

Trans-nationalization of Educational Policy Making: Implications for Adult & Lifelong Learning

Inaugural Conference of the ESREA Network on Policy Studies in Adult Education

Friday 10th – Sunday 12th February 2012
University of Nottingham, Nottingham, UK

First Call for Papers

Globalization, and the trans-nationalization of education policy-making which accompany it, have many implications for policy studies in adult and lifelong learning. As globalization deepens, so does its impact not only on national policies, but on how educational research is done.

The inaugural conference of the ESREA Network on Policy Studies in Adult Education will explore both how globalisation affects agency and policy processes and how it affects the conditions or structures under which policy processes occur. It also aims to deepen our understanding of how scientific inquiry, as a means of comprehending and interpreting current policy processes and their implications, can accompany and provide support for contemporary developments in adult learning and education.

Ongoing debates on the increasing trans-nationalization of governance, and on the changing role of the nation state, need to be scrutinized and researched carefully – not only

the processes underlying globalization, but also those underlying Europeanization and localisation, and how these are linked. For example, with the trans-nationalization of education has come a shift away from national collection of data: comparative international data is now required – and itself plays a role in driving national policy-making. In the light of these trends, the scholarly community should pay greater attention to the role international organizations play in national policy making, and to the growing phenomena of policy borrowing and policy learning. The role of authority structures in fostering and pinning shared meanings to common vocabulary and agendas in the field of adult education and hence the impact on communication and governance in the area, both from top-down and bottom-up perspectives.

*Papers may address **any topic related to policy in adult/lifelong learning and education**, including:*

1. The processes of globalisation and localisation

- *How does globalisation affect policies for adult and lifelong learning and education?*
- *How do modernization, democratization, liberalization and the impact of post-structural thinking on society affect adult and lifelong learning and education?*
- *What does the 'global' recession imply for adult and lifelong learning policies?*
- *What are the major cross-national policy processes affecting adult education?*

2. The nature and significance of Europeanization

- *How are inter-state entities such as the EU influencing adult learning and education? How important are how they are organised, operate and link with one other?*

- *How do EU policies on adult education and lifelong learning affect national policies?*
- *How do national policies affect the EU's policies on adult education and lifelong learning?*

3. Cultural differences

- *Does globalisation homogenize or diversify culture? In what ways?*

4. Legitimation, resistance and negotiation

- *How are adult and lifelong education policies and curricula shaped by contest and negotiation in the contemporary world? How are these contests playing out in the context of recession?*
- *How do authority structures foster shared meanings and common agendas?*
- *What is the role of communication and governance in adult education and lifelong learning?*

5. The role of the research sector

- *What constitutes research in adult and lifelong learning and education?*
- *What are the differences between opinion, advocacy and scientific research?*
- *What are the processes of assessing the quality of research on adult and lifelong education? And what is their impact?*

*Proposals on **any** topic related to policy in adult education and lifelong learning are welcome. Scholars from **all** countries are invited to submit proposals. Papers may relate to **any** part of the world.*

Guidelines for Submission of Abstracts Paper abstracts, not exceeding 500 words should be sent as attached file [in *.doc, *.docx, or *.pdf format]. They should be typed, single spaced, in A4. Include title and 5 keywords. Author(s) name(s), institutional affiliation(s), phone number(s) and postal details should be stated only in the email accompanying the abstract.

- All abstracts must be submitted by **19th June 2011** to esrea.psae@gmail.com.
- All proposals will be blind reviewed by the scientific committee.
- Acceptance will be confirmed by **25th July 2011**.
- Final versions of papers (no more than 5000 words including references) must be submitted by **18th December 2011**. Please use the APA (American Psychological Association) reference system.
- Presentations: 30 minutes maximum; at least 15 minutes will be allowed for discussion.

Language The conference language is English.

Organizing Committee

- Prof. John Holford, University of Nottingham, UK, john.holford@nottingham.ac.uk
- Vida Mohorčič Špolar, Slovenian Institute of Adult Education, Slovenia, vida.mohorcic.spolar@acs.si
- Assoc. Prof. Marcella Milana, Danish School of Education, Aarhus University, Denmark, mami@dpu.dk

Scientific Committee

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| ▪ <i>Kjell Rubenson, University of British Columbia</i> | ▪ <i>Pepka Boyadjieva, Bulgarian Academy of Sciences</i> |
| ▪ <i>Henning Salling Olesen, Roskilde University</i> | ▪ <i>Moosung Lee, Hong Kong Institute of Education</i> |
| ▪ <i>Carlos Alberto Torres, University of California Los Angeles</i> | ▪ <i>Richard Desjardins, Danish School of Education, Aarhus University</i> |
| ▪ <i>Odd Bjørn Ure, FAFO – Norwegian Institute for Labour & Social Research</i> | |

The ESREA Network on Policy Studies in Adult Education

The Conference is organised by the ESREA Network on Policy Studies in Adult Education: a network of ESREA (the European Society for Research on the Education of Adults): http://www.esrea.org/policy_studies

All correspondence regarding Conference and Network should be sent to: esrea.psae@gmail.com