consultancy research. The Commonwealth can encourage dissemination of knowledge by favouring a publishing approach in its own funded projects, as appropriate. AusAID could also help to build a research culture both deeper and more practically minded by sponsoring national and regional seminars and conferences on education for development. Conferences and formal networks of researchers could do much to break down the fragmentation and isolation of researchers and consultants and augment the collective expertise.

2.2 The extent that Australian universities and research institutions have active partnerships with Asia-Pacific institutions, or partnerships/linkages with international institutions (e.g. World Bank, East-West Center, Centre for Global Development, UNESCO Institute of Statistics, etc).

In the empirical studies that underpinned the present report it was difficult to obtain a comprehensive picture of the linkages between on one hand Australian universities and research institutions, on the other hand Asia-Pacific institutions and international agencies. Many researchers mentioned links to the World Bank, Asian Development Bank and UN agencies while others listed Asia-Pacific universities where they have partners. Appendix 6 provides considerable examples of both group and individual consultancy activity in higher education, much of which involved work with international organizations. This included both Asia-Pacific focused work not directly related to education, and work specific to education for development. Researchers and consultants both work through the medium of international organizations such as the World Bank, UNESCO, UNICEF and APEC; and work through non-government organizations such as Plan or World Vision. Nevertheless, anecdotal evidence suggested a more extensive set of relationships between Australian consultants, and international agencies, than our formal inquiries and web and telephone-based searches were able to unearth. The constraint here was the difficulty of obtaining a full picture of existing consultancy work, especially consultancy work by persons operating outside universities and research organizations (see section 1.4 above).

Many relationships with international bodies are mediated by AusAID itself. Our impression—while it is impossible to be conclusive—is that while some consultants work directly to international agencies, the volume of work conducted with AusAID involvement is probably larger than the volume of work conducted outside AusAID.

This may not have been the case in previous decades. If capacity in schools and faculties of education has shrunk as some respondents suggested to CSHE, it is likely that the AusAID domination and direction of the research field has grown over time.

The exception to this generalization is the direct linkages between Australian universities and research organizations, and research centres in universities overseas with an interest in education for development and related fields, such as the East-West Center at the University of Hawaii. While many international university links are merely on-paper agreements, other such contacts are extensive at the level of communications, information exchange, visits of students and staff and conference/seminar attendance. The Australian National University is particularly active in world-wide university networking in relation to development issues, and all Australian university units interested in the area place emphasis on such relationships.

Even so, we found surprisingly little evidence of large-scale cross-border research projects, especially projects focused on *education* issues. This might be because, with the exception of the ANU, research capacity in the relevant fields in Australia is on the whole less extensive, multi-disciplinary or well developed than in universities in the United States and Canada or in parallel universities in Japan (e.g. Nagoya) and the Netherlands (e.g. Leiden), so that development work is overly limited to the particular disciplines in which it is housed. When it comes to education issues, most Australian universities are not sufficiently well equipped to partner with leading international university research centres on a basis of productive equality. The lack of a research centre that is both truly globally potent *and* focused primarily on research and human resource preparation in relation to education for development means that arguably, Australia lacks sufficient potential to sustain such equal partnerships. Thus Australian research on education for development is unable to take full advantage of existing world-wide networks in the field, let alone shape the evolution of such networks.

2.3 The levels of appointment of specialists in education for development

A small number of people in Australia specialize in education for development, in research and/or teaching. Some are located in faculties and schools of education, others in humanities or social science programs focused on development. Most of them carry on other specializations, in addition to education for development. Those involved in teaching education for development operate at all levels of appointment. The researchers (especially those in faculties and schools of education) tend to be in senior positions. This is because the pool of research grants and other support in the field is insufficient to offer opportunities for a full range of researchers. Those with the rank of Professor or Associate Professor are more likely to be able to follow their chosen research agendas, in part because they are in the better position to negotiate funding support, including support from international agencies and foreign governments, to pursue research activity; and such senior researchers always tend to outcompete junior personnel. In addition, persons at junior and middle levels are more likely to carry heavy teaching loads that preclude research. Further, in faculties and schools of education, and to some extent in humanities and social sciences units which support development-related activities, we find the demography of the 'absent middle', whereby a plethora of senior people are accompanied by a smaller number of junior staff whose workloads are dominated by teaching functions, and there are few middle level people with the expertise and track record to move into leadership.

There is no doubt that certain individual researchers, teachers and/or consultants are doing wonderful work in education for development. Some of Australia's very best credentialed education researchers are active in the field. Remarkably able and committed individuals also contribute to the broader field of development-related studies within which education for development is located. People in universities and research organizations who work in education for development primarily do so not because it proves lucrative opportunities for income building or status building, and not because it is a short route to a successful career, but out of personal conviction and commitment to developing countries, Australia's relations with the region and/or the global public good. They often 'go the extra mile', doing better work than their funding base dictates. Sections 3-4 and the Appendixes provide evidence of this work.

However, one implication of present patterns, particularly in the discipline of education, is that unless there is dedicated funding to support emerging researchers, they will not emerge in sufficient numbers to guarantee the reproduction of work on education for development. Indeed, the CSHE was unable to locate any incentive schemes in Australian universities aimed at attracting new/early researchers specifically into education for development. The present patterns of specialization have implications not only for capacity and activity in the universities but also for the research institutions outside universities (whose personnel are necessarily trained in universities) and for the quality and quantity of independent consultants. In sum, it is not clear where the next generation of specialists in education for development will come from; and it is clear that Australia's present arrangements preclude the evolution of enough in-depth human resources in this area, especially human resources with advanced knowledge.

2.4 The levels and types of programs for education for development within Australian universities and research institutions

Section 3 and Appendix 4 provide detailed information on the levels and types of programs currently provided within Australian universities and research institutions. The principal mode of delivery is graduate coursework (Diploma and Masters programs) provided on a face-to-face basis in Australia. There are some offshore programs, including short courses for professionals, many in developing country contexts, and distance education programs with online delivery.

As noted in Section 3, a small number of programs are located in faculties and schools of education, while the larger groups are found in humanities or social science programs focused on development. It is likely that the number of such programs in education has fallen, but CSHE does not have firm evidence on the longitudinal trend. But education for development is not particularly strong within development studies either, and not as strong as some other aspects of development studies. This is partly because in universities the schools and faculties responsible for teacher training are seen to have a monopoly on the pedagogical function. Here again we see that education for development tends to fall between the two stools, between the discipline of education and the disciplines outside education associated with development work.

The second major mode is PhD training, where the thesis is focused on development-related issues, and sometimes education for development issues. Many international doctoral students in Australia are from developing countries in the Asia-Pacific region. As Section 4 and Appendix 9 demonstrate, in 2011 there were large numbers

of AusAID-supported scholarships—not all at doctoral level—for students from Indonesia (369), Vietnam (259), PNG (183), the Philippines (139), Bangladesh (75), Cambodia (63), Lao PDR (60), Bhutan (53), Pakistan (51) and Fiji (47). Australian universities provide further scholarships to students from developing countries, as do national governments such as Vietnam. Scholarship students are located across the broad range of fields of study and in many different higher education institutions. Of these doctoral projects a large proportion, in many different disciplines, focus on development issues in that the students' theses concern modernization and reform within their own countries

A doctoral research project is a substantial investment in terms of financial investment and time and constitutes new knowledge. It is a matter of concern that in at least some cases where the doctoral student's work bears on education for development, the research of these students is not folded effectively into a larger infrastructure of context-informed research on developing country issues. Such research is likely to contribute to longer-term capacity only in units that already have a critical mass of development-related activities. Often there is little longer-term flow-on within Australia from the research and scholarship, once the thesis has been completed.

2.5 The quantity of policy relevant research in education for development, and its categorisation according to whether it is discipline-based or multi-disciplinary

Policy-related research takes place in all social science disciplines and some policy studies—for example in education—draw on the techniques of more than one discipline (economics, sociology, political science, etc.). This is as true of policy research on education for development as it is elsewhere. With the obvious exception of political science, policy is a relatively small field in applied domains such as education, health, business, agriculture and so on. Within education, policy-related studies are much smaller than those related to curriculum or teaching method because policy-related work plays a relatively minor role in the teaching programs that provide the bedrock of funding. Policy is a minor factor in pre-service teaching programs but somewhat more important in continuing education at Masters stage, and plays a larger role in PhD training than in coursework programs. However, within the family of research and consultancy activities related to policy in education, development education is a minor theme. Education policy studies are overwhelmingly focused on within-Australia state and national matters. Nevertheless, most persons who specialize in research in education for development tend to be policy savvy.

Outside schools and faculties of education Australia sustains research centres, institutes and consortia that make a significant contribution to policy relevant research in development, as section 4 and Appendixes 5, 6 and 7 indicate in detail. ANU is the outstanding case but there is important work also at the universities of Murdoch, Adelaide, Monash, NSW, Queensland, James Cook and others. However, there is much less policy relevant research in relation to education for development. We suspect that the largest part of this consists of doctoral studies, most of them pursued by international students from developing countries. Units in Wollongong, Sydney and a handful of other universities produce work of this kind. There is considerably more policy relevant research in the related fields of studies of comparative and international education, and international and intercultural education. No doubt, some researchers in those fields would work on education for development-related research

if they were funded to do so. The map of research activity is always closely shaped by the systems of research funding.

Table 4 in Chapter 5 shows that of the 82 articles on education for development included in the sample in Appendix 8, there were 22 articles on policy matters (26.8 per cent of the total). Policy was the content area that occurred most frequently, followed by international students (11 articles), theory (8), aid (7), and teachers (6) and assessment and curriculum (6). However, in the compilation of 2007-2009 and 2011 conference papers of the Australian and New Zealand Comparative and International Education Society, as summarized in Section 4.11 and Appendix 13, policy was a relatively minor theme. Only 8 of the 152 conference papers (5.2 per cent) were directly focused on policy or had strong policy implications.

2.6 Available evidence of the impact of Australian research on theory,
policy or practice in the field of education for development

While any question about the impact of teaching or research is difficult to answer conclusively, it is significant that in the present study none of the respondents to the CSHE survey or telephone inquiries nominated a clear-cut case of the impact of Australian research on *theory* in relation to education for development. We believe that the conceptual influence of Australian researcher-scholars has been modest. If it existed the relevant evidence would be apparent in the pattern of citation, and in key ideas or approaches associated with Australian work (such as the schools of work that have emerged around like 'productive diversity', 'productive pedagogy', 'policy sociology', and the 'glonacal heuristic' that all developed in Australian education faculties). Arguably, Australian research has been more influential in theorizations of globalization and education, and of international education, than in relation to conceptualizations in the academic literature on education for development.

Some Australian research on development issues clearly intersects with government and *policy* in Australia; for example work at ANU and Murdoch University that is discussed in Section 4 and in Appendix 5. Both groups of experts are drawn on regularly by government departments operating inside and outside Australia. The same cannot be said for work specifically identified with education and development. In the CSHE survey that was conducted for the present study, respondents seemed largely indifferent to the issue of the impact of the work on Australian policy. Some were interested in the influence on *practice*, but did not provide evidence that such impact on practice had occurred. Perhaps experienced AusAID officers who know the government well are better equipped to answer the question about impact on policy than anyone else. However, we suspect that the absence of evidence of impact, in relation to both policy and practice in Australia, indicates that there is no case of clear-cut impact. Given both the capacity of all within this field to communicate, and also our own professional backgrounds and networks, we expect that if any research program had strongly and consistently influenced Australian policy and practice in relation to education for development we would already know about it.

Given that issues of 'development' are by their nature state-oriented, an indifference to policy might seem anomalous. However, in the study it was apparent that some respondents were interested in the impact of Australian research and consultancy in education for development on foreign governments rather than the Australian government; for example Timor Leste, Vietnam, Indonesia and the Philippines. One

academic respondent had spent seven years as a consultant on Higher Education projects in Vietnam, Lao PDR and Cambodia (Martin Hayden, Southern Cross University). Some researchers also showed that they were interested in impacting the policy of international agencies. However, it must be said that while some Australian research leaders have done work which is prima facie important—such as the work of Jo Lo Bianco of the University of Melbourne in language policy in Timor Leste, or the work of Patrick Griffin in designing assessment systems in Vietnam (see Section 4.4 and Appendix 6)—this study has been unable to unearth clear evidence indicating a significant lasting influence on either policy or practice in any one developing country site.

As noted in section 2.1, the absence of clear-cut evidence for impact may indicate the weakness of research in education for development, the limitations of our own study, and/or the intrinsic difficulty of establishing evidence of impact. One respondent to the survey nominated doctoral projects undertaken by students from developing countries within the Australian Centre for International Agricultural Research[2] as an example of policy-relevant research outcomes (Randy Stringer, University of Adelaide). No doubt, doctoral supervision by Australian academics impacts hundreds of individual students from developing Asia-Pacific each year through capacity building, technical training and mentoring. However, doctoral training is a lesser and more localized 'impact' that implied by this particular question in the project brief.

2.7 Conferences and forums hosted or supported by Australian universities and research institutions

Chapter 5 provides an abbreviated list of relevant conferences and more information is available from the research centre websites in Appendix 5. Again, the evidence gathered during the present study indicates much more activity around development than around education for development. The annual conference of the Australian and New Zealand Comparative and International Education Society draws together many of Australia's active researchers on education for development and in related fields, though surprisingly few papers are focused specifically on issues related to teaching/learning and human resource formation (Section 4.11 and Appendix 13).

2.8 Collaboration and linkages between Australian universities and research institutions and leading international institutions

This area was addressed in section 2.2, and there is more detail in section 4 and Appendix 6, including short summaries of the work of individual researchers. Individual researchers often maintain extensive networks. In the field of education for development there is less joint international publication as might be expected, given the subject matter. Much joint publication appears to be between international doctoral students or graduates and Australian-based doctoral supervisors. The absence of more academic-to-academic publication probably indicates a paucity of Australian centres both focused on the educational dimension of development and able to partner with major international centres on equal terms (section 2.2).

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[2] Australian Centre for International Agricultural Research website: http://aciar.gov.au/ResearchPrograms

We note that while many of the research centre websites noted in Appendix 5 list a range of formal collaborations these are not always active.

2.9 Centres or research consortia specialising in Asia-Pacific development studies, including education and related disciplines

The accounts of Section 4 on centres and research, and Appendixes 5 and 6, provide extensive evidence in response to this question. There is impressive capacity in Asia-Pacific development studies in selected institutions. The capacity of ANU in Asia-Pacific matters is extraordinary by any standards but there is sizeable activity in some other universities also. Structures vary. Some designated centres or research institutes are organizing containers or networks for a very broad range of work, such as The Monash Asia Institute, the Griffith Asia Institute, the Asia-Pacific Institute at Curtin and the Cairns Institute at James Cook which includes extensive development-related projects. Others are explicitly inter-disciplinary around a particular theme, such as the La Trobe Institute for Human Security which includes work in developing country contexts, and the Deakin Centre for Citizenship, Development and Human Rights, and the Centre for Asia Pacific Social Transformation Studies (CAPSTRANS) at Wollongong. Other centres are more obviously disciplinary in character, with varied emphases, including economic development (e.g. ANU Indonesia Centre), governance and sociology (Murdoch's Asia Research Centre, and the Indo-Pacific Governance Research Centre at Adelaide). Sydney has developed a centre focused on China and is following this with a Centre on Southeast Asia and what the University is calling a Pacific Engagement Initiative. ANU maintains a small but influential Development Studies Network.

However, we emphasize that both inside and outside these organizations, there is comparatively little specific capacity in relation to education for development in the Asia-Pacific. It seems that research specific to education is largely left to faculties and schools of education. Looking at the problem from the education side, we did not find any discrete research centre or unit in an education school or faculty focused on Asia-Pacific studies, though in many education schools an Asian focus (less so a Pacific focus) is one of the strands within teaching and research activity. Once again we find that education for development falls between the two different disciplinary areas.

There are exceptions to this generalization. In one outstanding case, that of CAPSTRANS at the University of Wollongong, the presence of academic staff from the field of education has helped to develop a strong emphasis on education-related development themes in research. This is carried by one strand within CAPSTRANS, titled 'Globalisation, Mobility and Development'. This includes research both on and for international agencies and development NGOs, and social impact analysis.

On the whole however, the failure of Australian universities to satisfactorily integrate education and development is apparent in the pattern of research outputs. As Section 4.10 and Appendix 11 show, of 332 identified Australian Research Council projects focused on development and/or Asia-Pacific topics, for the five year period researched for this report, only 27 projects (8.1 per cent) had an identifiable focus on education, and of these only a handful were clearly identifiable with developing country issues. In relation to the pattern of publishing, Table 1 in Section 4.7 shows that Australian academics publish extensively in those journals that carry articles on education for development. However, in relation to the articles analysed for this report

and summarized in Section 4.7 and Appendix 8, only 15 per cent directly related to education for development.

2.10 The geographic coverage of the work undertaken by Australian universities and research institutions and the extent to which it reflects the geographic priorities and focus of Australia's aid for education

In many universities, the rising global and regional importance of East Asia and Singapore has stimulated a growth of research and collaborative work in relation to China, Hong Kong and Singapore. (There has been little change in the pattern of work on Japan, while Korea and Taiwan are not yet attracting much attention). The United States' National Science Foundation data on international joint publishing of journal papers show that in 2010 Australians jointly published 4223 papers with authors from the USA, 2854 with UK and 1815 with China. China was Australia's third most important country for joint publications. At the same time Australia were the fifth most important collaborating partner in China behind the US, Japan, UK and Germany. The UK's number of joint papers in China (2277) was not much larger than Australia (1815) though Australia has only 40 per cent of the UK's GDP. Australia also had 404 joint papers with Singapore. There also appears to be a heightened interest in work on India, though it is nothing like the tide of enthusiasm for work on China. However, these trends have not spilled over into an evident change in the overall priority given to Southeast Asia, or other parts of South Asia, within universities. There has been some growth of research on Afghanistan and Iraq, probably reflecting their global strategic importance in the last decade.

The data in Chapter 4 and in Appendix 11 (ARC projects), Appendix 8 (journal articles), Appendix 10 (sample of doctoral studies) and Appendix 13 (ANZCIES conference papers) indicate the patterns of centre activity and research specifically focused on education for development. Of developing countries, Indonesia attracts by far the most research attention, with strong capacity exhibited in several places, outstandingly at ANU and also at Murdoch, Monash and elsewhere. There is less work on Vietnam than we expected to find, little more than on Cambodia and Lao PDR; and very little research on the Philippines and education. There are pockets of work on PNG and the Pacific. In relation to these countries again the role of ANU is outstanding, but overall national capacity is not widely spread.

The fit between the research priorities of development centres and the research priorities of AusAID is not as close as might have been expected, given the shaping influence of AusAID in the development field. Anecdotal evidence gleaned in our conversations with field practitioners suggests that AusAID's influence is more apparent in the relatively small field of research on education for development than in all development research; and in education for development research it is felt more closely in the partly AusAID-driven consultancy work than in academically-driven Australian Research Council projects. While we lack conclusive data on consultancy (see section 1.4) we do have data on Australian Research Council projects.

AusAID's leading priorities in aid for education, in order of importance, are PNG (23 per cent), Indonesia (17 per cent), the Philippines (12 per cent), Afghanistan (7 per cent), Bangladesh (6 per cent). Various Pacific nations together make up another 17 per cent. Of the 332 ARC projects coded for Appendix 11 and discussed in Chapter 5,

91 (27.4 per cent) related to countries on AusAID's list. Only the importance given to Indonesia (40 articles, 12.0 per cent of all 332 projects and 44.0 per cent of this group of 91 projects) appears to roughly match AusAID priorities. There were nine research projects in relation to the Solomons (2.7 per cent) and 13 (3.9 per cent) in relation to Timor Leste, both countries where the Australian military has played a role in the last 15 years, but only five research projects in relation to PNG in all areas (a miniscule 1.5 per cent of the total of all research projects and 5.5 per cent of those relating to countries on AusAID's list) and seven for the whole of the rest of the Pacific. The Philippines was served by three research projects and Bangladesh by none.

A breakdown of the 83 published articles on development and Asia-Pacific themes in Appendix 8 shows that 21 of these articles (25.3 per cent) were focused on countries funded by AusAID in relation to education. Again, the standout was Indonesia, with eight articles (9.6 per cent). There were five articles on Pacific nations (6.0 per cent), just two on PNG, and two on each of the Philippines and Lao PDR, with none on Vietnam. Though of the 27 doctoral theses listed in Appendix 10 four are about PNG, it is clear that overall there is much less research work on PNG, the Pacific, the Philippines and Bangladesh than AusAID's priorities might lead us to expect.

In relation to the 152 conference papers presented in 2007-2009 and 2011 at the annual conference of the Australian and New Zealand Comparative and International Education Society, the fit with AusAID priorities is weaker still. There were no papers on the Philippines, Bangladesh and Afghanistan and just two on Indonesia (2.2 per cent of the 90 papers specific to countries). There were five papers in relation to PNG (5.5 per cent). The priority given to the Pacific nations in the conference paper topics (10 papers, 11.1 per cent) was closer to that of AusAID, however.

Overall, taking all these data sets into account, the research neglect of PNG stands out very strongly. Australia is focusing much of its educational aid in that country but conducting little of the kind of in-depth research needed to help guide that allocation. There is also an obvious neglect of both Bangladesh and the Philippines.

2.11 The sub-sectoral coverage of the work undertaken by Australian universities and research institutions (early childhood, primary, secondary, technical and vocational training, and higher education)

To the extent that Australian universities are focused on education for development, they are focused first of all on K-12 schooling, with higher education as a second significant strand. There are minor specific interests in early childhood education, basic education at primary level, secondary education, vocational education and training, and adult education. The focus on higher education is more relevant in relation to research and publishing than in relation to teaching programs where more attention is given to schooling.

The analysis of journal coverage in Section 4 and Appendix 8 notes that 27 (32.5 per cent) of the 83 articles with sector coverage were on each of K-12 education, and higher education. There were four articles on VET, one on adult education, three on teacher training and one on early childhood education. Of the small number of doctoral theses in Appendix 10, about one quarter were on K-12 schooling, and over one half were focused on higher education. In relation to the ARC-funded research, sector is more difficult to assess, for projects tend to focus on intangibles rather than

systems, but strong themes include schools policy and literacy. In relation to the Australian and New Zealand Comparative and International Education Society conference papers, of the 84 papers for which sector was identifiable, 38.1 per cent focused on K-12, followed by 29.8 per cent on higher education. There was one paper on VET and three on adult education, and three on teacher training. There was no paper in this group in relation to early childhood education.

Nevertheless, quantitative distribution between sectors does not tell the whole story; nor does the map of publications and PhD research necessarily mirror capacity in consultancy research. Even a research specialization that is relatively rare, such as in early childhood education or VET, can lead to significant output. Consider for example the impressive range of development-related work undertaken by researchers at the Institute of Early Childhood, Macquarie University; and the work of the University of New England in early childhood education in Bhutan (both discussed in Appendix 6).

2.12 How research outputs were communicated to policy makers and other relevant stakeholders

The outcomes of commissioned research on education for development are communicated to policy makers in the conventional form of written reports. There is less uncommissioned work: it is disseminated by conventional academic publishing and increasingly by web-posting. Reports done for government may also be disseminated publicly by their authors though this is subject to clearance protocols. Some but not all research centres give priority to public dissemination. Individual researchers vary greatly in their habits. In the last two decades the shift in universities towards a more competitive and marketing-focused approach has encouraged dissemination. However, work done for government by non-university research centres and private consultants is less likely to be disseminated unless disseminated by government itself. Our impression was that insufficient use was made of the web and the growing worldwide emphasis on free access to publicly funded research had yet to fully impact Australian research outputs in relation to development. In addition, not enough effort is made to turn commissioned work into journal articles and books.

Those research centres with greatest established capacity in Asia-Pacific matters, especially those that also specialize in governance and policy, tend to be more effective than others in dealing with government (indeed they may be more motivated to do so) and also the most adept in media commentary and public debate onshore and offshore; for example development-focused personnel at ANU and Murdoch. Essentially such groups have more to offer. Here in depth research-based academic capacity, built over a long period, is key to everything else. There is no equivalent level of expertise anywhere in relation to education for development, however.

Work carried out for international agencies is circulated by those agencies, primarily via websites supported by email, social networking and other web-based advertising.

2.13 Balance in education for development research between short term projects focused on a single research question and longer term programs of research which address an identified theme or issue

The structure of funding shapes research activity and determines whether expertise is sufficiently deep to be genuinely cutting edge in nature, capable of providing advanced support for government and leading global academic developments. Where centres are able to follow particular lines of emphasis over 10-15 years they can reap the reward in deep expertise and globally-recognized contributions to knowledge and policy formation. ANU, through its funded research institutes, is the outstanding example in relation to studies of Asia-Pacific countries and development. Monash, Murdoch, UNSW, Sydney, Queensland and other institutions have also maintained relevant longer-term research programs. In this context ARC projects of three years duration are medium term in nature, and must be supported by longer term capacity—indeed, researchers and groups are not able to build ARC project funding, which is highly competitive, unless they have built a longer-term expertise and reputation.

However as outlined in section 2.1, looking at the Australian research overall, a key weakness of research on development matters (with some exceptions) and especially of research on education for development (with no exceptions) is lack of depth and sustainability. The research centres strongest in development-related research are living off the intellectual capital built during a past era prior to the mid-1990s and even earlier, when government provided most of the resources for higher education, funding rates per student were more generous, and university priorities were therefore less directly governed by the pattern of domestic enrolments and by where fee-paying international students were enrolled. The funding settings, in which the evolution of research is largely governed by short-term and medium-term projects and university funding for teaching is no longer sufficient to sustain a 'thick' level of research infrastructure independent of project income, now work against the long-term accumulation of expertise unless this is specifically provided for in the research field, for example through a program of research centre funding for selected fields. For many of those working on development research, especially those in the insecure world of education for development, three years is a long-term project horizon. While individuals can build research expertise through a succession of projects, when limited to project support it is difficult to foster a larger-scale infrastructure that is capable of reproduction. Those exceptional individuals who stay active in education for development over a sustained period can do so because they are also active in other related fields such as comparative education; and when the key individuals with their grant getting power leave the research institution, activity tends to die.

As noted in section 2.1, this suggests that the optimum financial support would consist of a combination of infrastructure funding for a selected group of centres, enabling them to build depth, plus shorter-term project funding that ensures the research is not merely supply driven but obliged to respond to currency and need.

3. Courses in education for development and related fields at Australian universities

This section provides a brief overview of teaching and learning offerings in the area of education for development at Australian universities. More detail about the specific programs on offer is provided in Appendix 4.

The education for development terrain in Australian universities is uneven in terms of both the intensity and level of studies offered, as well as the disciplinary location of course offerings. As noted in Section 1, some courses are located in education schools or faculties, and therefore have teacher education as their focus, with development as a context; others are located in development studies schools and these tend to locate the education aspect of studies in the management of educational facilities or organization of education systems or policy in developing countries.

While all development studies schools are committed to training and postgraduate research programs for students from developing countries—and for some, international students from developing countries are the principal client group, or a major component of their intake—the number of programs explicitly focused on teaching and learning aspects of education is small. For example, there is a significantly larger number of programs focused on the link between environmental sustainability and development, than the link between education and development. There is also emphasis in many development studies programs on issues related to culture (cultural sustainability, cultural diversity, cultural nuancing of development paradigms) while there is little focus on knowledge and learning.

Not only does the training of teachers appear to be left to education faculties or schools, we saw little evidence of program bridges between the teacher training function and development programs outside the discipline of education.

A much larger number of development studies programs focus on policy analysis, governance, management and/or and especially, community development functions. Education professionals from developing countries might benefit from programs focused on governance, policy and management if they are engaged in or intend to engage in institutional leadership, or government administration in education.

Among the courses in development that are conducted outside the discipline of education, community development is signified as an important strand in those provided by Macquarie U Anthropology, Southern Cross School of Arts and Social Sciences, U Queensland School of Social Work and Applied Human Sciences, Deakin U Faculty of Arts School of International and Political Studies, La Trobe Bendigo Faculty of humanities and Social Sciences, Victoria U School of Social Sciences, and Murdoch U School of Social Sciences. It is significant however that program outlines do not draw direct links between 'community development' and 'education'.

As well as specific units and courses in education for development, a number of education and development studies schools have part-unit offerings in education for development, for example in the form of guest speakers or discrete topic-based study within a more generic course unit.

Appendix 4 does not constitute a complete list of institutional offerings in education for development: within the time frame of this project we cannot be certain that we have located all activities. However, our survey of institutional offerings suggests that

they are typical of education for development activities, and pick up most of the major activities and strands.

3.1 Course and units in, or touching on, education for development

The CSHE identified three specific courses within schools and faculties of education (one of which was cross-disciplinary) that were focused on education for development, at the Universities of Sydney, Tasmania and Newcastle. The University of Sydney's Master of Education (International) was popular with international students who will return to work in developing country contexts. In addition, specific units in education for development were identified at Sydney, James Cook and Murdoch. For example Murdoch offered a unit to postgraduate or upper level undergraduate students, in both education and policy studies. The Murdoch study guide stated that: 'This unit examines education's role in fostering economic, social, and political development. In it, students analyse particular development outcomes, mechanisms and actors such as the World Bank and UNESCO. The unit also examines the limitations and contradictions of education for development.'

Units that touched on education for development issues were provided at a number of other universities including Adelaide, Wollongong, Curtin, Tasmania and Southern Cross. As noted in Appendix 4, not all of the units in this last group of activities were necessarily part of the regular teaching program. For example, Southern Cross offered education for development sessions when these were funded by the World Bank, Asian Development Bank and/or AusAID. At Tasmania one program sent pre-service teacher trainees to Vanuatu for their practice teaching experience.

There was a significant group of offshore activities, in the form of both award courses and shorter professional development programs. Griffith offered short courses in Bangladesh in science teaching and special education, and a short course in educational management in Vietnam. Sydney also stated that it had the capacity to mount short courses. The Australian Catholic University and Curtin nominated award courses available offshore. Curtin has trained a large number of students in its offshore doctoral program and focuses on cohort training of academics and teachers, with some of these cohorts from developing countries, including Indonesia.

The CSHE was asked to estimate the 'number of people undertaking executive programs in education for development'. While a precise figure cannot be obtained, the number is small. Executive training mostly takes the form of short courses.

3.2 Number of students gstudying education for development

As noted in Appendix 1, the CSHE was asked to estimate the number of students enrolled in and graduating from Masters predominantly focused on education for development; the number of courses in the use of research and evidence in policy development, and the number of people undertaking executive programs in education for development. There are no courses specifically in education for development, and there is no central record of units in education for development. Data collected by government only specifies 'broad field of education' for student enrolments, and this categorization in insufficiently narrow for calculating load in sub-disciplines. A further confounding issue was that many departments and faculties contacted did not appear to know what is 'education for development', and gave information about general studies in development, and/or overseas student enrolment in general

education courses. Thus it is not possible to prepare a statistically sound response to these questions. On average, academics report enrolments of around 30 students in the Masters programs outlined in Appendix 4, and enrolments of five to fifteen in ad hoc short-course programs developed for professionals.

Should AusAID wish to collect such data in future, it would be advisable for the agency to establish ongoing links with the relevant faculties and departments and request such information on an annual basis.

3.3 Courses in use of research and evidence in policy development

There are development-related strands in policy studies programs in several universities. In the evidence gathered for the purposes of this study, this included the programs offered by the Crawford School of Public Policy at ANU. Crawford enrolled a significant numbers of students from developing countries; arguably, it is one of the world's premier training centres for professionals and managers working in Southeast Asia and Pacific countries. Its Master of Public Policy specialising in Development Policy is designed for those professionally engaged in development agencies in government and other development-related organisations working with government. According to the program outline 'The degree provides students with a range of opportunities for advanced investigation of the analytical skills, public policies and organisational practices appropriate for advising on public policy in development and managing program outcomes'. At New South Wales, the graduate program in Policy Studies included an elective stream on 'International Development Policy'. This focused on explanations of the different rate and pattern of development within and between countries and regions, including the role and methods of government, social structures, patterns of capital accumulation and technological developments, and the policy solutions developed from them. A variety of Latin American, Asian and other case studies were used to illustrate the issues. Murdoch University's Policy Studies specialisation in Development Studies was aimed at those working in social services, teaching, journalism, working as a development consultant, dealing with economic or social planning or a leader in sustainable development or indigenous governance.

During the research for this project, CSHE unearthed a number of examples of other programs in which policy themes were introduced. These are included in Appendix 4. For example at Griffith University, Margarita Pavlova is currently negotiating her involvement in a project in India, Sri Lanka, Viet Nam, Indonesia and Uzbekistan on green skills and inclusive growth. It aims to strengthen links between research, policy and practice to enhance the quality and relevance of skills development systems through acquiring knowledge of ways to develop effective policies and strategies for combining skills development with sustainable growth. The project is expected to have a significant influence on policy development in the countries involved.

4. Research in education for development and Asia-Pacific development studies

Section 4 provides information about research activities in education for development at Australian universities and research organizations, including centres and consortia, consultancy work, research grants, journal publication, doctoral theses and conference papers. This includes an examination of capacity and activity in Asia-Pacific studies: while most such activity is not concerned with education, in Asia-Pacific centres there is potential for an enhanced emphasis on education for development. The Section begins with an overview of the research field, and remarks on the respective roles of on one hand centres/institutes, on the other hand key individual researchers.

4.1 Definition of the research field

Research in education for development is highly interdisciplinary in nature. Academics with an interest in education for development located in the course of this project were largely in education, multi-disciplinary social science and development studies departments and faculties, but others were located in areas as diverse as economics, politics, agricultural science, anthropology and midwifery. The diversity of centre agendas, research, journal articles and higher degree research projects outlined below underscores the interdisciplinary nature of education for development, and also makes it particularly difficult to research using conventional search tools such as keywords. This interdisciplinarity poses a number of challenges in trying quantify the extent of research in the area, as well as to gauge the impact of research on policy. It might also reduce the robustness of the field, making it harder to sustain on an ongoing basis, for both epistemological and pragmatic reasons. As one academic contacted for the project observed:

> I have the impression that research in education for development tends to be issue driven and thus most likely to fall into the multi/inter-disciplinary category. While the desire for application and demonstrable usefulness is understandable I think it must be accompanied by sound disciplinary bases if the goal of sustained and sustainable development is to be achieved.

Education for development may 'fall between the cracks' in terms of where it 'belongs' in the research landscape of journals, conferences and funding programs. Another academic explained the difficulty in these terms:

> I have rarely found any good research on education for development in the Asian or the Pacific region although I am more familiar with the Pacific region, the PRIDE Project[3] in Fiji (for the whole region) was reasonably good at a policy level I believe, but not based on the sort of research that would make it into the publishing companies' academic journals. I believe there is some very good science education research going on through informal channels in Timor-Leste, which sometimes makes it into interdisciplinary

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[3] The PRIDE Project is being implemented by the Institute of Education at the University of the South Pacific. The Project is jointly funded by the European Union (EU) through the European Development Fund (EDF) and New Zealand through New Zealand Agency for International Development (NZAID). Its objective is to enhance the capacity of Pacific education agencies to effectively plan and deliver quality basic education through formal and non-formal means, and to improve the coordination of donor inputs to assist countries implement their plans.
Project website: http://www.usp.ac.fj/index.php?id=pride

publications such as those of the Timor-Leste Studies Association. Similarly interdisciplinary associations such as the Australian Association for the Advancement of Pacific Studies often have good papers on education at their conferences.

This report, then, seeks to illustrate the field of education for development across Australian university activities in a way that captures the diversity of activity.

4.2 Character of research activity

Research activity in relation to education for development, and also in relation to its conjoined fields (comparative and international education, studies of education in Asia, community development, regional policy studies, etc.), is a complex mix of individually-driven and institutionally-driven work. Research centres and institutes that cover Asia-Pacific studies or development studies often include one or two staff members who know something about education, facilitating training of educational leaders and the performance of consultancy work. In rarer cases, as at CAPSTRANS at the University of Wollongong (see below and Appendix 5), the large-scale comprehensive research centre includes a strand of activity staffed by persons whose meta-discipline of research and/or training is education. In some humanities and social science schools, outside centres devoted to development or Asia-Pacific themes, there are individuals who from time to time work on education-related research and publishing. These include disciplinary researchers who specialize in the economics of education, policy studies in relation to education, and so on, alongside other research work.

In faculties and schools of education, while there is considerable interest in globalization-related themes and a growing interest in international education and cultural relations in education, it appears that in the last 10-15 years concentrations of expertise in relation to education and development, and the conjoint field of comparative and international education, have shrunk and fragmented rather than grown. In most schools or education there are one or two people who know something about comparative and international education but there is nothing like the staff complement found in many American and some Canadian universities, for example at the University of California (Los Angeles), or Stanford University around Martin Carnoy, or the Ontario Institute for Studies of Education at the University of Toronto.

Going back 15 years, the principal concentrations in comparative and international education were at the University of Sydney, led by Phil Jones and Anthony Welch, and the University of New England. Both sets of staff had a capacity to work on developing country issues. Sydney has replaced Phil Jones with Nigel Bagnall and has a number of staff members who indicate an interest in the field but comparative and international education, and associated development-related work, is a small strand within the overall output of the University of Sydney Faculty of Education. The departure of key personnel at the University of New England has reduced its capacity. Nevertheless, even one individual can make a significant contribution to research in relation to education and development, through PhD supervision as well as research and publishing. Much of the Australian work on development related aspects of research in education has been carried by a small group of researchers—for example Christine Fox at Wollongong, Peter Ninnes and Brian Denman at UNE, Phil Jones and Tony Welch at Sydney, Ravinder Sidhu at Queensland, Anne Hickling-Hudson at QUT—some of whom are now outside the field or not far from retirement. There is now considerably more critical mass and energy in relation to studies of international

education in the context of globalization and interculturality, some focused on the Asia-Pacific and on international students from the region (for example the research work of Fazal Rizvi, Chris Ziguras, Michael Singh, Erlenawati Sawir, Phan Le Ha, Ly Tran, Paolo Singh, Simon Marginson, Sophie Arkoudis, Chi Baik, Helen Forbes-Mewett and many others). Some people active in this field could contribute to the evolution of work on education and development, if the conditions were right.

4.3 Activity and capacity in university centres/consortia

Appendix 5 below provides information (sourced partly from centre websites) on the key university centres and research consortia specializing in specialising in Asia-Pacific development studies, including education and related disciplines. The centre titles in the left column are hot-linked to the centres' websites. Appendix 5 also provides a discussion of the activities of such research centres and the potential for an increase in activity related to education for development. A text list of web address is also provided, at the end of Appendix 5. What follows in Sections 4.3 to 4.5 is a discussion of issues entailed in these centres and the associated consultancy activity. Section 4.6 discusses non-university research organizations.

