

Call for Papers

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**The Political Economy of Adult Education Systems
The Role of Diverse Institutions in Framing Adult Education Systems**

Guest editors

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The suggested theme shifts the focus from the *major challenges* with which adult education policy has been confronted (globalization, sustainability, equity and social justice) *to the conditions that shape adult education systems*. The influence of culture, history, economic conditions and geopolitical developments on the formation of adult education systems as well as their embeddedness in a nation's education and training system are well known issues in the adult education community, particularly highlighted in comparative adult education research. Relatively new though is the idea that adult education is embedded in characteristic regimes of economic and social institutions, which can be understood in terms of a systematic and emerging political economy of adult education systems. In this concept, nation-specific institutions such as labour market, employment system, production regime as well as welfare state play a crucial role and shape "institutional complementarities" in the sense that "the presence (or efficiency) of one institution increases the returns from the other", as Hall & Soskice (2001) claim. Investigating the role of these institutions in forming adult education systems contributes to the literature on the political economy of collective skill (production) regimes which has been featured prominently in last years within political and social sciences. The concept of adult learning systems is closely linked to that of skill formation systems or skill production regimes, as adult learning systems lie at the intersection of education and training system, labour market institutions, and welfare system. Yet, analyses of the impact of institutional settings on adult education system build at present a relatively small research strand which aims at explaining differences in participation in adult education.

The aim of the thematic issue is to extend the debate and to address questions dealing with the role of diverse institutions in framing adult learning systems including institutional structures and regulations, governance, learning and teaching cultures, as well as outcomes.

Those interested to contribute may choose from the following list of sub-themes:

- The embeddedness of adult learning systems in a nation's education and training system
- The role of labour market institutions/employment system/welfare state in framing adult learning system
- The impact of policy interventions on adult education systems: effects on institutional structures, professionalization of adult educators, teaching and learning processes, learning outcomes
- Issues related to the political economy of educational research

Paper proposals can be either in English or in German.

Please send an abstract (max. 500 words) of your article until December 15, 2019 to the editors Alexandra Ioannidou ioannidou@die-bonn.de and Richard Desjardins desjardins@ucla.edu or to the editorial office thomas.jung@die-bonn.de.

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All articles are subjected to a double-blind peer review procedure.
The editorial office accepts manuscripts only for first and single publication.

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