



PICTURED ABOVE: DR MARTA CRISTINA AZAOLA SPEAKING ABOUT SOCIAL FRAGMENTATION IN MEXICO

Centre for Research in Inclusion

12: Autumn 2021

About us

The Centre for Research in Inclusion (CRI) in the Education School at the University of Southampton is committed to internationally significant research towards the inclusion of children, adults, families, and practitioners in education. We work with a strong network of collaborators in research that addresses inclusion and engages with the needs of participants and research users. CRI is unusual in working with teachers, young people, disabled and other marginalised groups to carry out the research. See our [Centre for Research in Inclusion video](https://tinyurl.com/yc28fpur) [<https://tinyurl.com/yc28fpur>].

CRI welcomes new researchers

Dr [Achala Gupta](#) joins the Southampton Education School as Lecturer and joins the team in CRI. Previously, Achala was a Research Fellow on the Eurostudents project at the University of Surrey and UCL Institute of Education. Prior to this, she was based at the Asia Research Institute, National University of Singapore. Her work focuses on examining educational issues sociologically. Achala's current interests include education delivery systems and schooling practices in Asia,

and students' aspirations and transition into higher education in Europe. Follow Achala on Twitter [@achalagupta](#)



Dr Achala Gupta

Exploring social fragmentation in Mexico

You can now watch Dr Marta Cristina Azaola talking about her exploration of views on social fragmentations amongst participants from public and private high schools in Mexico City. The interview filmed by Faculti can be viewed here <https://faculti.net/social-fragmentation-and-the-public-private-school-divide/> Follow Cristina on Twitter [@mc_azaola](#)

Count me in!

Regular readers of the CRI newsletter will be familiar with [ACoRNS](#) - the Autism Community Research Network @Southampton. This research-practice partnership between Education and Psychology at the University and school leaders and practitioners in the local community is running an event as part of the ESRC Festival of Social Science.

Count Me In! Celebrating Student Contributions to Collaborative Video and Game Design will include an online webinar open to the public in which autistic students from Fairmead School in Somerset will present their work. The students have been working with Verity Ward, doctoral researcher on computer game design and video making. To sign up for the webinar which takes place on 5th November at 10am, follow the link https://uso2web.zoom.us/webinar/register/WN_mIKNFWljSIGF11Sq27vWRA

Follow ACoRNS on Twitter [@ACoRNSoton](#)

CRI Grant Success

Professor Melanie Nind has won funding from the University's [Public Engagement in Research unit](#) to bring

together arts practitioners Dr Jill Goodwin and Dr Asha Ward and self-advocates from People First Dorset to explore how arts-based activities can facilitate belonging for people with profound learning disabilities within a local self-advocacy organization. Follow Melanie on Twitter [@m_nind](#)

Conferences have been a bit different this year

CRI members have delivered conference papers at various conferences in recent months, testing out the online platforms of BERA (British Educational Research Association), BSA (British Sociological Association), ECER (European Conference of Educational Research), ISEC (Inclusive and Supportive Education), IASSID (International Association of Scientific Study of Intellectual & Developmental Disabilities), and Education South Asia Conference among others.



Prof Melanie Nind delivering the opening keynote for the Asian Qualitative Research Association from home

CRI celebrates its diversity

The Centre for Research in Inclusion is unusual in addressing inclusion for diverse marginalised groups and in diverse social contexts. Our doctoral research students starting this academic year illustrate the diversity in CRI research admirably.

- Roz Stanton is looking at home education in the UK
- Nalini a/p Murugaiyah is studying rural education in Malaysia
- Joanna Grace is studying identity and belonging for people with profound and multiple learning disabilities
- Catherine de Haas is exploring and strengthening the sense of belonging to their own communities

of families of people with profound and multiple learning disabilities

- Sophie Baldock is researching student voice and metacognition

Embarking on a research journey, early thoughts from Joanna Grace

I change my hairstyle about once per decade, give or take a couple of years. For the past twelve years I've worn my hair in a variety of elaborate plaits. For a long time I've coveted the messy wild hair I associate with academics. I began my PhD in October, and stopped plaiting my hair accordingly. It is now twisted on top of my head to keep it out of my eyes as I pore over books, papers and ever more complex felt tip pen diagrams that I imagine map out where my research will take me.