In research centres focused on Asia-Pacific themes, the focus on education for development-related themes is mostly negligible. Among the exceptional cases, in CAPSTRANS at the University of Wollongong academic staff from the field of education have helped to develop an emphasis on education-related development.

The country-specializations of research centre activity are not closely matched to AusAID's priorities in relation to direct education support. In total 22 per cent of AusAID support goes to PNG, 17 per cent to Indonesia, 12 per cent to the Philippines, 7 per cent to Afghanistan and 6 per cent to Bangladesh. Another 17 per cent plus goes to destinations in the Pacific. As was noted in section 2 in relation to research, expertise on Indonesia appears more broadly spread than is the case in relation to the other AusAID priority countries. As was also noted in Section 2, centre focus on PNG is surprisingly under-developed, outside a few locations such as ANU and James Cook University. With the outstanding exception of ANU, the incidence of deep expertise on the Pacific is probably no better than in New Zealand universities. There is not much Australian research specific to the Philippines or Bangladesh. There appears to be growing interest in Afghanistan, possibly because the availability of international project monies has increased in the last decade.

The development orientation in Australian universities in part is competing with a strategic and economic focus on Asia as the world's leading economic zone and the site of a rapid shift in the global balance of power. As noted in Section 2.11, China, which is outside AusAID's ambit, is absorbing increasing attention. In addition research on Japan continues to figure strongly in the work of some universities.

Despite this caveat, there are important concentrations of expertise that could become sites of more activity in relation to education for development. The ANU College of Asia and the Pacific is very impressive: 222 staff are currently listed as affiliated to the College and many are global experts on some aspect of Asia. ANU's research partnership with Columbia University in relation to work on Asia, which has multiple dimensions, is a sign of ANU's global role in this area. To quote the Centre website, 'Members of the College research in areas ranging from public policy, climate change, linguistics, archaeology to defence studies and international relations.' Much

but not all of the work is development-focused, and the country coverage is excellent (a new Mongolia centre was opened recently). The College includes the Crawford School of Public Policy; the School of Culture, History and Language; the School of International, Political and Strategic Studies; and the School of Regulation, Justice and Diplomacy. The College enrols a large number of doctoral students, including many from countries in the region. It encourages the close engagement of research professors and scholars in regional sites. To again quote the website:

> The College's Australian-based researchers engage in critical dialogue with scholars, thinkers and opinion-makers across the region. They thereby create knowledge which contributes to global understanding of Asia and the Pacific inform Australian and regional policy-makers generate new theoretical perspectives for analysing social, political, economic and cultural issues foster future generations of researchers through post-graduate training infuse undergraduate teaching with the excitement of first-hand experience and the discovery of ideas using the vernacular languages of the region. The College is committed to providing an intellectual climate based on unstinting support for scholarship, respect for diverse research methods, the demand for rigorous enquiry and the joy of discovery.

The Monash Asia Institute is the umbrella to a broad range of activity and has an excellent country reach. It is more focused on cultural themes than development themes, and there is little crossover into education for development, but it has a long history of research in relation to nations such as Indonesia and Cambodia. There are specific centres for South Asian Studies and South East Asian studies. The research program of the Australia-Asia-Pacific Institute at Curtin University includes a Centre for Human Rights education, which offers programs online, including a unit in 'Human rights and development'. The students carry out fieldwork projects with a research aspect. About one third of these projects are focused on developing country contexts. At the University of Adelaide, the Indo-Pacific Governance Research Centre focuses on governance and institutional reform. It draws on 42 associated staff from within the University, seven associates from elsewhere in Australia and three from abroad. One of its research strands is 'the political economy of new modes of aid governance, and the associated politics of institutional reform in the Indo-Pacific.'

Like the Adelaide group, the Murdoch University Asia Research Centre is primarily focused on policy, politics and governance, with an explicit emphasis on the link between politics, governance and development. Its research program has an established international presence in relation to studies of Southeast Asia and parts of East Asia. Its work has received significant support from AusAID, including a project conducted by a team of Centre members led by Emeritus Professor Richard Robison, on the political economy of aid effectiveness. The Cairns Institute at James Cook University, which has an emphasis on training as well as research, includes research strands in 'International Aid development' and 'education futures.' It has interests in PNG and the Pacific, as part of a larger emphasis on research in relation to development issues in the tropics, in which a focus on indigenous people in Australia has been joined to work on offshore sites. Like the Cairns Institute, the Alfred Deakin Research Institute at Deakin University is a broad shelter for a number of more focused research programs, mostly conducted by interdisciplinary teams, including Centre for Citizenship, Development and Human Rights; the Cultural Heritage Centre for Asia and the Pacific; and the International Development Research Group.

At the University of Wollongong, the work of researchers in the Centre for Asia Pacific Social Transformation Studies (CAPSTRANS) suggests one possible model

for the evolution of education for development activity. CAPSTRANS has been able to combine effectively the work of persons from the discipline of education with persons from development studies in other disciplines. The Centre undertakes interdisciplinary research on social, cultural, economic, political and historical transformations in the Asia Pacific region. It has its own director, Julia Martinez but is staffed by 24 research staff and also research students drawn from different faculties of the University. It has built a set of discrete research programs, partly overlapping with each other. These include 'Globalisation, Mobility and Development'—the largest strand, with nine associated staff—and 'International trade and economic integration in the Asia/Pacific region'. CAPSTRANS has built an active set of partners around its projects. These include the China World Research Network, the International Institute for Asian Studies (IIAS), the International Institute of Social History (IISG), the International Centre of Excellence in Asia-Pacific Studies, the National Higher Education Research Institute (IPPTN), University Sains Malaysia, and the Suez to Suva - ARC Asia Pacific Futures Research Network. A feature of CAPSTRANS is the capacity it has built in relation to education in the region. This is carried largely by the 'Globalisation, Mobility and Development' strand, many of whom are from the discipline of education.

If the right incentives were provided, at least some Asia-Pacific centres, institutes or consortia that are currently not focused on education for development as a discrete strand of activity, could develop a research emphasis on education for development, whether or not researchers from the field of education were involved. Perhaps it is easier to turn strong area studies specialists into persons focused on research on education in developing countries (especially if they have the relevant languages), than turn education researchers without a strong area studies background into experts on development contexts. In part this is because all else equal, the intellectual culture is likely to be stronger and more broadly distributed in a successful Asia-Pacific research centre than in a successful school of education; in part it is because contextual knowledge in depth is an essential prerequisite of all research in development sites, and most education schools do not have an endogenous focus on off-shore sites, even though many such schools educate doctoral students from Asia-Pacific who could assist in developing such focus and capacity.

Perhaps the optimum solution is evolution of a strand of work on education for development within an Asia-Pacific focused centre or centres, that both builds that education focus on the basis of prior capacity and draws on researchers from the field of education, as at the University of Wollongong.

4.4 University consultancy activity in education for development

Appendix 6 provides examples of both group and individual consultancy activity in higher education. This includes both Asia-Pacific focused work not directly related to education, and work specific to education for development. Appendix 6 also indicates a broad range of activities, ranging from work to or on behalf of the Australian government (often through AusAID); work for foreign governments and regional inter-governmental organizations; work through the medium of international organizations such as the World Bank, UNESCO, UNICEF and APEC; and work through non-government organizations such as Plan or World Vision.

Much of the activity reported in Appendix 6 takes the form of single projects, but there are also instances of a family of interlocked and serial projects that together add

up to a substantial program of research, consultancy advice and/or training, such as Professor Patrick Griffin's projects in Vietnam, and the contributions of the University of New England to teacher training in Bhutan.

4.5 An individual university researcher in Education

In addition to compiling lists and summaries of research activity across Australian universities, another way to explore the capacity and potential of education for development research is by considering the work of a single individual. Though every individual case is somewhat different, using a holistic biographical method allows us to explore the different interacting factors that shape research capacity.

Professor Anthony Welch of the Faculty of Education at the University of Sydney specialises in national and international policy and practice, principally in education, and cross-cultural analysis and research. He has experience in many countries, including in the Asia-Pacific region, and has published widely, contributing research analyses on cross-cultural interactions; rural education, comparative research methods in education; and practical reform affecting multiculturalism, indigenous minorities, international students, higher education reform, the internationalisation of higher education in the Asia Pacific, and changes to the academic profession. Much but not all of his work is in relation to developing countries. Within comparative and international education, where he is one of the world disciplinary leaders, he tends to focus primarily on higher education. His recent projects and writing have largely focused on Asia-Pacific countries. He has strong strands of work in relation to China, Vietnam, Afghanistan and Indonesia. Professor Welch has developed a broad range of international contacts with the OECD, UNDP, UNESCO, World Bank, ADB, CEDEFOP (Europe), BIBB (Germany), IREDU (France), the Fulbright Commission, and the Carnegie Foundation for the Advancement of Teaching (CFAT). He has consulted to governments in Australia, Japan, Vietnam, Korea, Afghanistan, as well as in Europe, principally in the area of higher education reform.

His most recent two books are *Higher Education in Southeast Asia. Blurring borders, Changing Balance* (2011) and *ASEAN Industries and the Challenge from China* (2011). Looking at his academic publications between 2007 and 2012, both sole authored and jointly authored, of the total of 48 books, chapters and articles, 31 (64.6 per cent) are focused on Asia-Pacific and 20 (41.7 per cent) are partly or wholly focused on developing countries where education receives AusAID support; that is, publications containing his research on Indonesia, Vietnam or ASEAN as a whole.

Like many other academic researchers who work on development issues Professor Welch carries out consultancy projects. For example, in a project on 'Costs and Financing of Higher Education in Dynamic Asia' (Asian Development Bank) he is looking at costs and financing issues of higher education in Asia, with a focus on South East Asia. The analysis includes comparison of public and private higher education proportions in different states of SE Asia, transparency issues, the contribution of higher education to national innovation systems, the costs of brain drain / circulation, the relative costs of public and private higher education, both domestically and internationally, costs and finance of religious higher education systems, and student loans schemes. Of his eight current doctoral supervisions, one is in a developing country site: 'Extending girls education in Afghanistan'.

Professor Welch is able to carry a broad range of activities and has built up an impressive capacity in education for development issues, within a broader research practice that extends also to work on China, Europe and in Australia itself. He is typical of other senior researchers in the field in that he is widely sought after by national and international organizations and has many opportunities for funded support. However, his faculty of education cannot provide him with much in the way of infrastructure funding—even though he delivers research and consultancy income—and he lacks a significant coterie of middle and junior researchers to lead and mentor because there are insufficient funds to support them. Like many of his colleagues he operates largely on an individual basis, not out of choice but out of necessity, and when he leaves his present position his expertise and capacity to generate projects, funding and research publications will leave with him.

4.6 Non-university research centres and consortia

A small group of non-university organizations plays a significant role in education for development research and consultancy. Appendix 6 provides more detail on them.

The Australian Council for Educational Research (ACER)

ACER is engaged in significant collaborative work with Ministries of Education in India and Indonesia, among other countries. ACER is the principal partner in the consortium responsible for the OECD Programme for International Student Assessment (PISA), is the International Study Centre responsible for the IEA International Civic and Citizenship Education Study (ICCS) and jointly conducts the IEA Teacher Education Development Study (TEDS) with Michigan State University. While work in developing countries is by no means ACER's primary orientation it has a major presence in education for development work.

International projects being undertaken by ACER include activity in Colombia, India, Mexico, Brunei, Botswana, Indonesia (several projects), and seven Pacific countries. Much of the work involves test development and/or assessment standards. One project is looking at financing technical and vocational education and training (TVET) in the Pacific. The research study is producing a comprehensive empirical analysis of the existing systems for financing TVET in Vanuatu, Samoa, Papua New Guinea (PNG), Solomon Islands, Kiribati, Tonga and Fiji. ACER is affiliated with a number of multilateral organisations that are active in education for development, several of which are associated with UNESCO.

National Centre for Vocational Education Research (NCVER)

NCVER has long standing links with organisations and networks throughout the Asia Pacific region and has worked closely with UNESCO, the ILO and other partners to improve skill development outcomes for countries in the region.

APEC EDNET

The Asia-Pacific Economic Cooperation (APEC) undertakes a variety of research-based initiatives. Education activities are primarily carried out through the Education Network (EDNET), established in 1992 by education ministers from 14 APEC member economies and part of APEC's Human Resources Development Working Group. The goal of the APEC's education activities is to foster strong learning systems across APEC member economies, education for all, and the role of education in promoting social, individual, economic and sustainable development. EDNET

priority areas include Career and Technical Education, Mathematics Education, Teacher Quality, Science Education, Higher Education, Learning Each Other's Languages, ICT in Education, Cooperation in Education, Lesson Study, Turnaround Schools.

4.7 Journal publishing

The Terms of Reference for the present project refer to the number and reach of *Australian* journals dedicated to Asia-Pacific studies. The international nature of academic work means that nation of origins is not important. One journal is published in Australia. The Australian and New Zealand Comparative and International Education Society (ANZCIES) produces *Comparative Perspectives*, an international scholarly journal in comparative and international education. It reports on primary, secondary, tertiary, and life-long education, and issues related to educational policy, planning, and practice. However, for the most part Australian academics in this field send their best work not confined to monographs to journals edited outside Australia.

In order to make an indicative assessment of the number and focus of publications in education in a development context authored or co-authored by those working for Australian universities and research institutions we coded and analysed five years of publications from a selection of academic journals published by Thompson Reuters (these journals, unlike those published by Elsevier and Taylor and Francis, allow article searches by the country of authors' university or host institution).

Table 1: Articles authored or co-authored by Australian academics, 2007–2012, and number and proportion of those on education for development, by journal.

Journal	Number of articles with Australian authors	Number of articles relevant to education for development	Relevant articles as proportion of total (%)
Asia Pacific Journal of Education	29	24	83
Asia Pacific Viewpoint	48	4	8
Asia-Pacific Journal of Teacher Education	109	7	6
British Educational Research Journal	17	0	0
Bulletin of Indonesian Economic Studies	67	2	3
Comparative Education	14	7	50
Educational Research	10	1	10
Educational Review	11	2	18
Educational Researcher	3	0	0
Higher Education	78	12	15
Int. Journal of Educational Development	18	14	78
Oxford Review of Education	14	1	7
Review of Educational Research	6	0	0
Studies in Continuing Education	60	0	0
World Development	34	4	12
British Journal of Educational Studies	11	1	9
Comparative Education Review	6	3	50
TOTAL	535	82	15

Table 1 indicates the number of Australian academics contributing to these journals over the five-year period, and the number of those articles which were on education for development-related topics (82). These articles are summarized in Appendix 8.

The abstracts of articles by Australian authors were coded for country or region of research focus, educational sector of interest and broad topic area. Country and sector findings are presented in Table 2.

Table 2: Distribution of countries studied in journal articles by Australian authors in the journals in the table above, 2007–2012.

Country / region	Times cited
Asia and Asia-Pacific	10
Bangladesh	1
Bhutan	1
Cambodia and Lao PDR	1
Caribbean	1
China	11
China and Vietnam	1
Fiji	1
Global / Globalized world	5
Hong Kong SAR	3
India	1
Indonesia	6
Japan	5
Kingdom of Saudi Arabia	1
Malaysia	2
Mauritius	1
Mexico	1
New Zealand	1
Nigeria	1
Oceania	3
Philippines	2
PNG	1
R South Africa	4
Singapore	6
Singapore and Hong Kong	1
Taiwan	1
Thailand	1
Third World	1
Timor-Leste	1
Western nations (International students)	8

The above table shows that while there were six articles on Indonesia there were few articles published in relation to three of the countries of high priority in the AusAID program: Papua New Guinea (1), Bangladesh (1) and the Philippines (2). More was published on China, Singapore and Hong Kong SAR than on those countries.

To further investigate the extent to which academic publications align with AusAID's priority areas, we coded the articles against countries of interest. Of the articles above, those that were not on a specific country or countries were discarded, leaving 59

articles. The countries on which the remaining articles were focused were then cross-tabulated against AusAID's priority country list. A total of 21 articles were on AusAID priority countries, while 57 articles were on countries not on AusAID's priority list (total is greater than 59 due to multiple countries featuring in articles).

Table 3: Number of surveyed articles on AusAID priority countries.

Country	No. of Articles
Afghanistan	0
Bangladesh	1
Burma	0
Fiji	2
Indonesia	8
Iraq	0
Kiribati	0
Lao PDR	2
Nauru	0
Nepal	0
Pakistan	0
Palestinian Territories	0
Philippines	2
PNG	2
Samoa	0
Solomon Islands	1
Sri Lanka	0
Timor-Leste	1
Tonga	0
Tuvalu	0
Vanuatu	2
Total AusAID countries	*21*
Other countries	**57**

Table 4 shows that school education (K-12), higher education and education policy were the main topics of interest for Australian academics writing on education in a development context.

Table 4: Educational sectors studied in the journals in Table 3

Sector of interest	Times cited
Adult education	1
Education - general	20
Higher Education	27
K12	22
Preschool	1
Primary education	2
Secondary education	3
Teacher training	3
Vocational and technical education	4

A broad-brush approach was taken to coding for topic investigated in the articles. In the table that follows, 'Policy' refers to both university and national policy issues;

'Research practice and methodology' refers to articles on approaches to research, and 'Theory' refers to articles about theoretical frameworks in fieldwork. These topics are in keeping with the sectors indicated above.

Table 5: Issue coverage in journal articles in Table 2.

Topic of interest	Times cited
Academic workforce	3
Aid	7
Assessment and curriculum	6
Emigration	1
Equity and fairness	4
ICT	3
International students	11
Language learning	4
Policy	22
Population studies	1
Quality assurance	1
Research practice and methodology	4
Rurality	1
Teachers	6
Theory	8
Work transition	1

A journal collection does not constitute a complete set of relevant publications on education for development. In addition to PhD and other research student theses (below), monographs in the form of books and reports, and consultancy reports, also include important information. Books and some reports are publicly available but are not included in the principal databases of scholarly publications. Searching this material would have taken longer than the project timetable allowed.

4.8 Data-bases

It is likely that AusAID itself holds the only comprehensive database in Australia that is relevant to education for development. There are data bases in overlapping areas, such as international education, and the collections of centres and institutes focused on area and country studies.

4.9 Postgraduate and HDR research

There is significant activity in education for development at the postgraduate research level. Unfortunately, postgraduate research places ('Research Training Places') are not allocated in a way that makes collecting information about students' individual research projects possible. Places are not reported by universities against narrow field of study, and some students may choose not to make their research public. Similarly, scholarships tend to be allocated on the basis of students' past performance (merit) rather than the nature or quality of the proposed studies.

Scholarships are relevant to the topic of the research in two senses: where they support research related to education for development or education in developing

country contexts; and where the scholarship itself is a component of Australia's foreign aid, and part of the research capacity of Australian universities.

Among the scholarship schemes located in the course of this research were those of AusAID; the International Postgraduate Research Scholarship (IPRS); the John Allwright Fellowship (ACIAR) in science; scholarships of the government of Vietnam; Directorate General of Higher Education (DIKTI) Indonesian scholarships.

While not all AusAID scholarships are for research degrees, the map of AusAID scholarships by university of study shows that, as we would expect, the scholarships tend to 'clump' in the research strong universities. Appendix 9 provides full details of scholarships by country of student origin and host university for each of the years 2010 to 2011. Table A9.3 lists the incidences of six or more scholarships from one country, by host university. In 2011, the largest number of scholarship holders were enrolled at the University of Melbourne (222), Queensland (220), Australian National University (185), Sydney (128) and Flinders (120). Table 6 indicates that Go8 universities house the majority of scholarship holders.

Table 6: Number of AusAID scholarships by type of institution, 2010 and 2011

Institution type	2010	2011
Group of Eight	802	1040
Australian Technology Network	168	190
Innovative Research Universities	225	311
Other higher education	219	301
Vocational Education and Training	32	55
Other	1	2
TOTAL	1447	1899

None of the scholarship schemes provides scholarships exclusively for research in relation to education for development. Universities also award internal scholarships, but again, these are generally not tied to specific areas of study. One scholarship of interest, however, is the Kate McPherson Scholarship in Education at The University of Tasmania. This scholarship is to encourage female graduates of the University of the South Pacific to pursue postgraduate studies in Education at Tasmania.[4]

The CSHE did not locate any grants or incentive schemes for early-career researchers in education for development.

Although there is no central database of research projects for postgraduate higher degrees, the National Library of Australia keeps records of theses in its Trove collection. These records constitute one means of understanding fields of research at the postgraduate level. It is not mandatory for graduates to submit their theses to Trove, so the collection is not exhaustive. Further, the search functionality for the collection is poor. However, the collection is useful in providing indicative information about thesis research. In Appendix 10 we list a selection of thesis details drawn from Trove. These details include title, author and institution of the research, as well as the degree for which it was awarded, and a summary and/or key words where available. Table 7 below provides a summary of theses on the basis of country of

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[4] Kate McPherson Scholarship In Education webpage:
http://www.studentcentre.utas.edu.au/scholarships/AwardDetails.aspx?AwardId=2224

coverage and topic area / relevant sector of education. The theses listed in Appendix 10 were coded for country focus and educational sector. Those countries that are high AusAID priorities are starred (*). Nine of the 27 theses were about these countries.

Table 7: HDR theses sampled by country focus and education sector

Country	Education sector	Number of theses
Aust. (migrant)	K-12	1
Bangladesh*	Secondary	1
Hong Kong	Adult Education	1
India	K-12	1
Indonesia*	K-12	1
Jordan	K-12	1
Jordan	HE	1
Malaysia	HE	1
Nepal*	K-12	1
Oman	HE	1
Pakistan*	K-12	1
PNG*	Basic	1
PNG*	K-12	3
Singapore	K-12	1
Singapore	Secondary	1
Singapore	VET	3
Sri Lanka*	K-12	1
Thailand	K-12	1
Thailand	HE	2
Thailand	K-12	2
Vietnam	HE	1

4.10 Australian Research Council projects

As noted, most of the research in Australian universities relevant to education for development that is of medium term duration is funded by the Australian Research Council (ARC). To examine the prevalence of ARC funded projects in education for development, as well as related areas relevant to AusAID's work, a ten-year record of ARC research grants was coded. The record set, available from the ARC at www.arc.gov.au/general/searchable_data.htm , extends back to 2001 and contains records for over 12,000 projects.

Projects of particular interest that were identified in this search are contained in Appendix 11. After removing projects from areas of study unlikely to contain projects of interest, the remaining projects were sorted manually. (Along with this report a larger database of 330 projects, which may assist AusAID in relation to the planning of development work in the region, has been supplied as an xls document). The tables below provide a summary of these ARC research projects on the basis of country of coverage and topic area, including relevant sector of education.

For Table 8 below, the contents of 332 ARC projects were cross-tabulated against AusAID's highest priority countries, in terms of volume of aid for education-related purposes. A total of 91 projects were on topics related to AusAID priority countries, while 258 were *not* focused on countries on AusAID's priority list (note, however, that some projects did not have an identifiable geographic focus).

Table 8: Selected Australian Research Council-funded research projects in relation to nations that are high priorities for AusAID support for educational purposes

Country	No. of Grants
Afghanistan	5
Bangladesh	0
Burma	3
Fiji	3
Indonesia	40
Iraq	2
Kiribati	0
Laos	0
Nauru	1
Nepal	0
Pakistan	1
Palestinian Territories	0
Philippines	3
PNG	5
Samoa	0
Solomon Islands	9
Sri Lanka	2
Timor-Leste	13
Tonga	2
Tuvalu	0
Vanuatu	2
Total AusAID priority countries	*91*
Other countries	**258**

It is again evident that area studies funded by the ARC do not align closely with the focuses of AusAID. This is more clearly apparent in Table 9, for which the total funding over the life of each grant for the 332 ARC projects were cross-tabulated against AusAID's priority country list. Where more than one country of interest was included in a single grant, the total of that grant was divided between each country. Total funding attached to grants for research on AusAID countries of greatest interest are given below.

Table 9: Funding for selected Australian Research Council-funded
research projects in relation to nations that are high priorities for
AusAID support for educational purposes

Country	ARC grant funding ($)
Afghanistan	1,063,750
Bangladesh	0
Burma	779,648
Fiji	255,334
Indonesia	845,661
Iraq	8,300,885
Kiribati	387,388
Laos	0
Nauru	0
Nepal	63,773
Pakistan	0
Palestinian Territories	24,000
Philippines	0
PNG	271,998
Samoa	0
Solomon Islands	1,008,296
Sri Lanka	111,294
Timor-Leste	1,064,657
Tonga	239,000
Tuvalu	0
Vanuatu	268,000
total of above	*14,683,683*
other countries	63,094,131
	77,777,814

The funding levels attached to countries of interest indicate the impact of National
Research Priority Areas on ARC-funded projects. The 'Safeguarding Australia'
priority area is undoubtedly responsible for the very significant levels of funding for
projects focused on Iraq and Afghanistan.

Table 10 below provides data on ARC projects by both the relevant country or region
as well as the identified education sector or broad area of interest, for the 30 ARC
projects with a direct education focus. Most of these projects were concerned with
broad regional issues rather than one specific country. Indonesia and China were the
countries most frequently researched. It is noticeable that the countries, educational
sectors and issues addressed by the ARC-funded projects are less specific and targeted
that is the case in relation to journal articles and doctoral theses as discussed above.

Table 10: Selected Australian Research Council-funded projects with a direct education focus, by country/region and educational sector/issue

Country/region	Educational sector or issue
Afghanistan	• Peace building
Asian region	• Aid • Australian teacher migration • Colombo Plan • Cross-sector • Higher education • Human capital formulation • Peace building • Science
Australia - International comparison	• Education policy discourse • Rural and remote education • Social identity • Teacher education • Trade in education
China	• Academic skilled migration • International students • K-12 • Youth
Fiji, Tonga, Vanuatu	• Education systems
Indonesia	• Aid • Cross-sector • Literacy • Youth
PNG & Solomon Islands	• K-12
Timor Leste	• Adult education
Unspecified	• Cross-sector • Higher education • Information and communications

Again we find that the fit between AusAID's aid priorities by country, and the country map of these ARC research projects, is not very strong. AusAID's leading priorities in aid for education, in order of importance, are PNG (23 per cent), Indonesia (17 per cent), the Philippines (12 per cent), Afghanistan (7 per cent), and Bangladesh (6 per cent). Various Pacific nations together make up another 17 per cent. Of the 332 ARC projects coded for Appendix 11, 91 (27.4 per cent) related to countries on AusAID's list. Only the importance given to Indonesia (40 articles, 12.0 per cent of all 332 projects and 44.0 per cent of this group of 91 projects) appears to roughly match AusAID priorities. There were nine research projects in relation to the Solomon Islands (2.7 per cent) and 13 (3.9 per cent) in relation to Timor Leste but only five in relation to PNG (a miniscule 1.5 per cent of the total of all research projects) despite its key importance in the national aid effort, and seven for the whole of the rest of the Pacific. The Philippines was served by three research projects and Bangladesh by none. When the funding of these ARC projects is examined (it totalled $77.8 million), it emerges that 18.9 per cent of all monies for international projects was focused on countries on the AusAID list. Many of the 40 projects with a connection to Indonesia were not solely focused on Indonesia: once this is taken into account, it is found that only 1.3 per cent of all monies went to research on Indonesia.

However, just two projects in relation to Iraq, funded with $8.3 million, constituted 10.7 per cent of the total ARC project monies.

4.11 Conferences and conference papers

The relevant academic conferences and forums are held both regularly or on an ad hoc basis (often with funding from the Asia Pacific Futures Network funding through the Australian Research Council). Relevant conferences are listed in Appendix 12

The annual Australian and New Zealand Comparative and International Education Society (ANZCIES) Conference is a significant source of conference papers pertaining to education for development and these provide another means of assessing the coverage and balance of research. Appendix 13 lists relevant conference papers from the 2007-2009 and 2011 ANZCIES conferences (2010's conference papers were unavailable to CSHE). We thank ANZCIES for assisting our inquiries.

Table 11: Countries featuring in ANZCIES Conference papers 2007-2009 and 2011 (AusAID priority countries are starred*)

Country	No. of papers
Africa	1
Asia	4
Australia	16
Bougainville	1
Brazil	1
Cambodia	1
Canada	4
Central America	1
Cuba	2
England	1
Ethiopia	1
Europe	1
France	2
Indonesia*	2
Iran	2
Japan	7
Kenya	1
Korea	4
KSA and UAE	1
Malawi	1
Malaysia	1
Non-specific	62
New Zealand	4
Pacific	4
PNG*	5
Samoa*	2
Solomon Islands*	3
Taiwan	3
Talanoa	1
Tanzania	1
Thailand	5
Timor Leste*	3
Tonga*	1
UK and USA	1
Venezuela	1
Vietnam	2

Of the 152 ANZCIES papers in Table 11, 90 were associated with a country, 16 with Australia. The data in Table 11 largely confirm the previous patterns in Section 4, in that the countries that are priorities for AusAID support in relation to the development of education play a minor role in the research in the field. The exception is the Pacific nations which constituted ten conference papers (11.1 per cent). A slight difference from the pattern of activity in relation to journal articles and ARC funded research is that work on PNG (five papers) was more frequent than work on Indonesia (only two papers). There were no papers on education in the Philippines or Bangladesh.

Table 12: Distribution of educational sectors/fields featuring in
ANZCIES Conference papers 2007-2009 and 2011

Sector of interest	No. of papers
Early childhood	2
Basic education	2
Primary education	4
K-12	32
Secondary education	7
Higher education	25
Distance education	1
Non-specific	68
Science education	2
Special education	2
Teacher education	3
VET	1
Adult education	3

Table 12 provides a breakdown of the ANZCIES conference papers by sector of education. The largest number (32, 37.6 per cent of those papers specific to an education sector) related to K-12 schooling, with a further 13 (15.5 per cent) relating to different levels of schooling. A second large group of 25 (30.9 per cent) related to higher education. There was only one paper specific to VET and three on adult education, with two on early childhood education.

4.12 Concluding remarks about research on education for development and Australia's aid priorities

In sum, in relation to Australia's aid priorities, the overall patterns of research exhibit two main features.

- The information available to us in relation to consultancy activity suggests that as might be expected, the activities and priorities of AusAID, and to a lesser extent international organizations and foreign governments, closely shape the pattern of activity.
- The patterns of academic research outside consultancy are quite distinct from those related to consultancy. With the partial exception of Indonesia and some Pacific countries, those countries which are highest priority for Australia's educational aid do not figure much in grant-funded research and academic publications.

This indicates that there is likely to be a poor fit between on one hand academic interest and capacity as conventionally measured; and on the other hand Australia's

aid effort. It may also indicate a tendency for consultants to under-publish their research, whether because much of it is project-oriented and does not involve substantial data gathering or literature review, or because of restrictions on publication in contracts, or because of lack of time to support publishing activity. The result is that much of the extensive consultancy work is not feeding into the longer-term collective accumulation of knowledge in education for development.

This suggests that strategies for lifting Australia's knowledge base in relation to education for development should focus on ways of more successfully synergizing the development of on one hand academic knowledge and academic capacity, on the other hand the funding capacity of AusAID and other agencies. Funded projects should include a knowledge dissemination function and whenever possible, contribute to the build-up of common expertise in relation to education in the countries concerned.

5. Thanks

We sincerely thank all of the people who responded to our insistent requests for information, in most cases in a short time frame. Those who contributed information used in relation to this report are listed in Appendix 3.

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(Professor) Simon Marginson

(Dr.) Emmaline Bexley

Melbourne, 20 August 2012

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http://aciar.gov.au/ResearchPrograms

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www.arc.gov.au/general/searchable_data.htm

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University of Sydney, Faculty of Education & Social Work:
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University of Sydney, Master of Development Studies:
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Appendix 1.
Project Terms of Reference

BASELINE STUDY OF EDUCATION FOR DEVELOPMENT

1. **BACKGROUND**

1.1   The Australian Government's aid policy *An Effective Aid Program for Australia*, released in 2011, commits to a significant scaling-up of Australia's aid program; reaching 0.5 per cent of Gross National Income by 2015-16. The policy identifies education as the flagship sector of Australia's aid program, in recognition of the role that education plays as an enabler of development and in helping people to escape poverty.

1.2   As part of the scale-up of the Australian aid program, the Government has committed to developing deeper research partnerships with Australian universities and research institutions. Currently, the evidence base and skills in education for development within the Asia Pacific region are limited. While Australia has considerable expertise in educational and international development research, there is currently limited collaboration across the two fields and AusAID struggles to find suitably qualified and experienced people to employ as education specialists.

2. **OBJECTIVES OF THE RESEARCH PROJECT**

2.1   AusAID wishes to procure a study of the current capacity within the Australian higher education sector to contribute to the evidence base and to develop the skills of development practitioners and researchers within the region in the area of education for development policy and practice.

2.2   The purpose of the study will be to provide a baseline analysis of the current status of engagement of Australian universities and research institutions in international development issues that are relevant to Australia's growing investment in aid for education. The paper will be used to inform AusAID's approach to strengthening the quality, quantity, and use of educational research, study and training in the aid program.

3. **SERVICES**

3.1   The baseline study will be presented in a paper that assesses:

(a)   the current capacity within Australian universities and research institutions to contribute to leading edge, multi-disciplinary and policy relevant research and analysis, knowledge dissemination, training and professional development in education for development; and

(b)   the extent that Australian universities and research institutions have active partnerships with Asia-Pacific institutions, or partnerships/linkages with international institutions (eg World Bank, East-West Center, Centre for Global Development, UNESCO Institute of Statistics, etc).

3.2   The paper should include, where data permit:

(a) A succinct summary of:

    i.   the levels of appointment of specialists in education for development within Australian universities and research institutions (eg Chair, Associate Professorship etc);

    ii.   the levels and types of programs for education for development within Australian universities and research institutions;

    iii.   the quantity of policy relevant research in education for development, particularly in the Asia-Pacific region; and its categorisation according to whether it is discipline-based or multi-disciplinary;

    iv.   available evidence of the impact of Australian research on theory, policy or practice in the field of education for development (if accessible);

    v.   conferences and forums hosted or supported by Australian universities and research institutions which facilitate strategic engagement between researchers, policy makers and practitioners about enduring problems in education in the Asia-Pacific;

    vi.   collaboration and linkages between Australian universities and research institutions and leading international institutions on education sector issues; and

    vii.   centres or research consortia specialising in Asia-Pacific development studies, including education and related disciplines.

(b) For each of the above, consideration of the strengths and weaknesses of:

    i.   the geographic coverage of the work undertaken by Australian universities and research institutions and the extent to which it reflects the geographic priorities and focus of Australia's aid for education;

    ii.   the sub-sectoral coverage of the work undertaken by Australian universities and research institutions (early childhood, primary, secondary, technical and vocational training, and higher education)

(c) Data that would be expected to form part of the research is listed in 3.4.

3.3   The baseline study should include, where possible, **data for the following activities within the past five years**:

(a)   **Teaching and Learning capacity**

    – Postgraduate programs/units offered by Australian universities in the field of education for development

    – Number of students enrolled in and graduating from Masters predominantly focused on education for development in Australia

    – Number of students enrolled in and graduating from PhD programs focused on education in a development context in Australia

    – Institutions offering professional development programs in education in the development context

    – Number of professional development programs in education for development for a) clients from developing countries; and b) for Australian workers in development

- Number of courses in the use of research and evidence in policy development for a) clients from developing countries; and b) for Australian workers in development
- Number of people undertaking executive programs in education for development

(b)   **Research capacity**

- Number and reach of Australian journals dedicated to Asia-Pacific studies, including education and related disciplines
- Number and focus of publications in education in a development context authored or co-authored by those working for Australian universities and research institutions (eg academic journals, peer reviewed articles), and
- how research outputs were communicated to policy makers and other relevant stakeholders
- Number of scholarships offered by Australian universities in education for development or related disciplines
- Number of research training courses offered for Australian and overseas candidates (including training and use of research for policy)
- Number of incentive schemes in Australian universities to attract new/early researchers in education for development fellowships
- Specific data sets developed by the Australian university and research sector that contribute to global knowledge about the education sector in the Asia-Pacific
- Balance in education for development research between short term projects focussed on a single research question and longer term programs of research which address an identified theme or issue
- Number and value of ARC grants won on topics in education and development
- Number and level of academic staff participating in research for development and their general age profile

Appendix 2.
Research methods used to inquire into education for development courses

For the purposes of this project the CSHE wrote to all Australian universities with education schools of faculties, listed below. Those asterisked and in bold participated actively in the present study (via email and telephone correspondence, or through participation in an online questionnaire), while the remaining were investigated via desktop research.

