

THE INSTRUMENTATION AND ENACTMENT OF PUBLIC EDUCATION REFORM

THE REFORMED PROJECT FINAL CONFERENCE & WORKSHOPS

DAY 1 - WEDNESDAY, JUNE 15

Time	Session type	Session details
9:30-10:00	Plenary session Link to live stream	Opening ceremony with Gita Steiner-Khamsi (Columbia University), Xavier Bonal (UAB) & Antoni Verger (UAB)
10:00-11:30	Keynote Link to live stream	The constitutive power of policy instruments Patrick Le Galès (Sciences Po) Chair: Alejandra Falabella
11:30-12:00	Coffee break	
12:00-13:00	Workshops	Network 1 H. Altrichter & K. Soukup-Altrichter J. Kauko, H. Pitkänen & J. Varjo
		Network 2 X. Bonal & S. González E. Winchip
		Network 3 J. Holloway & D. Santori A. Milner
		Network 4 I. Barrenechea & W. Cavendish A. E. Gunnulfson & J. Hall
		Network 5 R. Da Silva & T. Adrião B. Karseth, S. Bernotaite & A. H. Sundby
13:00-14:30	Lunch break	
14:30-16:00	Keynote Link to live stream	Political parties, voters, and producer groups: The political economy of changing educational structures from tracking to school accountability Jane Gingrich (University of Oxford) Chair: Clara Fontdevila
16:00-16:30	Coffee break	
16:30-18:00	Workshops	Network 1 E. M. J. Kim A. Rivas F. Acosta & T. Esper
		Network 2 W. R. Boterman & I. Ramos Lobato H. Trættemberg et al. F. Waitoller & C. Lubienski
		Network 3 N. Honey et al. R. Normand L. Parcerisa & J. Holloway
		Network 4 M. Ehren, J. Heystek & J. Baxter S. K. Gloppen A. González
		Network 5 G. Steiner-Khamsi T. Thu E. Moreira Martins

DAY 2 - THURSDAY, JUNE 16

Time	Session type	Session details
9:30-11:00	Plenary session Link to live stream	Theorising context in comparative education reform research: Lessons from the Reformed project Antoni Verger, Clara Fontdevila, Marcel Pagès, Gerard Ferrer-Esteban Chair: Guri Skedsmo
11:00-11:30	Coffee break	
11:30-13:00	Workshops	Network 1 A. Voisin & B. Fernández K. Sivesind, D. Tiplic, L. G. Johnsen A. Giudici & J. Gingrich
		Network 2 E. Quilabert et al. M. Cordini & L. Bernardi M. Mendoza et al.
		Network 3 A. Falabella, L. Parcerisa & D. González A. Levatino, G. Ferrer-Esteban & A. Verger
		Network 4 B. Lingard, A. Baroutsis & S. Sellar V. Niederberger, G. Skedsmo & S. Mausethagen R. Boyask
		Network 5 J. Jeong & L. Engel T. Choi N. Wahlström C. Fontdevila & A. Verger
13:00-14:30	Lunch break	
14:30-16:00	Keynote Link to live stream	Markets and inequality: Exploring the mechanisms of choice and competition in schools Huriya Jabbar (University of Texas at Austin) Chair: Andreu Termes
16:00-16:30	Coffee break	
16:30-18:00	Workshops	Network 1 B. Farhadi & S. Winton A. Zancajo G. Ferrer-Esteban, A. Verger & C. Fontdevila
		Network 2 J. A. Carrasco O. Rönnerberg, V. Bernelius & I. Ramos Lobato M. Chouhy & M. Akchurin
		Network 3 R. Scandurra, A. Theben & A. Saltelli M. Camphuijsen & A. Levatino
		Network 4 R. Daliri-Ngametua & I. Hardy M. Prieto D. Andrade & J. F. Souza
		Network 5 T. Sorensen T. Esper & I. Matovich M. Pagès & A. Termes L. Ortiz & M. Lakhno

