

8.30 am-9.00am	REGISTRATION (Foyer, Centenary Building)
9.00am-9.15am	WELCOME (Eleanor van der Westhuizen, Directorate of Research, UFS) Professor Melanie Walker (SARChI in Higher Education & Human Development)
9.15am-10.35am	SESSION ONE
Session Chair:	Dr Faith Mkwanzani (UFS)
Speaker 1	Prof Joan DeJaeghere (University of Minnesota, USA)
Title of paper:	Capabilities to redress educational inequalities for marginalized youth
Abstract:	<p>The aim of this paper is to expand the use of the CA by thinking through the specific nature of inequalities affecting youth in SSA. I do this by bringing in postcolonial perspectives to identify different social, political and economic conditions that have perpetuated inequalities. I also consider critical feminist perspectives which have identified the interlocking nature of economic, political and social structures that put some young women in unequal status.</p> <p>I then discuss three capabilities that I refer to as social relations and that are important for redressing some inequalities and fostering greater justice. These capabilities emerged from a 6-year study with youth who were marginalized from education, work and other political and social systems, so they are empirically-based and contextually grounded.</p> <p>These capabilities include recognition, imagining alternative futures, and community care and they differ conceptually from some other educational capabilities that have been proposed. I also discuss education practices and pedagogies for fostering these socially embedded capabilities.</p>
Biography:	Joan DeJaeghere is Professor of Comparative and International Development Education in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota (USA) and an affiliate faculty of the Interdisciplinary Center for Global Change. Her scholarship and professional practice are concerned with inequalities in

	<p>education focusing on how poverty, and gender, ethnic, and caste relations affect educational participation and future civic engagement, livelihoods and wellbeing. Dr. DeJaeghere has published 2 books, including <i>Educating Entrepreneurial Citizens: Neoliberalism and Youth Livelihoods in Tanzania</i> (Routledge, 2017) and <i>Education and Youth Agency</i> (Springer, 2016), and numerous articles in journals, including <i>Comparative Education Review</i>, <i>Compare</i>, <i>International Journal of Educational Development</i>, <i>Critical Studies in Education</i>, and <i>Progress in Development Studies</i>.</p> <p>She served as the co-principal investigator (with David Chapman) of The Mastercard Foundation-sponsored Learn, Earn, Save project (2012-18), which assessed the impact of livelihood programs on the lives of disadvantaged youth in East Africa. She also leads a three-year qualitative study of a girls' life skills program and its effects on school transition and achievement in Rajasthan, India, funded by the Department of Labor. She is the co-PI of the Research on Improving Systems of Education, Vietnam, a 6-year project funded by Department for International Development (DfID), UK.</p>
Speaker 2	Carmen Martinez-Vargas (University of the Free State, RSA)
Title of paper:	'Democratic Capabilities Research': Decolonising participatory research
Abstract:	<p>Decolonization critics claim that Western knowledge sustains an unequal and unjust epistemic system, 'enclosing' knowledge at universities and creating a dichotomy between knowers, usually academics, and the non-knowers, typically students and communities. This is claimed to sustain a hegemonic vision of Western ways of knowing as the apex of knowledge constraints. However, participatory approaches are part of a more recent intellectual project, which has developed into a fruitful and legitimate research area awash with a diversity of theoretical and practical insights, not only related to knowledge decolonization but also focusing on knowledge inequalities and their impact on social justice. Nevertheless, these types of practices are not always aligned or implemented in the way needed to challenge these issues. To take up this challenge, the capabilities approach proposes a theoretical space in which to reflect and</p>

	<p>reconsider epistemological issues, providing a solid people-centred theoretical frame. Moreover, participatory approaches have been drawing on a capabilities perspective in multiple development and educational interventions. Nonetheless, this capabilities research area is still under-researched and some way from having reached its full potential. For instance, scholars within the capabilities sphere have not yet agreed on a consensual proposal such as a participatory capabilities-based research process. Therefore, this paper focuses on the conceptualization of a capabilities-based participatory research, named as 'democratic capabilities research', and its five foundational principles to advance social justice and decolonization. Drawing on a case study that was implemented at a historically white university in South Africa which used different qualitative data sets as interviews, journals and participant observations among a group of undergraduate students, the paper discusses the five foundational principles linking them with empirical data from the case study.</p>
Biography:	<p>Carmen Martinez-Vargas is currently based at the Higher Education and Human Development Research Group (University of the Free State, South Africa). She has several years' experience working with participatory approaches (participatory methods, methodologies and research processes) within the global north and global south. Her PhD project focuses on the conceptualisation and implementation of a participatory capabilities-based research process to advance socially just higher education. Moreover, her research interest problematizes intersections of decolonisation and social justice in the context of human development.</p>
10.35am-11.00am	TEA BREAK (Foyer, Centenary Building)
11.00am-12.20pm	SESSION TWO
Session Chair:	Dr Patience Mukwambo (UFS)
Speaker 3	Dr Melis Cin (Lancaster University, UK)
Title of paper:	Framing Quality and Inclusive Refugee Higher Education: A Human Development Perspective