- **Australian Catholic University***
- Avondale College
- Ballarat University
- **Central Queensland University***
- Charles Darwin University
- **Charles Sturt University***
- Curtin University
- **Deakin University***
- **Edith Cowan University***
- **Flinders University***
- **Griffith University***
- **James Cook University***
- La Trobe University
- Macquarie University
- **Monash University***
- Murdoch University
- Queensland University of Technology
- RMIT University
- **Southern Cross University***
- The Notre Dame University
- **The University of Adelaide***
- **The University of Melbourne***
- **The University of Newcastle***
- The University of New England
- **The University of New South Wales***
- **The University of Queensland***
- **The University of Sydney***
- **The University of Western Australia***
- **University of Canberra***
- **University of South Australia***
- University of Southern Queensland
- **University of Tasmania***
- **University of the Sunshine Coast***
- University of Western Sydney
- Victoria University
- Wollongong University

In addition the CSHE conducted phone inquiries and a web search to identify programs in education for development offered outside schools and faculties of education. Taken together with the responses of education schools and faculties, supplemented by other means, this composite list of programs outside education schools and faculties was developed (again, those asterisked participated actively, while others were researched online):

University, Department	Courses
Australian National University Crawford School of Economics and Government	Graduate Certificate in International and Development Economics
	Graduate Diploma in International and Development Economics
	Master of International and Development Economics
	Graduate Certificate in Environmental Management and Development
	Graduate Diploma in Environmental Management and Development
	Master of Environmental Management and Development
	Master of Public Policy (Development Policy)
Australian National University School of Archaeology and Anthropology	BA (Development Studies)
	Master of Applied Anthropology and Participatory Development
	Master of Applied Anthropology and Participatory Development (Conflict and Development)
	Master of Applied Anthropology and Participatory Development (Gender and Development)
	Master of Applied Anthropology and Participatory Development (Indigenous Policy)
Avondale College Faculty of Arts	BA (International Development Studies)
Curtin University* Centre for International Health	Graduate Certificate in International Health
	Postgraduate Diploma in International Health
	Master of International Health (Professional Masters)

University, Department	Courses
Deakin University* School of International and Political Studies	BA (International Studies)
	Graduate Certificate in International and Community Development
	Graduate Diploma in International and Community Development
	Master of International and Community Development
Flinders University Centre for Development Studies	BA (Development Studies)
	Graduate Certificate in International Development
	Graduate Diploma in International Development
	MA (International Development)
	Graduate Certificate in Gender Mainstreaming Policy and Analysis
Flinders University Department of Public Health	Master of Health and International Development
Flinders University Gender Consortium	Graduate Certificate in Gender Mainstreaming Policy and Analysis
International Water Centre Offered through **Griffith University, Monash University, University of Queensland, University of Western Australia**	Graduate Certificate in Integrated Water Management
	Graduate Diploma in Integrated Water Management
	Master of Integrated Water Management
James Cook University*	Master of Development Practice
La Trobe University* School of Social Sciences	Bachelor of Development Studies
	Graduate Diploma in Development Studies
Macquarie University Department of Human Geography/Department of Anthropology	BA (Development Studies and Culture Change)
	Postgraduate Certificate in Development Studies and Culture Change
	Postgraduate Diploma in Development Studies and Culture Change
	Master of Development Studies and Culture Change
Monash University Epidemiology and Preventative Medicine Department	Graduate Diploma in International Health
	Master of International Health
	Master of Public Health – International Health Stream
Monash University Monash Asia Institute	Master of International Crisis Management
Monash University School of Geography and Environmental Science	Graduate Diploma in International Development and Environmental Analysis
	Masters of International Development and Environmental Analysis
Murdoch University* School of Arts, Social Sciences, Humanities and Asia Studies	BA, BSc in Sustainable Development
	Graduate Diploma in Development Studies
	Master of Arts in Development Studies
	Master of Arts in Community Development
	Master of Arts in Ecologically Sustainable Development
RMIT University School of Global Studies, Social Science and Planning	Graduate Certificate in International Development
	Graduate Diploma in International Development
	Master of Social Science (International Development)
The Newcastle University Faculty of Education and Faculty of the Arts	Master of Social Change and Development
	Master of Educational Studies (Comparative and International Education)
Southern Cross University School of Arts and Social Sciences	Graduate Certificate in Community Development (Emergency Management)
	Graduate Diploma in Community Development (Emergency Management)
	Master of Community Development (Emergency Management)
University of Adelaide* Faculty of Humanities and Social Sciences	Bachelor of Development Studies
University of Melbourne School of Social and Environmental Enquiry	BA (Development Studies)
	Graduate Certificate in Arts (Development Studies)
	Graduate Diploma in Arts (Development Studies)
	Postgraduate Certificate in Arts (Development Studies)
University of Newcastle Faculty of Education and Faculty of the Arts	Master of Social Change and Development
	Master of Educational Studies (Comparative and International Education)
University of Newcastle* School of Humanities and Social Science	Graduate Certificate in Social Change and Development
	Master of Social Change and Development
	Bachelor of Development Studies

University, Department	Courses
University of NSW* Faculty of Arts and Social Sciences	BA or BSocSc (Development Studies)
	BInSt (Development Studies)
	Graduate Certificate in Arts (Development Studies)
	Graduate Diploma in Arts (Development Studies)
	Master of Arts (Development Studies)
	Graduate Certificate in Social Development
	Graduate Diploma in Social Development
	Master of Social Development
University of NSW Faculty of Law	Master of Human Rights Law & Policy
	Graduate Diploma in Human Rights Law & Policy
University of NSW School of Public Health and Community Medicine	Masters of Public Health in International Health and Development
University of Queensland School of Political Science & International Studies	Bachelor of Social Science (Development)
	Graduate Certificate in Development Practice
	Graduate Diploma in Development Practice
	Master of Development Practice
	Master of Development Practice (Advanced)
University of Sydney* Department of Anthropology	Master of Development Studies
	Graduate Diploma in Development Studies
	Graduate Certificate in Development Studies
University of Sydney School of Public Health	Graduate Diploma in International Public Health
	Master of International Public Health
Victoria University * School of Social Sciences and Psychology	Bachelor of Arts (Community Development)
	Graduate Certificate in International Community Development
	Graduate Diploma in Asian International Community Development
	MA in International Community Development
Victoria University School of Communication and the Arts	Postgraduate programs in Communication and Public Relations:
	Graduate Certificate (6 months full time)
	Graduate Diploma (12 months full time)
	Masters (18 months full time)

For the purposes of this project, the Deans of all education school and faculties, and the heads of all departments offering development studies courses in the table above, were contacted and asked about:

- Names and contact details of academic staff who are specialists in education for development / education as a form of foreign development aid;
- What courses or programs in education for development were offered, including a brief description and/or weblink;
- The names of any centres or research consortia specialising in Asia-Pacific development studies, including (but not limited to) education and related disciplines, and including area studies with a focus on developing countries;
- Whether their school offered any professional development programs in education in the development context, for clients from developing countries and/or for Australian workers in development;
- If they were aware of any programs in the use of research and evidence in policy development for clients from developing countries and/or for Australian workers in development, and
- If they were aware of any executive programs in education for development.

Thirty-one responses were received. Most of those contacted did not offer specific programs in education for development, although many hosted units of study on the topic, albeit within larger courses. Most agreed that education for development is an important area, and indicated an interest in expanding, or establishing, offerings in the area.

From the list of relevant academic staff supplied by deans and heads of education and development, a second-level mailing list was derived. Where gaps were present, this list was expanded using web searches of non-responding institutions. These academic staff, numbering 45 across 17 institutions, were contacted by email and invited to take part in a

brief web survey. A web survey was used because it was thought to be simpler for participants to respond to than email correspondence. The survey asked participants:

- Are there any programs for education for development at your university, whether in a school of education or elsewhere in the institution? If so, what are the levels and types of these programs? How many students are in each program (approximately)?
- Do you supervise, or have you supervised, any PhD students whose research focused on education in a development/aid context?
- Are you aware of any scholarships offered by Australian universities or by other bodies that are aimed at students in education for development or related disciplines?
- Are you aware of any incentive schemes in Australian universities to attract new/early career researchers in education for development (such as fellowships, for example)?
- Are you aware of any centres or research consortia specialising in Asia-Pacific development studies, including (but not limited to) education and related disciplines, and including also area studies with a focus on developing countries?
- Are you aware of, or are you involved in, any collaborations and/or linkages between Australian universities and research institutions and leading international institutions on education sector issues?
- Are there any conferences and forums hosted or supported by Australian universities and research institutions that facilitate strategic engagement between researchers, policy makers and practitioners about enduring problems in education in the Asia-Pacific?
- Could you direct us to any specific data sets developed by the Australian university and research sector that contribute to global knowledge about the education sector in the Asia-Pacific region?
- In your opinion, what are the key scholarly journals in which to publish research about education for development?
- In the field of education for development, what do you think is the impact of Australian research on: a) theory, b) policy and c) practice? Are you aware of any evidence of this impact?

Participants were also asked about their level and area of appointment.

Of the 45 academics to whom the invitation was sent, eleven responded, from ten different universities. Answers provided generally related not just to the individual's own work but to that of her/his colleagues (a number of respondents stated explicitly that they were responding on behalf of colleagues who had also received the invitation).

These findings were supplemented by an extensive survey of the websites of non-responding institutions, as well as phone calls and further emails. After group messaging, surveying, desktop (web) research, phone calls and snowballing, the present project had some form of contact with a very substantial proportion of university units teaching in education for development.

Appendix 3.
Faculty and department leaders who took part in this study

This study drew on the input of a substantial number of faculty and departmental leaders and senior academics across the university sector:

Marie Emmitt, Executive Dean, Education, **Australian Catholic University**

Professor Helen Huntly, Dean, School of Education, **Central Queensland University**

Associate Professor Jaya Earnest, Associate Professor of International Health, Centre for International Health, **Curtin University**

Professor Matthew Clarke, Head of the School of Humanities and Social Sciences, Faculty of Arts and Education, **Deakin University**

Professor Lynne Cohen, Executive Dean, Faculty of Education and Arts, **Edith Cowan University**

Professor Robert Conway, Dean of Education, **Flinders University**

Professor Donna Pendergast, Head and Dean, School of Education and Professional Studies, **Griffith University**

Dr Kelsey Halbert, Lecturer, School of Education, **James Cook University**

Dr Surin Maisrikrod, Senior Lecturer - Political Science, Coordinator - Master of Social Science in Asia Pacific Governance and Development, School of Arts and Social Sciences, **James Cook University**

Professor Jeff Sayer, Professor of Conservation & Development Practice, Director of Master in Development Practice Programme, School of Earth and Environmental Sciences, **James Cook University**

Dr Michael Connors, Associate Professor, Master of International Development Convenor, School of Social Sciences, Faculty of Humanities and Social Sciences, **La Trobe University**

Professor John Loughran, Dean, Faculty of Education, **Monash University**

Dr Jane Hutchison, Academic Chair of Politics and International Studies, co-Chair of the Development Studies Program, School of Social Sciences and Humanities, **Murdoch University**

Dr Tania Aspland, Associate Dean (Learning and Teaching)-Professions, Professor and Head, School of Education, Faculty of the Professions, **The University of Adelaide**

Associate Professor Andrew Rosser,

Head, Discipline of Anthropology and Development Studies, and Deputy Director, Indo-Pacific Governance Research Centre, **The University of Adelaide**

Prof. Martin Hayden, Head, School of Education, **Southern Cross University**

Professor Fazal Rizvi, Professor in Global Studies in Education, Melbourne Graduate School of Education, **The University of Melbourne**

Associate Dean (Global Engagement)Dr Sarah Wright, Human Geography and Development Studies, School of Environmental and Life Sciences, **The University of Newcastle**

Associate Professor Lesley Harbon, Associate Dean International   Dean's Unit, Facu
and Social Work, **The University of Sydney**

Dr Robbie Peters,   Director of Deve
and Political Sciences, **The University of Sydney**

Helen Wildy, Faculty Dean, Faculty of Education, **The University of Western Australia**

Dr Sandra Heaney-Mustafa, Assistant Professor, Discipline Head Leadership, Learning and Development, Coordinator Post Graduate Courses, Faculty of Education, **University of Canberra**

Chris Davison, Professor of Education and Head of School, School of Education, **University of New South Wales**

Dr. Duncan McDuie-Ra, Senior Lecturer in Development Studies, School of Social Sciences, **University of New South Wales**

Dr Ravinder Sidhu, School of Education, **University of Queensland**

Professor Geraldine Castleton, Dean and Head of School of Education, Division of Education, Arts and Social Sciences, **University of South Australia**

Professor Ian Hay, The Dean, Faculty Of Education, **University of Tasmania**

Associate Professor Jaya Earnest, Director of Graduate Studies, Faculty of Health Sciences, **Curtin University**

Professor Komla Tsey, Tropical Leader for Social Sustainability, **James Cook University**

Dr Jane Hutchison, Senior Lecturer in Politics and International Studies, Social Sciences and Humanities, **Murdoch University**

Professor Martin Hayden, Head, School of Education, **Southern Cross University**

Professor Randy Stringer, Agricultural Science, **The University of Adelaide**

Professor Anu Rammohan, Professor, Economics, **The University of Western Australia**

Assistant Professor Sandra Heaney-Mustafa, The Australian Institute for Sustainable Communities, **University of Canberra**

Assistant Professor Philip Roberts, The Australian Institute for Sustainable Communities,**U niversity of Canberra**

Associate Professor Judy Gill, Division of Education, Arts and Social Sciences, **University of South Australia**

Dr Helen Hill, Senior Lecturer, School of Social Sciences and Psychology, **Victoria University**

Mr Peter Mc Guckian, Director of International Development, **Australian Council for Educational Research**

Appendix 4.
Courses in education for development and related areas at Australian universities

The section below details courses, programs and units in education for development and related issues offered at Australian universities. This information is based on correspondence with deans and heads of education schools and faculties, and heads development studies or like programs, as well as extensive desktop research (institutional websites), phone calls, emails a web-based survey.

Where possible, course descriptions provided are drawn directly from the program websites cited in parentheses.

A4.1 Education for development courses

Master of Education, specialist stream in Global Education, University of Tasmania

The University of Tasmania has a Global Education stream within the Master of Education program. The units are available for online study. The specialist stream units are:

- Teaching and Learning with a Global Perspective
- Education in the Asia-Pacific Region
- Global Citizenship and Education
- Global Education Pedagogies
- Issues in Global Education

As an example, the following is an extract from the description from the unit, "Education in the Asia-Pacific Region" (taken from cached page as no current page was available during web search):

> In this unit students will focus on education in the Asia-Pacific region through the lens of Global Education. This perspective will include a focus on current issues pertinent to the region, particularly those identified in the UN Millennium Development Goals. While the intention of the unit is to provide an opportunity to develop both general and specific knowledge and understandings related to the region, there will also be an opportunity to explore these in relation to school curricula, including the National Curriculum. Following a general overview of key aspects and issues, students will either focus on several educationally related issues in one particular country in the Asia-Pacific region, or select a particular issue and examine this issue cross-nationally in the region. Students will also have the opportunity to develop applications to their own teaching area as applicable.

Handbook description for Master of Education: http://www.utas.edu.au/education/study-with-us/postgraduate-coursework Correspondent, Ian Hay, U Tasmania)

Master of Education (International), University of Sydney

The University of Sydney offers a Master of Education (International) that is popular among international students, many from the Asia-Pacific region, who work in developing country contexts. Units of study in this program relevant to education for development are included in the section below, 'Units of Study', for they are also offered within other courses/programs.

(Handbook description: http://sydney.edu.au/courses/Master-of-Education-International-Education Correspondent, Lesley Harbon, Education, U Sydney)

Program offered in the Faculty of Education and Arts at Newcastle University

Master of Educational Studies specialisation in Comparative and International Education (CIE): This program currently offers two core courses (education systems, and CIE theories and methodologies), that Comparative and International Education Research Group (CIEGUN) group will be further developing and promoting for international Masters and Research Higher Degree students, including those from developing countries.

A4.2 Education for development units of study

Programs offered within the Faculty of Education and Social Work and Faculty of Arts and Social Sciences at The University of Sydney

Postgraduate programs in both education (Faculty of Education and Social Work) and development studies (Faculty of Arts and Social Sciences) offer units relevant to education for development. These include:

- Globalisation and Education
- International Policy Trends in Education
- Intercultural Education: Principles & Strategy
- Global Poverty, Social Policy and Education

The unit description for "Globalisation and Education," as an example, reads:

> Concepts of global integration and culture. Economic political and cultural dimensions of globalisation. Major interpretive approaches to globalisation. Major world trends in education assessed in light of globalisation. Globalisation of labour markets; marked forces in education; cross-cultural and trans-national trends in education provision; knowledge as a global construct; global organisations and agenda in education; emerging global and regional structures in education, students, educational professionals and knowledge workers in a globalising world. Investigation and report on a special study.

(Handbook description for the Master of Development Studies at: http://sydney.edu.au/courses/Master-of-Development-Studies Correspondent, Robbie Peters, Development Studies)

Programs offered in the Faculty of Education and Arts at Newcastle University
Master of Social Change and Development: The course is designed for "students who wish to pursue a career with government agencies, NGOs and private firms, with the knowledge and skills to understand the processes of social change and development and to improve their effectiveness as administrators, researchers, development planners, educators, or managers." (Program description: http://www.newcastle.edu.au/program/11233.html).

Education for Sustainable Futures, Faculty of Education James Cook University

This subject facilitates service learning in local and international communities and positions education in a community development role using frameworks of sustainability. As part of the subject students can undertake an International Service Learning experience in a developing community. For example, a group of 14 students is going to a village in Cambodia this year.

(Handbook description: https://secure.jcu.edu.au/app/studyfinder/?subject=ED4460 Correspondent, Kelsey Halbert)

Development and Education, School of Education Murdoch University

This unit examines education's role in fostering economic, social, and political development. In it, students analyse particular development outcomes, mechanisms and actors such as the World Bank and UNESCO. The unit also examines the limitations and contradictions of education for development. The unit is relevant for postgraduate or upper-level undergraduate students interested in education policy, globalisation or international development. It is also

an elective in the post-graduate certificate in international education. The unit can be taken within the Bachelor of Education and Graduate Diploma of Educations, as well as graduate programs in Policy Studies and Development Studies.

(Handbook description: http://print.handbook.murdoch.edu.au/units/detail.php?unit=EDU427&year=2012#EDU627)

A4.3 Study units touching on education for development issues

Rights and Development, Faculty of Humanities and Social Science, U Adelaide

The University of Adelaide does not have a dedicated course on education and development, however the Faculty of Humanities and Social Sciences provides an undergraduate Bachelor degree program in Development Studies. A new unit in this program, Rights and Development (to be taught for the first time in second semester, 2012), will look at issues to do with rights of access to basic education, among a range of other issues. Another course, Poverty and Social Development, also touches on issues to do with education.

(Handbook description: https://access.adelaide.edu.au/courses/details.asp?year=2012&course=104596+1+3220+0 Correspondent, Andrew Rosser, Anthropology, Adelaide)

Graduate Certificate and Masters courses in Social Change and Development, U Wollongong

This programme is designed to provide students with the knowledge and skills to understand the processes of social change and development, and to improve their problem solving skills and effectiveness as administrators, researchers, development planners, educators, or managers. The course combines theoretical perspectives with empirical studies and policy-oriented perspectives.

(Handbook description: http://www.uow.edu.au/handbook/yr2006/fac_PgArt.html)

A4.4 Ad hoc programs in education for development

In the Faculty of Education, Southern Cross University, education for development sessions are offered frequently, but not as part of the regular teaching program. They are conducted when funded by the WB, the ADB and AusAID (under the ALA scheme). Records are difficult to obtain because details are not routinely archived, except with the funding agencies. (Correspondent, Martin Hayden, Education, Sothern Cross University).

At Curtin, Jaya Earnest (Health Science) delivers guest lectures in the education, human rights and development studies programmes.

The University of Tasmania has had a program of sending pre-service teachers to do their practice teaching experience in Vanuatu. (Correspondent, Ian Hay, U Tasmania)

A4.5 Tailored professional development and executive education courses/units in education for development

Offshore programs offered by the Faculty of Education at Griffith University

Griffith University has conducted a number of specifically targeted short courses over the past 4 years, including:

- Three short courses (during 2009-10) in 'Developing Science and Science Teaching Beyond the Lecture' conducted for sixty-nine senior science educators from Bangladesh (for group sizes of 25, 21 and 23 participants).
- A short course in 'Special Needs Education' for twenty-one senior educators from education regions/districts of Bangladesh was conducted in 2010.
- A short course in 'Educational Management' was conducted for 15 educational leaders (principals, senior educators) from the education districts of Ho Chi Minh City, Vietnam in 2011.
- A Master of Training and Development offered in Singapore, to develop the capacity of practitioners in the Continuing Education and Training field.

(Correspondent, Donna Pendergast, Education)

Specialized off- and on-shore programs offered by the Australian Catholic University

The Faculty of Education at the Australian Catholic U offers award courses, and previously a Certificate, in Teaching and Learning in Timor Leste, Mauritius and Pakistan.

Also at ACU, the Faculty of Arts and Sciences offer Certificate courses to refugees on the Thai Burma border, and the Centre of Creative and Authentic Leadership has run three positively evaluated AusAID ALA Fellowship programs for participants who have come from: Nepal, India, Cambodia, Vietnam, Lao PDR, Philippines, East Timor and Papua New Guinea. The focus of these programs was on educational leadership with a broad view of education to include participants not only from schools and universities but also NGOs and Ministries.

(Correspondent, Marie Emmitt, Education, Australian Catholic U)

On-shore specialized courses for overseas cohorts at Curtin University

The Science and Mathematics Education Centre (SMEC) at Curtin University provides a Masters, Doctorate and PhD in Science and Maths Education and has trained cohorts of academics and teachers from various countries in obtaining higher qualifications. Cohorts have been trained from South Africa, Thailand, Brunei and Indonesia.

(Correspondent, Jaya Earnest, Health Science, Curtin U)

Other activities at the University of Sydney

The University of Sydney Faculty of Education & Social Work has the capacity to run short courses of this nature. If international partners were to request such programs, the Faculty would design and implement short courses. Also, the Sydney World Program organizes tailored programs for various stakeholders.

(See http://sydney.edu.au/world_events/program/index.shtml)

Further, Faculty academics have been successful in obtaining university grant funds (International Project Development Funds) to bring academic colleagues in a number of sub-disciplines in Education from the State University of Padang, West Sumatra, Indonesia, for the purpose of those Faculty conducting a fact-finding mission about building educational capacity for development. Other members of the Faculty who have been engaged in short projects are: Dr George Odhiambo (Kenya), Professor Jude Irwin (Timor Leste), Professor Barbara Fawcett (China), Professor Graham Smith (India and Pacific), Professor Rob Tierney (China & Africa), Associate Professor Tim Allender (India).

(Correspondent, Lesley Harbon, Education, U Sydney)

A4.6 Courses in use of research and evidence in policy development

Crawford School of Public Policy, ANU

The Crawford School is The Australian National University's graduate public policy school, influencing Australia, Asia and the Pacific policy research and education. The School provides advanced graduate and executive training, and produces research that frames scholarly and policy debates. It provides a full portfolio of graduate coursework and research programs and enrolls significant numbers of students from developing countries. It is one of the world's premier training centres for professionals and managers working in Southeast Asia and pacific countries.

The Master in Public Policy: Specialising in Development Policy at ANU

The Master of Public Policy specialising in Development Policy is designed for those professionally engaged in development agencies in government and other development-related organisations working with government. The degree provides students with a range of opportunities for advanced investigation of the analytical skills, public policies and organisational practices appropriate for advising on public policy in development and managing program outcomes.

(Program website: http://publicpolicy.anu.edu.au/degree_programs/content/master/pogo.php?c=7102SDEVPO)

The Master of Policy Studies at UNSW

The graduate program in Policy Studies applies a social science perspective to questions of policy and policy management. Students acquire a solid grounding in policy analysis and the policy process, specialise in a field of applied policy studies, and then complete a Policy Project. The program prepares students for work which requires analytical skills and a practical appreciation of the processes of policy-making and implementation. The program is oriented to the practice of policy, and students are required to have relevant work experience. This may be in the public sector, unions, business organisations or community bodies. (Program website: http://socialsciences.arts.unsw.edu.au/programs/master-of-policy-studies-8248-63.html)

The elective stream "International Development Policy" examines the question - why is there a rich world and a poor world and what policies can be identified and implemented to address this problem? Examines some of the most important explanations of the different rate and pattern of development within and between countries and regions such as the role of the nation state; particular social structures; patterns of capital accumulation and technological developments and the policy solutions developed from them. The local, national and international institutions through which policy is formulated, implemented, managed and monitored will also be examined. A variety of Latin American, Asian and other case studies will be used to illustrate the issues. Units are offered are:

- International Development Policy
- Issues & Policy in ISD
- Community Development
- Politics of International Aid
- ISD Project

(Program website: http://socialsciences.arts.unsw.edu.au/programs/master-of-policy-studies-8248-63.html)

Postgraduate Diploma in Policy Studies at Murdoch University

This course offers a specialisation in Development Studies aimed at those working in social services, teaching, journalism, working as a development consultant, dealing with economic or social planning or a leader in sustainable development or indigenous governance. It offers

an in-depth understanding of social research about the relationships between trade, capital and people.

A core unit in the course is 'Development and Education. This program is described as examining education's role in fostering economic, social, and political development. We will analyse particular development outcomes, mechanisms and actors such as the World Bank and UNESCO. We will also examine the limitations and contradictions of education for development. This unit is relevant for postgraduate or upper-level undergraduate students interested in education policy, globalisation or international development. It is also an elective in the post-graduate certificate in international education.

(Program website: http://www.murdoch.edu.au/Courses/Postgraduate-Diploma-in-Policy-Studies/)

The courses above were derived from a web search of public policy courses relevant to development contexts. Correspondents contact for the present project were asked if they were aware of any programs in the use of research and evidence in policy development for a) clients from developing countries; and b) for Australian workers in development. The overwhelming response was "No." However, the following caveats were offered:

- Prof Jeff Sayer, from Development Studies at James Cook University, indicated that his own research group focuses on measuring long term changes in development outcomes at sites in central Africa and eastern Indonesia, trying to determine causal links between policy processes and development at a local and landscape level.

- Michael Connors, from Development Studies at La Trobe University, said that La Trobe hopes to make a senior appointment with this kind of focus in the near future.

- Martin Hayden, Education, Southern Cross University, has conducted programs for groups from Lao PDR and Vietnam that were focused on policy development.

- Jaya Earnest, Health Science, Curtin University, indicated that with respect to research and evidence for policy development, as a member of the Rwanda Association for University Women and Graduate Women (Australia) and the Public Health Association of Australia (PHAA) and UN Women committee (Perth chapter) she plays an advocacy and policy role in lobbying the government on different issues, including Overseas Aid, and children in detention.

- At Griffith University, Margarita Pavlova is currently negotiating her involvement in a project in India, Shri Lanka, Viet Nam, Indonesia and Uzbekistan on green skills and inclusive growth. It aims to strengthen links between research, policy and practice to enhance the quality and relevance of skills development systems through acquiring knowledge of ways to develop effective policies and strategies for combining skills development with sustainable growth. The anticipated results of the project have the potential to have a significant influence on policy development in the countries involved. Also at Griffith, Michael Balfour is working on a proposed research project that seeks to connect the Asia-Pacific region with international developments in the emergent field of arts-based peace-building. The aim is to discover new understanding of the value and practice of arts-based peace-building as an approach to transforming conflict in the Asia-Pacific region. This will include surveying current arts-based peace-building activity in the region and conducting an ethnographic case-study of performance based reconciliation process in the Autonomous Region of Bougainville, Papua New Guinea.

- In the Development Studies department at the University NSW, some courses in the Masters of Social and Community Development and the Masters of Development Studies offer research and evidence in policy making.

- At the University of Sydney, this is an area of interest for some members of the Faculty, but there are no formal programs (other than academics' individual research programs). It is an area that may be developed.

Appendix 5.
Research centres and consortia

This Appendix provides information, largely sourced from websites, on the key centres and research consortia specializing in Asia-Pacific development studies, and/or education for development.

A5.1 List of Asia-Pacific centres in universities

The centre titles in the left column are hotlinked to the centres' websites, and a text web address is provided at A5.4 as well as in the References section.

Indonesia Centre **ANU**	The Indonesia Project is a major international centre of research and graduate training on the economy of Indonesia. Established in 1965 in the Division of Economics, now The Arndt-Corden Department of Economics, of The Australian National University's College of Asia and the Pacific, Crawford School of Public Policy, the Project monitors and analyses recent economic developments in Indonesia; informs Australian governments, business, and the wider community about those developments, and about future prospects; and stimulates research on the Indonesian economy.
The Development Studies Network **ANU**	The Development Studies Network is a small multidisciplinary organization which encourages discussion and widespread exchange of knowledge of global social and economic development issues, development-related research, and international aid policy and practice. We promote and provide opportunities for open discussion on development issues between universities and colleges, government and non government organizations, aid practitioners, communities and the private sector
Australia-Asia-Pacific Institute **Curtin U**	The Institute's values and research practices stem from the broad research traditions of the Humanities and the Social Sciences, valuing collegiality, critical analysis, intellectual engagement and the communication of knowledge throughout the academy and beyond. The three main areas of research are: - social-cultural, economic, political and environmental change in Australia, Asia and the Southwest Pacific; - Asian, Southwest Pacific and related ethnic communities within Australia and the region; and - changing relations between Australia, Asia and the Southwest Pacific. AAPI members are drawn from a wide range of disciplines and intellectual orientations, and seek to foster closer links between Australian, Asian and Pacific studies
Centre for Human Rights Education **Curtin U**	The Centre for Human Rights Education provides a focal point for research, teaching and scholarly activity in the area of human rights education. In this context, education is understood in its broadest sense, including community education, raising awareness, promoting understanding and debate around human rights issues, and implementing human rights principles in a range of occupations, as well as education in formal settings of schools and universities.
Alfred Deakin Research Institute **Deakin U**	The Alfred Deakin Research Institute (ADRI) conducts high quality research, founded in the social sciences and humanities. The Institute generates and promotes research that will inform public debate and public policy. Research features cross-disciplinary and problem oriented approaches, based on collaborative relationships within Deakin University and with external partners, including government entities.
Centre for Citizenship, Development and Human Rights **Deakin U**	The Centre for Citizenship Development and Human Rights aims to contribute to socio-political theory, analysis and practice aimed at supporting human rights, citizenship, third sector organisations and democracy, through research, publications, conferences, seminars, public debate, training and consultancies. The Centre supports research aimed at developing a distinctive and politically relevant contemporary analysis of issues in civil society and encourages and supports its members to take a major role in theory, research and practice concerned with citizenship, development and human rights.

Griffith Asia Institute **Griffith U**	The Griffith Asia Institute produces innovative, interdisciplinary research on key developments in the politics, economics, societies and cultures of Asia and the South Pacific. By promoting knowledge of Australia's changing region and its importance to our future, the Griffith Asia Institute seeks to inform and foster academic scholarship, public awareness and considered and responsive policy making.
The Cairns Institute **JCU**	The Cairns Institute dedicates its research and praxis to the vital human, social, economic and cultural dimensions of the tropics, and aims to have impact on the livelihoods and communities of northern Australia and the global tropics. It pursues research excellence and maximal impact across a wide range of projects in collaboration with its national and international partners
Institute of Human Security **La Trobe U**	The Institute for Human Security is a new university-wide institute, which endeavours to further interdisciplinary research on all aspects related to human security as defined by the United Nations and encourages an ongoing dialogue between academia, development agencies and policy makers.
Monash Asia Institute **Monash U**	The Monash Asia Institute (MAI) is a Monash centre representing the Asian research and teaching expertise in all ten faculties on all Monash campuses located in Australia and abroad. The MAI is a multi-disciplinary research, teaching and publishing centre for more than 200 Monash staff. Founded in 1988 as the Institute for Contemporary Asian Studies, it was reconstituted as the MAI in 1992 to bring together a wide range of Asia-related activities in the University and develop collaborative links with like-minded institutions in Australia, Asia, the USA and Europe.
Asia Research Centre **Murdoch U**	The Centre is one of Australia's leading concentrations of expertise on South East Asia, with a thriving programme of research on Japanese studies also. The Centre's pioneering studies of the relationship between class, capital and the state in Southeast Asia gave researchers a particular framework for explaining the nature of political contestation in Asia as well as the fortunes of Asian economies. This framework, sometimes referred to as the 'Murdoch School' of political economy, has become increasingly influential, attracting the attention of scholars in Europe and the US as well as across Australia.
Indo-Pacific Governance Research Centre (IPGRC) **U Adelaide**	The IPGRC agenda encompasses critical issues of social and political governance, including institutional reform, which will relate to new forms of aid governance and participation, migration and inequalities, and environmental and human security. The centre's strategic objectives are to produce high quality academic research publications, consolidate and develop a research concentration and cluster on governance within the University of Adelaide, foster collaborative research partnerships with national and international research institutions, train and develop high quality graduate students including from the Indo Pacific region, and constructively contribute to public policy debate and understanding of issues and process of governance in the Indo-Pacific.
CAPSTRANS **U Wollongong**	Researchers in the **Centre for Asia Pacific Social Transformation Studies** (CAPSTRANS) undertake innovative interdisciplinary research on social, cultural, economic, political and historical transformations in the Asia Pacific region. CAPSTRANS supports a vibrant research culture through regular seminars and workshops and has a large and active group of postgraduate research students. CAPSTRANS research areas include countries within: • Asia Pacific • Australia • East Asia • South Asia • Southeast Asia • The Pacific
China Studies Centre **U Sydney**	The University has recently established a China Studies Centre, that brings together over 100 specialists with different interests in China Studies (Law, Health and Medicine, Education, Economics and Business etc). This is a major university initiative, that along with the Centre at ANU, constitutes one of the key national centres for research and teaching on China.

Forthcoming initiatives:	*(information provided by correspondents)*
Centre for South East Asia Studies (in process) **U Sydney**	Centre for South East Asia Studies, which again brings together a 170+ academics with differing expertise regarding the SE Asia region. The Centre is at an advanced stage of planning, and has an Interim Director appointed from 1st July.
Pacific Engagement Initiative (in process) **U Sydney**	The university is developing a cross-faculty Pacific Engagement Initiative sponsored by the DVC-International. A major invited forum will be held in September 2012. Education is one of four thematic sessions (organised by Elizabeth Cassity). One aim of the Forum is to encourage partnerships in research with University of Sydney academics, as well as explore areas for cross-disciplinary collaboration. AusAID representatives will have been invited to this Forum (from a range of specialist areas).
(In process) **UNSW**	There is talk of a new Development Institute/Centre headed by Professor Anthony Zwi, whose background is in health.

A5.2 University centre activities

The concentration of expertise in the ANU College of Asia and the Pacific is awesome: 222 staff are currently listed as affiliated to the College and many are global experts on some aspect of Asia. ANU's research partnership with Columbia University in relation to work on Asia, which has multiple dimensions, is a sign of ANU's global role in this area.
To quote the Centre website, 'Members of the College research in areas ranging from public policy, climate change, linguistics, archaeology to defense studies and international relations.' Much but not all of the work is development-focused, and the country coverage is excellent (a new Mongolia centre was opened recently). The College includes the Crawford School of Public Policy; the School of Culture, History and Language; the School of International, Political and Strategic Studies; and the School of Regulation, Justice and Diplomacy. The College enrols a large number of doctoral students, including many from countries in the region. It encourages the close engagement of research professors and scholars in regional sites.

The work of the College is organized into discrete centres and institutes. One important strand is the Indonesia Project. This dates from 1965. It began in ANU's then Division of Economics and maintains an economic focus as well as a larger interest in policy. There are nine core staff and 18 associates employed at the Project or elsewhere in ANU (6), at Monash University (3), Indonesia (8) and Japan (1). Of the eight current PhD students most are working on economic development in Indonesia. Of the eight PhD dissertations completed between 2007-2011, all but one focused on Indonesia—the other was a study of energy and environmental policy across ASEAN—and two were concerned about rural poverty. There is an extensive program of seminars conducted in Indonesia. The Indonesia Project does not focus explicitly on research concerning education for development but some researchers have done work on human capital in Indonesia and the Project conducts its own programs of education for development.

The Monash Asia Institute is the umbrella to a broad range of activity and has an excellent country reach. It is somewhat more focused on cultural themes than on development themes, and there is little crossover into education for development, but it has a long history of research in relation to nations such as Indonesia and Cambodia. There are specific centres for South Asian Studies and South East Asian studies. There is some involvement of staff from the Monash Faculty of Education in the activities of the Asia Institute.

The research programs of the Australia-Asia-Pacific Institute at Curtin University carry some emphasis on development. The Institute includes a Centre for Human Rights education, which offers programs online, including a unit in 'Human rights and development'. The students carry out fieldwork projects with a research aspect. About one third of these projects are focused on developing country contexts. Associate Professor Jaya Earnest at Curtin University is engaged in a comprehensive set of international collaborations. These include work with the Centre for Gender, Culture and Development in the Kigali Institute for Education in Rwanda; with the Centre for Rural Development in SNDT Women's University in India; with the Centre for Teaching, Learning, and Innovation at Lethbridge College in Lethbridge, Alberta in (Canada); and with the ICPF (the Catholic Institute for the Formation of Professors) in Baucau, Timor Leste.

At the University of Adelaide, the Indo-Pacific Governance Research Centre, as the name suggests, focuses on governance and institutional reform. It has 42 associated staff from within the University, seven associates from elsewhere in Australia and three from abroad. One of its research strands is focused on 'the political economy of new modes of aid governance, and the associated politics of institutional reform in the Indo-Pacific.' In February 2012 this work led to the production of the Policy Brief Issue 2 by Andrew Rosser: 'Australian aid in the Asian Century: Poverty reduction, inclusive development and Australia's rising powers,' which argues for a reduction in Australia's emphasis on aid directed to Asia-Pacific countries.

Like the Adelaide group, the Murdoch University Asia Research Centre is primarily focused on policy, politics and governance, with an explicit emphasis on the link between politics, governance and development. Its research program has an established international presence in relation to studies of Southeast Asia and parts of East Asia. Its work has received significant support from AusAID, including a project conducted by a team of Centre members led by Emeritus Professor Richard Robison, on the political economy of aid effectiveness.

The Cairns Institute at James Cook University, which has an emphasis on training as well as research, includes research strands in 'International Aid development' and 'education futures.' It has interests in PNG and the Pacific, as part of a larger emphasis on research in relation to development issues in the tropics, in which a focus on indigenous people in Australia has been joined to work on offshore sites. However, it currently has no Australian Research Council of National Health and Medical Research Council projects focused on offshore development issues. The Institute received $18,771 in funding form AusAID, to support 'support participants from the Asia-Pacific region to attend the International Women's Conference, 14-15 June, 2012. The conference aims to respond to the ongoing challenges experienced by women and girls in the Asia Pacific region including Indigenous women from all countries including Australia.'

Like the Cairns Institute, the Alfred Deakin Research Institute at Deakin University is a broad shelter for a number of more focused research programs, mostly conducted by interdisciplinary teams. These programs include Centre for Citizenship, Development and Human Rights; the Cultural Heritage Centre for Asia and the Pacific; and the International Development Research Group. The charter of the last states that:

> International Development is fundamentally concerned with differences in the quality of life between countries and what determines these differences. It is specifically concerned with so-called developing countries, those in which the quality of life is low by international standards. The quality of life is broadly defined to include achievements in income, health, education, security and other conditions that people value. This is consistent with Amartya Sen's concept of development, which is the removal of un-freedoms that prevent people from exercising their reasoned agency.

The International Development Research Group looks at a number of international development issues. These include rich country efforts to support development in Pacific Island countries, the effectiveness of official development assistance, drivers of development gaps between Southeast Asian countries, and at multidimensional measures of well-being. Its investigation has a predominantly empirical orientation, and is best described as applied economics research.

There are six ongoing Deakin staff and four research associates in the Group. Of its four current projects one, supported by the Australian research council and others, is on Pacific development, and a second funded by the ASEAN Secretariat is looking at the widening development gap between ASEAN member countries.

The Centre for Citizenship, Development and Human Rights has projects in relation to maternal health in Southern Lao, and community development in West Sumatra. At Newcastle University the Faculty of Education and Arts recently awarded funding and support for a research program of the Comparative and International Education Research Group (CIEGUN) While not focused on a specific geographical area, the work of one of its members (Dr Nisha Thapliyal) is focused on social movements for public education and rights-based approaches to development in multiple sites, including India. (see: http://www.newcastle.edu.au/institute/educational-research-institute-newcastle/programmes-of-research/ciegun/).

A5.3 University of Wollongong CAPSTRANS

At the University of Wollongong, researchers in the Centre for Asia Pacific Social Transformation Studies (CAPSTRANS) undertake interdisciplinary research on social, cultural, economic, political and historical transformations in the Asia Pacific region. CAPSTRANS has its own director, Julia Martinez, but is staffed by 24 research staff and also research students drawn from different faculties of the University. It has built a set of discrete research programs, partly overlapping with each other. These include 'Globalisation, Mobility and Development'—the largest strand, with nine associated staff—and 'International trade and economic integration in the Asia/Pacific region'.