DAY 3 - FRIDAY, JUNE 17

Time	Session type	Session details
9:30-11:00	Keynote Link to live stream	Social justice and school autonomy reform: Towards activist- rather than market-oriented governance Amanda Keddie (Deakin University) Chair: Lluís Parcerisa
11:00-11:30	Coffee break	
		<p>Network 1</p> <p>C. Villalobos, M. Quiero & S. Pereira S. Viseu & C. Neves A. Malandrino, G. Barbato & M. T. Galanti M. Moschetti, A. Verger & E. Quilabert</p> <hr/> <p>Network 2</p> <p>A. Montes, J. Jacovkis & A. Tarabini A. Parma, C. Ranzi & T. Agasisti C. Bueno & X. Bonal G. Ferrer-Esteban, A. Verger & L. Parcerisa</p> <hr/> <p>Network 3</p> <p>K. R. Dhanda G. Moss G. M. Rind & J. L. Malin G. Montefiore & G. Ferrer-Esteban</p> <hr/> <p>Network 4</p> <p>G. Gurova R. Fernández M. Asim et al. L. Mentini & A. Levatino</p> <hr/> <p>Network 5</p> <p>N. Ridge, N. Mansur & V. E. Tandogan A. Caravaca, D. B. Edwards & M. Moschetti C. Baek</p>
11:30-13:00	Workshops	
13:00-14:30	Lunch break	
14:30-16:00	Plenary session Link to live stream	Final roundtable New accountabilities and teachers' professionalism Bob Lingard (UQ), Melanie Ehren (VU), Javier Campos (UAC) & Gemma Moss (UCL) Chair: Mauro Moschetti
16:00-16:30	Coffee break	
16:30-18:00	Plenary session Link to live stream	Launch of the Reformed OA database Antonina Levatino , Gerard Ferrer-Esteban & Lluís Parcerisa Concluding ceremony Market actors responses to public education reform Agnès van Zanten (Sciences Po) Chair: Marjolein Camphuijsen

NETWORK 1: POLICY TRAJECTORIES

Coordinators: Mauro C. Moschetti & Antoni Verger

Author(s)	Affiliation	Title of the paper	Discussant
Herbert Altrichter ^a , Katharina Soukup-Altrichter ^b	<i>Johannes Kepler University Linz</i> ^a <i>Pädagogische Hochschule Oberösterreich</i> ^b	Recontextualizing an ‘evidence-based’ improvement strategy: The Securing Basic Competencies Programme for Schools in Challenging Circumstances in Austria	Kirsten Sivesind, Dijana Tiplic, Lars G. Johnsen
Jaakko Kauko ^a , Hannele Pitkänen ^a , Janne Varjo ^b	<i>University of Tampere</i> ^a <i>University of Helsinki</i> ^b	Evaluation of Quality Finnish Schools: How successful is it?	Axel Rivas
Evelyn Min Ji Kim	<i>University College London</i>	Happiness as a floating signifier: The emergence and re-appropriation of Happiness Education reform in South Korea	Cristobal Villalobos, Máximo Quiero Sebastián Pereira
Cristobal Villalobos, Máximo Quiero Sebastián Pereira	<i>Pontificia Universidad Católica de Chile</i>	Educational policy in post-dictatorship Chile (1990-2021). A heterodox approach	Herbert Altrichter, Katharina Soukup-Altrichter
Axel Rivas	<i>Universidad de San Andrés</i>	New modes of control of educational systems in Latin America: The rise and fall of educational reforms in two decades (2002-2022)	Jaakko Kauko, Hannele Pitkänen, Janne Varjo
Felicitas Acosta ^a , Tomás Esper ^b	<i>Universidad Nacional de General Sarmiento</i> ^a <i>Columbia University</i> ^b	From official to experiential narrative: A study on the tension between compulsory schooling policies and educational segmentation in Latin America	Adrián Zancajo
Annelise Voisin ^a , Beatriz Fernández ^b	<i>University of Liege</i> ^a <i>Universidad de Chile</i> ^b	Reforming teacher education and teachers’ careers in Chile – Policy trajectory, policy instruments, and implications of the Professional Development Law	Anna Malandrino, Giovanni Barbato, Maria Tullia Galanti
Kirsten Sivesind ^a , Dijana Tiplic ^a , Lars G. Johnsen ^b	<i>University of Oslo</i> ^a <i>Norwegian National Library</i> ^b	Tracing reform trajectories in Norwegian education policy: A computed text mining study of temporal topologies and the role of transnational knowledge transfer	Sofia Viseu, Cláudia Neves
Anja Giudici, Jane Gingrich	<i>University of Oxford</i>	The politics of de-tracking reforms in secondary education	Beyhan Farhadi, Sue Winton