<p>Abstract:</p>	<p>This paper aims to explore what inclusive and quality higher education entails for refugees in Turkey by drawing on the narratives of Syrian university students. The research is located within a capabilities-based human development paradigm from which it argues that accessible or free education has a limited understanding of ‘inclusion’. The remits of inclusive and equitable quality education are closely associated with the extent to which one can be a member of society, develop critical agency, and work for social good. The paper stresses how higher education as a public good can be a key site for inclusive development and inclusion by looking at the capabilities expansion of refugees through education. It also challenges the dominant understanding that higher education is a luxury for refugee populations and posits its great potential for ensuring that refugees have equality of capabilities for inclusion and participation, in order to create a more inclusive society. The research argues that higher education is not made inclusive simply by filling classrooms with refugee students or granting them an opportunity to study at a university. Rather, it is inclusive to the extent to which it provides quality education that offers a space of justice for refugees and encourages them to work and act with others in order to expand the comprehensive capabilities of others.</p>
<p>Biography:</p>	<p>Melis Cin is Lecturer in Social Justice in Education at Lancaster University. Her research interests focus on gender justice, education, and development. Most of the work she has done focused on issues regarding women’s development through education. Her key concern is to understand the implications of gender, economic, social and political inequalities, their bearing on education and the ways in which development and gender justice approaches can provide a route into such thinking. She works with marginalised, disadvantaged and vulnerable communities, including refugees and exploring how formal/informal education in such communities can be used to achieve sustainable development and support sustainable livelihoods. Alongside these issues, she has also kept up an interest in methodological issues such as feminist research, online research methods, participatory action research.</p>

Speaker 4	Dr Pablo Del Monte (University of the Free State, RSA)
Title of paper:	<p>Using <i>testimonio</i> for the enhancement of narrative capability. Reflections on research with further and higher education students in a Buenos Aires shanty town</p>
Abstract:	<p>This presentation will look at the Latin American <i>testimonio</i> tradition to address possibilities and limitations of narrative research for the enhancement of participants' narrative capability. Stories have been widely used in the social science, and further incorporated into methodologies in late twentieth century in what is called the "narrative turn". There is now an extensive literature on narrative educational research; however, its use within the Capability Approach is an emerging field. This paper will look specifically at the controversy that revolved around the publication of Rigoberta Menchú's <i>testimonio</i> in order to address issues of authorship in doing narrative research within the Capability Approach. The paper will consider research as a practice that has the potential to enhance narrative capability by eliciting stories that participants have reason to value. It will explore the debate on Rigoberta Menchú's <i>testimonio</i> to consider the ways in which the speech of a participant can gain authorship in a written and publishable text. Drawing on Michael Watts' work, it will then turn to address the limitations that the field of educational research poses for such an attempt, particularly in relation to the researcher's definition of the "narrative field". The paper will offer contributions in three respects. On one hand, it will uphold the aim of enhancing participants' narrative capability within education Capability Approach studies and explore possible ways of dealing with the constraints that the position of the researcher effects on participants. Secondly, it will write within the interstices of the saturated Rigoberta Menchú controversy expanding its possibilities to re-think issues of authorship in social research. Finally, it will offer a set of improvisations to the wider project of outlining</p>

