

EUROPEAN SUMMER SCHOOL

FROM EUROPE TO LATIN AMERICA AND CHINA: KNOWLEDGE, STANDARDS AND DISCOURSE IN EDUCATION POLICIES

**University of Strasbourg, Maison Inter-Universitaire des Sciences de l'Homme
d'Alsace.**

July 1-5, 2024

Objectives

The main objective of the Summer School is to promote the training of PhD and post-doctoral students interested in studying education policies, their international circulation and knowledge transfer, governing standards and discourses in education.

The days have been designed for European, Brazilian and Chinese PhD students, post-docs and researchers to reflect on some possibilities offered by a new critique in social studies of education, including Europeanization and globalization. The Summer School on Social Studies in Education is open to 70 international participants, with the intention of consolidating their links in the comparative study of education policies, standards and practices. The program will be held at the Maison Inter-Universitaire des Sciences de l'Homme d'Alsace (MISHA), University of Strasbourg, from July 1 to 5, 2024.

It is organized by the University of Strasbourg, the University of Naples Federico II and the University of Lisbon (Institute of Education) as part of an Erasmus+ program. It is supported by the European Network of Sociologists of Education (European Association for Educational Research), the French CNRS ITI makers program (Research unit SAGE, Societies, Actors and Government in Europe), the EURO-LAB CNRS Scientific Interest Group, the French National Council for Scientific Research, the Italian National Research Council, the Brazilian National Research Center, the Latin American Conference of Social Sciences, the Federal University of Minas Gerais and its GESTRADO research group, the National University of Bahia, Brazil, the East China Normal University, the University of Aarhus-Copenhagen, Denmark.

The summer school follows on from other summer schools organized by the network of European sociologists of education (European Association for Educational Research). The objectives of SUSEES are to promote excellence and innovation in multidisciplinary teaching and research in EU education studies through the adoption of an EU-angle in the field of educational research; act as a laboratory for emerging researchers to develop thinking and researching about Europeanisation in education and its key dimensions, the role played by the EU and the ongoing formation of a European Education Space; contribute to the creation of a new generation of educational researchers whose work will raise the awareness about the EU role in education and the impact of the European integration process in education. Since September 2015, several summer schools have been organized at different universities: University of Strasbourg, France; University Federico Napoli II, Italy; University of Leuven, Belgium; University of Lisbon. Each time, they welcomed 15 selected European students for intensive days and seminars on European issues.

Brazilian students and researchers are involved in the "Public policies in education: international circulation, translation, convergence and transfer" research and doctoral program, throughout the REDESTRADO network. The doctoral school is part of a research project coordinated by Dalila Andrade Oliveira (UFMG) within the Study Group on Educational Policies and Teaching Work (GESTRADO) and funded by the National Council for Scientific and Technological Development in Brazil (CNPq). This research involves a network of cooperation between researchers from different universities in Latin America, North America, South Africa and Europe (Federal University of Minas Gerais; State University of Bahia; Federal University of Pelotas; Federal Rural University of Pernambuco - Brazil; University of Strasbourg - France; University of Lisbon - Portugal ; Universidad Autónoma de Barcelona - Spain; Universidad de Buenos Aires - and Universidad Nacional General Sarmiento, Argentina; Universidad Austral and Universidad de Chile), and from different countries, who have studied the effects of education policies from international dissemination and transfer to the restructuring of education systems.

The Strasbourg Summer School intends to continue the work developed in several Doctoral Schools, which took place in August 2018 and November 2023 at the State University of Bahia, and at the University of Lisbon, in November 2019 and July 2023¹ while strengthening exchanges between Europe and Latin America and China. The specific activities of this scientific cooperation and exchange program between researchers and PhD students aim to build conceptual and methodological frameworks for studying the international circulation of public policies in education and their transfer to national and local contexts; to deepen scientific knowledge and techniques on the comparative analysis of education policies; and to strengthen skills in the reciprocal knowledge of educational systems in Europe, Latin America and China.

The aim of the European Summer School is therefore to bring together European, Chinese and Latin American students, including Brazilians, at the University of Strasbourg, for scientific and cultural exchanges on common topics and social issues in education. The summer school also aims to promote pedagogical innovation in teaching and research on European and global societal issues, encouraging participants' theoretical and methodological imagination, acting as a mini-laboratory for students while developing interdisciplinary thinking. Students will take part in a five-day high-level training module during which they will be invited to present and discuss specific theories and methodologies, demonstrating how they use them in their own thesis. This dialogical, pedagogical and dynamic environment will give students new perspectives, providing them with a potential theoretical and methodological resource in the appropriation of new issues concerning European education and its global circulation.