Beyhan Farhadi, Sue Winton	<i>York University</i>	Online education and policy trajectories in Ontario secondary schools	Gerard Ferrer-Esteban, Antoni Verger, Clara Fontdevila
Adrián Zancajo	<i>The University of Manchester</i>	Regulating the education market: The political economy of the Chilean reform	Anja Giudici, Jane Gingrich
Sofia Viseu ^a , Cláudia Neves ^b	<i>IE-ULisboa ^a Universidade Aberta de Portugal ^b</i>	New policy instruments in local regulation of education in Portugal	Mauro Moschetti
Anna Malandrino ^a , Giovanni Barbato ^b , Maria Tullia Galanti ^b	<i>University of Bologna ^a Università degli Studi di Milano ^b</i>	The policy concept of initial teacher education and training (ITET) reforms in Italy	Evelyn Min Ji Kim
Mauro Moschetti, Antoni Verger, Edgar Quilabert	<i>Universitat Autònoma de Barcelona</i>	The fine line between New Public Management and educational innovation: School reform in Catalonia within multi-level Spain	Felicitas Acosta, Tomás Esper
Gerard Ferrer-Esteban ^a , Antoni Verger ^b , Clara Fontdevila ^b	<i>Universitat Oberta de Catalunya ^a; Universitat Autònoma de Barcelona ^b</i>	Cross-national convergence towards school autonomy with accountability: The mediating role of administrative variables	Annelise Voisin, Beatriz Fernández

NETWORK 2: ENACTMENT AND MARKETS

Coordinators: Gerard Ferrer-Esteban & Edgar Quilabert

Author(s)	Affiliation	Title of the paper	Discussant
Emily Winchip	<i>Zayed University</i>	Charter school reform in Abu Dhabi: Policy enactment and effects	Juan Antonio Carrasco
Håkon Trætteberg ^a , Karl Henrik Sivesind ^a , Maiju Paananen ^b , Steinunn Hrafnadóttir ^c	<i>Institute for Social Research ^a University of Tampere ^b University of Iceland ^c</i>	Quasi-market regulation in kindergarten and schools: The Scandinavian 'natural experiment'	Andrea Parma, Costanzo Ranci, Tommaso Agasisti

Alejandro Montes ^a , Judith Jacovkis ^b , Aina Tarabini ^c	<i>Universidad Complutense de Madrid</i> ^a <i>Universitat de Barcelona</i> ^b <i>Universitat Autònoma de Barcelona</i> ^c	The enactment of youth educational choices and transitions in an urban educational market. An approach from the periphery	Federico Waitoller, Christopher Lubienski
Federico Waitoller ^a , Christopher Lubienski ^b	<i>The University of Illinois at Chicago</i> ^a <i>Indiana University</i> ^b	The final choice: School choice strategies at the intersections of social and geographical locations	Carlos Bueno, Xavier Bonal
Gabriel Chouhy ^a , Maria Akchurin ^b	<i>University College London</i> ^a <i>Loyola University Chicago</i> ^b	Markets for equity: Reforming New Orleans education through centralized enrolment algorithms	Gerard Ferrer-Esteban, Lluís Parcerisa, Antoni Verger
Willem Rogier Boterman ^a , Isabel Ramos Lobato ^b	<i>University of Amsterdam</i> ^a <i>University of Helsinki</i> ^b	Institutional contexts and their impact on the provision and use of different information sources for parents' school choice	Edgar Quilabert, Gerard Ferrer-Esteban, Mauro Moschetti, Antoni Verger
Manuela Mendoza ^a , Juan de Dios Oyarzún ^b , Alejandro Carrasco ^a , Ngairé Honey ^a	<i>Pontificia Universidad Católica de Chile</i> ^a <i>Pontificia Universidad Católica de Valparaíso</i> ^b	Beyond selectivity as policy strategy. Chilean education under new equity reforms: Are 'selective' schools adopting 'inclusion' practices?	Emily Winchip
Carlos Bueno, Xavier Bonal	<i>Universitat Autònoma de Barcelona</i>	The role of 'Local Education Markets' on student mobility in the city of Madrid: A realist evaluation	Marta Cordini, Luigi Bernardi
Andrea Parma, Costanzo Ranci, Tommaso Agasisti	<i>Politecnico di Milano</i>	What kind of school do parents choose? Criteria of school selection in a free-choice context	Alejandro Montes, Judith Jacovkis, Aina Tarabini
Xavier Bonal, Sheila González	<i>Universitat Autònoma de Barcelona</i>	School micro-markets and variable educational policy impacts: A case study of school segregation in Barcelona	Willem Rogier Boterman, Isabel Ramos Lobato
Marta Cordini, Luigi Bernardi	<i>Politecnico di Milano</i>	'Which school?': Factors driving households' agency in choosing school. The case of Milan	Oskar Rönnerberg, Venla Bernelius, Isabel Ramos Lobato
Oskar Rönnerberg, Venla Bernelius, Isabel Ramos Lobato	<i>University of Helsinki</i>	Dealbreaker in the neighbourhood? The multiple roles of schools, and the potential of needs-based funding in supporting schools and neighbourhoods	Xavier Bonal, Sheila González