CAPSTRANS has built an active set of partners around its projects. These include the China World Research Network, the International Institute for Asian Studies (IIAS), the International Institute of Social History (IISG), the International Centre of Excellence in Asia-Pacific Studies, the National Higher Education Research Institute (IPPTN), University Sains Malaysia, and the Suez to Suva - ARC Asia Pacific Futures Research Network.

The Centre has a major but not sole focus on development issues. For example, of the director's 11 current doctoral students, four are working on development-related research themes. One is studying 'Education as a mechanism for the socialisation of a society: A Study of government and foreign aid programs in the People's Democratic Republic of Laos', and another is looking at 'Australian volunteers abroad in the Asia/Pacific region'. There are also projects concerning the Solomon Islands, and diasporic Filipinos in Singapore. Of the 24 theses completed between 2007 and 2010, 19 were on Asia-Pacific related themes and 12 (half of the total) were focused on countries of direct interest to AusAID in its education work: seven on topics related to Indonesia, one Bangladesh, one Timor Leste, one Tonga, one Samoa and one general to development work in the region.

A feature of CAPSTRANS is the capacity it has built in relation to education in the region. This is carried largely by the 'Globalisation, Mobility and Development', many of whom are from the discipline of education. Their sub-themes include:

- Globalisation and Education: Research that examines the intersection between globalisation and education, including work on transnational education, international

markets in education, the internationalisation of vocational and postsecondary education, language and literacy policy and curriculum issues in South and South East Asia, and higher education policy and reform in the Asia Pacific.

- International Agencies and Development NGOs: inter-related projects that provide in-depth case studies of international agencies, regional bodies, international labour regimes, non-government organisations, and international environmental and human rights bodies.

- Social Impact Analysis: projects that examine how communities sustain themselves ecologically, culturally and economically, and how individuals and communities maintain, challenge or transform state and transnational forces.

- Environmental Change: projects monitor and evaluate the increasing productive and economic growth in the Asia Pacific region and how this impacts the local and global environment, focusing on how to introduce positive environmental change through local initiatives.

- Labour Migration, Regulation and Work: a group of inter-linked projects examining the development of labour regimes in both colonial and post-colonial societies.

- Bordered Exclusions: projects that examine how formulations of identity and citizenship along border zones intersect with gender, ethnicity, class and sexuality in shaping experiences of mobility and exclusion.

- Democracy and human rights: projects that explore processes of democratisation, including human rights and women's rights activism.

Books published by this group include Higher Education in the Asia Pacific: Challenges for the future, by Peter Kell and Gillian Vogl (2007).

A5.4 Web addresses of major Asia-Pacific research centres in universities

Alfred Deakin Research Institute, Deakin
    http://www.deakin.edu.au/alfred-deakin-research-institute/
Asia Research Centre, Murdoch
    http://wwwarc.murdoch.edu.au/
Australia-Asia-Pacific Institute, Curtin
    http://research.humanities.curtin.edu.au/centres/aapi/
Centre for Citizenship, Development and Human Rights, Deakin
    http://www.deakin.edu.au/arts-ed/cchr/
Centre for Human Rights Education, Curtin
    http://info.humanrights.curtin.edu.au/
China Studies Centre, Sydney
    http://sydney.edu.au/china_studies_centre/
Griffith Asia Institute, Griffith
    http://www.griffith.edu.au/business-commerce/griffith-asia-institute
Indo-Pacific Governance Research Centre (IPGRC), Adelaide
    http://www.adelaide.edu.au/indo-pacific-governance/
Indonesia Centre, ANU
    http://www.crawford.anu.edu.au/acde/ip/
Institute of Human Security, La Trobe
    http://www.latrobe.edu.au/humansecurity/

The Cairns Institute, JCU

http://www.jcu.edu.au/cairnsinstitute/research/JCUTST_057567.html#InternationalAidDevelopment

A5.5 Non-university research centres and consortia

A small group of non-university organizations plays a significant role in education for development research and consultancy.

The Australian Council for Educational Research (ACER)

ACER is engaged in significant collaborative work with Ministries of Education in overseas countries including India, Indonesia, Chile, Mexico, New Zealand, the USA and UAE. ACER is the principal partner in the consortium responsible for the OECD Programme for International Student Assessment (PISA), is the International Study Centre responsible for the IEA International Civic and Citizenship Education Study (ICCS) and jointly conducts the IEA Teacher Education Development Study (TEDS) with Michigan State University. While work in developing countries is by no means ACER's primary orientation it has a major presence in education for development work.

International projects being undertaken by ACER include:

- Technical Assistance to the *Instituto Colombiano para el Fomento de la Educación Superior* (Colombian Institute for the Promotion of Higher Education; ICFES) Colombia
- Technical Assistance to Refining and Strengthening National Assessments in India
- Programme for International Assessment of Adult Competencies
- Mexico *Secretaría de Educación Pública* (Mexican Ministry for Public Education; SEP) Test Development
- Hong Kong Polytechnic University: Graduating Students' Language Proficiency Assessment
- Harnessing Educational Cooperation in the East Asia Summit (EAS) for Regional Competitiveness and Community Building
- Development of Assessment Standards, Chile
- Competence in English as a Foreign Language Assessment
- Brunei Consultancy National Study of Student Competency in Mathematics and English (NSSCME) 2008 and 2010
- Bostwana Examinations Council Training on Higher Order Skills Item Development
- Australia-Indonesia Basic Education Program: Item Development Training
- Australia-Indonesia Basic Education Program: Education Research Network among Southeast Asian Ministries of Education Organization (SEAMEO ER-Net) Editorial Support
- Australia-Indonesia Basic Education Program: Cross-Agency Data Analysis and Pilot Study
- Australia-Indonesia Basic Education Program: Policy Verification Case Study
- Australia-Indonesia Basic Education Program: Contractor Strategic Advisory Services
- UNESCO Institute for Statistics (UIS) Observatory of Learning Outcomes. This project will compile indicators of achievement among primary and secondary students

in more than 200 countries. As a partner in the project, ACER was involved in a pilot study of the Observatory in 2011.

- Financing technical and vocational education and training (TVET) in the Pacific. This research study aims to produce a comprehensive empirical analysis of the existing systems for financing (TVET) in seven Pacific Island countries: Vanuatu; Samoa; Papua New Guinea (PNG); Solomon Islands; Kiribati; Tonga; and Fiji.

ACER is affiliated with the a number of multilateral organisations that are active in education for development. The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) was formed in 1995 with the aim of facilitating increased interaction between a number of Asian institutions that are involved in training and research in educational planning and management and to help them engage in cooperative activities. ANTRIEP is supported by the UNESCO International Institute for Educational Planning (IIEP). Another is the Asia Pacific Educational Research Association (APERA), which was founded in Bangkok in 2001 with the goal of increasing collaboration in educational research. ACER is also associated with the Asia-Pacific Program of Educational Innovation for Development (APEID), a UNESCO regional inter-country cooperative program; and the International Association for Educational Assessment (IAEA), a global forum with members comprising of examining bodies, university departments, research organisations and government agencies from more than 50 countries. IAEA has consultative status with UNESCO in the achievement of mutual goals. As a non-governmental organisation (NGO), IAEA plays an active part in UNESCO activities, which are increasingly addressing assessment and evaluation issues. ACER is also affiliated with the International Association for the Evaluation of Educational Achievement (IEA), which is an independent, international cooperative of national research institutions and governmental research agencies. The IEA is best known for conducting a range of major international comparative studies including the Trends in International Mathematics and Science Study (TIMSS) and the International Civic and Citizenship Education Study (ICCS).

The Director of International Development at the Australian Council for Educational Research is Mr Peter McGuckian. Peter taught science and agriculture in a Victorian country high school before gaining experience in international development work, including nine years in Papua New Guinea teaching in a senior high school and the agricultural education and training system. On return to Australia, he worked with ACT TAFE prior to joining IDP Education Australia in 1986. He established the Australian Education Centre in Jakarta in 1987 and developed systems that were used to expand the marketing of Australian study opportunities. He served fourteen years with IDP Education Australia including seven years as head of IDP's office in Indonesia.

National Centre for Vocational Education Research (NCVER)

NCVER has long standing links with organisations and networks throughout the Asia Pacific region and has worked closely with UNESCO, the ILO and other partners to improve skill development outcomes for countries in the region.

APEC EDNET

The Asia-Pacific Economic Cooperation (APEC) undertakes a variety of research-based initiatives through various fora. Education activities are primarily carried out through the Education Network (EDNET), which was established in 1992 by education ministers from 14 APEC member economies and is part of APEC's Human Resources Development Working Group. The goal of the APEC's education activities is to foster strong and vibrant learning systems across APEC member economies, promote education for all, and strengthen the role of education in promoting social, individual, economic and sustainable development.

EDNET priority areas include:
- Career and Technical Education
- Mathematics Education
- Teacher Quality
- Science Education
- Higher Education
- Learning Each Other's Languages
- ICT in Education
- Cooperation in Education
- Lesson Study
- Turnaround Schools

Involvement of specific academics and Australian researchers is difficult to track. An example of the contribution of Australian researchers, however is the project "APEC Higher Education Diploma Supplement Project" which is being lead by Professor Richard James (project director) at the Centre for the Study of Higher Education at the University of Melbourne. This project, funded by the Asia-Pacific Economic Cooperation Secretariat, commenced in 2010. The project examined the nature and extent of diploma supplement developments in the APEC member economies (MEs). In addition, the project explored the possibilities for consensus around common elements and guiding principles for diploma supplements, and sought to identify any related capacity-building needs of MEs. It used survey data collected from 16 MEs was supplemented by discussions among delegates at an October 2010 APEC event, Conference on Higher Education Diploma Supplements.

Examples of further current and recent EDNET projects are provided in the Appendix 7.

APEC EDNET website: http://hrd.apec.org/index.php/Education_Network_ (EDNET)

Appendix 6.
Examples of consultancy work in education for development

Many bodies conduct research and undertake consultancies in areas relevant to education for development. Some are located in universities, some are entirely independent, and some are nominally independent but retail links with academics and university research groups. (As specified in Section 1.4, this report is confined to personnel based in universities and other research organizations: private consultants are excluded because of lack of data).

Appendix 6 provides examples of consultancy work.

A6.1 Examples of contract and consultancy work by university groups

The Australian APEC Study Centre (AASC) at RMIT University

The Australian APEC Study Centre at RMIT University's College of Business, together with its component facility, the Melbourne APEC Finance Centre, promote Australia's, Victoria's and RMIT's strategic, economic, social and educational objectives throughout the Asia-Pacific region. The Centre also manages training programs, conferences and symposia on issues related to the Asia-Pacific Economic Cooperation (APEC).

(AASC site: http://www.apec.org.au/aboutthecentre3.asp)

ANU Centre for UNESCO

As a result of an agreement between the Australian National Commission for UNESCO, the Department of Foreign Affairs and Trade and the Australian National University, a Centre for UNESCO was established at the Australian National University in 1995. The Centre is associated with the Centre for Cross-Cultural Research at the ANU and collaborates with the UNESCO Secretariat in the Department of Foreign Affairs and Trade. The Centre provides facilities for the work of Visiting Fellows, both short term and longer term, whose activities support the national and international activities of UNESCO. The Centre also welcomes Centre Visitors who establish short or longer-term associations with the Centre. The Centre's Director is Ian Anderson, who has more than 20 years of experience in international development with AusAID, where he was most recently Principal Advisor (Designs and Programs). During this time he was seconded to the World Bank and Asian Development Bank.

UNESCO Observatory at the University of Melbourne

The UNESCO Observatory brings together people with shared interests in the arts and encourages activities that cross-disciplinary divisions. The Observatory's focus crosses over the areas of architecture; the physical, natural, social and health sciences; well-being, culture, heritage, arts practice, education in the arts, community arts practice, research methodology, philosophy, ethics and program evaluation across pure, strategic, applied and action research. The UNESCO Observatory is a research hub and clearing house, and aims to be a conduit to untapped research potential in the Asian and Pacific region. UNESCO has achieved many projects and works but in the main its partnerships and associations with experts, NGOs, institutions and governments have not been researched, published, analysed or disseminated.

The UNESCO Observatory also publishes an e-journal: http://www.edfac.unimelb.edu.au/eldi/elc/unesco/ejournal/ejournal1.html

Recent consultancy projects at the Queensland University of Technology

Queensland University of Technology has undertaken a number of recent projects in relation to education for development. These include consultancy services for the redevelopment of upper secondary education in Vietnam; consultancy projects with the Philippines Department of Education on school-based management and ICT strategies (as part of AusAID's Public Sector Linkages Program); and a five-year, $4.5 million development project providing third-year Bachelor of Education studies, training and support programs for lecturers from the Papua New Guinea Community Teachers College (commissioned by AusAID, the Papua New Guinea Department of Education and the University of Papua New Guinea).

QUT Consultancy site: http://www.ed.qut.edu.au/expertise/consultancies/projects.jsp

University of New England Bhutan relationship

The relationship between the University of New England and Bhutan dates back more than twenty years. UNE academic staff and Bhutanese educators have undertaken a number of joint projects to strengthen teacher training in Bhutan.

- *Early Childhood Education:* The consultancy between Early Childhood at UNE and Primary Education at the Royal University of Bhutan began in 2008. Stage 1 of the project was a review of the Pre-Service BEd Primary Education Programme. The second stage assisted with the revision of the Pre-Service BEd Primary Education Programme. The work resulted in the production of 21 new modules for Lower Primary and 19 revised modules for upper Primary, as well as a new four-year BEd Primary. Stage 3 was partially completed by Dr Margaret Brooks in April 2010. Lecturers responsible for teaching some of the lower Primary and Early Childhood modules undertook a week long in-service training in Early Childhood and Lower Primary methods. This in-service training was supported by a research project that tracked and documented the implementation of these Early Childhood methods in two classrooms in a Paro primary school.
- *AusAID Public Sector Leadership Program Project in Distance Education:* The original project aim was to build the distance education capacity at the Royal Institute of Management (RIM) in Bhutan. Following a change in project aims, four academics from the Samtse College of Education were enrolled at UNE Diploma of Higher Education.
- *Centre for University Teaching and Learning (CULT):* The purpose of the project was to establish a Centre for University Teaching and Learning at the Samtse College of Education. The Centre was intended to provide professional development activities for academics at the RUB. The ultimate aim of the project was improve learning and teaching at the RUB. The project was successful in establishing the Centre, which is functioning as desired.
- *Bhutan Multigrade Attachment Program (1992-2008):* The Program was held for six weeks each year providing teacher training, both on campus and in regional New South Wales schools, for Bhutanese teachers. The Program was funded by UNICEF and the World Bank amongst others, and has proven to be extremely successful.
- *PDHPE Project at Paro College of Education:* The original consultancy in Paro at Paro College of Education (PCE) was intended to assist the Physical Education Faculty with the introduction of a proposed Diploma in Sport Coaching and Administration. After four weeks of data gathering and analysis during May–June 2011, this project culminated in the publication of a report and a presentation to the PCE Academic Board. Dr John Haynes returned to Paro in October 2011. The purpose of his visit was to assist the Paro Team to put together teaching modules for the renamed Diploma of Sport Education and Coaching. During this visit, John Haynes

was accompanied by Dr Judith Miller, who conducted two practical workshops with the women's representative basketball team.

UNE Bhutan information is at: http://www.une.edu.au/education/research/bhutan/

A6.2 Examples of partnerships with non-government organizations

A significant proportion of higher education research in education for development and related areas is conducted with the support of funding from non-government organizations (NGO)s, such Save the Children, UNICEF, Plan, Care and Word Vision. This include long-term projects funded through ARC Linkage grants; small, one-off projects; or workshop and roundtable participation. Some examples of these kinds of activities are outlined below:

Dr Harriot Beazley, Lecturer in Human Geography in the Faculty of Arts and Business, University of the Sunshine Coast

In Indonesia, Dr Beazley has worked for UNICEF and Save the Children training local researchers to utilize participatory child-centered methodologies with children and young people, focusing on Child Labour and the Commercial Sexual Exploitation of Children in Java (UNICEF), children's experiences of living in orphanages in Aceh after the Tsunami (Save, US), and Children's experiences and views of physical and emotional punishment in Southeast Asia and the Pacific. Harriot has undertaken evaluations in this area, for example of an Anti-Child Trafficking project in Java and West Kalimantan (ENABLE, SAVE, US) and area based projects to combat CSEC and Child Labour in East and West Java (UNICEF)

(See: http://www.usc.edu.au/university/faculties-and-divisions/faculty-of-arts-and-business/staff/001467.htm)

Dr Anitra Wierenga, Senior Research Fellow at the Melbourne Graduate School of Education, University of Melbourne

Dr Wierenga is currently one of the Chief Investigators on an Australian Research Council funded Linkage Project that involves Global Connections program. It is titled 'Youth led learning: local connections and global citizenship', and explores the processes which enhance civic engagement and awareness of global and local issues by on one hand Australian school-aged youth, on the other hand young people in Indonesia.

Dr Kathy Cologon, Lecturer in Child Development at the Institute of Child Development, Macquarie University.

Dr Cologon has taken part in a number of activities lead by NGOs, such as a presentation and roundtable discussions at the Ministry of Education with the Preschool National Directorate, UNICEF and the Early Childhood Development Working Group of Timor Leste, Dili (2012); a presentation and workshops with ministerial and NGO representatives at the UNICEF and OSI consultation forum, Kuluhun, Dili (2012); a Roundtable discussion on Early Childhood Development in the Asia Pacific Region, hosted by the World Bank and Plan International, Sydney, Australia (2011); an invited presentation at the UNICEF Regional Conference, Bangkok (2011); and delivery of the plenary paper presented at the ECD Regional Policy Conference, UNICEF, Port Moresby, Papua New Guinea.

(See: http://www.iec.mq.edu.au/contact_us/staff_bios/dr_kathy_cologon/)

Professor Jacqueline Hayden, Professor of Early Childhood and Social Inclusion, Institute of Early Childhood, Macquarie University

Professor Hayden specialises in early childhood development analyses at international level, with a special focus on young children who experience emergency situations and/or fragile

contexts. She has worked for, consulted to, or volunteered for several international development projects, including the an early childhood development conceptual framework for Cambodia (UNICEF); early childhood development in Timor Leste (OSI); a service plan for vulnerable and homeless children in Mauritius (UNICEF); the assessment and development of services for orphans and abandoned children in Zimbabwe (Sincerutty Trust Foundation); the coordination of a program for unaccompanied children in a Rwandan in St Lucia, West Indies (CUSO). She has held grants in relation to 'A burning issue: The plight of young children in emergency situations. Raising awareness, identifying capacity and developing plans for enhanced programs and services regarding the issue of disaster risk reduction for young children and families in the Asia Region' (UNICEF/ARNEC, with Kathy Cologon); and 'Early Childhood Development Emergency Response in Haiti' (UNICEF/Consultative Group, with Lisa Deters, Kathy Cologon and Emma Pearson).

(See: http://www.iec.mq.edu.au/contact_us/staff_bios/professor_jacqueline_hayden/)

A6.3 Further examples of contract and consultancy work by individuals

Many additional examples of individual consultancy practice could be cited. In addition to the case of Professor Tony Welch at the University of Sydney (see Section 4.5), we will provide three further examples here:

Professor Patrick Griffin, University of Melbourne

Professor Griffin has led a number of national and international teams in studies of literacy and numeracy, including the development of a competency framework for Vietnam's 380,000 primary teachers teacher assessment that has been signed into law by the Vietnam Government. He has carried out assessment and evaluation research projects in more than 20 countries. He has also led several World Bank projects in Vietnam in relation to primary, lower secondary and higher education.

Professor Joe Lo Bianco, University of Melbourne

Professor Lo Bianco has carried out consultancies in language policy and planning in relation to post-Apartheid South Africa; Tamil and Malay in Singaporean language education; bilingual literacy in Western Samoa and eight other Pacific Island countries; and language policy in Thailand, Ireland, Sri Lanka and the UK. In 1999, Professor Lo Bianco wrote the National Language Education plan for the Government of Sri Lanka under World Bank financing as part of the peace negotiations in that country. Professor Lo Bianco was a member of the Australian National Commission for UNESCO for ten years. He set up the Melanesian Literacy Project as part of the International Literacy Year in 1990, the Manual for Indigenous Literacy in SE Asian countries in 1997 and the Manual on the role of English in Sri Lankan intercultural policy for the British Council in 2002.

Emeritus Professor Grant Harman, University of New England

Professor Harman worked for three months in 2005 for the World Bank and Ministry of Education and Training of Vietnam, on research policy aspects. In 2003, for the SEAMEO Research Institute for Higher Education and Development, he ran workshops on Long Range Planning for participants from six Mekong Delta countries (June), and on strategic planning for Burapha University, Thailand (August). He worked for Australian Education International as a consultant to a project on quality assurance for higher education in Thailand, funded by AusAID, in August 2002.

Appendix 7.
Ongoing and recent projects conducted by EDNET for APEC

The project descriptions below are drawn from the APEC EDNET website, at: http://hrd.apec.org/index.php/Education_Network_(EDNET) These projects are discussed in Section 4.6.

A7.1 Ongoing projects

Open Education Resources

Building Open Education Resource (OER) Capability in APEC Economies

The purpose of this project is to begin building an APEC library of higher education courses as open education resources (OERs) in the priority areas of math and science, language learning, and vocational training. These resources are known as Open Education Courseware (OCW). Participating members must commit to developing three open courses or translating three existing open courses.

Mathematics

Classroom Innovations through Lesson Study

Aims to improve the quality of education in the area of mathematics. The project has produced useful papers describing mathematical thinking, lesson videos of classroom instruction.

Collaborative Studies on Innovations for Teaching and Learning Mathematics in Different Cultures (III) - Lesson Study focusing on Mathematical Communication

Using Lesson Study approaches, the project aims to:

- Collaboratively share the ideas and ways of Mathematical Communication which is necessary for science, technology, economical life and development on the APEC member economies, and
- Collaboratively develop the teaching approaches on Mathematical Communication through Lesson Study among the APEC member economies.

International Benchmarking to Improve Mathematics and Support Exemplary Practices in Travel-Eligible APEC Economies

The purposes of the project are to:

- Conduct APEC benchmarking studies for mathematics to identify and describe exemplary practices in the APEC region with respect to different key features of a mathematics education delivery system, including standards, assessments, teachers, and low-performing students and schools.
- Widely disseminate the findings with special focus on assisting the travel eligible Economies and incorporating the findings on the APEC Wiki.

Mathematics / Science

International Comparative Research to Identify Unique and Promising Practices in Mathematics and Science Teacher Preparation for APEC Economies

The four-year "International Comparative Research to Identify Unique and Promising Practices in Mathematics and Science Teacher Preparation for APEC Economies" project will analyze secondary school mathematics and science teacher preparation in each participating economy to generate informed and detailed hypotheses about how to improve teacher preparation. The ultimate goal is to identify unique and promising teaching practices, as well as approaches to meeting key challenges in each economy using standardized research protocols that facilitate comparative analysis. The primary audience for the work are policymakers and research institutions in each economy.

APEC 21st Century Mathematics and Science Education for All in the APEC Region: Strengthening Developing Economies and the Gender Equity Through Standards, Assessments and Teachers

The project will achieve this through online resources, a Conference on 21st Century Mathematics and Science Education for All in the APEC Region, an APEC-wide Practice Guide on Encouraging Girls in Mathematics and Science, and a network of universities in the APEC region to support the math-science priority area through research-based and applied activities.

Best Practices in Human Resource Capacity Building in Science and Mathematics

This project builds up the capacity of economies to succeed in the 21st century knowledge-based economy through evidence-based enhancement of teaching capabilities which in turn will lead to better competencies that meet the challenges of the 21st century. It will also help bridge the development gap by allowing member economies to learn from the experiences of each other and adopt best practices in their own economies.

Language

Strategic Action Plan for English and other Languages in the APEC Region

The Strategic Action Plan undertakes research and information-sharing activities to help students and teachers build the 21st century skills of learning more than one language.

Study of Best Practices in Teaching and Learning Languages in APEC Economies: Lesson Study Applications

This project aims to:

- Share the concept and examples of Lesson Study, through a DVD Workshop, as a realistic and effective approach for school teachers' professional development in the area of language teaching in order to promote higher proficiency in shared languages for the good of economic life and development among the APEC member economies
- Collaboratively apply and evaluate the Lesson Study approach for the pragmatic teaching of languages among the APEC member economies.

Information Technology

APEC Learning Community for Shared Prosperity

Aims to promote Learning Communities to share information to overcome the knowledge and digital divide in hopes of increasing knowledge building capacity.

APEC Information and Communication Technology for Education Exposition (ICT4E)

The Expo aims to widen dissemination and involvement in APEC ICT4E initiatives, facilitate sharing of experiences and best practices to directly support the 4th AEMM Joint Statement and EDNET Strategic Action Plan for ICT and Systemic Reform, gain support for upcoming ICT4E projects of developing economies and provide a venue to reconvene the APEC Cyber Education Network. The APEC ICT Expo is scheduled to be held in Manila in March 2009.

Systemic Reform

Higher Education Diploma Supplement

The Diploma Supplement (DS) is a tool used to facilitate qualifications recognition and improve understanding of education systems. Wide-spread adoption of a DS in the Asia-Pacific region would promote student, academic and provider mobility through improved transparency and reliability of information about higher education qualifications and would be consistent with the European Bologna process and UNESCO regional recognition conventions. The project will survey existing practices, identify different approaches and issues in developing and implementing the DS, and convene a seminar in Australia to progress developments. Specific outcomes of the seminar would include:

- Sharing and developing information on standards upon which national DSs can be based
- Identification of the capacity building needs of individual APEC economies to develop and implement a DS.

Lesson Study for Implementing Curriculum: Developing Innovative Assessment Problem

Through engaging lesson study in each economy, the aims of the project in the year 2010 are:

- To compare mathematics textbooks and achievement tests of participating APEC member economies;
- To develop innovative assessment problems for improvement of the mathematics lesson;
- To share the software in order to develop digital textbooks, which will be shared among APEC economies;
- To report the developed lessons in relation to assessment problems and enable to share the economies.

Mapping of Qualifications Frameworks Across APEC Economies

The project will identify formal and informal qualifications frameworks systems, associated descriptors and quality assurance frameworks, and recognition agencies across APEC economies.

Measures Affecting Cross Border Exchange and Investment in Higher Education in the APEC Region

This project will increase transparency, offering a comprehensive, updated assessment of barriers to trade and investment in higher education services to increase levels of economic activity for economies and for the region.

Comparability and Benchmarking of Competencies and Qualification Frameworks in APEC Region (Pilot Area: Construction/Welding)

This project contributes to the achievement of HRDWG's mission of sharing experiences and skill by addressing its objectives of building 21st century Career and Technical Skills, developing common understandings about qualifications, skills, and professional recognition in order to facilitate the mobility of persons in a more competitive global skilled labor market, and enhancing employment creation and alleviating poverty.

Education to Achieve 21st Century Competencies and Skills for All: Respecting the Past to Meet the Future

Key 21st Century outcomes for being competitive in the global economy, whether through college-prepatory or career and technical education curricula, are built through the integration of core subjects with 21st Century themes and 21st Century skills. The 21st Century core subjects and themes to be focused on are:

- Identifying the core content knowledge and skills in math, science, and languages all students must master;
- Identifying the career and technical knowledge and skills needed in the 21st Century workplace; and
- Identifying the tools (ICT) and policy supports (new ways of teaching; assessment and accountability) necessary to ensure 21st Century Skills for All.

Other

Human Capital Policies for Green Growth

This project examines the status of policies within APEC economies regarding training, education, and development policies in order to develop thriving sustainable industries. Through a survey of member economies, it will be determined what APEC economies are doing to develop sustainable industries. In addition, a project symposium will be held in 2011 for further discussion of member economies' practices, particularly as they relate to energy efficiency in developing economies.

A7.2 Completed projects:

Mathematics

Seminar on the Best Practices and Innovations in the Teaching and Learning of Science and Mathematics at the Primary School Level

This seminar brought experts and specialists in science and mathematics education from APEC member economies to present their thoughts and ideas about improving educational practices at the primary school level.

International Seminar on Best Practices in Science and Mathematics Teaching and Learning

This seminar was a follow-up to the seminars on "Best Practices and Innovations in the Teaching and Learning of Science and Mathematics" in primary and secondary level schools held in Malaysia in 2003 and 2004 respectively, and the NIER Regional Workshop on "Enhancing the Quality of Science and Technology Education in Asia and the Pacific" in 2003 and aimed to respond to the challenge to identify innovative teaching and learning

strategies for capacity building in science and technology education while taking account of traditional teaching methods encouraging rote learning.

A Collaborative Study on Innovations for Teaching and Learning Mathematics in Different Cultures among APEC Member Economies

This conference focused on teacher education in mathematics and particularly on the use of 'lesson study' as a means for developing both the theory and the practice of mathematics teacher education.

Systemic Reform

Towards Mutual Recognition of Qualifications for Stage 3-Engineering

Meant to facilitate the mobility of qualified persons in the Asia-Pacific region through bilateral agreements between interested APEC member economies for the mutual recognition of professional qualifications.

Language

Seminar on Learning Standards for English and Other Languages

This seminar focused on analyzing and comparing the language learning standards being used in APEC economies and work toward reaching an agreement of common standards and the best practices to promote them.

Information Technology

APEC 2003 eLearning Summit

Participants in this summit explored emerging application strategies and possible cooperation in integrating technology into education.

APEC Symposium on Open Source and Open Course for E-Learning

This symposium explored methods to enhance learning by means of personal computers, CDROMs, and the Internet and open sources that allow individuals to change the behaviours of software to address their own particular needs.

e-Learning Strategic Plan (Cyber Academy)

This project expands access to the Internet infrastructure throughout the APEC regions and reduces the access gap among different student groups.

Systemic Reform

APEC Conference on Evaluation as a Tool in Educational Planning: Best Practices in Evaluation of Educational Programs

This conference was designed to promote evaluation as an indispensable tool in the planning and implementation of projects and programs.

Colloquium on the Future of Educational Assessment: East Meets West

This project discussed recent issues pertaining to concepts, theories and best practices in educational assessment, and implementation of assessment in the APEC region.

Enhancement of Quality Assurance Systems in Higher Education in APEC Member Economies

A report on quality assurance systems in APEC economies based on a survey of these economies conducted by the Australian Universities Quality Agency, with the support of the Asia-Pacific Quality Network, on behalf of the Australian Department of Education, Science and Training.

Other

APEC Architect

This project aimed to establish a mechanism to facilitate mobility for architects for the provision of professional architectural services in participating APEC economies.

APEC International Youth Camp

An on-line and in-person opportunity promoting international exchange and to provide a cooperative-learning forum for APEC member youths.

APEC Links

An effort by Singapore to compile links to APEC members' education technology plans, reports on educational technology implementation projects, and research and evaluation of education technology.

APEC Youth Internet Volunteers

A Korean-led project seeking to reduce the digital divide by providing Youth Internet Volunteers (YIV) to provide ICT-skill training for local schoolteachers and students in the APEC region, as well as volunteers to help translate ICT advice into local languages.

Asia-Pacific Cybereducation Journal

A refereed online journal published semiannually by the APEC Cyber Education Cooperation in collaboration with Indiana University, focusing on information and communication technologies and their integration into education and training, particularly in the Asia-Pacific Rim regions.

Education to Achieve 21st Century Competencies and Skills for All: Respecting the Past to Move Toward the Future

This symposium was held to prepare topics and content for the 4th APEC Education Ministerial Meeting, focusing on combining knowledge and skills for success in the 21st Century.

Improving Institutional Capacity in Joint Schools

A joint research project, led by China, examining experiences of cooperation among higher education institutions in the APEC economies. Case studies are being developed analyzing present barriers and potential solutions to improve the capacity of higher education institutions to cooperate.

Improving the Understanding of Culture in APEC--We Are APEC

This e-project involved producing a presentation kit that included profiles of participating APEC member economies for project use by Year 6 school children in the APEC region. The project aimed to advance mutual understanding of member economies & increase awareness of APEC's role & functions among young people.

Institute of APEC Cyber Education (IACE)

The IACE is designed to construct the APEC Learning Community, research international cooperation in education between APEC economies, and support the Secretariat of the APEC consortium.

Learning About Each Other

An educational web resource introducing 10-15 year old students and their teachers, to the people and places of the Pacific Rim.

University Mobility in Asia and the Pacific

A voluntary association of government and non-government representatives of the higher education sector in the Asia-Pacific region, seeking to enhance international understanding through increased mobility of university students and staff.

APEC Workshop on Embedding Entrepreneurship in University Curriculum

Entrepreneurship is increasingly becoming recognized as a key component of education and practice today and every learner should be given the opportunity to acquire the skills required to make an innovative and creative contribution within their working practices.

APEC Workshop on Strengthening Youth Work in the APEC Region

This project aims to enable an exchange of experience and develop sustainable contacts and networking between youth organizations of APEC member economies with the perspective of enhancing cooperation for promoting youth participation and non-formal education, especially voluntary work.

APEC and International Education

This project analyzed the ways in which education contributes to economic outcomes and the ways in which APEC wide cooperation in education exchange can enhance both educational outcomes and economic and social outcomes for all member economies.

The report was prepared for the 2nd APEC Symposium on Education Reform, held in Xi'an, China, from January 15-17, 2008.

Quality in Higher Education: Identifying, Developing, and Sustaining Best Practices in the APEC Region

This is the first project of its kind for APEC HRDWG because it is looking exclusively at the quality of Higher Education. It was set up in response to an APEP priority expressed at the 2008 Joint Statement of Education Ministers at the 4th APEC Educational Ministerial Meeting in Lima, Peru that, "quality education for all is our common goal." The project aims to begin a dialogue among the economies through which a common understanding of the aspects of quality of higher education will be reached. This information can then be used to inform future projects and policy suggestions. The conference will take place August 4-6 2011 in Honolulu, Hawai'i.

Appendix 8.
Sample of journal articles by Australian academics, relevant to education for development 2007-2012

This appendix provides details of the journal articles analysed in Section 4.

Arkoudis, S. and L. T. Tran (2007). "International students in Australia: Read ten thousand volumes of books and walk ten thousand miles." *Asia Pacific Journal of Education* 27(2): 157-169.

> A number of international students, predominately from Asian countries, are present in universities in the UK, United States, and Australia. There is little research exploring their experiences as they negotiate the disciplinary requirements of their courses. This paper investigates students' agency as they write their first assignment for their Master's of Teaching English to Speakers of Other Languages course and the academics who teach them. Talk around texts and the positioning theory are used to analyse the data. It is argued that the students demonstrate strategic agency, which allows them to better understand the academic requirements of their disciplines. The analysis reveals the complexities involved in international students' adaptation to disciplinary discourse and the implications for teaching and learning in higher education.

Bardsley, D. K. (2008). "Environment, development and change in rural Asia Pacific: Between local and global." *Asia Pacific Viewpoint* 49(1): 133-135.

Beerkens, E. and M. Derwende (2007). "The paradox in international cooperation: Institutionally embedded universities in a global environment." *Higher Education* 53(1): 61-79.

> As a response to processes of globalisation and regional integration, internationalisation activities in universities have changed. Flows have become more massive, the range of activities has broadened, and internationalisation has shifted from a marginal activity to a central institutional issue with strategic importance (van der Wende 2001, European Journal of Education 36(4), 431-441). These shifts can also be observed in international cooperation among universities. One of the manifestations of this shift is the increase and change of inter-organisational arrangements in higher education. One type of such arrangements - higher education consortia - are analysed in detail in the study. This analysis takes inter-organisational diversity as a starting point (Parkhe 1991, Journal of International Business Studies 22(4), 579-601). The basic thesis is that partners need to be similar, yet different, or in other words, there needs to be sufficient complementarity as well as sufficient compatibility among the participating universities. The article also explores the ways in which the management of consortia can improve the levels of complementarity and compatibility and thus the success of such consortia.

Bernardo, M. A. C., J. Butcher, et al. (2012). "An international comparison of community engagement in higher education." *International Journal of Educational Development* 32(1): 187-192.

> Community engagement in higher education is a shift beyond the traditional roles of instruction and research. This paper presents a transnational view of community engagement developed from two case studies of universities in the Philippines and Australia. The study, revealed variations in the way community engagement is understood and implemented by universities across different countries. These variations are related to economic, social-cultural, political and organizational factors. The role of university leadership was found to have a critical role in embedding community engagement in the organizational identity and image. (C) 2011 Elsevier Ltd. All rights reserved.

Campbell, A. and X. W. Hu (2010). "Professional experience reform in China: key issues and challenges." *Asia-Pacific Journal of Teacher Education* 38(3): 235-248.

> This study investigates the attitudes of teacher educators in China toward recent reforms in professional experience for pre-service teachers proposed by the Chinese Ministry of Education and their perception of the challenges facing the implementation of the proposed reforms. An analysis of data from an online survey and semi-structured interviews with Chinese teacher educators indicates that some of the challenges related to the effective implementation of

professional experience for pre-service teachers are similar to those identified in the Australian context. Others reflect the unique context in China, where supply of teachers now exceeds demand, the management of professional experience is marginalised, there is minimal contact between schools used for professional experience placements and teacher education institutions, and where teaching is not the preferred profession of the majority of students undertaking teacher education courses.

Cassity, E. (2008). "Cast the net a little wider: Australian aid in the South Pacific." *International Journal of Educational Development* 28(3): 246-258.

This article examines the development of Australia's bilateral aid programme to higher education in the South Pacific, specifically at the University of the South Pacific (USP). The premise is primarily historical, focusing on the important decades of USP's expansion and Australian aid policy development in the 1960s, 1970s, and 1980s. This article briefly examines current challenges for donor and recipient. Both historical and current perspectives are fundamental to understanding key issues about aid in the South Pacific. Australian aid priorities have ranged from the explicitly political and security focused, to priorities of education and welfare. This article is timely given Australia's continued influence in the South Pacific. (C) 2007 Elsevier Ltd. All rights reserved.

Cassity, E. (2010). "New partnerships and education policy in Asia and the Pacific." *International Journal of Educational Development* 30(5): 508-517.

Forming more effective partnerships with national governments in the Asia-Pacific region has been an important policy focus for the Australian Agency for International Development (AusAID) since 2006. AusAID is increasingly engaging in sector-wide approaches and working through partner government systems. This paper explores how new partnerships are impacting education policy in the vastly different contexts of Lao PDR, Vanuatu, Indonesia, and the Philippines from 2006 to 2009. Conclusions are that policy discourse and current practice indicate an active effort to develop partnerships in education with donors and partner governments. But the reality in the field is that while sector-wide approaches are outlined in policy discourse, practice indicates loosely harmonized arrangements with like-minded donors, and slow progress toward sector-wide involvement. (C) 2010 Elsevier Ltd. All rights reserved.

Chowdhury, R. and P. Le Ha (2008). "Reflecting on Western TESOL training and communicative language teaching: Bangladeshi teachers' voices." *Asia Pacific Journal of Education* 28(3): 305-316.

