

**Report on the Network 23 Policy Studies and Politics of Education**  
**Capacity Building Workshop**  
**'Promoting Inclusive European Collaborative Education Policy Research'**  
Tuesday 4th September 0930-1230

In total, 35 participants attended the workshop, which was led by the five Network 23 convenors. Participants represented 17 countries from Northern, Central, Southern and outside Europe (including China, Croatia, Denmark, Finland, Germany, Greece, Hungary, Ireland, Italy, Kosovo, New Zealand, Norway, Spain, Sweden, the USA and the UK).

(1) NW23 Link Convenor Peter Kelly welcomed participants and introduced the workshop, setting it within the current European context of widening social inequality and increased social division. As a result, particular groups feel excluded and alienated by liberal economic and social policy. This, coupled with concerns about refugees and migrants, has fuelled rising populism. It is imperative that critical education policy research addresses these concerns.

However, education policy research is increasingly dominated by the 'new science of education' (Whitty & Furlong, 2017), including randomised controlled trials, systematic reviews and comparisons on the basis of international testing and associational statistical analyses. Collaborative work and critical comparative studies are in the minority, both at ECER and more broadly. Education policy research is also exclusive, with particular groups of researchers under represented including early career/emerging researchers, non-native English speakers and those at institutions in low income countries or which are less research intensive.

Hence, our aim is to support (a) collaborative and/or comparative education policy research, especially where this involves diversely constituted research teams, and (b) research comparing diverse cultural and policy contexts and socio-economic conditions across Europe. In so doing we will consider (c) methodological challenges in collaborative and/or inclusive education policy research

(2) NW23 convenors Anne Larson, Linda Rönnerberg and Xavier Rambla, presented their analysis of NW23 Submissions to ECER 2018, including a look at submitting authors, national affiliations and themes (see Submission Analysis 2018 pdf). This was followed by a discussion, where underrepresented groups were identified. Barriers to inclusion, research gaps and the nature of the European focus were also considered. Amongst these, differences in resourcing within and across national contexts, the mobility of researchers, the dominance of English in acting as a common research language and the influence of funding agencies in shaping research agendas and research careers were all highlighted. Differences in research traditions were also discussed; indeed, some countries have less of a tradition in policy research than others. Nevertheless, participants suggested a number of strategies for improvement:

- Ensure clear communications and more support and networking opportunities at ECER
- Improve support for emerging researchers and those new to NW23 and/or ECER
- Provide guidance to support non-native English speaker session participation
- Apply for a Special Call for ECER 2019 'Collaborative Comparative Critical Policy Studies in Education', possibly linked to a special issue with EERJ

- Consider a future Summer School application, focussed on ‘Critical Policy Studies in Education’

(3) Tae Hee Choi and NW23 Convenor Anna Tsatsaroni reported on an ongoing project that came out of last year’s day seminar, ‘Privatisations in education: Exploratory cases in Australia, Greece and Hong Kong’ (see Appendix 4 and Case Study pdf). It was stressed that, given our European focus, we also need to establish and maintain links with those from other regions of the world to further collaborate education policy research.

This clearly fits with the EERA view in relation to the ‘European Dimension’, which says proposals (a) should take account of the European and/or international context; and (b) should help a European dialogue to develop by reference, for example, to current European policies or intellectual and educational traditions. Indeed, one of the key guidelines for submission to ECER is that proposals should be based on more than one European country/system. Proposals should either include some comparative element or show implications for other countries (EERA 2018 Website: <https://www.eera-ecer.de/ecer-2018-bolzano/need-help/review-criteria/>).

(4) Participants discussed proposals for further projects in small groups.

## Appendix 1: Application

ECER 2018  
Capacity Building Workshops  
Submit to [office@eera.eu](mailto:office@eera.eu), by 05 January 2018

Capacity Building Workshops take place **preferably Tuesday morning 8.30 – 13.00**, with breaks being left to the time management of the organisers of the workshops. If you would like to have a different time arrangement for your Workshop, please state this below. We will try the best to be able to meet room and time expectations and other requirements, but may, depending on what is needed, not always be successful.

It proved helpful to arrange a pre-registration for the Workshops. This will be set up by EERA office and most probably start only after presentation times have been announced.

The workshops will be advertised as side events to ECER on the conference website, via EERA news feeds, Twitter, Facebook, conference app.

Name of the network

NW23 Policy Studies and Politics of Education

Timing of the Workshop

Tuesday morning, Start 0930, End 1230, Duration 3hrs

Title of Workshop

Promoting Inclusive European Collaborative Education Policy Research

Abstract including the objectives of the workshop (max 500 words)

This workshop builds on our Networking Seminar in University College, Copenhagen in August 2017, 'Promoting Inclusive European Collaborative Education Policy Research: Creating a third space' which argued the need for pan-European cross-national policy research collaborations.

Amongst the many challenges facing Europe, economic woes, migration and terrorism have aggravated weakening social cohesion (Atkinson, 2009, amongst others). For many, this is set within a period of precariousness (Standing, 2011) and late-modern doubt (Giddens, 1990), whilst at the same time, individual liberties and democratic accountability in Europe is threatened by populism from both left and right, religious fundamentalism and neoliberalism as market mechanisms are privileged over political process (Muddle & Rovira Kaltwasser, 2013). And alongside this, the European Union faces an existential crisis, as more and more of its citizens come to regard its institutions as unrepresentative of them (Terry, 2014). Research responding to and seeking to address this complexity, we suggest, would benefit from being inclusive and representative of people, their perspectives and interests and the varied cultural and policy contexts and socio-economic conditions. Collaborative networks of researchers at different stages of their careers and working in different types of institution from across Europe would provide an opportunity for this.