Juan Antonio Carrasco	<i>Universitat Autònoma de Barcelona</i>	Recontextualization of a regulatory policy to decommodify education: Responsiveness of private subsidised schools in Chile 2015-2020	Håkon Trættemberg, Karl Henrik Sivesind, Maiju Paananen, Steinunn Hrafnisdóttir
Gerard Ferrer-Esteban ^a , Lluís Parcerisa ^b , Antoni Verger ^c	<i>Universitat Oberta de Catalunya</i> ^a <i>Universitat de Barcelona</i> ^b <i>Universitat Autònoma de Barcelona</i> ^c	How do schools react? Multiple responses to performance pressures in high-stakes accountability: Integrating sense-making and institutional theories	Manuela Mendoza, Juan d. D. Oyarzún, Alejandro Carrasco, Ngaira Honey
Edgar Quilabert ^a , Gerard Ferrer-Esteban ^b , Mauro Moschetti ^a , Antoni Verger ^a	<i>Universitat Autònoma de Barcelona</i> ^a <i>Universitat Oberta de Catalunya</i> ^b	The innovation double-talk in educational reform: An analysis of school responses in an emerging accountability regime	Gabriel Chouhy, Maria Akchurin

NETWORK 3: REACTIVITY AND RESPONSES

Coordinators: Marjolein Camphuijsen, Antonina Levatino & Lluís Parcerisa

Author(s)	Affiliation	Title of the paper	Discussant
Romuald Normand	<i>University of Strasbourg</i>	French school accountability policies: The strong republican state absorbing external influences	Giulia Montefiore, Gerard Ferrer-Esteban
Alison Milner	<i>Aalborg University</i>	Leadership for inclusion in performative times: A comparative analysis of school principals' strategic educational assemblages in China, Denmark and England	Lluís Parcerisa, Jessica Holloway
Gul M. Rind, Joel R. Malin	<i>Miami University</i>	Evaluating the role and impact of Public-Private Partnerships in education in achieving the goal of equitable access to quality education in the Sindh, Pakistan	Rosario Scandurra, Alexandra Theben, Andrea Saltelli
Kanika Rai Dhanda	<i>Northwestern University</i>	Principal's race and social capital sense-making: An in-depth study of new principals in Chicago public schools	Gul M. Rind, Joel R. Malin

