



„International and Comparative Research on Education and Education Policy in the Welfare State.“

Doctoral program of the Hans-Böckler Foundation

Educational policy is a research field that has recently received much attention. In what may be termed the classical perception of education as the development of the individual and the realization of “education as a civic right” educational reform is social reform (Opielka 2005). Educational policy may thus be perceived as part of the welfare state arrangement whose failure is a significant cause of poverty (Allmendinger/Leibfried 2003; Schmid 2002; 2008). In the meantime, a *change of paradigms* has taken place. Education and knowledge are today regarded as vital resources for the further development of a strong economy in Germany (Fuchs/Reuter 2000: 14f.). Therefore, the most recent reforms in the education sector aim at safeguarding economic performance for global competition. As a consequence of this process of change, national educational policy as an expression of „national educational sovereignty“ (Mitter 2006) is increasingly drawn into the sphere of influence of inter- or trans-national actors in so called “new educational arenas” (Martens/Rusconi/Leuze 2007). Behind these structures complex interrelationships may be perceived composed of traditional national education policy actors, but also of intermediaries such as trade unions, associations and representatives of civil society (Amos/Radtke 2007; Soguel/Jaccard 2008). The rising demands for educational policy correspond with the development of new governance structures, characterized by a change from legally-based definitions to the coordination of contractual agreements (Schrader 2008). The corresponding actions are guided by universalized rationality concepts as well as globally diffused norms and values (Meyer/Ramirez 2000).

The doctoral program focuses on an international comparative perspective of the relations between various types of welfare states, steering and governance-practices and structures and processes of selected educational areas (schools and universities, adult and continuing education, physical and health education). Theoretically, the doctoral program with its focus on international comparative studies draws on two concepts: first, the older and meanwhile revised model of welfare states (Esping-Andersen 1990, Lessenich 1995), and second, the newer concepts of steering and governance in the education system (Altrichter et al. 2007; Kussau/Brüsemeister 2007).

At the center of the first phase (2009-2012) are the following two thematic blocks, which contain four specific approaches:

Thematic block 1: (Amos/Schmid)

New challenges for German education policy from an international and comparative perspective (keywords: “evidence-based education policy” and “output-oriented governance”)

- The key phrase „*policies of education*“ deals with a typology of educational systems in various countries and with an analysis of the consequences and effects of national steering and regulation on educational policy. In this context the so called new forms of governance in an international context (EU, OECD etc.) are investigated as well as relevant actors and actor constellations with reference to steering and regulation.
- The key phrase „*regimes of education*“ deals with the extent to which an „*international education regime*“ develops national educational policies and both how and to what degree the universalized scripts of such an international education regime impact nationally-shaped education systems. The analyses focus on the conflict between a nationally-shaped education policy and the increasing entanglement of education-related global governance.

Thematic block 2: (Schrader/Thiel)

The adaptation patterns of selected educational contexts, such as further education, physical and health education in relation to educational governance (respectively as a result of its non-occurrence)

- The key phrase „*governance of adult and continuing education*“ deals with an analysis of the effects of education-related governance on structures and processes in the area of adult and continuing education, where a large number of national and international actors are active. Another question addresses the way in which national policy actors in differently-structured European countries react to the European pressure to harmonize their respective adult education policies. At the center of analysis are the relevant political actor constellations and observable governance regimes, which are contextualized by the respective types of active welfare regimes.
- The key phrase „*governance of physical and health education*“ deals with the question of international governance regimes to fight a lack of physical exercise and its health effects as well as with quality assurance systems developing in an alternative health market apart from educational governance. The analyses focus on physical and health education as an object of educational governance in different European countries and welfare regime contexts.

Doctoral candidates will participate in a structured program marked by an interdisciplinary research-oriented curriculum guided by a close advisorship.

Stipends will be allocated according to the guidelines of the BMBF (German Federal Ministry of Education and Research) and the criteria of the Hans Böckler Foundation. Material components consist of a) the stipend itself and b) an additional 100 € as a kind of research support. The highest stipend is 1050 € per month. The support is granted for two years with the possibility of extension for one further year. Applicants should hold a degree with an above-average grade point average and demonstrate commitment to social or trade union issues. Application materials can be found at: <http://www.boeckler.de/473.html>

Send your application and an exposé (approx. 10 pages) in which you outline your research project and align it to the research program of the graduate school by 03 April 2009 to:

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