	principles for a life history that pursues to sap the power exerted by research in the representation of those who are objects of their work.
Biography:	Pablo Del Monte holds a PhD in Sociology of Education from UCL Institute of Education, UK. He is a Postdoctoral Fellow in the SARCHI Chair of Higher Education and Human Development Research Programme, University of the Free State. His research focuses on the study of educational segregation in urban contexts, specifically looking at the trajectories of students from informal urban settlements. He has worked in several research projects, on topics such as the perspectives of youths on education in informal settlements in Buenos Aires (Universidad Católica Argentina and University of Bath), the enactment of the International Baccalaureat Diploma Program in public schools of Costa Rica, Buenos Aires and Peru (Universidad de San Andrés, Argentina); and teachers' identities in schools for social inclusion (Instituto Gino Germani, Argentina). He has also worked as a researcher in the Ministry of Education of the City of Buenos Aires, and has taught graduate and postgraduate courses at Universidad de San Andrés.
12.20pm-1.00pm	LUNCH (Foyer, Centenary Building)
1.00pm-2.20pm	SESSION THREE
Session Chair:	Dr Ntimi Mtawa (UFS)
Speaker 5	Dr Faith Mkwanzí (University of the Free State, RSA)
Title of paper:	A multi-conceptualisation of inequality and implications for human development
Abstract:	Globally, significant human development informed research, particularly on higher education, has been conducted in recent years. A significant strand of this research has looked at factors influencing access to, experiences in, and aspirations for higher education (HE) among different groups of young people. In Africa, specifically in South Africa, research demonstrates that different forms of inequalities exist as key challenges among students from various socio-economic backgrounds. This is a cause for concern for higher education institutions and other

	<p>development agendas seeking to widen HE participation and address inequalities. What has been absent, however, is a multifaceted understanding of how these inequalities intersect and what this may mean for human development. Drawing on three different studies on youth and higher education conducted in South Africa between 2013 and 2017, I illustrate how different classifications of inequality intersect in contexts of HE and young people. Pivoting on the capabilities approach (CA), this conceptualisation of inequality focuses on the concepts of marginalisation, vulnerability, and disadvantage in HE. In illustrating the complexity and multidimensionality of these concepts, the paper demonstrates how the CA provides a common understanding of inequality and how such an understanding may be pivotal in identifying and formulating human development informed strategies.</p>
Biography:	<p>Faith Mkwanzani is a Postdoctoral Researcher with the Higher Education and Human Development Research Group at the University of the Free State. Her interests are in inequality, youth migration, as well as access to, and aspirations for higher education among diverse groups.</p>
Speaker 6	Professor Elaine Unterhalter (University College London, UK)
Title of paper:	Negative capability, island prisons, education and hope
Abstract:	<p>Education can be reproductive or transformative of inequalities and injustice, and a key challenge in understanding these processes is developing theoretical nuance and empirical refinement to be able to appreciate both facets, some of their connections and disjunctures. The capability approach, with its concerns with evaluation, ethics, and understanding the world, both as it is and as we aspire to make it, offers some particularly sensitive engagements with this problem. This paper is an attempt to reflect both on the double-sidedness of education, and some of the ways of theorising this using the capability approach. It does this down two lines of inquiry. The paper looks at a range of material (autobiographies, political reflections, letters, diaries, novels and poetry) written by political prisoners, held on island prisons as punishment for their work defending rights, equalities, and standing up against oppression. The material is drawn from narratives of</p>

	<p>imprisonment from prisoners held on Robben Island (South Africa), Ustica (Italy), New Caledonia (South Pacific) and Buru Island (Indonesia). In each of these island settings political prisoners forged a community around education projects which bridged divisions and social inequalities associated with race, class, ethnicity, and political orientation. In each prison setting, there are particular kinds of affiliation associated with friendships, which contribute to accounts of the prison education projects being conveyed to wider audiences. In discussing these prison island education communities, this paper looks at the concept of negative capability. This idea, discussed in some depth in literary theory and psychoanalysis, has heretofore not been considered in comments on the capability approach. Three forms of negative capability are examined – one associated with writers working on negative functionings, one linked with the work of Roberto Unger, and a third resonant with discussion of arts and capabilities. The potential of these ideas for thinking about education research in the capability approach are reviewed, drawing on some features of the theoretical reflection to consider what we can learn from the educational engagements with inequalities and oppression on island prisons as sites of injustice and structural inequality, but also hope, and its links with wellbeing.</p>
Biography:	<p>Elaine Unterhalter is Professor of Education and International Development, Department of Education, Practice and Society, University College London, Institute of Education, & Co-Director of the Centre for Education and International Development (CEID). She holds a Ph.D. from the School of Oriental and African and Studies, University of London (1981).</p>
2.20pm-3.40pm	SESSION FOUR
Session Chair:	Dr Philippa Kerr (UFS)
Speaker 7	Dr Ina Conradie (University of the Western Cape, RSA)
Title of paper:	Power and Agency in the Capability Approach
Abstract:	The paper deals with three key concepts in the Capability Approach, which are central to any investigation undertaken within this framework:

capability as opportunity; as agency; and as power. The paper asks how the Capability Approach can be enriched by using selected social theory knowledge to supplement and extend the approach, when that is required. Supplementation is possibly particularly needed with regard to the theorization of agency and also with regard to agency in relation to capabilities and choice. This is due to the fact that Sen's theorization of agency is not as comprehensive as his work on other conceptual foundations of the approach. These three concepts will be illustrated with a practical example of a student seeking access to higher education in South Africa. If we consider capabilities as opportunities or opportunity sets, as Sen did in his Dewey Lectures and thereafter, capabilities can then be seen as structural opportunities or opportunity sets which offer a person real access. A person's skills, capacity and talents can be seen as part of the opportunity set but only as that – an opportunity to use one's personal skills in a specific structural setting. Only when agency or action occurs, is there an outcome and a functioning.