COMPOSITION OF THE TEAM

A multidisciplinary team and a design strategy involving several academics and PhD students is used to organize these days. The summer school is based on an intensive, dialogical learning environment with a strong commitment to pedagogical innovation (student presentations such as "my PhD dissertation in 3 minutes", writing workshops, world coffees, design thinking, portfolio, photo and video reporting). A website is dedicated to the project to capitalise on all

¹ This doctoral school was jointly organized by the Postgraduate Program in Education (PPGEduC/UNEB: Bahia State University) as part of the research project "Educational policies and restructuring of the teaching profession", coordinated by Elizeu Clementino de Souza and funded by the FAPESB (Brazilian Research Fund), and as part of the project funded by the Brazilian National Center for Scientific Research by Dalila Andrade Oliveira.

the work done, with the aim of disseminating it via social networks as well as European and international scientific communities.

Renowned academics will be giving courses to facilitate interaction with the participants and increase exchanges between peers. They will present how they use particular theories and approaches in order to help students gain reflexivity while offering them new theoretical and methodological perspectives, as well as focusing on European and international comparisons and mixed and interdisciplinary approaches in educational sciences. To make these courses interactive, academics will be asked to provide a syllabus and teaching resources in advance to enable students to familiarise themselves with the approach they are proposing.

THE TEACHING PROGRAMME

The lectures will be followed by various pedagogical work sessions:

- a) interactive discussion sessions with the summer school speakers
- b) a laboratory of sociological imagination on education in Europe and the world, where students are divided into groups and invited to develop and deepen the approaches presented during the lectures
- c) A joint writing workshop modelled on the writing of a scientific article or review
- d) A time-limited presentation of the students' research work, with feedback from the lecturers and exchanges between peers.
- e) Students will be asked to compile a portfolio of the knowledge and skills they have acquired during their course.

They will also benefit from the ongoing support of lecturers as experienced mentors.

SCIENTIFIC AND CULTURAL ACTIVITIES

In addition to courses in mini-lectures and workshops, students will be offered scientific and cultural activities outside the training periods at the summer school.

- a) A meeting with the *Euro-Métropole's* education department to familiarise themselves with local education policy and the newly-created *Observatoire de la Réussite Educative* (Observatory for Educational Success).
- b) A visit to the European Parliament and/or a session of the Council of Europe
- c) A guided tour of Strasbourg and its main monuments
- d) Creation of a photo-video report by groups of students at the end of the visits and meetings.

DEVELOPING STUDENTS' INTERNATIONAL SKILLS

Students will be able to develop their skills in the following areas:

- Independence of mind, intercultural understanding, expertise in European and international studies, etc.
- An excellent insight into the unique nature and development of the European education area and globalisation.
- In-depth knowledge of the impact of EU policies in Europe and beyond

- A better understanding of EU principles and their application at policy level in the field of education
- An ability to apply knowledge of EU institutions, European policy and the policies of Member States in the field of education to determine effective ways of responding to contemporary socio-economic and political challenges.
- An ability to forecast the future of European and international education systems.

DISSEMINATION AND PROMOTION OF THE SUMMER SCHOOL

- The photo-video report and the speakers' presentations will be posted on a website and distributed via social networks and the mailing lists of European and international learned societies.
- A collective book project will be drawn up on the occasion of these days under the direction of Paolo Landri and Emiliano Grimaldi.
- The members of the consortium will be able to work to extend their activities by designing a response to call for tenders on social studies in education.

COORDINATING COMMITTEE

Local team (UMR SAGE, Faculty of Social Sciences)

Romuald Normand, Professor

Milic, PhD student, leader of the local team

Biljana Apostolova, PhD student

Pauline Boyer, PhD student

CAI Qi, PhD student

Nathanel Fritz, PhD student

Eléonore Mahout, PhD student

Aude Wirtz, PhD student

Scientific committee (partner universities)

Luís Miguel Carvalho (University of Lisbon, Portugal)

Emiliano Grimaldi (Federico II University, Naples, Italy)

Paolo Landri (Institute for Population and Social Policy Research, National Research Council, Rome)

John Benedicto Krejsler (University of Aarhus-Copenhagen)

Lejf Moos (University of Aarhus-Copenhagen)

Dan Zhang (East China Normal University, Shanghai, China)

Dalila Andrade Oliveira (Federal University of Minas Gerais,

Brazil)

Alvaro Moreira Hyppolito (Federal University of Pelotas,

Brazil)

Lívia Fraga Vieira (Federal University of Minas Gerais, Brazil)

Elizeu Clementino de Souza (University of Bahia, Brazil)

Myriam Feldfeber (University of Buenos Aires, Argentina)

Scientific presentation

International and European studies in education have noted the circulation of a Global Education Reform (GER) model, based on accountability mechanisms and national assessments, New Public Management, marketization and privatization (Robertson, 2015; Sahlberg, 2016), in the wake of International Organizations (Ydesen, 2019). The implementation of quality standards and their dissemination at different governing levels, give rise to travelling policies from Europe to Latin America and China (Rizvi, Lingard, 2010).

