
Education has become a field of global public policy. This project aims to show how international organisations influence national education policies.

During the last thirty years, ‘Lifelong Learning’, in particular, has become a concept for education policy making throughout the world. This project analyses which changes occurred globally and how education policy has entered the agenda and the practice of international organisations. Case studies of international organisations are included.

A combination of Luhmannian systems theory and sociological neo-institutionalism provides the theoretical background for a quantitative analysis of world-wide changes. The expected outcome of this project is a contribution to International Relations theory and to the social theory of the world society as well as an analysis of education policy making and social policy in general.

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Publications:


