

EUROPEAN EDUCATION

Issues and Studies

European Education Call for Papers for a Special Issue (vol. 1 & 2)

Marketization, Privatization, and Shadow Education in Southeast/Central Europe and Eurasia

Guest Editors

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European Education is an international peer-reviewed journal devoted to original inquiries and dialogue on education among the member states of the Council of Europe. The journal features articles on education in individual member states as well as the impact of European education initiatives globally. The journal particularly encourages theoretical and empirical studies, interdisciplinary perspectives, and critical examination of the impact of political, economic, and social forces on education. The journal is published quarterly with at least one thematic issue per volume. In March and June, 2014 *European Education* will publish a special issue in two volumes dedicated to the marketization, privatization, and shadow education in Southeast/Central Europe and Eurasia.¹

This special issue will be published in collaboration with the [Privatization in Education Research Initiative](#) (PERI), which is a global initiative supported by the Education Support Program of the Open Society Foundations. PERI seeks to contribute to a better understanding of the mechanisms and outcomes of the marketization, privatization, and private sector participation in education.

This region has a unique contribution to make to the body of research already growing under PERI because of the ways that private funds have flowed to education in the 20 years since the collapse of the socialist bloc. Rather than overt privatization visible through the development of private schools, this region has

¹ Eligible countries include Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Tajikistan, Turkmenistan, Ukraine, Uzbekistan.

seen a hybrid of public and private financing as state budgets have not been sufficient to maintain the quality and range of educational services offered in the past. Parents have supplemented public education budgets by making informal payments directly to schools or school-based NGOs, by topping up teacher salaries, and by paying for private tutoring to ensure that their children have access to the entire school curriculum necessary for passing tests and university admission exams.

We welcome submissions that explore the changing nature of public/private education provision and address one or more of the following key questions:

1. What are the main facets of privatization or marketization of education in the countries and sub-regions in Southeast/Central Europe and Eurasia? What is the connection or lack thereof between privatization discourses in the West and in these "transition" countries of Eastern Europe and Eurasia?
 - Are there government schools that have become formally, quasi, or informally privatized? To what extent have discourse on "school choice" circulated and resonated among education stakeholders? How is shadow education manifested and why? What other forms of education privatization exist?
2. What are some of the policy changes relating to marketization or privatization of education in the countries and sub-regions in Southeast/Central Europe and Eurasia and how have these policies originated and resonated in the national contexts?
 - What are the underlying dynamics in the privatizing of education, including the range of new and old actors and their motivations? For example, what is the role of bi- or multi-lateral donors in the expansion of private schools, privatization or the marketization of education? What is the role of civil society organizations or charities providing education services? How are education privatization issues conceptualized and addressed by the regional and/or national research communities?
3. Why have countries with similar historical and transitional paths experienced different scope, intensity, and nature of privatization in education? What factors determine these variations?

4. Given current trends in privatization the countries and sub-regions in Southeast/Central Europe and Eurasia, what are the major concerns related to equity/educational justice and education quality that are either already manifesting themselves or are likely to manifest themselves in the future?

Policy Statement

Manuscripts submitted to *European Education* are judged using the following criteria:

- relevance of the submission to the field of European education or comparative and international education and the topic of the special issue;
- appropriateness of theoretical/conceptual literature and methodological grounding;
- contribution to theory/research and the advancement of policy and practice; and reader accessibility;
- timely submission by September 2, 2013.

Manuscripts submitted for consideration in *European Education* should not simultaneously be offered to any other publication. Manuscripts that the coeditors consider relevant and sufficiently developed are refereed using a double-blind review process, which can take up to three months. The process allows for a rigorous review within a relatively short time frame. This provides authors with the greatest latitude in publishing because they have the possibility of publishing in *European Education* within twelve months from the time of the initial submission. Alternatively, authors have the opportunity to re-submit elsewhere those manuscripts that are not the best fit for this journal without having their papers stuck in a lengthy editorial cycle. Manuscripts not selected for publication in these two volumes are also eligible for publication as working papers on the PERI web site based on the recommendation of the editors.

Please observe the guidelines and conventions in preparing a manuscript for submission. The editors reserve the right not to review any submission that does not follow these guidelines and conventions. Articles should be submitted electronically to europeducationjournal@mesharpe.com. We ask you not to send submissions by mail unless absolutely necessary and with prior permission from the editors. If you have questions about the submission process and manuscript requirements, please contact the editors at the same e-mail address.

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General Submission Instructions

- All manuscripts should be submitted in Microsoft Word or Rich Text Format.
- All material, including extracts, endnotes, references, appendixes, and captions for illustrations, must be double-spaced.
- Article submissions should be between 7,000 and 8,000 words.
- Author's biographical information, complete mailing address and phone/fax/e-mail information should appear in a separate file.
- The author's name or any other information that could identify the author should not appear in the abstract or manuscript.
- All manuscripts must be accompanied by an abstract of 50-100 words on the first page of the manuscript.
- If you used any revision or editorial tracking tools in your word-processing program, be sure the final version of your manuscript has all tracked changes absorbed ("accepted") and has the tracking turned off.
- Text should be left aligned (do not use justified paragraphs).
- Avoid using embedded notes of any kind; rather, notes should be input as normal text and placed before the reference list.
- Please avoid callouts for notes in article titles and subheads.
- All pages should be numbered.
- Do not use hard returns or tabs in references listed at the end of the article.
- For foreign language references, please include both the original title and English language translation.
- Do not use more than one typeface or size in the manuscript (unless it is required for sense).
- Use 12 pt. Times New Roman for all text.

European Education follows the style guide of the American Psychological Association (APA). For guidance on notes, references, tables, graphs, and diagrams, please see the link: http://www.mesharpe.com/journal_info/EUE%20contrib%20guidelines%202008.pdf