The effects of these globalizing and Europeanizing education policies will be presented, analyzed and discussed during the summer school sessions, in the research tradition initiated by the network 28 (Landri, Grimaldi, 2020) while analyzing the medium-term effects of the pandemic in Europe and elsewhere (Grek, Landri, 2021).

A first topic concerns the way in which some convergences in knowledge, standards and discourse are taking place at global and European scales. Social studies in education generally give an important role to IOs (OECD, European Commission, World Bank, International Monetary Fund) because they convey public and private programs in education that are institutionalized according to different temporal and spatial dimensions through international assessments (Dale, 1999, 2018; Lawn, Grek, 2012; Lawn, Normand, 2014, Sorensen & al., 2021; Ozga, 2020; Lindblad & others, 2018, Normand 2020, Ydesen, Andreasen, 2020). However, far from being reduced to institutional and financial pressure, these programs give rise to horizontal processes of imitation and emulation, as for example on digital platforms (Decuyper, Grimaldi, Landri, 2021, Grimaldi, Ball, 2021), or even to competition between national and local actors through different incentives and market mechanisms (Piatteova, Boden, 2020), that create path dependencies and irreversibility, while adapting a neo-liberal ideology supported by states (Ball, 2012). The reception of this international knowledge, standards and discourses gives rise to different negotiations, translations and reinterpretations, as well as adaptations and hybridizations with national or local legislations, corresponding to various material assemblages (Hultqvist and others, 2018 ; Piattoeva & others, 2023) or "deliverology" (Gewirtz and others, 2021) that can be also described as datafication and information infrastructures (Neumann, 2021; Piatteova, 2021, Piatteova & Saari, 2022). While the transfer may come under "adaptive pressure", there is a significant gap between prescriptions addressed by IOs and their contextualization throughout national policies (Krejsler and others, 2014; Kauko and others, 2016). This is particularly true in a climate of rising nationalist and conservative claims in Europe but also in the rest of the world (Lima & others, 2019, Neumann, 2023, Neumann & Rudnicki, 2023).

Another topic concerns intermediary actors, whether individual or collective, public or private, who are at the core of international transfer mechanisms beyond IOs (Normand, 2010; Viseu, Carvalho, 2018, Robertson, 2022). They can play the role of representatives, brokers and entrepreneurs in circulating and implementing the RGE model, mobilizing knowledge and

resources but also asserting their claims, beliefs, identities and interests regarding education reforms. It is therefore important to characterize their repertoires of knowledge and actions to legitimize or reject reforms, as well as to specify how these organizations and institutions are represented within forums or public arenas or other intermediary spaces, for example at the crossroad of education and health (Henry and others, 2001 ; Grek, 2014) The analysis of actors and their positions leads us to question processes of tradeoffs and negotiations within national spaces, conflicts and competition between different interest groups (administrative elites, political parties, associations, expert networks, foundations, think tanks, etc.), the awakening of nationalisms and the rise and populisms, in order to better explain policy borrowing and lending. Actors can be seen as translators, facilitators, or brokers between different institutional and political spaces, as new private actors (foundations, think tanks, business, EdTech, etc.) penetrate public education, while pedagogical and social movements resist against neo-liberal and conservative powers (Grek and others, 2009).

A third topic relates to the development of accountability and evidence-based education (Grek & others, 2020). International surveys measuring the performance and quality of education systems are setting up a global and European "benchmarking" system that puts pressure on education policies while placing countries in competition (Grek, 2009; Carvalho, Costa, 2015; Petersson and others, 2016; Niemann and others, 2017; The multiplication of assessment technologies is a direct consequence, which explains the development of outcomes-based management in many states (Lingard and others, 2017). This competitive pressure is reinforced by the circulation of national administrative elites and international networks of experts who are jointly seeking to define and generalize governing "best practices", while strengthening institutional isomorphism, as shown by the framework created by the G20 for Education (Ramirez and others, 2018; Verger and others, 2018, Kresjler, Moos, 2023; Oliveira, 2015, 2020). The building of an international consensus by IOs, coupled with an instrumental conception of education policy evaluation, in objectifying "evidence", accentuates convergence even if frames and instruments takes differentiated forms depending on the country (Olsson and others, 2011; Villani, Oliveira, 2018, Moos, Krejsler, 2021). Significant discrepancies persist in implementing quality assurance mechanisms, testing technologies, evidence-based methods, and more broadly datafication and digitalization (Ozga and others, 2011; Landri, 2016, 2018, Normand, 2022).