The increasing demand for competent users of English in the era of globalisation has had a significant impact on English Language Teaching (ELT) in Bangladesh. Among a number of changes to improve the quality of ELT, teachers of English have been encouraged, even required, to adopt a communicative language teaching (CLT) approach. To facilitate the successful implementation of these changes, besides introducing local training programmes to familiarise teachers with CLT, teachers of English from Bangladesh have also been sent overseas, especially to the English-speaking West, for further training. Drawing on a qualitative research study, this paper discusses the pedagogical concerns of Bangladeshi English teachers, including those who are Western-trained, in relation to their teaching of English. It also investigates their perceptions of the politics of the Western Teachers of English to Speakers of Other Languages (TESOL) industry associated with problems of pedagogical ethics and appropriacy. Based on the findings and discussions, recommendations are offered for enhancing the quality of ELT in Bangladesh and strategically responding to the commercialised hegemonic but necessary evil of TESOL training.

Christie, P. (2010). "The complexity of human rights in global times: The case of the right to education in South Africa." *International Journal of Educational Development* 30(1): 3-11.

The right to education has an established legacy in international agreements and debates, but has nonetheless proved difficult to achieve across the countries of the world. This paper explores why this might be so. It begins by locating the current architecture of rights in Enlightenment philosophy and the political and legal formations of modernity, exploring the paradoxical legacy this brings. It then looks more specifically at the right to education, and why it cannot be assumed that statements of rights deliver what they promise. Finally, it looks at education in South Africa to

explore both the limits and the possibilities of using a framework of rights to achieve greater social justice in global times. (C) 2009 Elsevier Ltd. All rights reserved.

Coxon, E. and K. Munceb (2008). "The global education agenda and the delivery of aid to Pacific education." *Comparative Education* 44(2): 147-165.

In recent years the international development community's concern to redress the apparent failure of half a century of 'development' efforts, has given rise to a number of global initiatives aimed at both reducing worldwide poverty and enhancing international security. One outcome of these initiatives has been a refocusing on the importance of the education-development relationship within the dominant development discourse, and on enhanced 'partnership' within aid relationships. There has also been a growing convergence in donor perspectives on the redirection of educational aid to particular sub-sectors. The Pacific Islands region consists of a vast expanse of ocean within which are found a number of the world's smallest states, the populations of which are predominantly indigenous. The remoteness and smallness of the countries of the region are widely recognised by the international development community as posing particular challenges for the elimination of poverty. The region is also facing complex security challenges which have led to an increased emphasis on regional integration and cooperation. Education in the Pacific is therefore seen as a critical mechanism for addressing both poverty reduction and conflict prevention, regionally and nationally. This article draws on the analysis of a regional Pacific initiative in exploring the tensions between the 'global' education agenda of international development agencies and the contextual realities of education within small Pacific states. It focuses on the process of designing a Pacific basic education project, and specifically on how the basic education issues identified as important by Pacific educators were, or were not, addressed.

Currie, J., L. Vidovich, et al. (2008). ""Countability not answerability?" Accountability in Hong Kong and Singapore universities." *Asia Pacific Journal of Education* 28(1): 67-85.

Singapore and Hong Kong are vying to be the principal educational hub for the Asia-Pacific region and have begun to compete with Australia, Britain, Canada and the USA in providing cross-border education. Although these four Anglo-American countries still dominate cross-border education, Singapore and Hong Kong hope to make inroads into this export market and compete on the global stage. To create "world-class" universities, Singapore and Hong Kong have introduced quality assurance mechanisms, diversified funding sources, and restructured their university governance systems. This article compares the accountability measures introduced into Hong Kong and Singapore universities, and the responses of academics and administrators to these measures. The results indicate that both countries introduced greater autonomy as they augmented accountability for their universities, and the term "decentralised centralism" describes the kind of government control exerted in these Asian universities in the twenty-first century.

Dobos, K. (2011). ""Serving two masters" - academics' perspectives on working at an offshore campus in Malaysia." *Educational Review* 63(1): 19-35.

This paper explores the effects of the internationalisation of higher education on the working lives of academics at an offshore campus in eastern Malaysia. Using the interpretivist paradigm and grounded theory methods it investigates their perspectives on various themes as those emerge during a series of interviews. These emerging themes are: "Professional Practice", "Communication", "Quality Assurance" and "Curriculum Issues". These themes are interrelated, are tied together with the anchor theme of "serving two masters" and expose important areas that need to be monitored by both the offshore and Australian partners in order to ensure the quality and success of their cooperation in the long term.

Evers, C. W., M. King, et al. (2011). "Conducting research in Confucian Heritage Cultures: an overview of methodological issues." *Comparative Education* 47(3): 295-300.

Feeny, S. (2007). "Foreign aid and fiscal governance in Melanesia." *World Development* 35(3): 439-453.

Recent research suggests that foreign aid is effective at spurring economic growth in recipient countries but its effectiveness is likely to depend upon a number of factors. Arguably, the most

important factor determining aid effectiveness is how recipient governments mediate foreign aid inflows. This paper investigates this issue for the Melanesian countries of Fiji, Papua New Guinea. the Solomon Islands, and Vanuatu for the period 1989-2002. Results suggest that foreign aid has led to increases in developmental expenditures and to falls in tax revenues and borrowing. Results also suggest a very different response to aid grants versus loans. (c) 2006 Elsevier Ltd. All rights reserved.

Feeny, S. and M. Clarke (2008). "Achieving the Millennium Development Goals in the Asia-Pacific region: The role of international assistance." *Asia Pacific Viewpoint* 49(2): 198-212.

This paper provides an overview of the issues relevant to the achievement of the MDGs in the Asia-Pacific region. The paper begins by discussing the critiques of the MDGs before assessing whether countries in the region are on track to achieve them. Issues relating to data availability and accuracy are discussed and the need to tailor the MDG targets to the special circumstances of some Asia-Pacific countries is examined. The paper proceeds by discussing the role of international assistance via international foreign development aid and non-governmental organisations in the achievement of the MDGs. The paper concludes with some policy implications for the international donor community.

Gibson, R. and M. Anderson (2008). "Touching the void: arts education research in Australia." *Asia Pacific Journal of Education* 28(1): 103-112.

This article is an overview of arts education research in Australia. The authors argue that there is an urgent need for key arts organisations to form strategic partnerships with arts educators to provide stronger research in the area of arts education. This research base would enhance the ability of policymakers, arts administrators and arts educators to argue for a stronger presence for arts education in schools. Many arts educators and researchers believe that engagement with the arts has value beyond the specific arts subjects themselves. International studies have indicated that important cognitive and social processes and capabilities are developed in arts-enriched experiences, which can be particularly significant for students who are at risk, disengaged and/or underachieving. While this realisation has stimulated action in other countries such as China, Singapore and Japan, arts education researchers in Australia currently make do with small-scale and often ad hoc research in an attempt to argue their case. The conclusions and recommendations of this article call for a series of strategic partnerships to touch or even fill the current void in arts education research in Australia.

Girdwood, J. (2007). "Reforming the World Bank: from social-liberalism to neo-liberalism." *Comparative Education* 43(3): 413-431.

Using an analytics of government perspective, it is argued that neo-liberalism as an art of government, especially its form as North American advanced liberal political reason, has shaped enterprise governance and managerial reform at the World Bank. With a focus on the World Bank as a financial banking enterprise, the article explores questions of power, governance and liberal government in relation to the Bank and shifts from social-liberal to neo-liberal political reason. It highlights two related dimensions of reforms at the World Bank: education for government in the neo-liberal styles of problematization of social-liberalism and the World Bank and secondly, education for enterprise governance in relation to the World Bank becoming a knowledge bank. The article concludes by suggesting that the analytics of government perspective opens different problem spaces to that of critical and orthodox sociology and history.

Hardman, F., J. Abd-Kadir, et al. (2008). "Pedagogical renewal: Improving the quality of classroom interaction in Nigerian primary schools." *International Journal of Educational Development* 28(1): 55-69.

This study reports on an investigation of classroom interaction and discourse practices in Nigerian primary schools. Its purpose was to identify key issues affecting patterns of teacher-pupil interaction and discourse as research suggests managing the quality of classroom interaction will play a central role in improving the quality of teaching and learning, particularly in contexts where learning resources and teacher training are limited. The study was based on the interaction and discourse analysis of video recordings of 42 lessons and 59 teacher questionnaires from 10 States,

drawn mainly from the north of Nigeria. The findings revealed the prevalence of teacher explanation, recitation and rote in the classroom discourse with little attention being paid to securing pupil understanding. The wider implications of the findings for improving the quality of classroom interaction in Nigerian primary schools through more effective school-based training are considered. (C) 2007 Elsevier Ltd. All rights reserved.

Harris, J., Y. Zhao, et al. (2009). "Global characteristics of school transformation in China." *Asia Pacific Journal of Education* 29(4): 413-426.

In many ways, China's education system is quite different from systems of education in the West. Rich descriptions of school transformation, however, have revealed that the factors that fuelled transformation in schools in China are also evident in schools in Australia, England, Finland, Wales and the United States. This paper draws on an international project that examined how secondary schools from six countries achieved success by developing and drawing on their resources, referred to as four forms of capital: financial, intellectual, social and spiritual. It describes how five secondary schools in Chongqing, Western China, viewed each form of capital and how the four forms of capital were strengthened and aligned through outstanding governance to support the success of all students. The case is made that, although some aspects of the forms of capital found in schools in China may be viewed differently, the approaches adopted by these schools share a number of common elements with approaches to school transformation identified in Western schools. It is argued that these common elements from a range of international settings constitute a rich evidence base for understanding school transformation and for new insights in governance and leadership.

Hartley, M. S., D. F. Treagust, et al. (2008). "The application of a CAL strategy in science and mathematics for disadvantaged Grade 12 learners in South Africa." *International Journal of Educational Development* 28(5): 596-611.

This study addressed one aspect of a national strategic recommendation in South Africa by examining the effectiveness of computer-based outreach programmes in terms of how the programmes were implemented and learners' perceptions of the classes. The role that the computer centres played at two schools was examined and the research endeavoured to provide descriptions of the implemented and perceived programmes. The findings provide insight into the implementation of computer-assisted learning (CAL) in disadvantaged schools and serve as baseline data for research into CAL environments in the South African context. Learners considered the application of CAL as a positive step to improve their learning but also placed a high value on the role of the teacher because of the perceived competencies of their teachers in helping them perform well in the matriculation examination. The findings of the study have important practice and policy implications for the implementation of CAL in disadvantaged schools. (C) 2007 Elsevier Ltd. All rights reserved.

Hatton, T. J. and J. G. Williamson (2011). "Are Third World Emigration Forces Abating?" *World Development* 39(1): 20-32.

Most observers appear to believe that Third World emigration pressure is on the rise. But history suggests that migration typically follows a bell shape, in which case it might be entering on the downward phase. This paper estimates the economic and demographic fundamentals driving emigration from the developing world to the United States since 1970. The results suggest that emigration pressure, determined largely by source country demographics, education, poverty, and migrant stock dynamics, has recently been abating. Projections into the future suggest that it may even decline, and that its composition will become much more African and much less Hispanic. (C) 2010 Elsevier Ltd. All rights reserved.

Hinton, R. and J. Earnest (2011). "Assessing women's understandings of health in rural Papua New Guinea: Implications for health policy and practice." *Asia Pacific Viewpoint* 52(2): 178-193.

In Papua New Guinea (PNG), women's health is addressed by applying biomedical solutions which often ignore the complexity of women's histories, cultural contexts and lived experiences. The objective of this study was to examine adult and older women's perceptions of health and well-being to identify priority areas for public service interventions. Rapid ethnographic assessment was

conducted in the Wosera district, a rural area of PNG from mid-2005 to early 2006, to examine the health concerns of women. Twenty-seven adult women and 10 older women participated in the study. Health was not limited to one aspect of a woman's life, such as their biology or maternal roles; it was also connected with the social, cultural and spiritual dimensions of women's daily existence. Participants also identified access to money and supportive interpersonal relationships as significant for good health. A disconnect was found to exist between women's understandings of good health and socio-political health policies in PNG, something likely to be repeated in health service delivery to different cultural groups across the Asia Pacific region. Health and development practitioners in PNG must become responsive to the complexity of women's social relationships and to issues relating to the context of women's empowerment in their programmes.

Ho, P. S. K. (2012). "'I have won a world championship and now I can retire': Exploring normal technical students' ways of unpacking academic expectations in Singapore." *International Journal of Educational Development* 32(1): 111-119.

> The aim of this study is to explore the ways in which lower tracked, normal technical students unpack academic requirements and expectations to achieve academic success. Set in Singapore, the study documents the lived experiences of four individuals from the normal technical course who have succeeded academically. The results show the emergence of three main forms of unpacking academic expectations that these participants employed throughout their lives. It will be argued that these individuals appear to be active and capable of drawing on valued knowledge and resources to participate in the institutionalised academic community. The participants' experiences also indicate that there may be a mismatch between the participants' interpretations of what was required of them and the institutionalised academic expectations. Their collective narratives challenge the exclusion of educationally disadvantaged students and confront traditional narratives of these youth as high potential dropouts. (C) 2010 Elsevier Ltd. All rights reserved.

Hoff, L. and A. Hickling-Hudson (2011). "The role of International Non-Governmental Organisations in promoting adult education for social change: A research agenda." *International Journal of Educational Development* 31(2): 187-195.

> This paper explores the role of International Non-Governmental Organisations (INGOs) in adult education as one instrument of global civil society to effect social change. Postcolonial theory is utilized to explore the complex relationships between the concepts of 'globalisation', 'global civil, society', and 'adult education for social change'. In seeking change for social justice postcolonial theory examines the construction of cultural discourse within the epistemologies of (neo-) colonial and decolonising contexts, as well as how such discourse helps to shape and change social realities and identities. We propose a postcolonial research agenda for studying the adult education role of INGOs. (C) 2010 Elsevier Ltd. All rights reserved.

Hung, F. S. (2010). "Intention of students in less developed cities in China to opt for undergraduate education abroad: Does this vary as their perceptions of the attractions of overseas study change?" *International Journal of Educational Development* 30(2): 213-223.

> This study is based on a survey in 2007 of 12,961 senior secondary final year students in seven major cities in China, and shows that students in less developed cities manifest a stronger intention to study abroad than students in better off cities, controlling for students' other demographic characteristics and their major perceived attractions of study abroad. The intention to study abroad of students in less developed cities becomes increasingly lower than the intention of students in better off cities for every unit increase in the perceived attraction of better quality instruction if the students expect to fund their overseas studies by self-financing or loans. (C) 2009 Elsevier Ltd. All rights reserved.

Jones, P. W. (2007). "Education and world order." *Comparative Education* 43(3): 325-337.

> The impact on educational analysis of mainstream international relations (IR) theories is yet to realize its full potential. The problem of education in relation to the construction of world order is considered in relation to core developments in IR theory since the Second World War. In particular, the global architecture of education is seen as a complex web of ideas, networks of influence, policy frameworks and practices, financial arrangements and organizational structures-a

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system of global power relations that exerts a heavy, even determining, influence on how education is constructed around the world. The past decade has seen the rise of fresh understandings of global governance, an emerging theme in international relations that bears considerable potential for new forms of analysis in education, especially for clarifying the significance of the global architecture of education. Fresh understandings of education as a contributor to world order, viewed in the light of shifting global power relations and patterns of global governance, see education remaining relatively undeveloped as a builder of world order, despite decades of normatively-inspired assertions to the contrary.

Jules, D. (2008). "Rethinking education for the Caribbean: A radical approach." *Comparative Education* 44(2): 203-214.

> The article reflects critically on the experience of the Caribbean Anglophone countries (CARICOM) in reforming their education systems to meet the challenges of the present era. It argues that education reform in the current conjuncture can no longer be incremental and that what is required is a fundamental rethinking of educational provision. Small states are not only faced with the challenge of overcoming educational deficits that are the postcolonial legacy, but also with the promise and the peril of globalisation. The rise of ICT and the rapid innovations of technology open new possibilities for leapfrogging education in such contexts. On the other hand, a new commoditised global educational paradigm is emerging that could deepen the marginalisation of small states in the international arena. The article posits a radical approach to education reform which could position small states as centres of educational excellence.

Kayrooz, C. (2008). "Academic freedom in Hong Kong." *Asia Pacific Journal of Education* 28(2): 211-212.

Lim, C. and J. Torr (2007). "Singaporean early childhood teachers' beliefs about literacy development in a multilingual context." *Asia-Pacific Journal of Teacher Education* 35(4): 409-434.

> It is widely recognised that teachers' pedagogical practices are influenced by many factors, including their personal experiences, their theoretical knowledge and the institutional context in which they work. Yet little is known about the beliefs held by Singaporean teachers about language and literacy development. Given the significance of early childhood for subsequent academic achievement, this study employed a survey method to explore the beliefs about literacy held by 79 teachers of 4- to 6-year-old children in prior-to-school settings. The findings indicate that almost all teachers viewed their primary goal as fostering children's ability to communicate and express themselves. They believed in using an eclectic approach rather than focusing on one or other,method'. The findings have implications for early childhood teacher education programs, professional development and implementation of Government policies in Singapore.

Lingard, B. and S. Rawolle (2011). "New scalar politics: implications for education policy." *Comparative Education* 47(4): 489-502.

> This paper argues that globalisation has implications for research and theory in the social sciences, demanding that the social no longer be seen as homologous with nation, but also linked to postnational or global fields. This situation has theoretical and methodological implications for *comparative education* specifically focused on education policy, which traditionally has taken the nation-state as the unit of analysis, and also worked with 'methodological nationalism'. The paper argues that globalisation has witnessed a rescaling of educational politics and policymaking and relocated some political authority to an emergent global education policy field, with implications for the functioning of national political authority and national education policy fields. This rescaling and this reworking of political authority are illustrated through two cases: the first is concerned with the impact of a globalised policy discourse of the 'knowledge economy' proselytised by the OECD and its impact in Australian policy developments; the second is concerned explicitly with the constitution of a global education policy field as a commensurate space of equivalence, as evidenced in the OECD's PISA and educational indicators work and their increasing global coverage. The paper indicatively utilises Bourdieu's 'thinking tools' to understand

the emergent global education policy field and suggests these are very useful for doing *comparative education* policy analysis.

Luk-Fong, Y. Y. P. and M. Brennan (2010). "Women teachers in Hong Kong: stories of changing gendered identities." *Asia Pacific Journal of Education* 30(2): 213-229.

In a time of mass schooling in most parts of the world, the discourse of the owoman primary teachero is often the subject of discourse. Yet most stories of these women teachers emerge from other (Western) contexts, with little known about how changing education processes affect the gendered identities of women in other cultural settings. This paper explores how women teachers negotiate their gendered identities in Hong Kong, where modernization has already mingled with the indigenous Chinese culture. It provides the stories of four Chinese women teachers as they engage in ongoing construction and negotiations of gendered identities over their life histories in Hong Kong. All are ethnically Chinese, of different ages and at different stages of their personal and professional lives, and all have grown up in Hong Kong. A framework of post-colonial concepts of hybridity and border crossing helps to suggest how identity resources develop in relation to a range of contemporary practices which are experienced as both pressures and opportunities. These Chinese women teachers' identities are seen to be complex, fluid and multi-faceted, continually under construction in their daily lives, with changes experienced in both work and family settings.

Ly, T. T. (2011). "Committed, face-value, hybrid or mutual adaptation? The experiences of international students in Australian higher education." *Educational Review* 63(1): 79-94.

This paper explores the adaptation patterns of international Chinese and Vietnamese students in relation to academic writing practices in a higher education context. The study utilises a trans-disciplinary framework for interpreting students' and lecturers' practices within institutional structures. This framework has been developed by infusing a modified version of Lillis' heuristic for exploring students' meaning making with positioning theory. A prominent finding of the study indicates the emergence of three main forms of adaptation, committed adaptation, face-value adaptation and hybrid adaptation, that the students employed to gain access to their disciplinary practices. The findings of the study give insights into ways that a dialogical pedagogic model for mutual adaptation can be developed between international students and academics. The aim is to enhance the education of international students in this increasingly internationalised environment.

Marginson, S. (2007). "Power and politics in university governance: Organization and change at the Universidad Nacional Autonoma de Mexico." *Comparative Education* Review 51(3): 399-401.

Marginson, S. (2011). "Higher education in East Asia and Singapore: rise of the Confucian Model." *Higher Education* 61(5): 587-611.

The paper reviews Asia-Pacific higher education and university research, focusing principally on the "Confucian" education nations Japan, Korea, China, Hong Kong China, Taiwan, Singapore and Vietnam. Except for Vietnam, these systems exhibit a special developmental dynamism-still playing out everywhere except Japan-and have created a distinctive model of higher education more effective in some respects than systems in North America, the English-speaking world and Europe where the modern university was incubated. The Confucian Model rests on four interdependent elements: (1) strong nation-state shaping of structures, funding and priorities; (2) a tendency to universal tertiary participation, partly financed by growing levels of household funding of tuition, sustained by a private duty, grounded in Confucian values, to invest in education; (3) "one chance" national examinations that mediate social competition and university hierarchy and focus family commitments to education; (4) accelerated public investment in research and "world-class' universities. The Model has downsides for social equity in participation, and in the potential for state interference in executive autonomy and academic creativity. But together with economic growth amid low tax regimes, the Confucian Model enables these systems to move forward rapidly and simultaneously in relation to each and all of mass tertiary participation, university quality, and research quantity and quality.

Marginson, S. (2012). "Including the other: regulation of the human rights of mobile students in a nation-bound world." *Higher Education* 63(4): 497-512.

The world's three million cross-border international students are located in a 'gray zone' of regulation with incomplete human rights, security and capabilities. Like other mobile persons such as short-term business and labour entrants, and refugees, students located on foreign soil do not enjoy the same protections and entitlements as do citizens. International students are affected by two different national regulatory regimes, in the nations of citizenship and of education. But they are fully covered by neither. Their position is vulnerable and uncertain, mediated by non-citizen status and the related facts of cultural difference, information asymmetry and communication difficulties. Referring to research on international education in Australia, which has the world's fifth largest international student population, the article focuses on the manner in which the subordinated outsider status of international students magnifies the problems they face. It considers what might be done to enable them to access comprehensive protections, empowerment and human rights as defined in the United Nations' Universal Declaration of Human Rights.

Marwan, A. and T. Sweeney (2010). "Teachers' perceptions of educational technology integration in an Indonesian polytechnic." *Asia Pacific Journal of Education* 30(4): 463-476.

Educational technology is becoming more pervasive in Indonesian vocational higher institutions, yet there is limited research available about Indonesian teachers' perceptions of this innovation. This paper sets out to contribute to this gap in the research literature and reports on a study that investigated the factors which supported and constrained the use of educational technology at an Indonesian polytechnic. Data were gathered from 10 teachers working full-time at the polytechnic using semi-structured interviews and were analysed using thematic analysis strategy. The findings confirm previous research in Western countries which suggest that factors including teachers' beliefs and attitudes, organizational culture and external influences can have a significant influence on the integration of educational technology to support learning and teaching. The study also identified that factors such as skills, workload, strategic planning, ownership, resources, professional development and leadership require attention as they can have a negative influence on successful integration.

Mathews, J. A. and M. C. Hu (2007). "Enhancing the role of universities in building national innovative capacity in asia: The case of Taiwan." *World Development* 35(6): 1005-1020.

Taiwan has already demonstrated how a Newly Industrializing Economy can build an export-oriented manufacturing system driven by catch-up strategies linked to knowledge leverage via public institutions. In the 1990s, Taiwan moved toward building its innovative capacity, and in the 2000s it is drastically upgrading the role of universities in providing fundamental R&D, in acting as incubators of new, knowledge-based firms, and in building the country's innovative potential through IP protection and commercializing activities. This study examines how-these new approaches are being implemented in three universities, in National Chiao Tung University (NCTU), National Tsing Hua University (NTHU)-both located in the Hsinchu high-tech belt-and National Taiwan University (NTU) located in the Taipei metropolitan area, as well as in the Industrial Technology Research Institute (ITRI). ITRI has been the engine that drives Taiwan's technological upgrading, and continues its role through new emphases on patenting and entrepreneurial technology transfer. (c) 2007 Elsevier Ltd. All rights reserved.

Maxwell, T. W., P. Rinchen, et al. (2010). "Evolutionary trajectories in school assessment systems: the case of Bhutan." *Asia Pacific Journal of Education* 30(3): 273-288.

The purpose of this paper is to trace the evolution of school assessment in Bhutan, briefly, as a background to considering the present and future school assessment issues especially as they relate to quality concerns and educational improvement in Bhutan. A benchmark for Bhutan, the National Educational Assessment (NEA) programme in Bhutan was inspired by a 2002 initiative in South Asia funded by the World Bank. In this paper, we address how the 2003 NEA was developed. Emerging issues are discussed including methods of reporting and the concept of obenchmarkingo in three senses of that term. Technical issues are also addressed in the context of the desire to administer another comparative NEA in 2010. Out of these developments, the Bhutan Board of Examinations has developed ideas about expanding access to system-wide assessment data to

different levels of stakeholders in order to achieve improvements. A 2x2 matrix is provided identifying four key questions around judgments of educational achievement at two key levels (system and school) within and between these levels. This matrix represents a model of the evolution of assessment in Bhutan. This paper should be of interest to education systems in developing countries that have undertaken or intend to undertake national educational assessment programmes.

McCormick, A. (2012). "Whose Education Policies in Aid-Receiving Countries? A Critical Discourse Analysis of Quality and Normative Transfer through Cambodia and Laos." *Comparative Education Review* 56(1): 18-47.

Critical discourse analysis of policy contexts and documents has been employed in this research to analyze the role of language in promoting normative positions affecting the quality of education in Cambodia and Laos. The article examines the ways institutional normative influences at multiple levels within the Education for All (EFA) program have influenced education policies in aid-receiving countries. This includes "harmonization" processes through which policies are formed and promulgated, and some implications for national ownership and the quality of education in relation to these processes.

Nagabhushan, P. (2011). "What the West can learn from the East: Asian perspectives on the psychology of learning and motivation." *Asia Pacific Journal of Education* 31(1): 107-109.

Nilan, P. (2009). "Indigenous Fijian female pupils and career choice: explaining generational gender reproduction." *Asia Pacific Journal of Education* 29(1): 29-43.

This paper examines aspects of the school-to-work transition process for high-achieving indigenous Fijian young women using selective data from a wider study of school-to-work transitions conducted in 2005. It appears that traditional and colonial understandings of the role of Fijian women still shape even high-achieving girls' career and life options; these are expressed through their subject choices at school and their narrow career aspirations. While the social reproduction mechanisms of schools are evident, families and communities are also implicated. High-achieving girls still tend to emulate the career choices of older women in their families and communities, even in the current context of a marked lessening of labour market opportunities for the time-honoured white-collar occupations of teaching, nursing and public service work. Some provisional interpretations, looking towards productive interventions at school, community and church level, of this phenomenon are offered.

Nyland, B., C. Nyland, et al. (2011). "Preschool provision and children of migrants in Beijing." *Asia Pacific Journal of Education* 31(1): 77-89.

Chinese children with an urban household registration (hukou) normally attend subsidized preschools for three years prior to primary school. This is an experience available to relatively few of China's many millions of migrant children whose families are registered as rural residents but choose to migrate to urban areas. This paper presents research, in the form of a case study, which examined an informal playgroup for rural-registered migrant children whose parents worked in a Beijing market. The playgroup was established by volunteers to provide an affordable, though limited, alternative preschool experience for migrant children. The original programme was derived from community concepts that initially underpinned the oSure Starto intervention in the United Kingdom. In the paper, survey data is utilized to determine if an informal playgroup can be a positive alternative in a context where migrant children have little capacity to access the preschool programmes available to their urban counterparts.

O'Neill, J. G. and D. H. R. Spennemann (2008). "Education and cultural change: A view from Micronesia." *International Journal of Educational Development* 28(2): 206-217.

Traditionally, transmission of cultural knowledge between generations in Micronesia was the role of family, in particular parents and grand parents. To what extent is that role still important today? In this article, we draw on data obtained from questionnaires distributed to high school and primary school children throughout Micronesia in 2002 and 2003 to consider how culture is being transferred between generations today. We argue the importance of local communities being

closely involved in all aspects of formal education including developing and managing schools and their curricula to ensure that local aspirations are satisfied. Micronesian children have expressed preferences for favourite food, drink, and entertainment that follow international trends closely and are moving away from traditional choices. The data also show a shift away from traditional family-based cultural education to a more formal school-based model that emphasises the importance of teachers being familiar and sympathetic with local culture. (C) 2007 Elsevier Ltd. All rights reserved.

Onsman, A. (2011). "It is better to light a candle than to ban the darkness: government led academic development in Saudi Arabian universities." *Higher Education* 62(4): 519-532.

At first glance, the Kingdom of Saudi Arabia's current multi-billion dollar investment in its social sector, especially in setting up new schools and universities, seems to have as its primary aim the preparation of the Kingdom for a future that is not dependent on its oil resources which are predicted to run out in less than a 100 years. However, there is another consideration that warrants examination in the current context. KSA is also positioning itself to assume a dominant role firstly among the Gulf countries, secondly in the Arabic world and thirdly globally. The two ambitions are obviously intertwined but are likely to have distinct impacts on the international academy. To this end, the Higher education sector has seen unprecedented growth both in student numbers and infrastructure due to the expenditure of massive amounts of money. More than 13 billion dollars is pumped into education and of this *Higher Education* receives more than two billion annually. However, because the main concern for KSA's *Higher Education* development is to maintain its Arabian base whilst striving to become internationally relevant, the funds are applied in a centrally controlled manner that aims to balance the two ambitions. In practice, the gender-based segregation is one issue that continues to be an unresolved and contested complication. This paper argues that ultimately international competitiveness is likely to be impact significantly and possibly irrevocably on Saudi cultural traditions and religion norms.

Paige, K., M. Chartresa, et al. (2008). "Using teacher stories to reveal quality educational practice: An Eastern Cape experience." *International Journal of Educational Development* 28(5): 524-533.

The University of Fort Hare Distance Education Project set out to improve qualifications of primary teachers in rural and township schools in the Eastern Cape of the Republic of South Africa. At the culmination of an 11-year AusAID collaboration between the University of Fort Hare and University of South Australia a research project to reveal quality educational practice was undertaken. Using oral histories as the methodology, teacher stories were gathered through a sequence of interviews and classroom observations. This collection of oral histories constitutes the basis for the paper. Its research focus has been the science and mathematics practices of eight teachers who typify the many hundreds who participated in the project. This paper explores the use of oral history as a methodology for documenting quality educational practice. Crown Copyright (C) 2008 Published by Elsevier Ltd. All rights reserved.

Parr, G. (2012). "Leading an international teaching practicum: negotiating tensions in a site of border pedagogy." *Asia-Pacific Journal of Teacher Education* 40(2): 97-109.

Across the world, the work of teacher educators in universities is subject to contradictory discourses of, on the one hand, globalisation and standardisation and, on the other, innovation in both teaching and research. This article is a critical account of a particular experience of an Australian teacher educator leading an international teaching practicum in South Africa. The account shows how multifarious tensions play out in the practice of a teacher educator working in transcultural spaces utilising 'border pedagogy'.

Poonoosamy, M. (2010). "The International Baccalaureate Diploma Programme in post-colonial Mauritius: reaffirming local identities and knowledges." *Asia Pacific Journal of Education* 30(1): 15-30.

The world becoming a global village is a recurrent notion, but for the learner, where to situate oneself intellectually and culturally remains a crucial issue. The challenges are complex for former colonized states of Africa in the quest of a national identity after colonial rule. The transition from a national educational programme to a (more) recognized internationalized programme, the

International Baccalaureate Diploma Programme, is a demanding task. Yet, to achieve this necessitates going beyond one's geographical location and assimilating a dominant culture through knowledge. The paper presents a review of the existing research on the International Baccalaureate Programme and its impact on local students' identities and knowledges in former colonized states in Africa with a focus on Mauritius, a former French and British colony. While also arguing that the International Baccalaureate functions in the matrix of the Westernized knowledge industry, privileged knowledges and identities in the International Baccalaureate Diploma Programme are discussed.

Pyvis, D. and A. Chapman (2007). "Why university students choose an international education: A case study in Malaysia." *International Journal of Educational Development* 27(2): 235-246.

Why has Australian offshore higher education become the educational investment of choice for many students? What benefits do students anticipate from this education? What is the relationship between educational goals and educational experience? To address these questions, this paper draws on findings from empirical research conducted with students studying at an offshore campus of an Australian university in Malaysia. It was found that students typically chose to enroll with the Australian university to receive an international education. Reasons offered for seeking an international education effectively delineated two groups of students. For Malaysian nationals, an international education was valued largely as a passport to employment with (Western) multinational corporations operating in Malaysia. Generally the Malaysian students made positional investments in Australian offshore higher education. For non-Malaysian students an international education was typically selected as an aid to procuring a new identity. These students chose an international education with the hope of expunging provincial outlooks. From international education, they wanted new ways of viewing the world, new habits of thinking and new skills and approaches. They sought a personal metamorphosis. These students, therefore, typically made self-transfortnative investments in international education. The paper further shows that investment choices influenced the way students experienced their education. Of the two populations distinguished by investment type, students who made self-transformative investments were more likely to respond positively to challenging education experiences associated with studying at the campus. (c) 2006 Elsevier Ltd. All rights reserved.

Ramsay, S., E. Jones, et al. (2007). "Relationship between adjustment and support types: Young and mature-aged local and international first year university students." *Higher Education* 54(2): 247-265.

We examined the relationship between adjustment and support types, sources and levels of support, and satisfaction with levels of support, for first year students in an Australian university. Comparisons were made between young (17-21 year olds) and mature-aged students and local and international students. Findings indicate that well-adjusted students reported higher levels of social companionship support than the less adjusted group. Many students would have liked more support overall. In comparison to the local group, international students would have liked to receive more emotional, practical and informational support. The implications for service provision and university strategies are discussed.

Rosenthal, D. A., J. Russell, et al. (2008). "The health and wellbeing of international students at an Australian university." *Higher Education* 55(1): 51-67.

A representative sample of undergraduate and postgraduate international students at a large Australian university (n=979, 64% females) completed a mail-back survey of their health and wellbeing. Most students evaluated their current and previous physical and mental health positively. Health-related risk practices such as unprotected sexual activity, drug use, smoking and gambling, were reported by few students. There was little change in health or risk behaviours since coming to Australia and few changes that were health compromising. Few demographic or situational variables, including age and gender, had a significant impact on students' wellbeing. This study has revealed that few international students find the experience of studying in an overseas country detrimental to their wellbeing. Nevertheless, for those students who encounter difficulties or are at increased risk of health-compromising outcomes, we must ensure better delivery of health promotion education, and access to, and use of, available counselling and health services.

Rungruang, P. and R. Donohue (2007). "Transferability of skills and education and Thai academics' organisational commitment." *Asia Pacific Journal of Education* 27(2): 171-187.

Few studies have examined the links between perceived transferability of education or perceived transferability of skills and organisational commitment. This paper reports on a study examining the relationships between transferability of education and transferability of skills, and the three components of organisational commitment (affective, continuance, and normative commitment) with a sample comprising 517 Thai academics. Hierarchical regression analyses (controlling for gender, education, academic rank, and organisational tenure) indicated that transferability of skills was positively related to both affective and normative commitment, while transferability of education was negatively related to continuance commitment. The implications in terms of career management and human resource development are discussed.

Russell, J., D. Rosenthal, et al. (2010). "The international student experience: three styles of adaptation." *Higher Education* 60(2): 235-249.

The subjective well-being of a sample of 979 international students attending a large metropolitan university in Melbourne, Australia, was investigated. A person-focussed approach was used to determine whether different ways of adapting, based on patterns of well-being, could be discerned. Cluster analysis of responses on 21 measures identified three different patterns: positive and connected (58.8% of students), unconnected and stressed (34.4%), and distressed and risk-taking (6.7%). Tests of the concurrent validity of the typology were significant. Demographic factors were not particularly helpful in distinguishing among the three patterns of well-being. The results provide universities with knowledge pertinent to provision of appropriate international student support.

Russell, J., G. Thomson, et al. (2008). "International student use of university health and counselling services." *Higher Education* 56(1): 59-75.

A large sample of international students attending an Australian metropolitan university provided data concerning use of university health and counselling services-their perceived need for help, resultant help-seeking, satisfaction with help given, explanations for not seeking help when in need, and variables that predicted help-seeking. Using as criterion the individual's perceived need for help, we found students were under-utilizing both health and counselling services. Those who did seek help evaluated their experiences positively. The gap between need and action is a concern. Students explained failure to act in terms of insufficient seriousness of problems, lack of information about services and, to a lesser extent, doubts and discomfort about the services. Contrary to views commonly expressed in the literature, student perceptions and responses showed few differences based on cultural background. Within-person variables played a stronger role than culture in accounting for students' help-seeking decisions.

Ryan, J. (2009). "Education in China and abroad: Perspectives from a lifetime in *comparative education*." *International Journal of Educational Development* 29(5): 543-543.

Ryan, J., C. Y. Kang, et al. (2009). "China's basic education reform: an account of an international collaborative research and development project." *Asia Pacific Journal of Education* 29(4): 427-441.

The current round of basic education curriculum reform in China is considered by many to be the most radical and wide-reaching. However, very little is known about education reform at the school level. Here we document and discuss some of the challenges and opportunities that the reform programme is providing for teachers and schools. We describe the progress to date of an international collaborative research and development project involving teachers, school and district leaders from different regions in China working with Chinese, Canadian and Australian academics on changing teacher practices through 'professional learning communities'. This model draws on the success of such communities in Australia and Canada in bringing about substantial teacher development. In this article, we explore the mobility of ideas about teacher professional development and student learning across cultural systems. We provide an insight into how Chinese educators have developed 'hybrid models' of teaching and learning and teacher development drawn from experience and expertise of teacher researchers in Canada and Australia. Drawing on observational data over a three-year period, as well as the teachers' and school leaders' own

accounts, we demonstrate the value of teacher research, and cross-cultural collaboration, in bringing about profound and sustainable changes to educational practices in a network of teacher professional learning communities in China.

Saikia, U., M. Hosgelen, et al. (2011). "Investigation into the population growth and its implications for primary schooling in Timor-Leste by 2020." *Asia Pacific Viewpoint* 52(2): 194-206.

The nation-building process of Timor-Leste, the newest nation in Asia, faces significant demographic challenges due to its high population growth, which is the fastest in Asia. The major contributor for this unprecedented growth is the extremely high total fertility rate of Timor-Leste, among the highest in the world. It is of great concern that if the current fertility rate and its implied population growth continue the population of Timor-Leste will double in 17 years. The analysis in this paper clearly shows that the current extremely high dependency ratio will decline only marginally in the next 10 years and this will put tremendous pressure on the government to constantly keep up with the increasing number of children entering school every year. However, as the intrinsic value of human resource development feeds back into the overall society and economy, an adequate public investment in knowledge-producing services at the earliest stages of life and throughout that life has the potential to change the demographic concern of Timor-Leste into a future demographic dividend.