Social theorists have made considerable progress in articulating the ways in which agency interrelates with social structures. This interrelationship between opportunity set and agency in the CA corresponds in broad lines with the relationship between agency and structure as theorized by Max Weber and Talcott Parsons in the first half of the 20th century. The paper only briefly reviews how Giddens, Bourdieu and Archer have dealt with the question of how an agent interacts with a structural opportunity (in CA terms) and what that means for a detailed capability analysis. I shall argue with Archer that this conceptual distinction between opportunity and agency allows a researcher the conceptual space to make an informed analysis of individual choice and action.

However important this analysis may be, it could however remain quite sterile if no account is given of differential power relations in the society within which the person functions, as well as between individuals in her direct environment. Conceptual tools therefore need to be developed in the CA that would enable a researcher to situate a given choice within a specific political economy, which would allow the researcher to show how power impacts on choice and agency. Tools such as conversion factors, adaptive preferences and agency dimensions and indicators

	could help to alert the researcher to specific power dimensions in a capability analysis.
Biography:	Ina Conradie works in the field of Development Studies. She is a Senior Lecturer at the Institute for Social Development at UWC in Cape Town and teaches in Social Policy and Social Theories. She also coordinates the SA-German Centre for Development Research, developed in collaboration with the Institute for Development Research and Development Policy at the University of Bochum in Germany. She has worked with the Capability Approach since about 2005 when she explored the approach as a theoretical frame for an action research programme with women in Khayelitsha on aspirations and opportunities, research which was supported by a SANPAD grant. She is interested in qualitative applications of the Capability Approach, and on how the understanding of agency in the approach can be enriched by social theory debates on agency and structure. She also works on social policies that follow the Human Development approach, and on how social policy can play a role in alleviating poverty, inequality and exclusion.
Speaker 8	Dr Mikateko Höppener (University of the Free State, RSA)
Title of paper:	The value of a photovoice approach in expanding undergraduate student inclusion in research and knowledge-making capabilities
Abstract:	Photovoice is a process by which people can identify, represent, and enhance their shared community through photographic material. As a research and pedagogical practice, photovoice has three main goals: (1) to enable people to record and reflect on their thematic stories, (2) to promote critical dialogue and knowledge about important issues through discussion of their photographs, and (3) to reach policymakers and practitioners. It aims to involve young people as co-researchers in a simultaneously creative and critical knowledge generation process, in which those who provide the knowledge also make knowledge and benefit from it. The purpose of using photovoice as a participatory research strand in <i>Miratho</i> (a project on inclusive higher education learning outcomes for low income youth http://miratho.com/) is to understand - through the voices of young people - how they experience

	and understand inclusion and exclusions at their own university, what effect these experiences have on their learning outcomes, and how they tell their stories of capability formation using visual narratives. This presentation describes and reflects on the value of this approach in balancing out knowledge asymmetries and in expanding undergraduate student inclusion in research and knowledge-making capabilities.
Biography:	Mikateko Höppener has an MSc. In Industrial Psychology (University of Bremen, Germany) and a PhD in Development Studies (UFS). She is a senior researcher on the ESRC-DFID funded 'Miratho'a project on inclusive higher education learning outcomes for rural and township youth in South Africa. She also works on an ESRC-NRF funded project which investigates pathways to personal and public good by focusing on access to student experiences of, and outcomes from South African undergraduate higher education. She is the author of the monograph: <i>Engineering Education for Sustainable Development: A capabilities approach</i> published in 2018 by Routledge
3.40pm-4.00pm	TEA BREAK
4.00pm-5.00pm	SESSION FIVE
Session Chair:	Prof Melanie Walker (University of the Free State)
Respondents to the day:	Dr Emily Henderson (Warwick University, UK) and Prof Thierry Luescher (HSRC, RSA)
5.30pm-6.30pm	BUFFET DINNER (Foyer, Centenary Building)