A final topic addresses the effects of these knowledge, standards and instruments on education professions. The policy travelling of accountability and evidence-based education leads to new conceptions of professional work and identities (Krejsler, 2013, Hypolito, 2017, 2021, Moos, 2024). By placing teachers in a regime of performativity, transfer mechanisms restructure activities in schools towards performance and standardization (Brunsson Jacobsson, 2002; Busch, 2011; Oliveira, Carvalho, 2020). Coupled with New Public Management, enshrined in administrative and legal procedures, the deregulates professionalism through greater flexibility, mobility and individualization of careers and pay (Oliveira, 2015; Verger, Normand, 2015, Oliveira & Pereira Junior, 2021, Oliveira, 2022); However, these processes display various configurations, depending on types of contracts and agreements, the level of resistance to managerial control and the influence of trade unions, the degree of local autonomy and pressure for outcomes exerted by local authorities, the intensity of the competition facing schools, etc. (Politt, Bouckaert, 2011). Even if pressure has been strengthened on professions, particularly teachers (Towers & others, 2022), particularly with the COVID-19 pandemic, medium-term effects are still poorly understood. Numerous studies have revealed burn-out, excessive pressure, professional fatigue, stress and mental illness. The widening of inequalities, particularly in relation to the most disadvantaged schools and students, is also a

big concern.

As Dolowitz and David Marsh have shown, policy transfer corresponds to a process by which knowledge, standards and discourses related to public policies are carried by a great diversity of actors, mechanisms, and strategies, which lead to different conditions of reception, ownership and use according to unforeseen consequences for most countries (Dolowitz, Marsh, 2000 ; Hadjiisky, Pal, Walker ; 2017, Dolowitz & oth, 2020, Hassenteufel, Ziegermann, 2021)). This conception is in line with studies on "policy borrowing and lending" in education, showing the importance of IOs in circulating frameworks, ideas, patterns and instruments, in translating and hybridizing international standards, recommendations and directives within national and local contexts (Ozga, Jones, 2006; Steiner-Khamsi, 2004; 2016). The Global Education Reform (GER) model corresponds to a dominant representation and shared beliefs within these IOs, but the adaptation of this global model by states and local authorities gives rise to different adjustments depending on the place given to the market and school choice, standardized tests, managerialism in schools, and local autonomy (Gunter and others, 2016; Normand & others, 2018).

However, it shows a gradual, non-coherent and non-linear adaptation of a "doctrinal puzzle" disseminated in national and local contexts, that requires a critical and balanced outlook (Lindblad, Popkewitz, 2004; Kaukko and others, 2018). Imported solutions are never reproduced identically, but give rise to a complex tangle of actors, power relationships, cognitive and technical skills, discourses of truth and types of legitimization, all of which play a part in adapting and "neutralizing" international and European standards.

It is this complex process of selection, adaptation and translation that will be studied, discussed and reflected upon during the European and international summer school.

Based on these broad thematic lines, various sessions will seek to address different issues, while claiming a renewal of critique (Gorur & others, 2023):

- What are the different types of transfer at international and European level (legislation, incentives, experiments, organizational changes, standardization, etc.)?
- What are the conditions and reasons that explain actors' commitment to or against reforms in European, international and national arenas? (Beliefs, representations, ideologies, interests, constraints, opportunities, strategies, etc.).
- What are the processes and modalities for engaging national and local actors? (Impetus for a new reform, change of parliamentary majority, consensus conference, expertise, media campaign, collective mobilization, etc.).
- What selections, adaptations and hybridizations are involved in implementing the reformist agenda? (national agreement, buy-in processes, chosen imitation, networks of influence, legitimization work, competition between elites, adaptation of legal and regulatory texts, institutionalization of new systems, new investments, uses of evaluation instruments, etc.).
- What are the factors or contexts that facilitate or hinder the reception of knowledge, standards and objects circulating at European and international scales? (The weight of national heritages and cultures, path dependency and institutional irreversibility, status quo politics, misunderstandings and misinterpretations, strategic uses of media space, the presence or absence of conflicts, cooperation and coordination, etc.).
- How can the dialogue between history, sociology and policy studies renew critical approaches about the effects of globalization and neo-liberal Europeanization on education?
- How the combination of different inquiry methods, can help to better understand

European and international policies in the making?

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