Joanna Grace (and Chloe) pre-PhD

I've yet to master Outlook, I only found Blackboard yesterday, I've set up a VPN, found at least three websites I think are the library, and wrestled with PGR manager. All of this has required much hair pulling, and as my heart sinks at an inbox full of messages inviting me to things I don't understand I feel like I am already well on my way there to the look I hoped for.

My work focuses on identity and belonging for people with profound and multiple learning disabilities. I'm interested in how we discover, create, express and declare identity, and how this in turn connects us to others, and fosters experiences of belonging. Will my unkempt hair connect me to you? Or, when I finally get to visit the department, will I find you all have neatly slicked back hair?



Jo Grace and the PhD hairstyle!

One thing about my hair never changes: it is long. I grew up on a boat at sea. At school there was a school play, and all the little girls were invited to be mermaids, the boys soldiers. The teacher made me a soldier. My hair wasn't long enough to be a mermaid. A mistake I'll not make twice in life. Some things about us remain the same throughout the years. I wonder if there are ways of seeing people's core identity, connecting with others as they are, and if I could find those ways, would that be a route to more meaningful connection between people with disabilities and people who like to think of themselves as able?

Follow Jo on Twitter [@jo3grace](#)

Update from Abigail Croydon
My research concerns the huge employment divide between young people with intellectual and developmental disabilities and the working majority, and the implications of such a divide in terms of learning. As markets in jobs are inherently discriminatory, it is effectively a lifetime divide that affects people's freedom to participate in society, to acquire skills, knowledge and understanding by participating, and to be instrumental in reshaping social attitudes by their presence and their input. As my participants need finely personally tailored support to work, having a personal assistant can be transformative, and that is the specific form of work that I am investigating.



So, in April 2020, I was filming participants and their personal assistants at work as the bad news rolled in and it became clear that their work and mine would be suspended. I spent the last days before the first lockdown filming a participant working at a food cooperative. He and his personal assistant sorted out the difference between leeks and celery as customers stocked up on lentils and loo rolls.

I have recently, finally, begun the real data generation - sharing the work videos with participants in a video-supported interview format, which I also film. But that suggests something much too formal - they are at home, they

watch, comment and sometimes answer questions, talking about what catches their interest, what was important and why it mattered. Watching video of themselves is hugely engaging. People are amused and intrigued to watch themselves at work; they react spontaneously and expressively. Transcription - even with highly expensive software - is enormously time consuming, but the data that results is vivid. Anna [pictured above left], who works at an animal rescue centre re-socialising cats ('cat whispering') recounted every detail of every cat that featured in her film of 18 months earlier

and James [pictured above right], who doesn't speak, showed intense interest in his video and gave himself, his personal assistant and his work multiple thumbs up. I have a few more of these videos to make, then the complex task of drawing out from these layered scenes an account of what was learned, by whom and why it mattered. I'm looking forward to it.

New open access papers

Brooks, R., Abrahams, J., **Gupta, A.** et al. (2021). [Higher Education Timescapes: Temporal Understandings of Students and Learning](#). *Sociology*, 55(5), 995–1014.

Brooks, R., **Gupta, A.** et al. (2021). [Higher education students' aspirations for their post-university lives: evidence from six European nations](#). *Children's Geographies*.

Brooks, R., **Gupta, A.** et al. (2021). [Students in marketised higher education landscapes: An Introduction](#). *Sociological Research Online*, 26(1), 125-129.

Power, A., Coverdale, A., Croydon, A., Hall, E., Kaley, A., Macpherson, H. & **Nind, M.** (2021) [Personalisation policy in the lives of people with learning disabilities: a call to focus on how people build their lives relationally](#). *Critical Social Policy*.

Strogilos, V., Lim, L., Buhari, N. (2021) [Differentiated Instruction for Students with Special Educational Needs in Mainstream Classrooms: Contextual Features and Types of Curriculum Modifications](#). *Asian-Pacific Journal of Education*.

