CALL FOR CHAPTERS

Researching Global Education Policy: Diverse Approaches to Policy Movement

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About the book:

Today’s globalized world is characterized by high levels of interdependence, transnational connection, datafication, and digitalization. In this scenario, access to information about policy innovations and the circulation of policy ideas have intensified. In response, this edited book seeks to make a contribution to the literature on global education policy by unpacking, theorizing, and problematizing different approaches to understanding policy movement. As emphasized throughout this call for proposals, the term policy movement is meant to encompass historically more familiar approaches of policy transfer and diffusion, wherein policies are thought to move across levels, or scales, from the global to the local (and vice versa), as well as other orientations where the processes of movement or of being mobile are conceptualized in other ways.

The book takes up this focus on policy movement both theoretically and empirically. With regard to theory, the purpose is to bring together a diversity of approaches, to clarify their foundational assumptions and insights, and to bring them into dialogue in order to draw attention to the way that these approaches—and the phenomenon of policy movement itself—can also be seen as problematic (e.g., in terms of whose knowledge, politics, or worldview is being advanced). This will be accomplished by including a carefully selected collection of recent empirical studies that have been conducted from different theoretical perspectives. In this way, the book provides contemporary empirical insights into the interrelated phenomena of policy movement and global education policy, while also making crucial theoretical contributions. In that the book also seeks to highlight the limitations of different approaches and to reflect on the implications of their conceptual horizons, the book can also be seen as an intervention in the literature on policy movement. Although much literature has been produced related to the movement of education policies globally, the underlying theoretical perspectives and the foundational assumptions of authors frequently remain unaddressed or insufficiently discussed.

Further to the point, there is scant literature that examines the manner in which policy movement is imbricated with forms of social reproduction and oppression related, for example, to race, whiteness, and non-Western worldviews. In addition, while many studies focused on educational reform and policy change processes are also relevant to the issue policy movement, they often pay insufficient attention to explaining the how or why of the movement dimension. That is, they
do not, for example, center analysis on the trajectory, diffusion, transfer, or mobility of the policy in question.

Thus, by bringing the theoretical and empirical aspects of this area of inquiry into conversation, the book seeks to: (a) serve as a key resource on the topic of education policy movement and globalization for those who are not already steeped in this area of scholarship, (b) clarify—and problematize—the underlying ontological and epistemological assumptions of different approaches to understanding policy movement, and (c) push forward policy movement studies as a diverse area of work by drawing together a range of analyses of policies as they move across and construct time, space, and scale. In that the contributions to this volume draw on disparate yet complementary theoretical approaches, this book will be able to show how the trajectories of global education policies have temporal, spatial, but also inter- or cross-sectoral and organizational dimensions. Put differently, the chapters in this book will make a central contribution by discussing, from varied theoretical perspectives, how influential education reform ideas in the past, present, and future can emerge, travel, and evolve with the passage of time. Among other contributions, chapters will challenge conceptualizations of movement and scale through, for example, discussions of how policies are assembled and mutated as they travel, and by highlighting the productive nature of policy in reifying or shifting spatial categories.

Analytically, what binds the chapters of this volume together is a shared interest in the transnational and multi-dimensional nature of education policy movement. The contributors will be selected for their ability to move scholarship forward in this area. That is, they will be selected based on two criteria: first, based on their in-depth research into the trajectory of influential education policies and, second, based on their ability to make a clear theoretical contribution. Put differently, we will select contributors who are not only experts on a particular global education policy but who also rigorously apply theoretical approaches to understanding the movement of such policies.

Questions at heart of book:

The questions the book aims to address cover different dimensions of inquiry and areas of conceptualization:

1. How are global education policy agendas settled and mobilized? How and why do education policies move transnationally and/or topologically? Who are the key agents of policy movement, at what political scales do they strategically intervene, and how? What is the relationship between the conceptualization of policy movement, on the one hand, and knowledge production and mobilization, on the other? In answering these questions, what ontological and epistemological assumptions (related, e.g., to scale, time, and space) are made by different approaches to the study of movement and mobility?

2. What are the policy programmes and policy instruments more frequently studied by policy movement scholars (e.g., education for sustainability, school choice, PPPs, performance-based accountability, child centered pedagogies, school-based management, competency-based learning, digital learning policy)? How are the policies under scrutiny
being defined? Do they interpellate to broad policy paradigms or to programmatic ideas and ‘best practices’? Do they align with general policy goals or with specific policy instruments through which these goals are achieved?

3. In what ways are the different metaphors used in the literature to capture policy movement in education (e.g., travel, transfer, borrowing, dissemination, diffusion, assemblage, mobility) related to particular theoretical and/or epistemological approaches? How and to what extent do varied policy literatures conceptualize movement, or lack of movement, through understandings of, for example, policy adoption, enactment, resistance, translation, mutation, bricolage, or assemblage?

4. What are the main mechanisms of policy movement (e.g., learning, emulation, coercion, competition, data infrastructures, policy networks, 'meetingness', etc.) identified and discussed in these approaches? What conditions facilitate or discourage the spread of global education policies not only at the national and sub-national levels (cultural, technical, political and so on) but also across centralized versus decentralized or federal education systems? How are global policies made and re-made through recontextualization? Is the vernacularization of global policies a pre-condition for their retention? Is policy convergence one of the outcomes of ongoing global education policy trends and, if so, in what sense?

5. How do structural forces and the decision-making powers of key agents operating at multiple governmental levels interact in the movement of policy ideas? How has the emergence/evolution of global governance, the global education policy field, and the global education industry affected policy movement?

6. Through which methodological strategies and research tools do scholars investigate the movement of policies across time and space? How can innovative and/or advanced methods in social sciences contribute to advancing this broad area of research? How have scholarly approaches to these issues changed over time?

7. What are the implications of more recent scholarly currents (e.g., work on assemblages, policy instruments, cultural political economy and Actor Network Theory as well as other approaches from new materialist, post-foundational, post-colonial, and non-Western perspectives) for this area of inquiry?

8. How are time and space themselves understood? In what ways do they reflect assumptions embedded in Western ways of knowing and being? How are or might global education policies and policy movement be understood from Indigenous, Southern, post-colonial, or additional perspectives beyond those that have been dominant in a Western-based policy literature? What insights (and critiques) emerge from these varied onto-epistemological orientations?

9. In what ways does policy movement intersect with various forms of social reproduction and oppression related, for example, to race, whiteness, and non-Western worldviews, among others?
Contributions of the volume:
- The movement of policies is a key feature of education dynamics (or, indeed, of social sector governance more generally) around the world, but it is easy to feel lost or overwhelmed when delving into this area of scholarship. This book will be a key resource that clarifies the diverse approaches invoked to understand policy movement phenomena.
- By including theoretically-informed empirical case studies, each chapter in the book will offer insights on both theoretical and methodological approaches to policy movement while grounding their discussion in the experience of a particular policy.
- Existing volumes tend to approach these issues from one or another perspective; there are few publications that present a range of approaches and theorizations of policy movement in one place.
- The book brings concepts and approaches related to policy movement into conversation with recent developments in the global governance of education.
- The book serves as an intervention in the policy movement literature by bringing different theoretical traditions together, by illuminating their conceptual horizons, and by reflecting on the ways in which policy movement is imbricated with forms of social reproduction and oppression related, for example, to race, whiteness, and non-Western worldviews.
- The contributions to this volume document the experiences of some of the most influential public policy theories and ideas from the last 50 years and beyond. This book will make a contribution by showing how the policy reforms that continue to have relevance today have emerged and spread across time and space.

Examples of chapter foci:
It is envisioned that chapters will cover a broad range of approaches, such as the following:
- Cultural/international political economy
- Organizational, agenda-setting, and multi-level/multi-scalar governance theories
- Institutionalist theories (historical, sociological, rational choice, discursive)
- Actor-network and policy network theories
- Policy borrowing, learning, and transfer
- Policy mobilities and assemblage
- Policy translation and recontextualization
- Post-foundational discourse and affect theories
- Topological approaches to space
- Southern/Indigenous/decolonial/post-colonial theories

Publisher:
A contract will be secured with a reputable international publisher, such as Oxford University Press, once chapter proposals have been selected.

Timeline:
- Invite chapter proposals – March 2021
- Chapter proposals due – May 31, 2021
- Invite full chapters – June 30, 2021
d. First draft of chapters due – October 31, 2021
e. Editor feedback – January 31, 2021
f. Revised chapters due – March 31, 2022
g. Submit to publisher – May 31, 2022

Proposal submission:

Please submit a 500-1000 word proposal providing an overview of the proposed chapter, including:

- Proposed chapter title
- The proposed empirical case, including type of policy as well as the temporal and geographic specifics
- The theoretical and methodological orientations to be taken in the analysis of the case
- Key questions and contributions of the chapter as they align with the volume description
- References
- Author bio(s) (100 words maximum) or link to webpage with bio(s)

Please submit to the volume editors by May 31, 2021 at the following address:

- policymovementbook@gmail.com