



CALL FOR PAPERS

EUROPE AND EDUCATION

For publication in March 2020

Expressions of interest accepted until 31 December 2018

Deadline for draft papers 31 April 2019

London Review of Education (LRE) invites original academic papers for a special feature on Europe due for publication in March 2020.

As the UK transitions to a new political and diplomatic relationship with the European Union, it is timely to *reflect on, celebrate and critically appraise* ways in which education has evolved in the UK and in mainland Europe in response to opportunities offered by European co-operation.

The creation and constitution of the Council of Europe in 1950, in which the UK played a leading role, were founded on principles that have continued to underpin European co-operation and institutions. These are clearly articulated in the European Convention on Human Rights and Fundamental Freedoms (ECHR), itself explicitly derived from the Universal Declaration of Human Rights (UDHR) (Starkey, 2003; 2012).

The Council of Europe, a transnational organisation promoting cultural co-operation, now including 47 member-states, has influenced education policy and practice not only in Europe but across the world through programmes such as the **Common European Framework for Languages** and the **Charter of Education for Democratic Citizenship / Human Rights Education**. We welcome papers that engage retrospectively or prospectively with implementation of such programmes, including case studies and policy evaluation.

The Council of Europe's founding texts foreground the aim to achieve 'greater unity between its Members' based on commitment to human rights and fundamental freedoms that are essential for 'effective political democracy'. The European Convention on Human Rights and Fundamental Freedoms asserts in its preamble that European countries 'are likeminded and have a common heritage of political traditions, ideals, freedom and the rule of law'. Educational institutions are essential in helping current and future generations to explore the implications of this through history, literature and creative arts.

As the demographics of Europe have evolved with the arrival of new citizens from former colonies and neighbouring states to provide essential labour and support – particularly for transport, health, social care and hospitality services – European ideals have been put under strain (Starkey and Osler, 2009). A Council of Europe report identified **eight specific risks to Council of Europe values**: rising intolerance; rising support for xenophobic and populist parties; discrimination; the presence of a population virtually without rights; parallel societies; Islamic extremism; loss of democratic freedoms; and a possible clash between "religious freedom" and freedom of expression (Group of Eminent Persons, 2011). We welcome articles that address educational responses to such threats.

Alongside the Council of Europe, the single market economic bloc that became the European Union following the Maastricht Treaty of 1992 started to develop its own education policies (Keating, 2014) and provide funding for research and curriculum development projects through its **Comenius, Erasmus, Leonardo and Gruntvig** programmes. Activities included university and vocational student mobility and exchanges and co-operation between schools and teachers. These are ongoing in the **Erasmus+** programme that provides opportunities to study, train, gain work experience or volunteer abroad and funds consortia or partnerships aimed at innovating and modernising teaching and youth work practices. We welcome papers that derive from or reflect on these activities.

The **Bologna process**, initiated with the Bologna Declaration of 1999 aims to introduce a more comparable, compatible and coherent system for European higher education. Its focus on common standards for quality assurance has been highly influential in universities. We welcome papers that provide accounts of or critically appraise these developments.

The European Commission also funds **research** including focuses on education, currently through its **Horizon 2020** programme and previously through various Framework programmes. We welcome papers reporting experience and/or results of such EU funded collaborative research.

Currently the European Union's **strategic framework for Education & Training 2020** (ET 2020) has four common EU-level objectives to address the challenges in education and training systems:

- making lifelong learning and mobility a reality;
- improving the quality and efficiency of education and training;
- promoting equity, social cohesion, and active citizenship;
- enhancing creativity and innovation, including entrepreneurship, at all levels of education and training (Veugelers, de Groot and Stolk, 2017)

We welcome papers that reflect on or report research relating to these priorities.

Submitting contributions

We invite original articles of around 6,000 words based on empirical and conceptual research. We particularly welcome papers and reports of research involving schools and the initial and professional development of teachers that reveal links between research, policy, and practice, and which analyse key themes in education, including public goals and policies, pedagogy, curriculum, organization, resources and technology, and institutional effectiveness.

- Expressions of interest (via email, abstract or draft article) accepted until **31 December 2018**. Abstracts submitted by this date should be 250–500 words in length.
- Deadline for article submissions, **31 April 2019**.
- Notes for authors are available on the [journal website](#).

Send submissions to LRE's managing editor, Pat Gordon-Smith: p.gordon-smith@ucl.ac.uk

References

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