Additional recent publications from CRI

Gupta, A. (2021) Exposing the "shadow": an empirical scrutiny of the "shadowing process" of private tutoring in India, *Educational Review*, DOI: 10.1080/00131911.2021.1931038.

Gupta, A. (2021) Social legitimacy of private tutoring: an investigation of institutional and affective educational practices in India, *Discourse: Studies in the Cultural Politics of Education*, DOI: 10.1080/01596306.2020.1868978.

Gupta, A. (2021) Teacher-entrepreneurialism: a case of teacher identity formation in neoliberalizing education space in contemporary India, *Critical Studies in Education*, 62(4), 422-438.

Unveiling the 'shadowing process' in the private tutorial sector



Story and photo by Dr Achala Gupta.

Private tutorial centres have grown significantly in abundance in recent years. Their subscription rate has increased particularly during the COVID-19 pandemic across countries, including in England. Tutorial centres go by various names, such as coaching centres, enrichment support, and private tutoring groups. Collectively, these centres – that operate outside of formal schools but provide support for excelling in school assessment systems – are usually referred to in the literature as 'shadow education'. Although this term has been extensively used in research, no study to date has demonstrated how the process of 'shadowing' actually works. To address this gap, I conducted ethnographic research in Dehradun (India) between 2014 and 2015. Recently, I published an article that especially focuses on the ways in which private tutoring 'shadows' the formal education system. This piece summarises some of my key findings, focusing on the three levels of the 'shadowing process' and what this process means to educational inequality and inclusion.

Education board

The public education system in India is classified by the Boards of Education. The majority of schools in Dehradun are affiliated with one of the three Boards, similar to the different examination boards in England. Education Boards provide a framework to their affiliated schools for their everyday operations; they also set the curriculum and assessment guidelines across educational levels. Correspondingly, my research identified that most tutorial centres tended to specify the board/s to which their services were directed.

Notably, though, most tutorial centres in the city appeared to cater exclusively to the educational needs of students who were studying under Boards which were affiliated with higher fee-paying schools. Hence, shadow education tends to further contribute to the educational inequality that already exists in the formal education system.

Educational levels

The tuition market offers services to prepare students for assessments at all educational levels, but the majority of centres provide educational support for only specific levels. This pattern corresponds to the market demand. Parents believed that while academic achievement at all educational levels is important, the stakes are low at elementary levels and relatively high at Grade 10 and 12 (akin to final GCSE and A-Level years in England). The marks obtained at Grade 10 were often used as a criterion for streaming students into groups for the next stage of study (Science, Arts and Humanities, and Social Sciences, for example) and students' performance in Grade 12 assessments often shaped their transition to higher education. In response, most tutorial centres in the city focused on providing academic services in preparation for these high-stake assessments. In this way, shadow education exploits, and perpetuates, the notion of 'meritocracy' in society.

Educational subjects

Most tutorial centres in Dehradun offered private tutoring for traditionally 'academic' subjects, with only very few exceptions for broader cognitive development (for example, abacus – or mental arithmetic – training). Notably,

though, not all academic subjects were in equal supply in the tutorial market. While many centres offered their services for Science and Mathematics, almost none supplied academic support for Hindi and History. When speaking to tutors about this, I found that this disparity was (perhaps unsurprisingly at this stage) informed by the hierarchy of subjects within the formal education system. STEM subjects tended to be highly regarded in schools (and by parents) as compared to Arts and Humanities subjects. It is likely these perceptions resonate with educational discourses regarding the UK, too. This dynamic meant that the subjects that were undermined in the formal education system, in the empirical setting, were also virtually absent in the tuition market.

Hence, private tutoring centres organise themselves in close alignment with formal schooling norms and practices, even though as private organisations – functioning outside the purview of the public education system – they are free to choose their own institutional framework. While responding strategically and selectively to the market demands, that are structurally produced from formal schooling system, tutoring centres fuel the problems within the current education system, such as access to quality education, competition and the myth of meritocracy, and the hierarchy of academic subjects.

This piece is based on the article ['Exposing the "shadow": an empirical scrutiny of the "shadowing process" of private tutoring in India'](#) by Achala Gupta, published, open-access, in *Educational Review*.