This workshop is open to all who are interested in the work of Network 23 and in furthering our collaborative and inclusive agenda. During the workshop, the organisers will provide updates on projects initiated following the Copenhagen seminar. This will include a consideration of any difficulties encountered and the insights that can be gained from these. Those attending will then be invited to present further ideas and opportunities for any participants in the workshop to become

involved and work together on ideas relating to inclusive and collaborative policy research. Specific strategies for increasing the number of diversely constituted collaborative policy research projects inclusive of researchers from across Europe will be identified and an agenda for future activity will be developed.

The objective of the workshop is to instigate and support of a number of cross-national policy research collaborations between network members.

#### References

- Atkinson, A. (2009) *The EU and social inclusion: facing the challenges*, Bristol, Policy Press.  
 Bhabha, H. (1996). *Culture's in-between*, in: Stuart Hall, & Paul Du Gay (Eds), *Questions of cultural identity*, London, Sage.  
 Giddens, A. (1990) *The consequences of modernity*, Cambridge, Polity Press.  
 Muddle, C. & Rovira Kaltwasser, C. (Eds) (2013) *Populism in Europe and the Americas: Threat or corrective for democracy?* New York, Cambridge University Press.  
 Standing, G. (2011) *The Precariat: The new dangerous class*, London, Bloomsbury.  
 Terry, C. (2014) *Close the gap: Tackling Europe's democratic deficit*, London, Electoral Reform Society.

#### Workshop Organisers/Presenters with email addresses and affiliation

- Peter Kelly, Plymouth Institute of Education, Plymouth University, UK ([peter.kelly@plymouth.ac.uk](mailto:peter.kelly@plymouth.ac.uk))  
 Chair  
 Anna Tsatsaroni, University of the Peloponnese, Greece  
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 Anne Larson, Department of Education, Aarhus University, Denmark  
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 Xavier Rambla, Department of Sociology, Univ. Autònoma de Barcelona, Spain  
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Who of the above will act as the main contact for EERA office?

Peter Kelly

How many participants min/max?	10/25
What do participants need to do? eg bring laptop, download software?	Participants should be interested in engaging in inclusive, pan-European cross-national policy research collaborations and, if possible, come with ideas and proposals for such projects
Pre-registration preferred yes/no	Yes
Contact person/details for taking in pre-registrations	Peter Kelly
Preferences for the room (please note....we cannot guarantee that we can meet them)	To allow for group work as well as presentations

## Appendix 2: Call for Participants

### **Promoting Inclusive European Collaborative Education Policy Research Tuesday 4th September 0930-1230**

Network 23 encourages research that is inclusive and representative of people, their perspectives and interests and the varied cultural and policy contexts and socio-economic conditions across Europe. We believe that collaborative networks of researchers at different stages of their careers and working in different types of institution from across Europe provide an opportunity for this.

This workshop is open to all, and builds on our Networking Seminar in University College, Copenhagen in August 2017, 'Promoting Inclusive European Collaborative Education Policy Research: Creating a third space', which was generously supported by a grant from the EERA Council

Following a presentation on and discussion about methodological challenges in collaborative research, we shall consider the diversity of researchers, their institutional affiliations and research contexts and themes in this year's conference, identifying areas that appear underrepresented and strategies for improvement.

Updates on projects initiated after the Copenhagen seminar will follow. Those attending are invited to present further ideas and opportunities for inclusive and collaborative policy research projects, which other participants may be interested in joining. In addition, an agenda for future network activity will be developed.

If you would like any further information, please contact one of the workshop organizers

Peter Kelly (peter.kelly@plymouth.ac.uk)  
Anna Tsatsaroni (tsatsaro@uop.gr)  
Anne Larson (anne@edu.au.dk<anne@edu.au.dk)  
Linda Rönnerberg (linda.ronnerberg@pol.umu.se)  
Xavier Rambla (xavier.rambla@uab.cat)

If you are interested in attending, please be aware that space is limited.

### Appendix 3: Participants (35)

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Appendix 4: Example of a Collaborative Project Initiated at the NW23 Networking Seminar at ECER, Copenhagen 2017

Title of Project: *Privatisations in education: Exploratory cases in Australia, Greece and Hong Kong*

Contract: (The Education University of Hong Kong, Internal Grant, RG89/2017-2018R)

Lead Researchers: Choi, Tae Hee (P.I.), Lingard, Bob (Co-I) & Tsatsaroni Anna (Co-I)

This project came out of the discussions we had during last year's day seminar in Copenhagen

**Abstract** This is an exploratory study as a basis for a future proposal for General Research Funding (external) that falls within policy sociology of education. Drawing on the PI's and Co-Is' previous and current research on education privatisations in their respective countries, the study aims to document and enhance understanding of the structural conditions that enable privatisations in education, as well as to develop an initial typology of privatisations in education. Carrying out three sets of case studies in three national settings, Hong Kong, Greece and Australia, the study will describe and help to deepen understanding of privatisations in different policy settings, document the multiple implications of these changes for public schooling today and the work of schools, and shed light on the ways in which schools, teachers and school communities respond to privatisations. The study will be based on a critical appreciation of existing literature, and on data collected through analysis of documents related to systemic and school policies, and semi-structured interviews with a sample of school leaders, teachers and/or parents. Through cross-case comparisons of the privatisations at the three national settings, the study seeks to contribute to the understanding of the complex interplay of global and path dependent factors in localised modes of privatisation.