Rosario Scandurra ^a , Alexandra Theben ^b , Andrea Saltelli ^c	<i>Universitat Autònoma de Barcelona</i> ^a <i>Universitat Pompeu Fabra</i> ^b <i>University of Bergen</i> ^c	Smashing the glasshouse. Diminishing the prestige of measures of prestige in higher education	Alejandra Falabella, Daniela González, Lluís Parcerisa
Ngaire Honey ^a , Alejandro Carrasco ^a , Juan de Dios Oyarzún ^b , Manuela Mendoza ^a	<i>Pontificia Universidad Católica de Chile</i> ^a <i>Pontificia Universidad Católica de Valparaíso</i> ^b	School selectivity and excellence as a policy trajectory: The effect of assignment to an academically selective school in Chile	Antonina Levatino, Gerard Ferrer-Esteban, Antoni Verger
Jessica Holloway ^a , Diego Santori ^b	<i>Australian Catholic University</i> ^a <i>King's College London</i> ^b	Legitimising capital: Parent organisations and their resistance to testing in England	Romuald Normand
Lluís Parcerisa ^a , Jessica Holloway ^b	<i>University of Exeter</i> ^a <i>Universitat de Barcelona</i> ^b	Teacher work under data-driven education systems: Enacting autonomy in a Victorian public school (Australia)	Kanika Rai Dhanda
Alejandra Falabella ^a , Daniela González ^a , Lluís Parcerisa ^b	<i>Universidad Alberto Hurtado</i> ^a <i>Universitat de Barcelona</i> ^b	'Soft accountability' for governing schools: Do national assessments without sanctions make a difference? The case of school inspection in Chile	Gemma Moss
Gemma Moss	<i>University College London</i>	COVID, pedagogies and PBA: Knowledge making in a crisis	Marjolein Camphuijsen, Antonina Levatino
Marjolein Camphuijsen ^a , Antonina Levatino ^b	<i>Vrije Universiteit Amsterdam</i> ^a <i>Universitat Autònoma de Barcelona</i> ^b	Reputation at stake: Analysing the determinants of performance pressure in soft accountability regimes in the education sector	Jessica Holloway, Diego Santori
Giulia Montefiore ^a , Gerard Ferrer-Esteban ^b	<i>Universitat Autònoma de Barcelona</i> ; <i>Universitat Oberta de Catalunya</i>	Data use in Italian Schools: Quantifying data use practices and identifying enabling factors	Alison Milner
Antonina Levatino ^a , Gerard Ferrer-Esteban ^b , Antoni Verger ^a	<i>Universitat Autònoma de Barcelona</i> ^a <i>Universitat Oberta de Catalunya</i> ^b	Motives to teach: A conjoint survey experiment on teachers' work preferences in three policy settings	Ngaire Honey ^a , Alejandro Carrasco ^a , Juan de Dios Oyarzún ^b , Manuela Mendoza ^a

NETWORK 4: PROFESSIONAL AUTONOMY

Coordinators: Laura Mentini, Marcel Pagès & Natalie Browes

Author(s)	Affiliation	Title of the paper	Discussant
Ignacio Barrenechea ^a , Wendy Cavendish ^b	<i>University of Miami</i> ^a <i>Pontificia Universidad Católica Argentina</i> ^b	Teachers' adaptation to the intricacies of the performativity era	Ruth Boyask
Ann Elisabeth Gunnulfsen, Jeffrey Hall	<i>University of Oslo</i>	School leaders' planning for curriculum reform in Norwegian schools: Something old, something new, something borrowed, something true?	Vera Niederberger, Guri Skedsmo, Sølvi Mausethagen
Melanie Ehren ^a Jan Heystek ^b , Jacqueline Baxter ^c	<i>Vrije Universiteit Amsterdam</i> ^a <i>North-West University</i> ^b <i>Open University UK</i> ^c	Teacher professional standards, accountability and trust in a context of high inequality: The case of South Africa	Bob Lingard, Aspa Baroutsis, Sam Sellar
Silje Kristin Gloppe	<i>University of Oslo</i>	Enacting teacher evaluation in Norwegian education: Teachers' perceptions of possibilities and constraints	Minahil Asim Sheena Bell Mike Boakye-Yiadom Hope Pius Nudzor Karen Mundy
Álvaro González	<i>Universidad Católica Silva Henríquez</i>	Depending on the kindness of strangers: The affective dimension of inspections to low-performing schools in Chile	Rocío Fernández Ugalde
Bob Lingard ^a , Aspa Baroutsis ^b , Sam Sellar ^c	<i>University of Queensland</i> ^a <i>Southern Cross University</i> ^b <i>University of South Australia</i> ^c	Enriching educational accountabilities through collaborative public conversations: Conceptual and methodological insights from the Learning Commission approach	Melanie Ehren Jan Heystek, Jacqueline Baxter
Vera Niederberger ^a , Guri Skedsmo ^a , Sølvi Mausethagen ^b	<i>Schwyz University of Teacher Education</i> ^a <i>Oslo Metropolitan University</i> ^b	School actors' use of research to develop practice: Review of existing research in the German-speaking contexts	Ann Elisabeth Gunnulfsen, Jeffrey Hall
Ruth Boyask	<i>Auckland University of Technology</i>	Freedom and justice: Rupturing the political power of the autonomous medieval commune in twenty-first century school governance	Galina Gurova
Rafaan Daliri-Ngametua, Ian Hardy	<i>Australian Catholic University</i>	The devalued, demoralized and disappearing teacher: The nature and effects of datafica- tion and performativity in schools	Dalila Andrade, Juliana F. Souza

Miriam Prieto	<i>Universidad Autónoma de Madrid</i>	'Our top priority was, is and always will be innovation, innovation, innovation'. Schools' adoption of the innovation imperative	Laura Mentini, Antonina Levatino
Dalila Andrade, Juliana F. Souza	<i>Universidade Federal de Minas Gerais</i>	Accountability policies in Brazil: Consequences for the teaching profession	Rafaan Daliri-Ngametua, Ian Hardy
Galina Gurova	<i>Independent researcher</i>	New types of school professionals and the structure of school accountability	Ignacio Barrenechea, Wendy Cavendish
Rocío Fernández Ugalde	<i>University of Cambridge</i>	Tracing change and continuity: The making of teacher accountability policies in Chile (1980-2020)	Álvaro González
Minahil Asim ^a Sheena Bell ^b Mike Boakye-Yiadom ^c Hope Pius Nudzor ^c Karen Mundy ^b	<i>University of Ottawa</i> ^a <i>University of Toronto</i> ^b <i>University of Cape Coast</i> ^c	'How do I run the office without funds?' Understanding how districts plan and implement education policy in Ghana	Silje Kristin Gløppen
Laura Mentini, Antonina Levatino	<i>Universitat Autònoma de Barcelona</i>	A 'three-legged' model? (De)constructing school autonomy, test-based accountability and innovation in the Italian National Evaluation System	Miriam Prieto

NETWORK 5: ACTORS IN EDUCATIONAL REFORM

Coordinators: Clara Fontdevila, Giulia Montefiore & Andreu Termes

Author(s)	Affiliation	Title of the paper	Discussant
Thu Thu	<i>University College London</i>	The policy-dispositif of private international education in Myanmar	Jisun Jeong, Laura Engel
Rui Da Silva ^a , Theresa Adrião ^b	<i>University of Porto</i> ^a <i>State University of Campinas</i> ^b	Policy movement and social media: Analysis of the Ayrton Senna Institute on Twitter, 2013 –2020	Chanwoong Baek
Berit Karseth, Simona Bernotaite, Anniken Hotvedt Sundby	<i>University of Oslo</i>	Curriculum making for the 21st century: The paperwork of OECD	Ninni Wahlström