Sawir, E., S. Marginson, et al. (2009). "The pastoral care of international students in New Zealand: is it more than a consumer protection regime?" *Asia Pacific Journal of Education* 29(1): 45-59.

Student security is a composite social practice that includes the domains of consumer rights, entitlement to a range of welfare supports and pastoral care, and freedom from exploitation and discrimination. Three traditions shape the systems used for managing and regulating international student security in the nations that export education: pastoral care, consumer protection and quasi-citizenship. Each has different implications for the positioning of students as agents. This study used semi-structured interviews with 70 international students from nine countries in two contrasting universities. It investigated the provision of international student security, including the distinctive New Zealand regime of security, regulated by the National Code of Practice for the Pastoral Care of International Students. This Code binds provider institutions and the International Education Appeal Authority, and permits Code-based claims by students from providers. The study found that international students in New Zealand have varying expectations of student security, which draws eclectically from all three traditions. There are gaps in the coverage of pastoral care, including the areas of financial matters and intercultural relations. Where the Code does provide protection, its provisions are not always fully implemented, such as for accommodation assistance. More seriously, there is little knowledge among students of the Code of Practice and their Code-based entitlements, and almost no knowledge of the Appeal Authority. Numerous students testified to poor information flow. This limits not only their capacities as quasi-consumers and their access to pastoral services - so that in practice, the New Zealand system is similar to the Australian system, which is explicitly limited to consumer protection - but even their ability to fully utilize consumer protection. This defect renders the promise of a regulated pastoral care regime grounded in active student agency largely inoperative.

Sharma, U., D. Moore, et al. (2009). "Attitudes and concerns of pre-service teachers regarding inclusion of students with disabilities into regular schools in Pune, India." *Asia-Pacific Journal of Teacher Education* 37(3): 319-331.

Attitudes and concerns of pre-service teachers regarding implementation of inclusive education were examined. The participants consisted of 480 pre-service teachers enrolled in a one year Bachelor of Education (B.Ed) program at Pune University, in the state of Maharashtra. The results of the study showed that participants had somewhat negative attitudes and a moderate degree of concern regarding the inclusion of students with disabilities in their classes. Participants with higher level of education (i.e. postgraduate degrees) were found to have significantly more positive attitudes compared to their counterparts. Perceived level of confidence in teaching students with disabilities was also associated with lower degree of concerns amongst participants. The results are discussed with possible implications for university educators and policy makers.

Shrestha, R. (2010). "The village midwife program and infant mortality in Indonesia." *Bulletin of Indonesian Economic Studies* 46(2): 193-211.

Indonesia introduced over 50,000 midwives into villages in the 1990s to provide primary care to women lacking easy access to health facilities. It seems plausible to argue that the significant reduction in infant mortality that occurred from about 1993-94 was a consequence of this. The paper estimates the village midwife program's impact on infant mortality, using data from the Indonesia Family Life Survey. Regressing mortality outcomes against choice of services would lead to biased estimates because of the correlation between service choice and unobserved individual characteristics. Furthermore, non-random placement of midwives could bias estimates of their impact on infant mortality. This study overcomes such endogeneity problems by aggregating mortality outcomes and program prevalence at district level and taking account of district fixed effects in estimating the program's impact. Surprisingly, the results do not support the hypothesis that the midwife program was responsible for the observed decline in infant mortality.

Sidhu, R., K. C. Ho, et al. (2011). "Emerging education hubs: the case of Singapore." *Higher Education* 61(1): 23-40.

In anticipation of a globalising post-Fordist political economy, countries and universities are increasingly pursuing strategic transnational education and research alliances. This article analyses the Global Schoolhouse, a key education policy platform that aims to transform Singapore into a knowledge and innovation hub by establishing networks and collaborations with foreign universities. Two Global Schoolhouse initiatives are examined-the alliance between Singapore and MIT (Massachusetts Institute of Technology), and the institutional restructuring aimed at re-modelling the National University of Singapore into a 'leading global university centred in Asia'. We outline some of the complexities and unanticipated outcomes which emerge when nations and their education institutions seek to globalise.

Sim, J. B. Y. and M. Print (2009). "Citizenship education in Singapore: controlling or empowering teacher understanding and practice?" Oxford Review of Education 35(6): 705-723.

Teachers understand and apply citizenship education differentially in traditional western democracies. But what of Asian countries where democracy is more recent and treated differently and where countries have traditions of highly controlled education systems? Do teachers have and demonstrate independence of thought in civic matters? This article reports on a study of social studies teachers' understandings of citizenship education, and how these understandings influence their teaching. We found that teacher understandings and practice of citizenship education were located in three distinct groupings, characterised as nationalistic, socially concerned and person oriented. This reflected a citizenship education landscape in Singapore that, despite tight controls, was not as rigid, prescriptive or homogenous as literature on the Asian region suggests.

Sim, J. B. Y. and M. Print (2009). "The State, Teachers and Citizenship Education in Singapore Schools." British Journal of Educational Studies 57(4): 380-399.

States commonly employ education policy to build a strong sense of citizenship within young people and to create types of citizens appropriate to the country. In Singapore the government created a policy to build citizenship through both policy statements and social studies in the school curriculum. In the context of a tightly controlled state regulating schooling through a highly controlled educational system, the government expected teachers to obey these policy documents, political statements and the prescribed curriculum. What do teachers understand about citizenship in this context? In schools do teachers demonstrate independence of thought on citizenship education or do they acquiesce to government policy? This article reports on a small group of social studies teachers' understandings of citizenship, and explores the nature of these understandings in the context of government policy. The study showed an unexpected diversity of conceptualization amongst Singaporean teachers with their understandings of citizenship located in four themes, namely a sense of identity, rights and responsibilities, participation, and national history. This response was unintended by government and reflects an independence of citizenship education landscape in schools, despite the tight policy and bureaucratic controls over teachers by the Singapore state.

Singh, M., J. A. Reid, et al. (2010). "Internationalising the work of teacher education researchers." *Asia-Pacific Journal of Teacher Education* 38(4): 249-253.

Spooner-Lane, R., D. Tangen, et al. (2009). "The complexities of supporting Asian international pre-service teachers as they undertake practicum." *Asia-Pacific Journal of Teacher Education* 37(1): 79-94.

Increasing numbers of Asian international students are choosing to undertake their tertiary studies in English-speaking countries. For universities, international students are an important source of revenue. However, Asian international students face multiple challenges in adapting to a foreign culture, understanding the expectations of their role, and adjusting to language, communication and cultural differences. These challenges are manifested, in particular, during practicum or field experience. This paper investigated the concerns of twenty Asian pre-service teachers before and after their practicum in Australian schools by drawing upon data from focus group interviews. Although language barriers and cultural differences were identified concerns before the practicum, concerns about their relationship with their supervising teachers and the limited time in which they had to learn also emerged after the practicum. Whilst the findings are limited to the present study, implications for supporting Asian international pre-service teachers during practicum are discussed.

Suryadarma, D. (2012). "How Corruption Diminishes the Effectiveness of Public Spending on Education in Indonesia." *Bulletin of Indonesian Economic Studies* 48(1): 85-100.

This paper takes advantage of a regional corruption measure to assess the impact of corruption on the effectiveness of public spending in the education sector in Indonesia, one of the most corrupt countries in the world. Two sets of outcomes are considered: school enrolment rates and school performance in national examinations. Public spending appears to have a negligible effect on school enrolment in highly corrupt regions, but a statistically significant, positive and relatively large effect in less corrupt regions. In contrast, public spending has no significant effect on school performance. The main lesson from this paper is that pouring more public funds into the education system is unlikely to bring about improvement unless it is accompanied by efforts to improve governance in the sector.

Takayama, K. (2008). "The politics of international league tables: PISA in Japan's achievement crisis debate." *Comparative Education* 44(4): 387-407.

Using the political-economic analysis of globalisation and education as well as a culturalist approach to education policy borrowing, the paper analyses the role of local actors, specifically, national newspapers and the Ministry of Education, in mediating the potentially homogenising curricular policy pressure of globalisation exerted through the PISA league tables. Using the recent Japanese education policy debate as a case study, the author demonstrates how the Japanese media interpreted the PISA 2003 findings in a way that resonated with the specific cultural, political, and economic context of the time and how the Ministry used the findings to legitimise otherwise highly contentious policy measures. Questioning the conventional interpretation that the PISA 2003 shock caused the Ministry to redirect its controversial yutori (low pressure) curricular policy, the paper reconstitutes the Ministry as an active agent that capitalised on an external reference (PISA) to re-establish its political legitimacy in a time of increasing neo-liberal state-restructuring.

Takayama, K. (2009). "Is Japanese education the "exception"?: examining the situated articulation of neo-liberalism through the analysis of policy keywords." *Asia Pacific Journal of Education* 29(2): 125-142.

This article builds on the author's earlier work, published in Vol. 28 No. 1 of this journal, that critiqued the Orientalist legacy in Anglo-American discussions of Japanese education. One of the manifestations of this legacy is the prevailing view among the Anglo-American observers of Japanese education that Japanese education is the 'exception' to the recent global restructuring movement. This article problematizes this view by exposing a similar but differently articulated structural change in Japanese education over the past three decades. Drawing on cultural studies and critical discourse analysis, the author focuses on the two policy keywords that the Ministry of Education has consistently used by for the past three decades: kosei (individuality) and yutori (low pressure). Tracing the complex histories of articulation and rearticulation of these policy keywords,

the author demonstrates how the keywords, which had been associated with progressive political struggles against the Ministry's central control of public education, were mobilized to reconstitute people's common sense about education and thus to naturalize the radical systemic change towards the neo-liberal, post-welfare settlement. In conclusion, the author discusses the implication of the study to the field of comparative and international education, calling for a more critical, reflexive engagement with the field's preoccupation with 'national differences'.

Takayama, K. (2010). "Politics of Externalization in Reflexive Times: Reinventing Japanese Education Reform Discourses through "Finnish PISA Success"." *Comparative Education* Review 54(1): 51-75.

Takayama, K. (2010). "The history of modern Japanese education: constructing the national school system, 1872-1890." *Asia Pacific Journal of Education* 30(2): 243-245.

Takayama, K. (2011). "Other Japanese educations and Japanese education otherwise." *Asia Pacific Journal of Education* 31(3): 345-359.

Tan, W. K., D. Macdonald, et al. (2009). "Educational action research in Singapore: to prove or improve?" *Asia Pacific Journal of Education* 29(3): 357-371.

The rise of educational action research amongst schools in Singapore can be attributed to the government's belief that educational research and reform can improve school performance and help Singapore keep pace with the impact of globalization. However, against a backdrop of neo-liberal educational reform where efficiency, accountability and demonstrable outcomes are valued, the underlying intent of the action research projects would seem to be inconsistent with the emancipatory intent normally associated with action research. A systematic review was conducted of 71 action research projects submitted to a local educational conference in 2006. Of concern to us is how action research has been narrowly interpreted and recruited simply as an evaluative tool with the emancipatory potential largely ignored. The paper is theoretically framed by governmentality and performativity to explore the embedded power relations that may "fabricate" the action research projects. The findings and discussions suggest a need for the government, schools and teacher-researchers to reflexively question the current expectation of action research and to be clear about its broader purpose.

Tsung, L. and F. Gao (2012). "What accounts for the underachievement of South Asians in Hong Kong? The voices of Pakistani and Nepalese parents." *Educational Research* 54(1): 51-63.

Background: The research literature linking children's educational outcomes with levels of parental involvement has in many instances resulted in the location of disadvantage being placed on lack of parental involvement, something that has been the case with South Asian parents in Hong Kong (Au, K., Multicultural issues and literacy achievement, Mahwah, NJ: Lawrence Erlbaum Association, 2006; Jeynes, W. H., A meta-analysis - The effects of parental involvement on minority children's academic achievement, Education and Urban Society 35: 202218, 2003; Hau, K. T., Tracking the adaptation and development of non-Chinese speaking children (NCS) in mainstream schools, Retrieved from http://www.edb.gov.hk/FileManager/EN/Content_7065/exe_summary%20eng.pdf, 2008; Tsung, L., Zhang, Q., and Cruickshank, K., Access to majority language and educational outcomes: South Asian background students in postcolonial Hong Kong, Diaspora, Indigenous and Minority Education 4, 1-16, 2010). Purpose: This small-scale research study examines the educational involvement of Pakistani and Nepalese parents, and explores the difficulties and challenges South Asians face to succeed in school. Design and methods: In-depth interviews were conducted with 10 South Asian parents (five Nepalese parents and five Pakistani parents). Interviews were semi-structured and consisted of open-ended questions about parents' educational aspirations, ability in tutoring children with homework, and arrangement of home-learning activities. Transcribed interviews were subjected to content and thematic analysis. Results and discussion: The findings indicate that South Asian parents, despite high aspirations for the education of their children, feel that they lack the linguistic and cultural capital valued by the mainstream society in Hong Kong. This prevents effective involvement in the education of the children. Conclusion: Understanding

the perspectives of the parents offers insights into ways in which access to educational outcomes can be denied in school contexts. It is suggested that there needs to be a greater focus on how inclusion/exclusion operates in school contexts in Hong Kong.

Tsung, L. and M. Clarke (2010). "Dilemmas of identity, language and culture in higher education in China." *Asia Pacific Journal of Education* 30(1): 57-69.

A vast array of cultural traditions and languages can be found among China's 55 legally recognized minority nationalities. Mother tongue education has been the norm for several of the large minority groups (namely, Koreans, Kazaks, Mongolians, Tibetans, and Uyghurs) for most of the time since 1949. This article, which is based on empirical data, reports a study of a group of academics with a Uyghur background at Xinjiang University. The findings indicate that language issues have had a great impact on the professional and personal identities of these academics. The language of their formal school education, either Chinese, the official language, or their mother tongue, has not only had an effect on their perceptions of language learning, but has also created ethnic and cultural divisions among people of the same origins. The authors explore the implications of these identity, language and culture dilemmas for minority academics in China.

Wang, T. (2010). "Changing education: leadership, innovation and development in a globalizing Asia Pacific." *Asia Pacific Journal of Education* 30(3): 355-357.

Welch, A. (2007). "Governance issues in south east Asian higher education: Finance, devolution and transparency in the global era." *Asia Pacific Journal of Education* 27(3): 237-253.

Using Castells' four principal functions of universities, this article examines several key dilemmas relating to governance of higher education in SE Asia, (specifically Indonesia, Malaysia, Philippines, Thailand and Vietnam). While all five nations value universities highly, and aspire to widen access to higher education, none can provide public higher education to all who seek places. Hence, private higher education is growing apace, sharpening problems in sectoral governance systems that are, in several cases, already stretched to capacity. Trans-national developments are further complicating domestic regulatory demands. Issues of finance, devolution and transparency are particularly assessed as key challenges for SE Asian higher education.

Welch, A. R. (2007). "Blurred vision?: Public and private higher education in Indonesia." *Higher Education* 54(5): 665-687.

If, as some have argued, private higher education is now the most dynamic segment of higher education, it is also the case that its growth, partly in response to the increasing mismatch between spiralling demand and limited state capacity, is often ad hoc. The article examines the contours of this trend in Indonesia, where the balance of public and private higher education has shifted sharply over the last two decades. While the private sector has been responsible for much of the expansion in higher education, its role in relation to quality is more questionable. Indonesia's economic burdens, sharply exacerbated by the effects of the Asian financial crisis of the late 1990s, make it likely that the trend towards privatisation, including of its public institutions, will continue. Together with the current rise of trans-national higher education, however, this is only likely to sharpen existing difficulties around longstanding issues of quality, equality, and regulatory capacity.

Yamauchi, F., M. Muto, et al. (2011). "Are Schooling and Roads Complementary? Evidence from Income Dynamics in Rural Indonesia." *World Development* 39(12): 2232-2244.

We examine the impact of spatial connectivity on household income growth and non-agriculture labor supply in Indonesia by combining household panel data and village census data during the period of 1995-2007. Our empirical results show that the impacts of improved local road quality on income growth and the transition to non-agricultural labor markets depend on household education and distance to economic centers. In particular, post-primary education significantly increases the benefit from the improvement of local spatial connectivity in remote areas, promoting labor transition to non-agricultural sectors. Education and local road quality are complementary, mutually increasing non-agricultural labor supply and income in remote areas. In contrast, the

initial landholding size does not affect the benefit from improved road quality. (C) 2011 Elsevier Ltd. All rights reserved.

Yang, R. (2007). "Incorporation and university governance: The Chinese experience, using university enrolment expansion policy as an example." *Asia Pacific Journal of Education* 27(3): 255-269.

At the end of 1998, the Chinese central government decided to raise China's level of participation in higher education dramatically. While the move was influenced by a combination of both domestic and external forces, it was a decision fundamentally based on economic considerations. Using the university enrolment expansion policy as an example, this article interrogates the rationale for and the contexts of this policy-making. It then analyses the measures and consequences of the implementation of this policy to illustrate the changing governance in mainland Chinese universities.

Yang, R. and A. Welch (2012). "A world-class university in China? The case of Tsinghua." *Higher Education* 63(5): 645-666.

Higher education, an integral part of China's nation-building project, is a critical element in China's strategic policy initiative of building national strength through science and education. One way to achieve this goal is to develop a higher education system of international stature. Perhaps more than any other country, through national programs such as 211 and 985, China has been explicit in selecting its best universities for intensive investment, with the expressed aim of making them world-class within coming decades, and contributing more to overall R&D and scientific development. Analysing how these top-tier universities in China are reaching for the gold standard, and using Tsinghua University as an example, this article examines the role of higher education in China's rise and how Chinese universities are responding to the drive for innovation, against a background of globalisation and internationalisation. It analyses the experience of Tsinghua, a Chinese flagship university, sometimes dubbed 'China's MIT', through an in-depth case study in an international context, seeking to answer the question of how far Tinsghua embodies the qualities of a world-class university.

Yang, R., L. Vidovich, et al. (2007). ""Dancing in a cage": Changing autonomy in Chinese higher education." *Higher Education* 54(4): 575-592.

In China, the central government has released a series of key policy initiatives over the last twenty years to foster decentralisation of control over higher education, giving prominence to discourses of increased autonomy for both universities and academics. This article reports findings of an empirical study of changing autonomy in Chinese higher education and it focuses on the effects of these key policy developments in two case study universities. This research was part of a larger study of new power relationships emerging from changing policies on accountability and autonomy in Mainland China, Hong Kong and Singapore, located within a broader context of the impact of globalisation on higher education. The focus on the three regions was selected to begin to redress a Western hegemony in such research. The larger study is premised on the principle that globalisation is characterised by ongoing tensions between global commonalities and context-specific differences, and that it is important not to gloss over the complex and often contradictory national and local mediations of "global" policy trends.

Zeegers, Y. (2012). "Curriculum development for teacher education in the Southern Philippines: A simultaneous process of professional learning and syllabus enhancement." *International Journal of Educational Development* 32(2): 207-213.

This paper reflects on the process of curriculum development in 21 tertiary education institutions in the Southern Philippines. Assisting capacity-building of the teaching profession is an ongoing need in developing countries, but rarely does it extend to pre-service education. In this study of one aspect of a three year AusAID-funded education development project, the process of developing syllabi for English, mathematics, science and practicum/pedagogy courses was an unfamiliar activity for the majority of the sixty Filipino teacher educators and their colleagues. These educators were used to following institution prescribed syllabi without question. The focus of this study was the educators' participation in the intensive process of syllabus review, construction and enhancement which occurred concurrently with a series of regular professional development

activities based on the needs and interests of the educators. The process was documented as it evolved and was evaluated at key stages. A major outcome was the enhancement, or construction, of more than 200 syllabi across the 21 tertiary institutions. However, an unexpected and significant outcome of the process was the development of strong cross-institutional and even cross-regional relationships and a level of collegiality not previously experienced by the participants. It is argued here that such an approach to curriculum development raises the potential for sustainable long-term outcomes in international development projects. (C) 2011 Elsevier Ltd. All rights reserved.

Zhan, S. (2008). "Changes to a Chinese pre-service language teacher education program: analysis, results and implications." *Asia-Pacific Journal of Teacher Education* 36(1): 53-70.

The current nation-wide reform of Chinese primary and secondary education prompted an empirical research project "An empirical investigation of in-service English teachers in primary and secondary schools and a study of a pre-service language teacher education program", conducted at Baoding, China. This project is considered as potentially relevant to other Chinese and Asian nations that are engaged in the transformation of their provision of English language instruction. This project was developed in two stages: first, it sought data from in-service English teachers, using questionnaires and interviews with English teachers from schools differentiated by geographical context and system; and second, these data were used to inform the design of a new pre-service English teacher education program. In this paper, the consultative processes of Stage 1 are discussed and the teachers' proficiencies in the new direction of teaching English are critically examined. On the basis of these data, reflections and implications of the strengths and weaknesses of the present pre-service language teacher training program are made.

Appendix 9.
AusAID scholarship recipients by country of origin and host university, 2010 and 2011

AusAID provided details about the allocation of its scholarships, on which the tables below are based. These are discussed in section 4.9.

Table A9.1: Number of AusAID scholarships by country of origin, 2010 and 2011

	2010	2011
Afghanistan	20	30
Angola	0	2
Argentina	0	3
Bangladesh	46	75
Belize	0	1
Bhutan	30	53
Botswana	10	10
Brazil	0	1
Burkina Faso	0	1
Burundi	0	2
Cambodia	37	63
Cameroon	0	1
Chile	0	4
China	28	27
Colombia	0	3
Cook Islands	1	0
Dominica	0	2
Ecuador	0	1
El Salvador	0	1
Ethiopia	0	12
Fiji	16	47
French Polynesia	3	3
Gambia	8	7
Ghana	10	12
Grenada	0	3
Guyana	0	7
India	3	10
Indonesia	309	369
Iraq	3	0
Jamaica	0	1
Kenya	14	21
Kiribati	4	9
Lao PDR	63	60
Lesotho	8	5
Liberia	7	8
Malawi	10	14
Maldives	19	31
Marshall Islands	1	0
Mauritius	0	9
Mexico	0	8
Micronesia	0	1
Mongolia	35	34
Mozambique	16	19

Table A9.1: Number of AusAID scholarships by country of origin,
2010 and 2011, continued

	2010	2011
Myanmar	0	10
Namibia	2	4
Nauru	1	0
Nepal	9	31
New Caledonia	6	3
Nicaragua	0	1
Nigeria	10	8
Niue	1	0
Pakistan	50	51
Papua New Guinea	139	183
Philippines	102	139
Rwanda	3	10
Saint Lucia	0	1
Saint Vincent And The Grenadines	0	1
Samoa	15	15
Seychelles	0	7
Sierra Leone	5	8
Solomon Islands	18	30
South Africa	12	11
Sri Lanka	20	22
Swaziland	2	7
Tanzania, United Republic Of	14	22
Thailand	5	3
Timor-Leste	25	31
Tonga	6	8
Trinidad And Tobago	0	5
Tuvalu	4	4
Uganda	13	22
Vanuatu	18	16
Viet Nam	251	259
Wallis And Futuna	2	1
Zambia	13	16
	1447	1899

Table A9.2: Number of AusAID scholarships by institution, 2010 and 2011

	2010	2011
Australian Catholic University	0	3
Aviation Australia	1	2
Bond University	6	4
Box Hill Institute TAFE	2	1
Brisbane North Institute of TAFE	0	2
Canberra Institute of Technology	1	1
Carnegie Mellon University	22	7
Central Queensland University	1	16
Charles Darwin University	7	7
Charles Sturt University	4	11
Chisholm Institute of TAFE	4	15
Curtin University	60	67
Deakin University	6	8
Edith Cowan University	4	10
Flinders University	86	120
Gold Coast Institute of TAFE	1	0
Griffith University	23	24
Holmesglen Institute of TAFE	0	2
James Cook University	37	60
Kangan Batman Institute of TAFE	5	11
La Trobe University	37	40
Macquarie University	17	16
Monash University	66	76
Murdoch University	6	25
Queensland University of Technology	47	55
RMIT University	22	31
Southbank Institute of Technology	4	6
Southern Cross University	5	15
Swinburne University of Technology	22	19
TAFE NSW	6	12
TAFE SA	6	5
The Australian National University	152	185
The University of Adelaide	50	82
The University of Melbourne	147	222
The University of New England	11	20
The University of NSW (including ADFA)	69	92
The University of Newcastle	29	35
The University of Queensland	185	220
The University of Sydney	105	128
The University of Western Australia	28	35
University College London	0	2
University of Canberra	35	49
University of South Australia	8	19
University of Southern Queensland	6	16
University of Tasmania	15	23
University of Technology Sydney	31	18
University of The Sunshine Coast	3	6
University of Western Sydney	4	7
University of Wollongong	28	25
Victoria University	30	44
William Angliss Institute of TAFE	3	0
TOTAL	1447	1899

Table A9.3: Instances of six or more scholarship holders from a single country of origin studying at the same institution, listed by institution, 2011

Institution	Country	Number of scholarships
Central Queensland University	Viet Nam	7
Chisholm Institute of TAFE	Papua New Guinea	11
Curtin University	Papua New Guinea	11
	Indonesia	13
Edith Cowan University	Bhutan	6
Flinders University	Philippines	6
	Cambodia	8
	Sri Lanka	8
	Bangladesh	9
	Papua New Guinea	9
	Lao PDR	12
	Viet Nam	17
	Indonesia	31
James Cook University	Cambodia	8
	Indonesia	9
	Papua New Guinea	9
	Viet Nam	15
Kangan Batman Institute of TAFE	Papua New Guinea	10
La Trobe University	Indonesia	10
	Viet Nam	13
Monash University	Bangladesh	6
	Viet Nam	15
	Indonesia	18
Queensland University of Technology	Papua New Guinea	7
	Indonesia	8
	Viet Nam	9
Southbank Institute of Technology	Papua New Guinea	6
TAFE NSW	Papua New Guinea	10
The Australian National University	Bangladesh	6
	Lao PDR	6
	Maldives	7
	Nepal	8
	Cambodia	9
	Papua New Guinea	12
	Philippines	23
	Viet Nam	30
	Indonesia	39
The University of Adelaide	Cambodia	7
	Viet Nam	17
	Indonesia	25
The University of Melbourne	Cambodia	7
	Afghanistan	8
	Papua New Guinea	8
	Uganda	8
	Bangladesh	9
	Philippines	10
	Pakistan	13
	Viet Nam	23
	Indonesia	81
The University of New England	Viet Nam	8

Table A9.3: Instances of six or more scholarship holders from a single country of origin studying at the same institution, listed by institution, 2011, continued

Institution	Country	Number of scholarships
The University of New South Wales (including ADFA)	Viet Nam	11
	Philippines	16
	Indonesia	20
The University of Newcastle	Philippines	19
The University of Queensland	Afghanistan	6
	Philippines	6
	Tanzania, United Rep. of	6
	Zambia	6
	Pakistan	7
	Kenya	8
	Bangladesh	9
	Fiji	9
	Mozambique	10
	Papua New Guinea	17
	Indonesia	33
	Viet Nam	39
The University of Sydney	Papua New Guinea	8
	China	10
	Viet Nam	13
	Philippines	18
	Indonesia	20
The University of Western Australia	Bhutan	9
University of Canberra	Bhutan	10
	Indonesia	10
University of South Australia	Indonesia	6
University of Tasmania	Papua New Guinea	8
University of Wollongong	Indonesia	6
	Viet Nam	6
Victoria University	Indonesia	7
	Papua New Guinea	12

Appendix 10.
Sample of Australian doctoral studies, relevant to education for development 2007-2012

Appendix 10 provides details of a sample of doctoral theses relevant to education for development and related fields. The National Library of Australia keeps records of research theses in its Trove collection. These records constitute one means of understanding fields of research at the postgraduate level. It is not mandatory for graduates to submit their theses to Trove, so the collection is not exhaustive. Further, the search functionality for the collection is poor. However, the collection is useful in providing indicative information about thesis research. Appendix 10 lists a selection of thesis details, drawn from Trove, covering research relevant to or conjoint to education for development. These details include title, author and institution of the research, the degree for which it was awarded, and a summary and/or key words where available.

Educational policy issues: improving universal basic education in Papua New Guinea
Koro, Paul
University of Wollongong, Faculty of Education, PhD, 2007
The prospects of providing universal basic education (UBE) for all children remains amongst the greatest challenges the Papua New Guinea (PNG) as a developing country faces in this early twenty-first century. This challenge is more complex in the context that approximately 25% of the country's remote population still does not have formal access to basic education. It is even worst when "almost 50% of those majority of children who enroll in school continue to drop-out before completing grade 6" (Department of Education, 2003, 1997 and 1991) despite the education reform efforts of the 1990s and early 2000s. These were the realities that created this study. The evidence gathered suggests that adopting a single uniform policy, or a piecemeal approach, and/ or, even to think that UBE is a problem only for the education sector would work against any future efforts to resolve the widely varied and complex educational policy problems in which UBE is one component. This thesis therefore provides an Integrated Educational Policy Implementation and Improvement Model in which the study specifically tested and developed a UBE Policy Framework for PNG. The framework in particular constitutes a total set of 13 High Priority Basic Recommendations and related Action Recommendation Items for improving implementation of UBE throughout the PNG society. Amongst the overarching actions is that PNG as a society must first and foremost accept its obligations to the child and therefore address, among others, those social and economic inequities that block the attainment of UBE. For example, PNG must address those issues concerned with aspects of: (i) high population growth; (ii) increasing levels of poverty; (iii) remote rural access; (iv) problems of finance; and (v) relevant policies which embrace the child's rights to UBE. At the administrative level high priority actions must also be undertaken by the PNG Department of Education, provincial divisions of education, districts and schools to improve aspects of education organizational, operational, human and material resources and capacity.

Community school teacher education and the construction of pedagogical discourse in Papua New Guinea
Pickford, Steven.
Deakin University, Faculty of Education, School of Social and Cultural Studies in Education, PhD, 1999
Pedagogical discourse in Papua New Guinea (PNG) community schooling is mediated by a western styles education. The daily administration and organisation of school activity, graded teaching and learning, subject selection, content boundaries, teaching and assessment methods are all patterned after western schooling. This educational settlement is part of a legacy of German, British and Australian government and non-government colonialism that officially came to an end in 1975. Given the colonial heritage of schooling in PNG, this study is interested in exploring particular aspects of the degree of mutuality between local discourses and the discourses of a western styled pedagogy in post-

colonial times, for the purpose of better informing community school teacher education practices. This research represents a journey, but not an aimless one. It is one which reads the ideological messages of coherence, impartiality and moral soundness of western pedagogical discourse against the school experiences of student-teachers, teachers, children and parents, in post-colonial Papua New Guinea, and finds them lacking.
Key words: Teachers - Training of - Papua New Guinea; Community schools - Papua New Guinea

Building a capability development model for professional school leaders in Thai education
Chongcharoen, Koolchalee
WollongongFaculty of Education, D-Ed, 2008

This study explores questions of how Thai school leaders can be better prepared to respond to reforms that propose decentralization, devolution of authority and organizational structures that favor school-based management (SBM) (See Caldwell & Spinks, 1988). The implementation of SBM is a substantial departure from the historically hierarchical and centralized Thai education bureaucracy. The research explored what capabilities are required for this new environment and suggests a capability development model for professional school leaders in Thailand. The research explored literature on self-managing schools, school-based management and educational reform and found that successful reform was dependent on several factors.

Change and change management in higher education in Thailand : a case study of six Rijabhat universities in Bangkok
Sinthunava, Kittiwan.
University of Sydney, Faculty of Education and Social Work, PhD, 2009
Key words: Education, Higher – Thailand; Educational change -- Thailand -- Case studies; Organizational change -- Thailand -- Case studies.

An analysis of national education policy formulation in Sri Lanka : the role of historical legacy, policy environments, donors and economic globalisation
Wikramanayake, Damaris Helene.
University of Sydney, Faculty of Education and Social Work, PhD, 2009
Key words: Education -- Sri Lanka; Education and state -- Sri Lanka.

A computer-supported EFL course: a pilot study for the professional education of pre-service teachers in higher education practice in Thailand
Vonganusith, Vijittra
Edith Cowan University, D-Ed, 2008
English has been taught as a foreign language for over a century, and plays an important role at all levels of the Thai education system. At higher education levels, English skills are essential components of every pre-service teacher's professional education. In order to maximise opportunities for future teachers to develop their English skills, the teaching and learning of these skills has blended with the utilisation of ICT in many developed and developing countries. The research and the experiences of practitioners suggest that this new educational environment can benefit learning outcomes. … The workplace experiences and the engagement of students in such environment and the perspectives of EFL teachers and administrators all support the proposition that interactive multimedia activities which integrate language skills and multi-tasking result in increased motivation to learn and improve learning. This outcome highlights the possible contribution of ICT use in EFL classroom teaching and learning. Teaching and learning strategies and processes coupled with the findings from this portfolio will provide guidance for staff to integrate the ICT in EFL teaching and learning situations, but also to voice and serve the teachers and students' needs in the future development of ICT use in EFL education.
English language
Key words: Computer-assisted instruction for foreign speakers, Study and teaching, Thailand, Teachers--training of.

Catholic teachers and the teaching of religious education in Catholic schools in Singapore : a qualitative study across schools of six religious teaching orders
Fernandez, Valentina.

University of Western Australia, Graduate School of Education, D-Ed, 2009
Key words: Catholic Church -- Education – Singapore, Catholic teachers -- Singapore – Attitudes, Catholic schools – Singapore, Catholic schools -- Curricula – Singapore, Religious education -- Singapore -- History.

Transforming the education systems for children with disability in Papua New Guinea and Timor-Leste
Gentle, Frances Irene
University of Newcastle, Faculty of Education and Arts, School of Education, PhD, 2012
A great deal of research indicates that over 100 million children worldwide are marginalised from education, including about 40 million with some form of disability living in the Asia Pacific region. In countries with high levels of human poverty and low national human development, education is an important vehicle to employment, independence, and social and political empowerment. For children with disability, education holds the potential to transform experiences of deprivation into opportunities for greater personal freedom and family and community respect and belonging. East Asia and Pacific studies have linked low school attendance rates for children with disability in such island nations as Papua New Guinea and Timor-Leste with traditional beliefs about the causes of disability and family shame. This study sought to reveal and understand the complexities of education provision in Papua New Guinea and Timor-Leste, with a view to offering recommendations for growth in Timor-Leste's system of education for children with disability. In both countries, approximately 99% of children with disability are excluded from the education system. Prior studies have shed light on the impact of such diseases as malaria, chronic malnutrition, and an inadequate health system on survival rates for young children. Many of these studies also highlight the challenges of providing quality education in overcrowded classrooms with limited educational resources and professional training in disability-inclusive teaching methods. Papua New Guinea's education system was chosen for intensive study as, despite the complex human development challenges facing the country, the government had transformed its segregated education system for children with disability into an inclusive system for all children. The researcher sought to gain historical and current perspectives on the transformation process, and identify features of the inclusive education system that may have relevance and application for children with disability in Timor-Leste. The research approach employed in this study included collection and analysis of the professional and personal perspectives of 32 education and rehabilitation leaders and practitioners working in Papua New Guinea and Timor-Leste, and has been supported by analysis of documentary data in related fields of study. Research methods included case study interviews in Papua New Guinea, establishment of a Timor-Leste reference group of educational leaders, and development of an analysis model to guide data coding, analysis, interpretation, and display. One of the most important discoveries made during the course of this study was the limited impact of the 20 years of educational reform in Papua New Guinea on enrolment rates for children with disability. This discovery resulted in an emphasis on transformative human rights and empowerment perspectives in the study's conclusions and recommendations. The recommendations offered promote transformation of educational marginalisation and disadvantage for Timor-Leste's children with disability through government and civil society partnerships that promote and support equitable participation of people with disability in educational leadership, governance, and infrastructure development at all levels of the education system.
inclusive education
Key words: disability; Papua New Guinea; Timor Leste; children

Culture, worldview and transformative philosophy of mathematics education in Nepal: a cultural-philosophical inquiry
Luitel, Bal Chandra
Curtin University of Technology, Science and Mathematics Education Centre, PhD, 2009
This thesis portrays my multifaceted and emergent inquiry into the protracted problem of culturally decontextualised mathematics education faced by students of Nepal, a culturally diverse country of south Asia with more than 90 language groups. I generated initial research questions on the basis of my history as a student of primary, secondary and university levels of education in Nepal, my Master's research project, and my professional experiences as a teacher educator working in a university of Nepal between 2004 and 2006. Through an autobiographical excavation of my experiences of culturally decontextualised mathematics education, I came up with several emergent research

questions, leading to six key themes of this inquiry: (i) hegemony of the unidimensional nature of mathematics as a body of pure knowledge, (ii) unhelpful dualisms in mathematics education, (iii) disempowering reductionisms in curricular and pedagogical aspects, (iv) narrowly conceived 'logics' that do not account for meaningful lifeworld-oriented thinking in mathematics teaching and learning, (v) uncritical attitudes towards the image of curriculum as a thing or object, and (vi) narrowly conceived notions of globalisation, foundationalism and mathematical language that give rise to a decontextualised mathematics teacher education program.

With these research themes at my disposal my aim in this research was twofold. Primarily, I intended to explore, explain and interpret problems, issues and dilemmas arising from and embedded in the research questions. Such an epistemic activity of articulation was followed by envisioning, an act of imagining futures together with reflexivity, perspectival language and inclusive vision logics.
Key words: culturally decontextualised mathematics education, Nepal, hegemony, dualisms, disempowering reductionisms

Attitudes, knowledge, concerns and coping strategies regarding inclusive education in a community of Thai special educators
Changpinit, Suwapatchara.
University of Melbourne, D-Ed, 2007
Key words: Educators – Thailand; Educators -- Thailand – Attitudes; Educators -- Developing countries – Attitudes; Adjustment (Psychology); Inclusive education – Thailand; Children with disabilities -- Education -- Thailand.

The new textbook for teaching English language in secondary education in Bangladesh : teachers' practices and training
Farooqui, Sabrin.
University of Sydney, Faculty of Education and Social Work, PhD, 2009
Key words: English language -- Study and teaching – Bangladesh; English language -- Textbooks for foreign speakers -- Bangladeshi.

