

This report summarizes the training content of the UNIKE summer school that took place at the University of Ljubljana between 7 and 12 July 2014.

The main topic of the summer school was 'Policy Travel'. The objective was to establish a solid theoretical grounding for the analysis of policy 'movements', as well as methodological and conceptual tools for analysing specific policies. The sessions combined introductory overviews of the existing scholarship related to the analysis of policies, in particular in education, with hands-on sessions related methodological and analytical skills based on the analysis of specific policies. Focusing on critical approaches to policy analysis, the sessions aimed to equip fellows with skills needed to interpret policies in context, as well as understand their transformations in a spatial and temporal perspective.

The **scientific training** consisted of lectures, presentations, and discussions between fellows and partners. In the introductory session on the 'Critical Grammar of Education Policy Movements', Roger Dale from the University of Bristol introduced the concept of policy travel and translation, outlining some of the critical approaches to policymaking. Inputs from the three groups of fellows situated the critical analysis of education policy in the broader context of policy studies and research, and raised issues concerning the representation of different theoretical strands within the training programme.

In the second scientific training session, Pavel Zgaga (University of Ljubljana) and Karin Doolan (University of Zadar) provided two contrasting examples of the analysis of policy travel. Zgaga focused on the global policymaking dynamics in the case of the Bologna Process, emphasizing the ways in which regional political initiatives reverberate beyond the borders and can truly become 'global'. Doolan focused on the analysis of the student movement in Croatia as a form of 'local' resistance to the Bologna Process, but pointed to the ways in which the mobilization of the students was itself intertwined with the broader processes of massification and commodification of higher education. The session highlighted issues of power in understanding policy processes, and pointed to the need to arrive to a more nuanced insight into the ways in which different societal groups – politicians, but also activists – are using concepts related to education and social justice to further specific agendas.

The issues of power were further developed in the session that focused on institutional ethnographies and anthropology of policy, where Dorothy Smith (University of British Columbia), Sue Wright and Cris Shore provided different yet complementary perspectives on 'studying through' and understanding how power works through policy texts. Smith introduced the notion of policy documents as 'boss texts' that structure and limit individual behaviour, and pointed to institutional ethnography as a method for following how these ideas and practices become embodied in individuals. Shore and Wright gave an introduction into the anthropology of policy as a field, pointing to its contribution in 'de-centering' policy narratives and providing a critical

angle for the analysis of policy processes within institutions. Furthermore, they provided examples and illustrations of the ways in which a focus on language can highlight the implicit meanings of policy texts, focusing on the struggles against the neoliberalization of higher education in New Zealand (“we are the university”) and the reform of universities in Denmark (“setting universities free”). In this sense, the session provided a clear theoretical grounding and methodological framing for the critical analysis of policy travel, which many of the fellows are and will be using in their work.

The scientific training also included a public lecture by Cris Shore (University of Auckland) on Academic Entrepreneurship. The lecture was well attended and introduced a number of issues related to the commercialization of higher education and research, which were further developed throughout the Summer School.

The **complementary skills** aspect of the summer school was focused on fundraising and grants: the objective was to provide fellows with an understanding of the general grant-making ‘landscape’ in Europe and beyond, and thus equip them with skills to successfully navigate the process of fundraising for research and related projects in the future. In the first session, Astrid Cermak, research support officer at the University of Copenhagen, gave an overview of different grants available to early career researchers both before and immediately following their doctorate, and provided some hints and tips concerning different funding bodies. Jana Bacevic and Chris Muellerleile, UNIKE postdoctoral fellows, provided input and advice based on their own career trajectories, emphasizing the role of ‘insider knowledge’ when deciding on which career development path to embark. This session was complemented by three group sessions in which Astrid provided fellows with individualized feedback to ‘mock’ applications for postdoctoral funding they had submitted before the summer school, in order to help them assess their strengths and weaknesses, and improve their grant proposal writing skills. This aspect was further strengthened in the third part of the complementary skills training, where partners who have had experience as grants evaluators – Sue Wright, Rebecca Boden, Pavel Zgaga, Antonio Magalhaes and Roger Dale – provided further insights into the process of selection, review and decision-making within different funding bodies.

Furthermore, complementary skills training included a session on how to cultivate a web presence, led by Chris Muellerleile. Muellerleile provided fellows with an overview of the different online tools academics use to publicise or communicate about their research online – blogs, Twitter, Google Scholar, Academia.edu – as well as with instructions and tips on how to use the Blackboard and other collaborative tools for UNIKE purposes. A very interesting hands-on discussion followed related to the best ways of showcasing one’s own research, as well as the technical and ethical issues this entails. Fellows also drew up a schedule of blogging for the UNIKE website.

A separate session further focused on different research collaborations and outcomes of fellows' work. In this session, the fellows updated the partners and each other on the status of their projects, and on different outputs they have produced or are planning to produce. Furthermore, they discussed future intersectionalities and possibilities for collaboration, both with internal and external partners.

In the part of the programme that focuses on **doctoral education**, Sue Wright and Corina Balaban gave an overview of the results of the survey on practices of doctoral education they had distributed to the partners and fellows. The objective of the survey was to map the existing practices on doctoral education, as well as to provide a space for partners and fellows to engage in the critical reflection concerning their own involvement in the process.

The ensuing session was divided into two parts – one for the partners and one for the fellows, in order to encourage open and confidential conversation (the discussions followed Chatham House rules, which maintains confidentiality outside of the circle of participants). The session was very productive, resulting in PhD fellows pointing to a number of ways in which doctoral training could be improved, and providing very useful input for the further planning of UNIKE events.

The third part of the doctoral education training included a panel that featured presentations from representatives of partner institutions, as well as lecturers at the summer school: Katja Breskvar (University of Ljubljana), Karin Doolan (University of Zadar), Isabel Menezes (University of Porto), and Debbie Epstein (University of Roehampton). The session highlighted different trends in the reform of doctoral education, thus providing an understanding of the governance and policy 'backdrop' to the discussions on doctoral education that ensued.

Besides these three aspects, the fellows had ample opportunities to discuss their research progress with mentors and other partners, as well as to get acquainted with Ljubljana, the Lake Bled and environs. The social activities were highly engaging, and provided a fantastic backdrop in which to continue these conversations in a less formal atmosphere.

Overall, the organisation of the summer school was very positively evaluated, both by partners and fellows, as well as guests. The conversations were highly engaging, and fellows showed an impressive degree of willingness to explore the issues presented in the literature and lectures in their own research, as well as reflect and debate on their implications for the scholarship of higher education and research more broadly.