Erika Moreira Martins	<i>IE Universidade de Lisboa</i>	Global forms, local contexts and regional dynamics of educational policies: The 'Business Reform of Education' in Latin America	Marcel Pagès, Andreu Termes
Tore Bernt Sorensen	<i>Jagiellonian University in Krakow</i>	European Union governance of schools and teachers: Transformations in the mix of policy instruments since 2010	Gita Steiner-Khamsi
Tomás Esper ^a , Iván Matovich ^b	<i>Columbia University ^a Monash University ^b</i>	New philanthropy and policy mobilities in federal decentralized education systems in South America: The cases of Argentina and Brazil	Alejandro Caravaca, D. Brent Edwards, Mauro C. Moschetti
Gita Steiner-Khamsi	<i>Columbia University & Graduate Institute of International and Deve- lopment Studies</i>	The hierarchization of evidence in an era of surplus of evidence	Tore Bernt Sorensen
Chanwoong Baek	<i>University of Oslo</i>	Dynamics of expertise-seeking arrangements in policymaking: Structure, participation, and legitimization strategies	Natasha Ridge, Natasha Mansur Vehbi Emre Tandogan
Jisun Jeong, Laura Engel	<i>The George Washington University</i>	A complex global governance of education: Multiscalar social and emotional learning policy-making in Lebanon	Thu Thu
Ninni Wahlström	<i>Linnaeus University</i>	The role of the PISA for the formation of national discourse coalitions for education policies	Rui Da Silva, Theresa Adrião
Natasha Ridge, Natasha Mansur, Vehbi Emre Tandogan	<i>Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research</i>	Global educational reform and private philanthropy: How standardization and instrumentation enable private interests to triumph over public goods	Tomás Esper, Iván Matovich
Alejandro Caravaca ^a , D. Brent Edwards ^b , Mauro C. Moschetti ^a	<i>Universitat Autònoma de Barcelona ^a University of Hawaii ^b</i>	Network governance and new philanthropy in the Latin America and the Caribbean: Reconfiguration of the State	Luís Ortiz, Maryna Lakhno
Luís Ortiz ^a , Maryna Lakhno ^b	<i>Universitat Pompeu Fabra ^a Central European Uni- versity ^b</i>	The SDGs in higher education and the role of intermediary organisations	Taehee Choi
Taehee Choi	<i>The Education University of Hong Kong</i>	Path-dependency and path-shaping in translation of borrowed policy: Outsourcing of teaching in public schools in Hong Kong and South Korea	Clara Fontdevila, Antoni Verger

Clara Fontdevila, Antoni Verger	<i>Universitat Autònoma de Barcelona</i>	Data chasing policy: The role of the OECD in the construction of the School Autonomy with Accountability model	Berit Karseth, Simona Bernotaite, Anniken Hotvedt Sundby
Marcel Pagès ^a , Andreu Termes ^b	<i>Universitat de Girona^a Institut d'Estudis Regionals i Metropolitans de Barcelona^b</i>	The selective adoption of test based accountability reforms in federal states: Policy mobilities and scale jumping dynamics in Madrid and Minas Gerais	Erika Moreira Martins

WORKSHOPS METHODOLOGY

Participants are expected to remain in the same thematic network the whole conference. In the workshops, we will dedicate 30 minutes to each paper. We encourage participants to read all the papers beforehand (especially those closer to their research interests). Since most participants will have read the papers, it is not necessary that authors prepare a conventional paper presentation.

The authors will have 5 minutes to introduce the paper, preferably by referring to unwritten aspects: core ideas of the paper they want to highlight, reflections on the paper rationale, unexpected findings, etc. The authors are discouraged from using a presentation application (power-point or similar).

This short presentation will be followed by a 7-minute presentation by the paper discussant. The discussant will be one of the participants in the workshop (we will assign discussants according to thematic affinity later). In the case of the discussants, the use of a presentation application is recommended.

The author will have 3-5 minutes to react to the discussant. The rest of the time will be dedicated to collect comments and questions from the rest of the group.

To sum up, each 30-minutes paper slot will be organized as follows:

- 5 minutes for authors to present core ideas of the paper and/or background information that is not included in the paper.
- 7 minutes for the discussant, and 3-5 minutes for the author to respond.
- Around 15 minutes for comments, Q&A with the rest of the group.

ROOM DISTRIBUTION AND ZOOM LINKS

All **plenary sessions** and **keynote sessions** will take place in the **Foix Room**.

Plenary sessions and **keynote sessions** will also be **live-streamed**. Links can be found in the program overview (pages 1-3 in this document).

Coffee breaks will take place in the courtyard outside the main building.

Network sessions will take place in separate rooms following the distribution below.

For those **participating on-line** (N4 and N5), Zoom links and instructions will be shared by network coordinators over email.

Time	Network 1	Network 2	Network 3	Network 4	Network 5
Wednesday, 12:00-13:00	Foix	Modistes	Sant Gervasi	Vallvidrera	Carme Karr
Wednesday, 16:30-18:00	Foix	Modistes	Fusters	Vallvidrera	Carme Karr
Thursday, 11:30-13:00	Foix	Fusters	Vallvidrera	Pedralbes	Carme Karr
Thursday, 16:30-18:00	Foix	Fusters	Modistes	Pedralbes	Carme Karr
Friday, 11:30-13:00	Foix	Fusters	Sant Gervasi	Pedralbes	Carme Karr