Education provisions for the mentally retarded in Northern
Kullar, Harman.
La Trobe University, School of Educational Studies, PhD, 2008
This thesis is based on field work in three schools catering for mentally retarded children in one north indian city. As background to that research information is provided on the prevalence of mental retardation in India and on the provision of institutions to train teachers and educate students. The legislative framework in which education for the disabled generally, and mentally retarded in particular, is laid out. The thesis includes a brief survey of approaches to caring for the mentally retarded internationally and a more detailed examination of the approaches taken in India; including a short historical section. The data collected during field work consists of one personal story, observations in two of the three schools, interviews with teachers from two of the schools, a completed questionnaire from teachers in each of the schools and a questionnaire given to parents in one of the schools. This data is used to reflect on the question of the extent to which the programs that were observed indicate that the aims of the legislation covering disabled education are actually being realised. Three appendices are included. The first provides a brief survey of the use of the term "mental retardation" as compared to terms such as "intellectual disability". The second provides a summary of an assessment scheme which is widely used in India. The final appendix provides complete data from the surveys and questionnaires, organised in a way to facilitate their comprehension by the interested reader.
Key words: People with mental disabilities -- Education – India; Children with mental disabilities -- Education – India; Special education -- India.

The global and the local : the impact of external influences on educational policy-making in Papua New Guinea
Murray, Bruce E.
Monash University, Faculty of Education, D-Ed, 2007
Key words: Education and state -- Papua New Guinea; Education and state -- Developing countries; Educational assistance -- Papua New Guinea; International agencies -- Papua New Guinea -- Political

aspects; Neoliberalism -- Papua New Guinea; Globalization -- Papua New Guinea; Australia -- Colonial influence; New Public Management; Human Capital Theory.

E-Learning in the Thai Context: Cultural and pedagogical issues amidst the implementation of new technologies
Pagram, Penporn
Edith Cowan University, D-Ed, 2007
E-learning is a very topical (and much misused) term with many countries both developed and developing rushing to embrace this new educational technology_ Thailand is a country with unique, strong cultural traditions and her peoples have largely Buddhist religious beliefs. These two factors are interlocked and affect all aspects of Thai life, including education. While the promotion of new technologies in the education system and society is increasing, little is known about the effect of e-learning on Thai culture. The aim of this book is to examine the issues surrounding the implementation of e-learning and to identify those that instructional designers and educators need to address and be mindful of in future deployments. The history and nature of Thai education and its interdependence with the socia-cultural aspects of Thai society are examined, along with an insight into the nature of and implementation of new technologies that are being introduced into Thai education (describing an investigation undertaken in 2007). It is hoped that the book will help guide educators in implementing e-learning without harming Thailand's most valuable assets, its people and unique culture.

Asian women as leaders and managers in higher education : an absence from the literature
Cam Huyen, Le.
La Trobe University. Faculty of Education, M-Ed, 2010
This study involves an examination of the absence of Asian women in the literature on women in leadership and management in higher education (HE). There exists a literature on Asian women in management, recently depicted by a number of studies on the changing face of Asian women managers (Adler, 1993; Benson and Yukongdi, 2005; Budhwar, Saini, and Bhatnagar, 2005; Chou, Posh, and Foster, 2005; Cooke, 2005; Kang and Rowley, 2005; Lee, 2005; Ng and Chakrabarty, 2005; Rowley and Truong, 2009; Yuasa, 2005; Yukongdi, 2005; Yukongdi and Benson, 2005; Yukongdi and Rowley, 2009). However there has been a paucity of research in HE in these studies. The economics and socio-cultures of Asian countries within which HE systems operate are never homogeneous. Yet, as this thesis argues, the available discourses of women in leadership and management, largely grounded in Western countries, have led to deficiencies in the knowledge about the experiences and perspectives of Asian women as leaders and managers (Omar and Davidson, 2001). This culminates in a failure to thoroughly explain the worldwide prevalent problem of women's under-representation in leadership and management positions. This thesis uses Vietnam as a context in order to examine the current literature on Asian women as leaders and managers in HE, and the role of women in modern Vietnamese universities.
Key words: Women executives – Vietnam; Women -- Education (Higher); Education, Higher – Research; Universities and colleges -- Vietnam.

Higher education and the labour market in Oman
Al-Jabri, Khalfan Nasser.
Deakin University, Faculty of Education, School of Education, PhD, 2007
This study aimed to investigate whether there is a mismatch between higher education and the labour market in Oman, the types of this mismatch that exist, and the reasons for this mismatch as they appeared from statistics and interviewees' responses (the higher education providers, principals from the public sector, and employers from the private sector)
Labor market - Oman
Key words: Business and education - Oman

An analysis of ICT integration within the Jordanian education system.
Abuhmaid, Atef
UTS, PhD, 2008
This thesis explores the integration of Information and Communication Technology (ICT) within the educational system of Jordan. Educational systems worldwide are vigorously pursuing the integration of ICT as a means of staying abreast of the rapid technological changes associated with the

knowledge-based economy, and the Jordanian education system is no exception, leading it to introduce several national initiatives in recent years. Research data were gathered using a mixed method approach, which combined the use of questionnaires and case studies. The study was conducted in two phases: in Phase1, two standard questionnaires were distributed to 120 teachers and 12 principals from the three regions of Jordan: North, Central, and South. Phase2 comprised two case studies involving two schools which were found to have optimal conditions for ICT integration compared with other schools in Jordan. The investigation in Phase2 included interviews, observations, site visits, and document analysis. The study identifies and explores three issues which are fundamental to the integration of ICT in the Jordanian education system. These are first, the geo-political location of Jordan in the Middle East, and the impact that turbulence in the region has upon education systems; second, the economic constraints experienced by Jordan as a developing country, which necessitate collaboration with private sector and international parties, and third, the internal and external complexity of factors which surround ICT integration initiatives.
Key words: Information technology; Educational technology; Jordan Education Initiative.

Privatisation and internationalisation of secondary school education in Singapore : a policy analysis
Yap, Meen Sheng.
University of Western Australia, D-Ed, 2008
Key words: Education and state – Singapore, International education – Singapore, Secondary education – Singapore, Privatization in education -- Government policy -- Singapore.

Quality and performance management of technical education and training in Singapore
Yek, Tiew Ming.
Edith Cowan University, Faculty of Education and Arts, M-Ed, 2007
Key words: Technical education – Singapore; Technical education -- Singapore -- Quality control; Technical education -- Singapore -- Administration – Evaluation; Education, Higher – Singapore; Universities and colleges -- Singapore.

Education in the Arab-Islamic world
Eraikat, Abdul Karim.
Edith Cowan University, Faculty of Education and Arts, M-Ed, 2008
Key words: Education and state -- Islamic countries; Muslim women -- Education -- Islamic countries; Teachers -- Jordan -- Attitudes.

National plus schools and the Indonesian national education policy : background, function and major issues
Mayall, Jyoti.
University of Western Australia, Graduate School of Education, D-Ed; 2010
Key words: Schools -- Decentralization – Indonesia; Education -- Curricula – Indonesia; Education -- Indonesia.

An impact study of the United Education Initiative Professional Development Programme
Goderya-Shaikh, Fehmida
Deakin University, Faculty of Arts and Education, School of Education, PhD, 2009
The implemented curriculum of the UEI-PDP with regular follow-up and feedback enabled personal and professional growth of participants. This led to institutional capacity building and transfer of learning into the classrooms. Collaboration, open communication, persistence and accountability facilitated the transfer of learning.
Key words: Teachers - In-service training – Pakistan, Educational leadership – Pakistan; Professional learning communities – Pakistan; Professional development - Teachers

Problem-based learning in polytechnic education in Singapore
Bhmidipati, Padma Rao.
University of Western Australia, Graduate School of Education, D-Ed, 2010
Key words: Problem-based learning – Singapore; Vocational education – Singapore; Technical education – Singapore; Group work in education – Singapore; Vocational school students -- Singapore -- Attitudes.

Personal attributes of quality technical education and training teachers in Singapore
Lee, Chye Yim Shereen.

Edith Cowan University, Faculty of Education and Arts, D-Ed, 2009
Key words: Technical education teachers – Singapore; Teacher effectiveness -- Singapore.

The lifelong learning education reform in Hong Kong : a review from the perception of frontline teachers
Chan, Yee Man Anne.
University of Technology Sydney, Faculty of Education, PhD, 2009
Key words: Teachers -- Training of -- Hong Kong; Continuing education.

Perceptions of learning environments, learning approaches, and learning outcomes: a study of private higher education students in Malaysia from twinning programmes
Goh, Pauline Swee-Choo
Adelaide, D-Ed, 2005

Teacher empowerment : an interpretive study of the experience of Asian migrant teachers in Western Australia
Law, Geoffrey Ka Hoo
Curtin University of Technology, School of Education, PhD, 2010
This research was prompted by arguments about the importance of empowerment in professional praxis of school practitioners and related legislations, namely, the Better Schools' reform in 1987 and the WA Charter of Multiculturalism in 2004, and by persistent feelings of disempowerment and inefficacy I had experienced as an Asian migrant school practitioner in WA Government schools. Attributing cause to others is always easier than looking to ourselves for the root of our problems. Guided by the innovative concept of a research multi-paradigmatic design space, I adapted methods from the interpretivist-constructivist and critical paradigms, and embarked on a process of critical self-reflection aimed at gaining an understanding of my feelings of disempowerment and inefficacy.
Key words: Asian migrant teachers; cultural dissonance; WA Government schools

Appendix 11.
Australian Research Council projects relevant to education for development 2001 – 2011

Appendix 11 lists the Australian Research Council (ARC) projects discussed in Section 4. The data include title, the chief investigators (researchers, administering organization, the first year in which the researchers received funding, the amount of funding over the life of the project, and a description of the projects' aims.

AusAID at work: the design, delivery and impact of Australian aid to education in Asia and the Pacific
A/Prof PW Jones
The University of Sydney
2007
$293,805
The project is designed to determine how Australian overseas aid can make more effective interventions in the education sector, at a time of significant budgetary increases. Australian overseas aid is officially regarded as a key means of promoting poverty reduction, economic growth, social cohesion, expanded trade and regional security. Each objective is significant for Australian futures. Aid to the education sector has been taking on increasing weight, given that well-performing education systems are known to impact positively in these areas. The project provides a platform for greater impact of Australian aid, including that provided in partnership with other donors.

An investigation into the contribution of the national adult education system to the post-conflict reconstruction and development of East Timor
Dr BG Boughton; Dr R Spence
The University of New England
2007
$136,000
This project will improve our understanding of the society and culture of our closest neighbour, East Timor, and of the dynamics of aid and development in our region. The Australian adult education community will learn to interact more effectively with the development process in Timor, as we pilot an approach which may be applicable in other communities, particularly ones with histories of conflict and where poverty is a major issue. Funding agencies will benefit from understanding better how to target adult education aid to achieve poverty reduction and democratic development. The project will strengthen the capacity of the government of East Timor to use adult education policy to raise living standards in their country.

Oral Tradition, Literacy and Education in Two Eastern Indonesian Societies
Dr ED Lewis
The University of Melbourne
2005
$190,000
This project will improve our understanding of social and cultural change in eastern Indonesia, a region of strategic importance to Australia. The research will contribute significantly to knowledge of the educational system and literacy levels in eastern Indonesia. This knowledge will be of practical use in development projects in the region and to policy makers in Canberra who are concerned with Indonesian affairs. The involvement of a PhD student in the project will increase our national research capacity in eastern Indonesia. The contributions to anthropological theory and method this research will produce will enhance Australia's international reputation as a centre of anthropology, southeast Asian studies and the study of literacy.

Australia's International Relations in Education 1945-2000
A/Prof PW Jones A/Prof AR Welch
The University of Sydney
2003
$174,000
The project provides the first comprehensive historical account of Australia's international relations in education, presented in light of evolving policy and strategic concerns. International education has become increasingly important for Australian foreign policy and national development post-WW2, and has been taking on particular weight in educational policy and practice. The project investigates how pursuing the national interest through international engagement has helped shape the educational dimensions of economic and social policy in Australia. Developing an innovative conceptual framework - based on a contrast between the logic of internationalism and of globalisation - is of particular significance.

Knowledge/economy/society: a sociological study of an education policy discourse in Australia in globalising circumstances
Prof JE Kenway
University of South Australia
2002
$129,000
Education policies that fuse knowledge, economy and society are globally influential. Such policies seek to promote economic and social enhancement. Yet critics claim that these policies have a narrow view of knowledge, society and the economy, and of current trends. This study adopts inventive methodologies to assess such critics' claims in the light of research by leading sociologists. It explores the ways that the knowledge/economy/society discourse is interpreted in national and supranational policy texts, by senior policy agents and in innovative educational programs in different educational settings. The research findings will enrich education policy research and benefit national education policy.

Goodbye Mr Chips, Hello Ms Bannerjee: Globalisation and Teacher Movements into and out of multicultural Australia
Dr C Reid; Prof JH Collins; Prof M Singh
University of Western Sydney
2006
$107,000
Education underpins a cohesive and successful society, but today education is increasingly globalised. This project explores the 'brain circulation' of Australian teaching professionals. It will produce a comprehensive national picture of the dynamics (personal and institutional) underlying the movement of teachers into and out of Australia, with a focus on regional and rural areas as well as the cities. It will result in a refining of Australia's policies and procedures in order to better attract and retain immigrant teachers and to regain emigrant teachers.

Governing International Trade in Higher Education: A Comparative Study of International Education Policy Development
Dr CJ Ziguras; Dr GD McBurnie
RMIT University
2005
$225,000
Australia is a major exporter of education, yet the cumulative social and economic impacts of large-scale commercial international education on our trading partners are not well researched. This project will assist in understanding the similarities and differences between Australian and other governments? objectives in relation to the growing international market in education, and the means governments use to regulate educational trade. This can help inform bilateral and multilateral relations between governments, educational institutions, educational peak bodies and other stakeholders.

University position-taking strategies in the global environment: a cross-country study of the Asia-Pacific region
Prof SW Marginson
The University of Melbourne
2008
$318,000
Much of Asia is developing, modernising and globalising at a rapid pace. Higher education, science and research are central and are growing even more rapidly. The Asia-Pacific has great long-term geo-strategic significance for Australia, including education exports which earn $7 billion per year in the region. Our capacity to understand, to cooperate with and to compete with Asian universities within the worldwide field of higher education will closely affect our future. This project provides the first hard data on the global operations of leading universities in ten Asian nations and will be of value to government, business and education.

Oil Palm and Agrarian Transition on the Indonesian and Malaysian Frontiers
Dr JF McCarthy; A/Prof R Cramb
The Australian National University
2007
$246,780
Challenges to peace and security in Southeast Asia emerge from uneven economic development and agricultural and environmental changes that marginalize vulnerable communities, exacerbate tensions and lead to endemic local level conflicts. This project will explore the linkages between agrarian and environmental change, governance systems and conflict by studying how policy and economic developments are affecting rural communities. It will produce a comparative study that will be relevant to policy discussions and scholarship and of interest to donor agencies and practitioners as well as educational institutions and the wider international research community.

Muslims and Christians: Women, Religious Nationalism and Sustainability in the Asia Pacific Region.
Dr ST Rozario; Prof GB Samuel; Asst Prof HM Carey
The University of Newcastle
2005
$125,104
This project should provide agencies concerned with national security and immigration with an improved understanding of the impact of religious nationalism on communities and individuals. It should contribute to the effectiveness of Australian overseas aid initiatives, both government and voluntary, by increasing the available knowledge of how communities are sustaining themselves at present. It should, further, produce findings that make it easier for health, education and welfare agencies to deal sensitively with Muslim communities within Australia

Ethnic, Religious and Social Bases of Community in the Mekong Delta of Vietnam
Dr PK Taylor
The Australian National University
2006
$625,000
This project will promote understanding of a fast developing region of Vietnam in which large amounts of Australian development aid resources have been spent and with which Australian companies have growing trade and investment activities. The Mekong delta is a multicultural and religiously diverse area, very different from other parts of the country. Yet we know very little about why the delta is so economically productive and why there has been little conflict between its many ethnic and religious groups. This project will advance Australia's reputation as a world leader in social scientific research on Vietnam.

Handbooks and Environmental Knowledge in Thailand
Dr AJ Walker; Dr CJ Reynolds
The Australian National University

2008
$136,881
This project will contribute to maintaining Australian scholars at the forefront of innovative research in Southeast Asia. The project will contribute to a more nuanced understanding of attitudes towards the environment within the region. Australia has a significant aid investment in the region and this is likely to grow as a result of the White Paper on overseas development aid. In Southeast Asia much of the aid effort addresses issues of sustainable resource management. Australian businesses have also indicated that deeper insights into local perspectives on sustainability and resource management will be useful in enhancing economic cooperation.

Pacific futures and second generation transnationalism: a Tongan case study
Dr HM Lee
La Trobe University
2005
$179,000
As Australia considers its role in the Pacific it is imperative to understand the changing transnational ties of Pacific Islanders. A decline in ties such as remittances will have far-reaching implications for vulnerable Island economies and societies, and this study of 'second generation? Tongans will assess the extent to which transnational ties are likely to persist. Australia is Tonga's primary provider of development cooperation, and a decline in these ties will impact on this relationship. The project will contribute to planning for Australia's future relationship with Tonga and the Pacific region in areas such as aid, migration and security.

Relatively Speaking: Kinship Matters in Vanuatu
A/Prof MC Patterson
The University of Melbourne
2009
$208,000
Where the absence of state welfare makes reliance on kin a necessity, the same obligations are seen by Aid donors in the Pacific as inhibiting economic advancement and civil probity. An understanding of whether or not transformations and/or continuities in the field of kinship, marriage and gender are implicated in the future development of a nation like Vanuatu in which Australia invests considerable aid and the stability of which is consequential in the region, demonstrates a clear national interest in this project.

Violence, Religion and Well-being in Contemporary Burma (Myanmar): A Medical Anthropological Study of Everyday Life Under Dictatorship
Dr MM Skidmore
The University of Melbourne
2003
$320,000
For 40 years, Burma has been controlled by a military dictatorship with human rights abuses occurring daily. Terror and political violence are used as tools of repression. An in-depth ethnographic study will be conducted into the relationship between emotional/psychological distress and the violence and fear that pervades everyday Burmese life. The project will test the hypothesis that religion plays an important role in mediating responses to fear. No other study has been conducted of everday life under this dictatorship, or of survival strategies created to alleviate fear. Outcomes will include refereed articles, a major monograph on the subject and the development of a new methodology appropriate for aiding victims of terror and torture.

Cultural competence in supporting Cambodians recovering from conflict
Prof M Eisenbruch; Prof MN Humphrey; Prof A Galla; Prof B Kapferer
The University of New South Wales
2006
$155,000
This project will (1) reduce the impact of conflict for the next generation, a key to a healthy start to

life and ageing well (2) guide interventions in regional settings (3) inform guidelines for refugee programs in Australia (4) highlight culture as redressing weakened traditional support structures of survivors of war in Australia and the region, supporting the Government's welfare reform and participation agendas (5) equip Australia to understand insecurities of globalisation and what survivors of war can be driven to do - unless their culture is used as an asset rather than a source of terror (6) enhance Australia's capacity to engage with its cultural environment (7) enhance capacity for AusAID to interpret itself to the rest of the world.

Government, Religion and the Problem of Moral Order in Contemporary Papua New Guinea
Dr A Lattas
The University of Newcastle
2008
$202,808
Successful Australian international relations depend on understanding the popular culture within which neighbouring people formulate grievances and desires for change. PNG is physically close to Australia; it was an administered colony and today as a regional ally it receives much Australian aid. Many Australian organizations, companies and citizens reside in PNG. This project will provide accurate knowledge of how popular religious movements can provide a political language for voicing everyday expectations and grievances. Social and cultural changes can produce new perceptions of injustice that are voiced as a moral critique of present day government, where the future kingdom of God or of the dead is used as a point of ethical contrast.

Managing Modernity : Capitalism, Globalisation and Governance in Melanesia
Dr MC Patterson; Dr MA MacIntyre
The University of Melbourne
2005
$271,000
Australia's relations with its closest neighbours in the Pacific have been significantly reassessed as a consequence of the 'war on terror'. The goals of community development and national participation in global projects in Melanesian nation states have become linked to the issue of national security in the region. By revealing the significant impediments to and positive vectors for stability in Melanesian states, this research will provide better understandings of a region that is increasingly depicted as subject to corruption, violence and the failure of democracy.

Social, Environmental and Economic Sustainability in the Context of Melanesian Mining Projects.
Dr MC PattersonDr MA MacIntyreProf NJ EnrightDr RJ PetheramDr A HoldingMr GM Day
The University of Melbourne
2004
$152,368
This is an interdisciplinary study of Melanesian understandings of socio-economic and environmental sustainability in the context of mining projects. It entails research into traditional ecological knowledge and assessment of ways that local understandings and expectations compromise programs based on Western scientific principles. It will examine local ideas about land use and food security, and the social and cultural factors that determine responses to impacts of mining projects. The project will involve collaborative, interdisciplinary research, integrating social and cultural analysis and environmental and agrarian studies. It will contribute to current debates on environmentalism, mining impact and sustainable development.

Chieftainship and social change in the Trobriand islands: A new theory of leadership and sub-state political dynamics for the Pacific
Prof M Mosko
The Australian National University
2009
$116,958
Australia's closest neighbours to the north and east are Pacific nation-states where in many instances

'chieftainship' has been a dominant locus of social organisation and change from pre-colonial times to the present. While these systems in their modern forms have appeared to outsiders as 'weak', 'unstable' or 'failing', the real problem is that they have been poorly understood by social scientists, policy-makers and others. This research will develop a more accurate theory of the dynamics of Pacific chieftainship that will enhance Australia's understanding of its neighbours and the effectiveness of our policies and approach to the region.

Christianity, conflict, and culture: an anthropological investigation of the political role of churches in Solomon Islands
Dr D McDougall
The University of Western Australia
2006
$281,000
This project contributes to a better understanding of one of Australia's closest neighbours, Solomon Islands. This nation, the site of political turmoil in recent years, is now the focus of an Australian-led Regional Assistance Mission. Many scholars and policy makers have commented on the importance of Christian organizations during the crisis in Solomon Islands and the need to incorporate them in current attempts to restore stability and prosperity. However, most discussions are not informed by an understanding indigenous Christian belief and practice, a lacuna that this project aims to fill by providing an ethnographic investigation of how church-linked groups engage with secular national and international organizations.

Ageing in a developing country and its effects on intra-household resource allocation
Dr E Magnani; Dr A Rammohan
The University of New South Wales
2008
$169,787
Indonesia, our largest neighbour and our third largest recipient of AID, is among the fastest-growing elderly populations in Southeast Asia. Ongoing cultural and economic change means that the traditional reliance of elderly on family support is breaking down leaving the country's social fabric vulnerable. Understanding the linkages between ageing, ill-health and the labour market responses at the household level is the path to effectively intervene in the link between age and poverty and to successfully design policy that facilitates improvements in women's social status.

A Universal Approach to Sustainable Development: Economic, Environmental, and Social Indicators in Australia and Southeast Asia
Dr S Islam; Dr P Lawn
Victoria University of Technology
2003
$87,000
Sustainable development has implications for all facets of society and yet is in real danger of becoming a hollow catch cry. A significant reason for this is the lack of operational and standard indicators across a broad spectrum of economic, environmental and social realms. The major innovation of this work will be the incorporation of social choice theory based on revealed preferences into defining and measuring sustainable development in Australia and Southeast Asia. This project will benefit both state and national governments, as well as non government organisations, interested in sustainable development and future social welfare.

Adolescence in Contemporary China: Social Change, Future Directions and Implications for Australia
A/Prof MA Farquhar
Griffith University
2004
$62,250
China has one-fifth of the world's adolescents. In the last two decades, this age-group has become the focus of unprecedented public and policy debate across all areas of Chinese life. Yet the literature

contains no scholarly synthesis of these debates that explains China's 'adolescent phenomenon' and its overall significance. This project offers the first, sustained analysis of contemporary Chinese adolescence as both product and catalyst of social change. It provides new perspectives on Chinese society, economy and politics within local and global frameworks and has applied potential, especially for international education.

Education for a Tolerant and Multicultural Indonesia
A/Prof LM Parker; Dr C Hoon; Dr R Raihani
The University of Western Australia
2009
$445,000
The recent shift towards fundamentalist Islam and upsurge in religious and ethnic conflict in Indonesia are matters of great concern for Australia. This project will investigate how education can facilitate peaceful multiculturalism in Indonesia and explore the potential for the co-existence of Islamic and secular educational systems. This research will improve Australia's capacity to understand our region's 'languages, societies, politics and cultures' (National Research Priority 4). Australia has been a world leader in expertise on Indonesia; we need projects like this to train junior scholars and thus sustain Australia's international reputation for excellence in Indonesian Studies into the future.

Middle Classes, New Media and Indie Networks in Post Authoritarian Indonesia
Dr A Heryanto; Dr E Baulch
The University of Melbourne
2009
$300,406
The study shall deepen Australians' appreciation of a little-known but strategically-placed facet of Indonesian society. It shall enhance understanding of the opinions, worldviews and cultural productions of young Indonesians, and of the culturally specific character of their digital engagements. In its focus on urban middle class Indonesians, the project shall produce new and detailed knowledge about the cultures and lifestyles of one of Australia's most important higher education markets, and its role in the society. Finally, the project shall deepen the Australian public's understandings of Indonesia as an increasingly complex, disjunctive society.

Being Muslim in Eastern Indonesia: practice, politics and cultural diversity
Prof KM Robinson; Dr AR McWilliam; Prof Dr NI Idrus
The Australian National University
2008
$501,843
The project contributes to Safeguarding Australia through improved understanding of Muslim communities in eastern Indonesia and training young scholars in this field. Our studies of island society and regional Islamic organisations offer ethnographically informed comparative perspectives on Islamic cultural diversity across eastern Indonesia, including current changes in religious practice and governance. Insights developed will enable Australia to anticipate future directions of socio-political transformation in Indonesia, and evaluate prospects for democratization, economic stability and human security. In a region that remains a priority for Australian development our research will improve understanding of a key driver of social life.

Urban Imaginaries/Cultural Landscapes: An Asia-Pacific Transnational and Cross-Cultural Research Collaboration
Dr C Turner;Prof ID McCalman;Dr ME Morris;Dr PA Pickering;Dr JL Webb;Prof A Shoemaker;
The Australian National University
2004
$78,300
The aim of the program is to foster research collaboration between the ANU's Humanities Research Centre and Lingnan University's Cultural Research and Development Program by examining public culture, transnational culture, urban landscapes and urban cultural identities in the contemporary Asia-Pacific and Australian context. We will do this by extending ties with researchers from the region

including early career and students and by developing a comparative cross-cultural methodology capable of encompassing specific socio-historical patterns and processes of dynamically changing public cultural formations in contemporary urban centres in the Asia-Pacific, including Australia. Specific outcomes include a book, e-journal and a multi-media exhibition.

Skilled migration and the sustainability of Pacific Island education systems
Dr CM Voigt-GrafA/Prof RR Iredale
The Australian National University
2004
$180,000
Teachers' migration and the resulting shortage of teachers at national and local levels have become major concerns in many Pacific countries. This project will investigate the relationship between skilled migration, education systems and economic and social sustainability in Fiji Islands, Tonga and Vanuatu. The aims are to improve the understanding of skilled migration in the Pacific region and analyse the inter-relationships between education-related migration, sustainability of education systems and human resource development in the Pacific Islands. The research will inform policy debates in the Pacific countries and in Australia, which is a major donor of foreign aid to these islands.

Managing the Border: Migration, Security, and State Policy Responses to Global Governance in Southeast Asia
Prof A Kaur
The University of New England
2006
$224,200
This project, which aims to inform public discussion and policy development on two important areas, population and migration and security and governance, in Southeast Asia, will contribute to the process of safeguarding Australia through improved understanding of our neighbours' state policies. The scholarly outcomes will also support teaching in refugee and migration studies. An enhanced understanding of, and cooperation on population regulation and the movement of people across and within borders in the region is central to the maintenance of effective bilateral and multilateral relations between Australia and its neighbours.

Using national surveys to uncover and assess potentially harmful sexual practices in Southeast Asia
Prof TH Hull; Dr ID Utomo
The Australian National University
2005
$330,000
Studies in Southeast Asia have revealed a wide variety of sexual practices carrying risks to the reproductive health of women and men. This proposal builds on that base to design methods for population level analysis of behaviour and attitudes. It will address key hypotheses related to gender and the assessment of risk, harm and disadvantage. The Australian Aid program and national health departments will use the data on unhealthy practices for reproductive health programs. Major beneficiaries include individuals who will be guided away from unhealthy practices, and medical providers who will have more evidence to guide their practice.

Rural Migrant Labour in Large Chinese Cities
Dr F Guo; Prof GJ Hugo; Prof X Yuan
Macquarie University
2007
$237,000
China¡|s economic and political significance globally, especially in the Asia-Pacific region, can hardly be exaggerated. China is increasing rapidly in its importance to Australia as a trading partner, source of immigrants and tourists and as a power in Australia¡|s region of influence. The rapid growth of Chinese cities is a critical element in its striking social and economic development and a deeper understanding of this will contribute to Australia enhancing economic, social and political linkages

with China. It also will develop Australian capacity with respect to Chinese research and develop strong academic linkages with China.

Trans/national activism: Organizing for Domestic Worker Rights in Southeast Asia
Dr LT Lyons; Dr T Devasahayam
University of Wollongong
2005
$325,000
This project will contribute to the identified national priority, Safeguarding Australia, by providing a better understanding of the issues surrounding labour migration, including the capacity of NGOs and state governments to address the needs and rights of labour migrants in Southeast Asia. By expanding our understanding of the possibilities for democratisation within the region and contributing to theoretical developments on the relationship between state and civil society, this research will also contribute to the national interest in influencing institutional reform and democratic transition in Asia.

Face to Face with Asia: Australia, the Colombo Plan and the Asian Engagement Debate, 1950-1975
Dr DM Lowe Prof DR Walker Dr CW Waters
Deakin University
2003
$167,000
This project will be the first comprehensive study of Australia's involvement in the Colombo Plan for aid to South and Southeast Asia. It will examine this involvement as a central part of Australia's engagement with Asia in the postwar period. It will do so under three main headings: Australian foreign policy; cultural diplomacy; and the internationalisation of higher education. The project will be innovative in bridging the gap between histories of Australian foreign policy and cultural histories of Australian-Asian relations. It will provide an excellent foundation for on-going research into the consequent reconfiguring of our identity as an Asia-Pacific nation.

Cambodia: Place, People and Politics; Environmental, Economic, Cultural, Political, and Regional History since Earliest Times
Prof BF Kiernan
The University of Sydney
2006
$1,821,110
Understanding the region and the world is vital to safeguarding Australia. Cambodian-Australian relations are important to Australia's foreign policy, both in Southeast Asia and globally. Australia's substantial Cambodian communities remain very interested in developments in their home country. This project will heighten Australia's profile in Cambodia, stimulate regional research among Khmer-Australians, and attract top students and Post-Doctoral Fellows from Cambodia and other countries. Cambodia's specific ecological conditions and the long and important documented history of its people and their role in the region, will result in this project having a significant impact on Australian, regional and global study of Southeast Asia.

Systemic Corruption and Regime Change: State, Business and Political Elites in Indonesia and Implications for Governance Reform
A/Prof HW Dick
The University of Melbourne
2005
$118,000
The development of a stable, prosperous and democratic Indonesia is fundamental to Australia's long-term security. Systemic corruption has been identified as a fundamental impediment to such development and the Australian Government through AUSAID funds institutional reform programs. Yet formal law remains ineffective and corruption has continued to flourish, pointing to weaknesses of policy design. This project will explain how competing political elites systematically use the leverage of the state to redistribute resources within business and society and seek to identify the formal and

informal rules that underpin such behaviour. Outcomes will be better models and more effective governance reforms.

The Underdevelopment of Malaita Province and its Relevance to the Current Crisis in the Solomon Islands
A/Prof CR Moore
The University of Queensland
2005
$156,000
Australia's rationale for the 2003 intervention in Solomon Islands was to stop this 'failed state' becoming a haven for crime, terrorism, and drug and gun running. Australia has committed an estimated $A40 to $A45 million per year for the rehabilitation of the Solomon Islands over the next decade. Malaitans, one of the two sides in a civil war, are the largest, most influential island group in the nation, but have not received development infrastructure commensurate with their level of importance. Developing a more nuanced and culturally and historically grounded understanding of Malaita will aid the national reconstruction process, and serve as a template for handling similar problems in the Pacific Islands in the future.

A study of recent social movements in the Philippines
Dr M Roces
The University of New South Wales
2007
$118,498
This project seeks to understand the nature and development of social movements in the Philippines since the 1970s. The Philippines is an important Australian neighbour; a point endorsed by the 2005 agreement of cooperation between the Australian Federal Police and the Philippine government. And yet, it is far too little studied in this country where there are very few specialists. Australia needs to understand the Philippines better as it will continue to be an important ally. How the tenets of an activist group in Southeast Asia are transmitted to other potential members is necessary to Australian understandings of regional social movements, and this in turn is vital to political interactions, to NGO work, and to multicultural interactions.

Historical Conflict and Reconciliation in East Asia: Media, History Wars and the Search for Regional Understanding
Prof TI Morris-Suzuki; Dr J Yonetani; Dr TY Tsu
The Australian National University
2007
$162,294
The relationship between Japan, China and Korea is of central importance to the future stability of our region, and of particular political and economic importance to Australia. This project will promote a deeper understanding of current tensions in the relationship between these countries, and will contribute to the practical search for resolutions to cultural and ideological dimensions of this conflict. By addressing the relationship between changing methods of communication and contrasting images of history, the project will also contribute to the development of new theoretical approaches to the communication of historical knowledge in the twenty-first century.

Contesting the sea: maritime territoriality in the Indonesian archipelago since 1850
A/Prof JG Butcher; Prof RE Elson
Griffith University
2008
$175,504
This project will contribute to a deeper understanding of the seas that Australia shares with Indonesia. It will give policymakers and the general public a historical perspective on many questions related to maritime territoriality that concern Australia such as why the sea has become an important part of Indonesia's national identity, the impact that the drawing of boundaries in the Arafura and Timor seas has had on peoples who previously moved about freely in these waters, and why the Indonesian

government has had so little control over what goes on within its maritime territory. The project will shed light on the tensions between Australia and Indonesia concerning the seas they share and lay the foundation for greater cooperation.

Sustainable Development, Cultural Diversity, and Global Transformations: An Ethnography of Agricultural and Environmental Practices in East Timor
Dr CJ Shepherd
The Australian National University
2007
$255,090
Civil unrest, low productivity, and environmental degradation in East Timor, the Solomon Islands, PNG, Nauru, and Indonesia, highlight the new challenges for international development policy. By providing culturally specific analyses of development processes and by advancing new policy directions, the study will enhance the capacities of Australian NGOs, as well as international NGOs with Australian offices, government agencies and Indigenous communities, effectively to tackle acute poverty and environmental degradation in our region. These issues are increasingly pertinent to Australia.

Contested Landscapes and Divided Communities. The Struggle for Place and Belonging in Papua New Guinea
Dr GN Curry; Ms G Koczberski
Curtin University of Technology
2005
$105,000
PNG, as Australia's nearest neighbour and major recipient of Australian foreign aid, is facing major challenges including a weakening state capacity to govern, a breakdown in civil society and escalating law and order problems. These processes, which led to civil conflict in Fiji and Solomon Islands, for example, remain largely misunderstood. Nevertheless, such events have major implications for our region's political and economic security. By generating a greater understanding of the contexts and factors contributing to these tensions the project will contribute to better informed policy making by the Australian government, especially in the area of international assistance.

Rebuilding Sustainable Communities: Assessing Post-Tsunami Resettlement Projects in Indonesia, Sri Lanka and India.
Dr JL Shaw; Dr MJ Mulligan; Dr M Clarke; A/Prof DC Mercer
RMIT University
2007
$112,892
It is in the interests of Australia and nations in our regions to improve strategic responses to natural disasters. In addition to their catastrophic short-term effects, disasters sharply reduce employment and output and strain limited state capacity, increasing poverty and inhibiting the prospects for longer-term economic growth and social stability. The development of measures which support the effective rebuilding of social structures and economic activity is key to minimising adverse outcomes. By enriching our understanding of how best to support sustainable resettlement programs, the study responds to the national research priority goal of 'Safeguarding Australia: understanding our region and the world'.

The relationship between mining companies and mine-affected communities in developing countries
Dr K Lahiri-Dutt; Dr CS Filer
The Australian National University
2006
$263,000
Conflicts with local communities have been a major source of social risk for mining companies operating in Indonesia and other parts of the Asia Pacific region, and this research will contribute to Australian national security by dealing directly with this issue. It will contribute to the formation of

better policies and practices for empowering women and empowering communities in the Indonesian mining sector. At a regional and global scale, the lessons learnt about the construction of effective strategies for 'engendering' the development process will be applicable in other locations where Australian capital, technology and expertise are invested in large-scale industrial development, both inside and outside of the mining sector.

Governance and Economic Reform in the Asia-Pacific Region: The Next Steps
Prof AJ MacIntyre Prof CC Findlay Prof LM Weiss Prof LT Holmes A/Prof A Capling Prof PD Drysdale Prof PC Jain A/Prof LH Liew Prof G Rodan Dr MK Beeson Prof GJ de Brouwer Prof JM Corbett A/Prof AD GEORGE MULGAN Dr I Marsh Prof GW Noble Dr LR Nottage
The Australian National University
2003
$20,000
This Initiative brings together economists, political scientists, and academic lawyers with a track record of influential policy-oriented research on the design and implementation of economic and governance reforms in the Asia-Pacific region. The reform agenda covers corporate governance, national economic policy and political institutions, and frameworks for international cooperation around the Pacific region. Key issues are institutional transparency and accountability, economic efficiency and growth, and transnational cooperation. By holding a workshop, building a bibliometric survey, and linking research through a well-designed website, the initiative will propose an international network designed to further research on the problems of economic and governance reform.

Gender, family conflict, and suicide in rural China
Dr T Jacka; Prof MR Phillips
The Australian National University
2009
$260,000
The principal outcome of this anthropological study is an understanding of the social and cultural causes of suicide in rural China, achieved through close collaboration with Chinese researchers. This will enhance cross-cultural awareness and build cooperative institutional ties with China, both of which are crucial to Australia's development and security in the region. The project will make a major contribution to a global re-conceptualisation of suicide as a social, as well as a mental health problem, and will raise the profile of Australian institutions in suicide studies, gender studies, anthropology, and Asian studies. Through postgraduate training, the project will also help build much-needed research capacity.

Scientific Careers and Innovation Networks in the Asian Region: Australia's Regional Role in Education, Research Training and Scientific Development
Prof TR Turpin;Prof J Marceau;Prof SC Hill;
University of Western Sydney
2004
$78,550
This project, in partnership with UNESCO, documents the careers of critical innovation personnel - scientists working in 16 countries in the Asian region. Cohort analyses based on age-set, sectors of employment, countries of training and fields of research provide new insights into the changing role of scientists in this economically diverse region over a period of up to 50 years. The study will document the role of advanced education in integrating knowledge creation and use in the region, highlighting the role of Australia in creating the regional innovation networks that constitute a major resource for this country and the region.

Australian Social Science Data Archive: Provision of Advanced Research Infrastructure and Collaborative Environment
Dr DA Mitchell; Dr BJ Evans; Prof MC Western; A/Prof DN Denemark; Mr GJ McCarthy; Prof NM Nakata; Prof L Mazerolle; Dr JA Byrne; Prof JR Wiseman; Dr MP Crozier; A/Prof AT Kenyon; A/Prof JE McLeod; Prof CB Ferguson; Prof PR Boreham; Dr LA Cheshire; Dr TN B

The Australian National University
2009
$550,000
The Australian Social Science Data Archive (ASSDA) supports researchers in a wide range of social science and humanities disciplines. These researchers are both primary and secondary users of data collected across a range of economic, social, political and cultural areas. Increasingly, complex public policy problems require multi-disciplinary solutions based on a range of data sources to address these problems. This proposal provides a means for Australia's leading edge researchers to advance the knowledge base that can lead to the development of strong evidence based policy. The open access policies of ASSDA ensures that the general public, media, non-government organisation (NGOs) and government agencies are able to examine the public use data sets that are used by researchers to arrive at their conclusions.

Establishment of the Australian data archive: an integrated research facility for the social sciences and humanities
Mitchell Prof Deborah A; Dr Benjamin J Evans; Dr Steven McEachern; Mr Gavan J McCarthy; Dr John A Byrne; A/Prof Michele A Haynes; Dr Toby N Burrows; Dr Lynda A Cheshire; Prof David N Denemark; Prof Mark C Western; Prof Lorraine A Mazerolle; A/Prof Paul As
The Australian National University
2011
$600,000
The Australian data archive will enable Australia's leading researchers to address complex social, economic and environmental problems, leading to the development of evidence based policy. The archive will have an open access policy which will ensure that the general public, media and government and non-government agencies are able to examine the data used by researchers to arrive at their conclusions.

International Conflict, Religion and Culture: Implications for Southeast Asia and Australia
Prof JA Camilleri
La Trobe University
2007
$290,000
This study will: (1) Provide governments and their agencies critical benchmarks and strategic options for policy development and public discourse, especially in periods of international tension;   (2) Offer religious and ethnic organisations greater expertise and more usable resources to help defuse potential conflict and hostility within Australian society;   (3) Widen media skills in interpreting and disseminating material originating from diverse religious and cultural sources;   (4) Enhance Australia's reputation as a vibrant multicultural society able to develop cutting-edge dialogical programmes;   (5) Help to make Australia's engagement with Asia more sensitive to the religious and cultural dimensions of international diplomacy.

The Peace Process in Aceh, Indonesia
Dr ET Aspinall
The Australian National University
2009
$275,000
Indonesia is critical to Australia's security, economic and strategic interests. This study of the Aceh peace process will aid our understanding of how Indonesia is grappling with two issues crucial for its long-term stability: i) management of ethnic and separatist conflicts, and ii) proliferation of local corruption. The study will interest Australian policy-makers, businesspeople and others concerned with Indonesia. It will be valuable to the overseas development community, especially the many agencies involved in post-tsunami reconstruction assistance in Aceh. Finally, the project will enhance Australia's reputation as a source of high quality research on Indonesia and on armed conflicts and peace processes in the Asia-Pacific.

Contestation or Regulation - New Politics in Southeast Asia
Prof G Rodan; Dr K Jayasuriya; Dr VR Hadiz; Prof KJ Hewison; Dr BH Chua
Murdoch University
2005
$75,000
By providing a greater understanding of the region's polities and societies the study can enhance all forms of Australian engagement with Southeast Asia. It offers insights into differential intra-regional capacities and orientations of political systems to absorb diverse social forces into the political process. This knowledge provides a basis for strategies to promote effective governance reform and other Australian aid programs. It will also assist policymakers seeking to influence the management of, or resolution to, conflicts threatening stability in the region.

The Politics of Accountability Reform in Southeast Asia
Prof G Rodan; A/Prof CS Hughes
Murdoch University
2009
$153,000
Australian foreign policymakers and businesses operating in Southeast Asia derive security and commercial advantages from understanding the direction and drivers of politics in the region. New accountability reforms are integral to this politics and, consequently, Australian aid money is being directed towards support for such institutions. However, depending on their nature and support bases, accountability reforms can enhance or suppress citizens' and investors' powers in relation to public and private authorities. Analysing accountability institutions in this way can thus help refine aid strategies and foreign policy meant to increase scrutiny of how authorities in political and economic governance exercise power.

Deliberative Democracy and Citizenship: A Study of Deliberative Polling and Participatory Budgeting in China
A/Prof B He; Prof GM Stokes
University of Tasmania
2006
$80,000
The result of this research will enhance Australian democracy-promotion activities overseas, foster Chinese learning from Australian deliberative democratic experiences, as well as benefiting Australian governmental agencies such as AusAID and Australian NGOs working in this field. The project will also strengthen cooperation between Australian researchers and their counterparts in China. The lessons learned from this Chinese experiment can be used to improve the quality of citizen participation and to develop more effective means of public participation and consultation in Australia. The project will contribute to the Australian government's dialogue approach to human rights issues in China since 1989.

Improving effectiveness of Australian aid to the island-Pacific
Dr S Chand; Dr B Reilly; Dr P Larmour; Mr R Tulip
The Australian National University
2006
$147,900
Improving the effectiveness of aid to the island Pacific so as to secure peace and prosperity within our immediate neighbourhood is in Australia's own national interest. This research investigates issues of state functioning and state failure with a view to improving the effectiveness of external interventions and of bolstering state capacity in the South Pacific. It is now widely acknowledged that ?failed states? can generate refugee flows and create havens for organised crime or terrorist groups, thus becoming a threat to neighbouring states. Such cross-border spillovers have major implications for Australia's national security and have been the primary rationale for the recent interventions into Papua New Guinea and Solomon Islands.

Public Political Criticism in Contemporary Vietnam
Prof B Kerkvliet
The Australian National University
2007
$148,000
This study will enhance Australia's capacity to interpret and engage with its regional and global environment by expanding its comprehension of the political system in Vietnam, a prominent Asian neighbor. The outcomes will benefit Australian diplomats, investors, business people, journalists, aid donors, and universities with interests and programs in the region. As a major work on Vietnam that is also comparative and engages political science literature on authoritarian regimes and political movements, this project also augments Australia's reputation as a source of high quality research on Asian countries.

China's invisible economic leadership: women in family enterprises
Prof DS Goodman
University of Technology, Sydney
2003
$203,000
Chinese women are generally regarded as not having been in the leadership of economic reform. In contrast, the Chief Investigator's recent research on the new rich in North China suggests that the wives of new entrepreneurs may play significant, though unacknowledged, leadership roles in enterprise development. In particular, it suggests that women often act as business managers and accountants alongside their husbands, especially in family based enterprises first established in the private sector. It is now proposed to test the wider applicability of these findings, and explore the consequences for the development of enterprises, families and local politics.

Governance for Peace - A study of Indigenous and International Peacebuilding in East Timor
Dr MA Brown; Dr R Spence
The University of Queensland
2003
$85,000
Through an in-depth study of peacebuilding in East Timor, this project aims to contribute both to understanding how people rebuild political relationships after widespread conflict and to the development of evaluatory mechanisms for international peacebuilding processes. While focussing on indigenous efforts to work against violence, the study will explore the interaction of indigenous and international peacebuilding, and local and national level mechanisms. The outcomes will be a book on peacebuilding, a training manual and courses for fieldworkers, and contribution to the relationships between communities in Australia and East Timor.

Imagining globalisation: The world and nation in Chinese Communist Party ideology
Prof NJ Knight
Griffith University
2004
$120,000
Since the late 1990s, there has been intense interest in globalisation among leaders and theorists of the Chinese Communist Party (CCP). These debates on globalisation represent an important development in the Party's ideology and provide an insight into the way in which it formulates its claim to legitimacy. This project will analyse these debates in the context of the Party's ideological history, and from the perspective of Western globalisation theory. The project will be of benefit to those institutions and individuals needing to understand changes in China's political elite's perception of the world and the Chinese nation's position within it.

Islam, Nationalism and Secession in Aceh, Indonesia
Dr ET Aspinall
The University of Sydney
2004

$190,000

This project will produce the first in-depth analysis of the secessionist movement in Aceh, Indonesia, and of attempts to resolve the long-running violent conflict in that territory. By doing so, it will contribute to our understanding of processes of national disintegration and reintegration in Indonesia. The project will also contribute to broader theoretical debates in political science and related disciplines about the genesis and development of nationalism, especially in Islamic societies, and on how national identity and violent separatist conflicts may be transformed by peace processes and autonomy arrangements.

Pacific Futures Network: Security, Governance and Development in the Pacific Islands Region
Mr D Hegarty Mr MG Morgan Dr R Ayson Dr C Ballard Dr S Chand Dr S Dinnen Dr B Douglas Dr SA Fahey Dr CS Filer A/Prof LR Goldman Prof BV Lal Dr P Larmour Dr MV Lukere Dr RJ May A/Prof GE McCall A/Prof CR Moore Prof RM MacLeod Dr AM Quanchi Dr GE Rawlings
The Australian National University
2003
$20,000

The proposed research network will interweave the following strands in order to create an entirely new level and quality of diagnosis, prognosis and action in Pacific-oriented research: (a) ANU and Australian expertise and knowledge base; (b) regional expertise, especially in universities, research institutes, archives and cultural institutions; (c) digital expertise; (d) existing networking capacity and future potential. Thematically, it will place primary emphasis on research on conventional and human security, governance, development and other issues pertaining to the condition of the polities and economies of Australia's near Pacific neighbours, including the Melanesian states characterised as 'weak' and more recently, 'failed'.

The Evolution of East Asian Regionalism
Dr MK Beeson
Griffith University
2002
$24,000

In the aftermath of the East Asian crisis of 1997, the countries of East Asia have embarked upon a self-consciously pursued project of political integration or regionalism. If successful, it will have profound implications for the region's internal and external relations, and future development. This project will examine how regionalism is evolving in this strategically pivotal area, detail the factors that are encouraging or obstructing this process, and provide a more appropriate theoretical framework in which to understand East Asia's highly distinctive style of regional integration.

The role of development agencies in shaping national identity in Thailand
Dr M Connors
La Trobe University
2006
$85,000

The study will provide much needed research on a country that has an important bilateral relationship with Australia. More specifically, the role of development agencies in the shaping of national identity is little understood. Given the increased role that such agencies play in the reconstruction of nations, this is a timely study. My study, based on intense fieldwork and extensive use of Thai language documents, will offer an analysis of this role. Understanding how Thai national identity has adapted to change is an important component of Australian cross-cultural literacy, and important in understanding the future direction of Thai politics.

A comparative study on women's policy machinery in Korea and Australia
Prof PG Saunders, Dr K Jung
The University of New South Wales
2004
$86,465

This project aims to contribute to the better understanding of women's policy machinery in Korea and

Australia in order to develop more effective policymaking and implementation. This topic is theoretically and empirically under researched. The project, as a major comparative study on women's policies in two countries will make a significant contribution to the understanding of women's policy making process in a specific national context. This research will investigate the relevance of national machineries for the advancement of women. Appropriate mechanisms through which the mainstreaming of gender can take place are considered, and the levels of governance involved - the relationship between gender mainstreaming and state structures, and the effect of this relationship on policy implementation will be examined. Thus, this research will contribute to the better understanding of how and by what processes women's interests are represented to the state policy making structures.

After the crisis: Nation-building challenges in East Timor
A/Prof D Kingsbury; Dr MP Leach
Deakin University
2009
$105,000
Given the substantial commitment of International Stabilisation Force intervention, nation and state building in East Timor remains a high priority for Australian policy makers. This project will examine three key nation-building agendas in post-crisis East Timor, focusing on the key areas of decentralisation of state authority, evolving relationships with traditional authorities, and post-crisis conflict resolution programs, over the period of 2009-11. In so doing, the project will contribute to a better understanding of antecedent factors to state failure, linking directly with recent Australian government policy concerns over 'fragile states', and their potential to destabilise the regional security environment.

An Early Warning Framework for the Prevention of Genocide and Mass Atrocities
Dr AJ Bellamy; Dr SE Davies
The University of Queensland
2009
$350,000
Australia is an active participant in international efforts to prevent mass killing and rebuild wartorn societies, with missions deployed in Timor-Leste, the Solomon Islands and Afghanistan. Australia is also a leading global advocate of the 'responsibility to protect'. The most important aspect of this doctrine is the prevention of genocide and mass atrocities. By developing a framework to provide timely and accurate forewarning of the outbreak of genocide and mass atrocities, this project aims to fill an important gap in the policy toolkit and make a positive contribution to evidence based policy-making that will help Australia prioritise humanitarian emergencies and craft appropriate preventive strategies.

Changing East Asia's Economic and Political Regimes: What Kind of Markets? What Kind of Polities?
A/Prof LH Liew Prof RJ Robison Dr WF Case Dr MK Beeson A/Prof I Islam Prof K Hewison Dr VR Hadiz
Griffith University
2002
$125,000
The East Asian financial crisis in 1997 highlighted economic and political problems in the strategically pivotal region. In the wake of the crisis there was an expectation that East Asian governments and businesses would be forced to adopt 'western' political practices and economic structures. This project will demonstrate why these expectations have not been realised, and how markets and political authority continue to be shaped by contingent domestic imperatives. Our explanation of the divergent outcomes will force a fundamental re-thinking of existing theoretical and policy paradigms, potentially influencing Australian policy towards the region.

Democratizing the Middle East: implications of Washington's policies
Dr S Akbarzadeh; Prof A Saikal; Prof J Piscatori; Mr Bj MacQueen

Monash University
2007
$438,776
Regime change has been justified by the coalition of willing as beneficial to the promotion of democracy and stable governance in the Middle East. It is, therefore, important to examine how effective this project has been. Australia's foreign policy towards the region resembles that of the United States, including military intervention in Iraq and Afghanistan. This involvement warrants an assessment of the way state building has set these two societies on a democratic trajectory, and whether they are serving as beacons of democracy in their neighbourhood. It is in Australia's national interests to have a realistic assessment of its foreign policy impact in the Middle East and Central Asia.

Developing An Effective System Of Child Protection In China
Dr X Shang; Prof IB Katz; Dr AC West
The University of New South Wales
2006
$186,077
Theis project will be of benefit Australia in the following aspects: (1) It will provide Australia greater knowledge of child protection practices in a major East Asian society, where kinship and family networks play an active role in protecting children within their own communities. (2) It offers a unique opportunity for Australia to demonstrate its commitment to utilising its own research to the benefit of a major developing country with which it is establishing strong linkages across many activities. (3) It will strengthen the existing connections among Australia higher educational institutions, Chinese government and non-government organizations, and international NGO.

Experiences of Families with Children with Disabilities in China
Dr X Shang; Ms KR Fisher; Mr W Wei
The University of New South Wales
2007
$156,142
The project contributes to safeguarding Australia by understanding our region through the opportunity to demonstrate Australia's engagement in research to benefit China, with which it is establishing strong links in social, economic and cultural interests. Research expertise about Australia's child disability policies is relevant to China's social policy development. It contributes to national understanding of East Asian child disability policies, including partnership approaches to social support between government, nongovernment and communities, also developing in Australia. The project strengthens connections between Australian researchers and policy-makers, Plan International (China and Australia) and China Disabled Persons Federation.

Lessons from Asian Peacebuilding
Prof JB Braithwaite; Prof HC Charlesworth; Dr VA Braithwaite
The Australian National University
2009
$540,000
War causes not only human suffering; it threatens the health and education of generations of children, sets back regional economies and encourages warlords to become transnational criminals who traffic in drugs, people, money laundering, guns and terror. Fresh insights will be obtained from the successes and failures of attempts to build peace in societies such as Afghanistan. These national and regional diagnoses will enhance the quality of Australia's contribution to security and stability in our part of the globe and increase national capacity to contribute to global peace strategies.

Peace Building and Responsive Governance in Asia and the Pacific
Prof J Braithwaite; Prof HC Charlesworth
The Australian National University
2006
$405,000

War causes not only human suffering; it threatens the health and education of generations of children, sets back regional economies and encourages warlords to become transnational criminals who traffic in drugs, people, money laundering, guns and terror across Australia's region.   Fresh insights will be obtained from the successes and failures of attempts to build peace in failing states that Australia sees as a threat to our security. These national and regional diagnoses will enhance the quality of Australia's contribution to security and stability in our part of the globe and enhance national capacity to contribute to global peace strategies.

Restorative Justice and Responsive Governance: Fresh Challenges, New Theory, Global Networks
Prof J Braithwaite
The Australian National University
2006
$1,581,110
War causes not only human suffering; it threatens the health and education of children and children's children. It sets back economies, encourages transnational crime through trafficking drugs, people, money laundering, guns and terror across our region in ways that directly affect Australians. This research will provide fresh insights from the successes and failures of peacebuilding in the Pacific and Asia. The effectiveness of new restorative and responsive strategies for improving the performance of our health system, strengthening the knowledge economy, improving competition and preventing crime will be tested and developed. Australia will grow as the dominant locus of research on restorative and responsive strategies that work.

Achieving the Millennium Development Goals: The Role of Foreign Aid, Trade and NGOs with a focus on the Asia-Pacific
Dr SD Feeny; Dr M Clarke; Prof TR Fry
RMIT University
2005
$208,982
The research will identify how trade, foreign aid and the role of NGOS will impact on achieving the MDGs. The research has obvious policy implications that will be of great interest and importance to national governments. Further, by enhancing human well-being (by achieving the MDGs) in neighbouring countries, Australia can assist in promoting regional stability and peace. It is in Australia's national interest to promote fair trade, administer an effective aid program, and facilitate the work of NGOs so improve human well-being in recipient nations.

New Trends in Foundation Formation
Dr SM Kenny Dr KM Brown Ms E Cham
Deakin University
2002
$40,000
The encouragement of philanthropic giving is a current priority of governments globally. The creation of foundations is one strategy for expanding philanthropic activity, with profound implications for public policy and existing foundations. Working with Philanthropy Australia, this study will explore the concept of charitable foundations and recent trends in foundation formation such as the development of 'community owned? enterprises and pressures on business to become more 'socially responsible'. The study will produce data of vital importance to informed policy making and to the effectiveness of philanthropic foundations.

Social Capital, Natural Resources and Local Governance in Indonesia
A/Prof C Warren; Dr JF McCarthy; Dr GL Acciaioli; Dr AE Lucas; Dr J Schiller; Prof L Visser
Murdoch University
2008
$497,599
Australia's relationship with Indonesia is critical to our political and environmental security. This proposed research addresses the need for more effective development assistance policy, and will

broaden public understanding of Indonesia's urgent social and environmental issues. International collaboration among an experienced team of field researchers, working with government agencies and NGOs, will enhance the capacity of Indonesian communities to achieve more sustainable and equitable outcomes, contributing to regional security. Social capital questions concerning local capacity building and public engagement in decision-making also have comparative importance for the role of civil society and NGOs in Australian public policy.

The Social Impact of the Transformation of Asia-Pacific Ports
A/Prof AD Wells; Dr TJ Scrase; Mr S Meyrick; Dr RM Muston; Ms L Meyrick
University of Wollongong
2003
$80,000
The Asia-Pacific is the fastest growing region of maritime trade. Globalisation has resulted in changed management and ownership structures for ports with implications for labour relations, dockland redevelopment and relations with their social and economic hinterlands. These changes have social and environmental consequences, that are especially stark in the developing countries in the Asia-Pacific. While environmental issues have been thoroughly expolored, social transformations and impacts are poorly understood. We a suitable conceptual framework and methodology to anticipate, manage and assess the implication of change. This project seeks to conceptualise, compare and measure the social impact of changes to Asia-Pacific ports.

Appendix 12.
Academic conferences in relation to education for development

The conferences below focus on issues relevant to education for development.

Australasian Development Economics Workshop (ADEW), sponsored by AusAID, brings together development economists from Australia and internationally with particular emphasis on the Asia-Pacific region. The 2012 program is available here: https://cde.buseco.monash.edu/site/DefaultSite/filesystem/documents/ADEW_Program.pdf

2012 Network of Asia Pacific Schools and Institutes of Public Administration and Governance (NAPSIPAG) Conference will be held on 12-14 December, 2012 in Colombo, Sri Lanka. This conference is based on past and present collaborations between the Monash University Department of Management and the Sri Lanka Institute of Development Administration (SLIDA). Conference website: http://news-events.buseco.monash.edu.au/2012/04/conference-on-development-challenges-in-the-asia-pacific-call-for-papers/

The annual Australian and New Zealand Comparative and International Education Society Conference. This year's theme will be Reforming Education: Dreams and Realities, to be held November 28th - 30th 2012 at the University of Canterbury, Christchurch, New Zealand.

Conference website: http://www.anzcies.org/conference.php

A biennial Conference is co-organized by **Universidade National Timor Loro Sa'e and Victoria University** biennially. Last years' conference was on 'Knowledge, Attitudes and Skills for Timor-Leste's Development: An Opportunity for Dialogue,' and was held in Dili. Information about the 2011 conference is available here: http://www.vu.edu.au/sites/default/files/faehd/pdfs/brochures/Website%20information%20draft%20(2).pdf

Australian Association for the Advancement of Pacific Studies (AAAPS) holds biennial conferences. The first AAAPS conference "Australia in the Pacific - the Pacific in Australia" was held in January 2006 at the Queensland University of Technology (QUT). The second AAAPS conference "Oceanic Connections" was held in April 2008 at the Australian National University (ANU). The 2012 was hosted by the University of Wollongong in New South Wales. Conference website: http://www.aaaps.edu.au/?q=node/1

The Pacific Trade and Development (PAFTAD) Conference Series is an informal private academic conference series that, since its origins in 1968, has developed into a driving force behind the development of thought on Pacific trade and development issues and important economic policy questions facing the region. The 35th PAFTAD conference was hosted by the Asia Pacific Foundation of Canada on the topic of Human Capital and Economic Growth in Asia and the Pacific. The conference brought together 50 leading thinkers from around the world to discussed papers relevant to the theme, which will be published in to a book in 2013. PAFTAD website: http://paftad.org/

Appendix 13.
Australian and New Zealand Comparative and International Education Society (ANZCIES) conference papers for 2007-2009 and 2011

Appendix 13 lists speakers, their home institutions (where available) and the title of their papers for the Australian and New Zealand Comparative and International Education Society (ANZCIES) Conferences in 2007, 2008, 2009 and 2011 (papers for 2010 were not available). Papers are presented in temporal order.

Marlene Lebreton
University of Sydney
2007
A comparative study of French and Australian international schools language teaching within the International Baccalaureate Primary Years Programme

Nigel F Bagnall
University of Sydney
2007
The International Baccalaureate in Canada

Kiprono Langat
Charles Stuart University
2007
Deconstructing neocolonialism: A discourse analysis of education and development in Kenya

Rose C. Amazan
University of Sydney
2007
Mobilizing the Ethiopian Knowledge Diasporas

Siri Gamage
University of New England
2007
Between School and Home: Sense of Self and Belonging and their Contestations among Australian-Sri Lankan Children in Metropolitan Australia

Lorrae Ward and Ritesh Shah
Cognition Consulting
2007
Unpacking the barriers to learning of refugee students transitioning to secondary school: Initial findings from the longitudinal study of refugee student achievement

Yuko Ramzan and Christine Fox
University of Wollongong
2007
Maintaining cultural identity: the effect of schooling - The voice of two young mothers non-Western families

Getnet D. Bitew
University of Melbourne
2007
An investigation of Ethio-Australian Secondary School Students' Participation in Sport and Extracurricular Activities (SECA)

Pui Ling Wong
Monash University
2007
The Education Values of the Hong Kong Community in Australia: A literature review

Fang-fang Qiu and Rui Yang
St Peter's College and Monash University
2007
Globalisation and Chinese Knowledge Diaspora: A case study of Monash University

Boaz Shulruf
University of Auckland
2007
Do extracurricular activities in school improve educational outcomes? A critical meta analysis of the literature

Margaret Freund
University of South Australia
2007
The Principal Issue: School Leadership, Parent Participation and Student Response

Kaori H. Okano
La Trobe University
2007
Ethnic schools in Australia and Japan: Providing life chances, a place of comfort and identity, and lifestyle choices?

Adrian Schoone
University of Auckland
2007
Sending Tongan youth from New Zealand to be educated in Tonga: A review of this intervention strategy for "at risk" youth

Vanessa Andreotti
University of Canterbury
2007
Representations of poverty and difference in policies and practices of Global Citizenship Education in England

Elizabeth Cassity
University of Sydney
2007
More effective aid policy? AusAID and the global development agenda

Anne Hickling-Hudson
Queensland University of Technology
2007
The Politics of Aid: Cuban Educational Aid as Solidarity with Low-Income States

Hilary Tolley
University of Auckland
2007
The rise of basic education–a local issue or a construct of the global agenda? A review of education priorities of key donors in the Pacific region

Veronica Watters
University of Sydney
2007
Universities of the Third Age: A French and Australian Comparison

Sarah Tumen, Boaz Shulruf and John Hattie
Ministry of Education and University of Auckland
2007
What influences the completion and discontinuation of University bachelor programs?

Vinathe Sharma-Brymer and Christine Fox
University of Wollongong
2007
"Being an educated woman": a theoretical discussion of the potential for transforming girls' and women's education in postcolonial times

Colleen Oates
SIL International
2007
Appreciating diversity through feminist poststructural research in the crosscultural arena: a reflexive interaction.

Kathleen Quinlivan
University of Canterbury
2007
Framing and Addressing Difference and Diversity In the 21st Century: Some Theoretical and Pedagogical Implications For Addressing Social Inequalities in New Zealand Secondary Schools

Geok-Hwa Tor
Murdoch University
2007
Global Movement in Education for Democratic Citizenship

Vanessa Andreotti and Lynn Mario T M de Souza
University of Canterbury
2007
Globalisation, development, identity and education: addressing difference and complexity in the debate

Sandy Rawling
Macquarie University
2007
Preparing teachers today for tomorrow

Jack Maebuta
University of the South Pacific
2007
Quality of Basic Secondary Education in a Post-Conflict Context: A Study of Urban Community High Schools in Solomon Islands

Alan Male
Independent Education Consultant
2007
Strengthening a Ministry of Education within a Fragile State: Issues of Education System Management Capacity in Timor Leste

Bert Jenkins and Kathy Jenkins
University of New England
2007
Is Cooperative Learning an Appropriate Pedagogy for Peace Education: Experiences from Bougainville

Peggy Fairbairn-Dunlop
Victoria University, New Zealand
2007
Pacific Talanoa: Building National and International Cooperation through Access

Lesieli Tongati'o
Pule Ma'ata Pasifika, Ministry of Education
2007
Challenging Success: Transforming Pasifika Education in Aotearoa, New Zealand, Some Key Links
With The Pacific Region

Tanya Wendt Samu
University of Auckland
2007
Pacific Education and in the 21st Century: Is it International, Global or 'Oceanic'?

Bill Palmer
Charles Stuart University
2007
Diffusion of Knowledge in Britain And America: Some Historical Comparisons in Science Education
Between 1800 and 1920

Athena Vongalis-Macrow
LaTrobe University
2007
From the Age of Simplicity to where? : What can we learn from the 90s?

Edmund Goh
University of Wollongong
2007
Education and identity of Australian schools in the Public sector: Comparing parental attitudes
between Government, Catholic and Independent schools using a brand image analysis.

Alexandra McCormick
University of Sydney
2007
Educational for All and Development in Papua New Guinea

David Salter and Faguele Suaali
University of Auckland and Mataaevava College, Savai'i, Samoa
2007
Teacher Professional Development in Samoa: Enhancing Chemistry Teaching

Dr. Airini
University of Auckland
2007
International co-operation through aid-funded education projects: A Pacific case study

K. Mazurek and Maggie Winzer
University of Lethbridge
2007
Reformimg education for students with special needs: The current status of inclusion and inclusions

Maggie Winzer
University of Lethbridge
2007
Inclusive education: A comparative study of the Canadian experience

Joanna Sikora and Lawrence J. Saha
Australian National University
2007
Vocational education and burnout amongst the self-employed

Pam Christie
Cape Pennisula University of Technology, South Africa
2007
Globalising the Right to Education: limits and possibilities 'If rights are what historically subjugated

peoples most need, rights may also be one of the cruellest social objects of desire dangled above those who lack them.' (Wendy Brown)

Liz Gordon
Network Research, New Zealand
2007
The school choice pandemic

Laura B Perry
Murdoch University
2007
Anglo-American Educational Interventions in Post-Communist Europe

Peiying Chen
Tsing Hua University, Taiwan
2007
Dancing with Tensions: Strategic Leadership for School Reform

Agustinus Bandur
University of Newcastle
2007
A Review of Developments in School-Based Management in Indonesia

Colleen Oates
SIL International
2007
'Ni Veng encounters Tuan: ethereality and rationality in language preservation efforts among the Ninggirum of Papua New Guinea'- a summary

Wuhu Yao
Monash University
2007
When the global meets the local: An investigation into the curriculum adaptability of a Chinese-Australian joint MBA program

Jing Wang and Shen Chen
University of Newcastle
2007
Collaboration and Confrontation: A longitudinal study of an exchange program of an Australian University with Chinese partners

Nicolas Lewis, Ward Fiesen and Richard Le Heron
University of Auckland
2007
Internationalising education as industry: From economic crisis to professionalised practices

Anthony L. Fenton
University of New England
2007
Internationalization and University Reform in Japan: Progress or Posture?

Kourosh Fathi Vajargah
Shahid Beheshti University
2007
The Internationalization of University Curricula in Iran: Using ICT in Curriculum Development in Higher Edcuation

Ingrid Harrington and Kathy Jenkins
University of New England
2007
The lessons teacher educators can learn from the experiences of beginning teachers

Lynn Mario T M de Souza
Canterbury University
2007
Translating theory into practice: learning to think otherwise in the 'knowledge society'

Dianne Cullen
Australian Catholic University
2007
Dissonance in Teacher Education Policy

Laura Perry and Geok Tor
Murdoch University
2007
Synthesising Research on Educational Transfer: Analytical frameworks, conceptualisations and motives

Sang Un Namgung
University of Sydney
2007
The role of returnees in internationalisation at three Korean universities

Brian Denman
University of New England
2007
Comparative Review of Distance Education in Australia, Canada, New Zealand, and the United States

Jonathan Makuwira
RMIT University
2007
Collaborative partnerships between government, non-governmental organisations (NGOs) and donor agencies in basic education in Malawi

Iwona Miliszewska
Victoria University
2007
A Multidimensional Approach to Accommodating Cultural Differences in Transnational Education

Askarbek Kussainov
Not noted
2008
Comparative research of education strategies in Central Asian countries

Janice Dudley
Not noted
2008
Higher Education and the Market Citizen

Brian Denman
Not noted
2008
Higher Education by Distance: Transformations and repercussions

Hsiao-chin Hsieh and Peiying Chen
Not noted
2008
Gender and Fields of Study in Higher Education: The case of Taiwan

Anne Hickling-Hudson, Pooja Chugani, and Julie McLaughlin
Not noted
2008
Discussing Gender Discourse with Papua New Guinean Teacher Educators to Support HIV/AIDS Education

Tom Griffiths
Not noted
2008
Wallerstein, World-Systems Analysis and Comparative Education

Margaret Freund
Not noted
2008
This school is harder than any I have ever worked in: School principals, emotional labour and haeccity

Judith Gill
Not noted
2008
Does the principal matter?

Christine Fox
Not noted
2008
Comparative minds across nations and regions: Putting our heads together for comparative research on quality in education

Anthony Fenton
Not noted
2008
Actionable Internationalization at Universities in Japan: Accessing the possibilities

Linda Furuto
Not noted
2008
Mathematics Achievement and Factors of Diversity in Japan and the U.S.

Markose and Hellstén
Not noted
2008
All the kids hate school

Suwadee Mongkol
Not noted
2008
Instructional Leadership and the Primary School Principal in Thailand's National Education Reform

Nattavud Pimpa and Ponsan Rojanapanich
Not noted
2008
Globalisation, Social Imaginary and Higher Education Reform in Thailand

Vann Moniroth and Nattavud Pimpa
Not noted
2008
Transitions in Cambodian Higher Education

Di Cullen
Not noted
2008
Teacher Education - What model of policy will work best?

Audrey-Marie Schuh Moore, Joesph DeStefano, Arushi Terway, and David Balwanz
Not noted
2008
The Expansion of Secondary Education and the Need for Teachers: How big is the gap?

Laura B Perry
Not noted
2008
Why are some national systems of education more equitable than others?

Anne Hickling-Hudson
Not noted
2008
Cuba, Venezuela and South-South Collaboration in Health and Education: The solidarity principle

Margaret Scrimgeour and Terry Dunbar
Not noted
2008
Indigenous research: Take it away or give and take? Supporting collaborative research in Indigenous community contexts

Marlene Lebreton
Not noted
2008
Additional Language Teaching within the International Baccalaureate Primary Years Programme: A comparative case study

Christiane Charon
Not noted
2008
Bilingual Programs in Comparison

Joanna Sikora and Lawrence Saha
Not noted
2008
Gender and Professional Career Plans of High School Students in Comparative Perspective

Laurel Bornholt, Rosalie Robinson and Pam Maras
Not noted
2008
Planned pathways from school to study, work and family life in regional Australia

Jan Currie and Leslie Vidovich
Not noted
2008
University Governing Bodies: Trust and the public good

Kath Lynch
Not noted
2008
Academics' Preparation for Teaching in Australian University Transnational Programs

Beverley Hall
Not noted
2008
A Comparative Study of Indigenous Early Childhood Education between Australia and New Zealand

Peiying Chen
Not noted
2008
Transformative Learning and Ethnic Identity: Empowered learning of indigenous college students

Bill Palmer
Not noted
2008
Higher Education in Tanzania: A volunteer's view

Professor Lawrence J. Saha and Joanna Sikora (ANU) and Petra Lietz (ACER)
Not noted
2009
PISA and TIMMS data updates

Professor Colin Power (former Deputy Director-General of UNESCO)
Not noted
2009
Addressing the UN Millennium Development Goals

Bob Boughton
Not noted
2009
Adult Literacy, Popular Education and Peace- Building in Timor-Leste

Chuan-Chung Hsieh and Fan-Lu Lee
Not noted
2009
The Development of Lifelong Education in Taiwan

Vanessa Andreotti
Not noted
2009
Shifting Conceptualisations of Knowledge and Learning

Hassan Bassak
Not noted
2009
Educational Renaissances on Teaching Persian Language in Iranian Open Universities

Brian D Denman, Neil Dunstan, Matthew Peterson, and Rob Hale
Not noted
2009
Cross-Border Provision of Higher Education in the Asia-Pacific in 2020

Professor Phillip Jones (University of Sydney)
Not noted
2009
Addressing education and the construction of world order

David Small
Not noted
2009
Neoliberalism's Fate: Implications for Education

Peter Ellston
Not noted
2009
Limitations of Fordist Frameworks of Reference

Helen Ware
Not noted
2009
West Africa: An educational renaissance?

Marie Loller
Not noted
2009
Standing in the Gaps: Peacebuilding through education

Vanessa Andreotti
Not noted

2009

Economic Compliance or Opportunity to think 'Otherwise': Multiple interpretations of educational reform based on discourses of globalisation

Paul Reader
Not noted
2009
"Learning in Community." Making sense of home education and the changing context of schooling

Ponzan Rojanapanich and Nattavud Pimpa
Not noted
2009
Global Factors and Local Impacts: The case of education policy, globalisation and culture in Thailand

Ruth Arber
Not noted
2009
Analysing Encounters with International Students: Exploring the relation between culture, identification, and inclusive curriculum

Brigadier Iain Spence (Training Adviser, HQ Forces Command) and Colonel Bill Monfries (Head of Corps for the Royal Australian Army Educational Corps)
Not noted
2009
Addressing peacekeeping and educational opportunities for the ADF

Nattavud Pimpa
Not noted
2009
Higher Education Reform in Thailand: Global factors and local situations

Bob Hill
Not noted
2009
Against the Tide: A case study of globalization in teacher education

Jangdae Kim
Not noted
2009
A study on anti-bullying policies in the state of NSW, Australia and Kyunggi Province, South Korea

Jae Youn Park
Not noted
2009
Legislative Policies for Education in Korea

Jack Maebuta
Not noted
2009
Integrating Learning Technologies into Rural Distance Learning Centres in the Soloman Islands: Whose needs are being addressed?

Yasmeen Faruqi
Not noted
2009
Islamic Science: A look at the Golden Age of Islam an in contemporary societies the need for discourse between Islam and modern science

I Gusti Ngurah Darmawan
Not noted
2009
Conceptualisation and Validation of Cross- Cultural Multidimensional Constructs

Jin ling Wang
Not noted
2009
Early Childhood Private Education in Korea and China

Chuan-Chung Hsieh and Fan-Lu Lee
Not noted
2009
Research on the Education Beliefs and Teaching Behaviors of Elementary and Secondary School Teachers of Taiwan

Anthony Welch
Not noted
2009
Glimpses of Tiger Cubs: The Representation of Southeast Asia in Comparative Education

Tom Griffiths and Lisa Knezevic
Not noted
2009
World-Systems Analysis in Comparative Education: Beyond cosmopolitanism

Carina Bossu, Robyn Smyth, and Tom Maxwell
Not noted
2009
The Development of Higher and Distance Education Policies in Brazil: Hoping for unity of purpose while overcoming centralization

Kaori Okano
Not noted
2009
Multi-cultural Education Policies: The Japanese style?

Stefan Lovell
Not noted
2009
The Emergence of Minority Collective Organisations in Japan: Japan's first multicultural-multilingual radio station

Stephen Carney
Not noted
2009
Reading the Global: Comparative education at the end of an era

Brian Denman
Not noted
2009
Comparative and International Education Research in Australia and New Zealand

Trina Supit, Marie Quinn, Ritesh Shah and Stephen Close
Sydney, ACU, Aukland and the World Bank
2011
Timor-Leste, 10 Years On: A retrospective look at primary education reforms since independence

Joanna Sikora
Australian National University
2011
Dreams and reality: the role of gender in educational and occupational plans of Indigenous and non-Indigenous students

Kaori Okano
La Trobe University

2011

Indigenous Ainu and education in Japan: Social justice and culturally responsive schooling

Leonie Southwell
Murdoch University
2011
School Councils in Western Australia: A democratic reform or political expediency?

Marie Bentin-Toalepaialii & Salima Lasalo Salima
Ministry of Education, Sports and Culture, Samoa
2011
Researching Teacher Effectiveness in Samoa

Steven Smith, Anne Hickling Hudson & Erika Hepple
Queensland University of Technology
2011
English Language Teacher Education in Cuba: Postcolonial perspectives on a uniquely Cuban approach

Lawrence J. Saha
Australian National University
2011
Paulo Freire, Critical Pedagogy and Literacy Campaigns

Brian Denman and Satoshi Higuchi
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