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Abstract

Mutual learning exercises have become increasingly employed in Europe over the last decade. This study examines the policy learning process in the area of internationalization of science and technology, which has been targeted as a priority for Europe. Through a case study of the open method of coordination expert group in this area, the analysis identifies policy learning drivers, mechanisms and outcomes operating at multiple levels, from individual to organizational. Different theoretical perspectives are employed to analyze the findings, highlighting both the social and instrumental aspects of policy learning. Using multiple conceptual approaches helps account for important contributions as well as limitations of open coordination for the internationalization of science and technology agenda in Europe. (HRK / Abstract übernommen) Sá, Creso M., E-Mail: csa@oise.utoronto.ca