

DSA Ireland Annual Conference 2014

27 - 28 November 2014,

Bridging the Gap - Translating Development Research into Practice



Michelle Kinsella
REGIONAL
Research
Assistant



Michael Kenny
Lecturer

Adult Education in Practice
Weaving multiple threads together, simultaneously



Maynooth University
National University of Ireland Maynooth



Lifelong Learning Programme



Workshop Title

- ▶ Education and Development Panel 2 workshop:

**'Is comparative education
another form of
colonialism?'**

The REGIONAL Project

“... the regional disparities in terms of adult participation in lifelong learning in the EU”
(EU commission, 2012).

The REGIONAL Project is carrying out a comparative research on Adult Learning (AL) policy initiatives across 6 European countries to better understand how regions formulate, implement and fund Adult Learning as a key engine for growth and crisis recovery.

Comparative Educational Research

A comparative perspective

1. Identify the best performers
2. Compare existing systems
3. comparison of educational philosophies evident in educational practice

Comparative education examines education within one country, or between countries, using data and insights drawn from the practises and situations in that country or countries.

Comparative Educational Research

- ▶ However engaging in comparative educational research is an engagement with tensions for which the researcher needs awareness and preparation.
- ▶ ... including tensions between the global and the local, the traditional and the modern, the universal and the individual, etc.

Interpreting Language

- ▶ Each word tastes of the context and contexts in which it has lived its socially charged life according to Bakhtin (1981)
- ▶ ... meanings emerge in specific social interactions', and interviews are no exception (Ahearn, 2012)
- ▶ Example: What are the main drivers of policy in your region?

Modes of Research

- ▶ Comparative research conducted in increasingly competitive market driven arenas ... 'Globalony' ... robustly enabling researchers of a colonising mind to apply their conclusions, supported by their analysis, to a wide range of settings

Modes of Research

- ▶ ... bank of codes arising from the analysis of interviews within their own country were qualitatively and numerically different from the bank of codes that emerged from the data collected through the same process but collected in countries not native to the researchers

Conclusion

- ▶ “Colonialism and education are the two main ways through which European powers perpetuated underdevelopment in Africa” Nwanosike and Onyije (2011 p.624).

As researchers we must be ultra aware of our complicity in a new colonialism.



This REGIONAL project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

DSA Ireland Annual Conference 2014

27 - 28 November 2014,

Bridging the Gap - Translating Development Research into Practice



Michelle Kinsella
REGIONAL
Research
Assistant



Michael Kenny
Lecturer

Adult Education in Practice
Weaving multiple threads together, simultaneously



Maynooth
University
National University
of Ireland Maynooth

END

