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Abstract

The supra-national level has become increasingly important in educational policy formulation. This paper describes and compares two settings in which growth in these supra-national policies is evident?in Europe and in Africa. Key themes arising in policy documents in each context are examined. A distinction is drawn in analysis between themes classified as ?global means?, such as qualification frameworks and quality assurance mechanisms, which are becoming international norms and which show close similarity across contexts, and regional goals or ?themes? in supra-national policy. The paper argues that although there are apparent similarities between the policy goals espoused in ?regional themes?, context plays an important part in understanding the meanings of these policy goals. In closer analysis, there are differences both in the underlying problems which the policy goals are intended to address, and in the prioritisation given to these goals. This finding is examined in the light of debates regarding policy convergence, specifically drawing on Vaira?s (2004) framework for institutional analysis. (HRK / Abstract übernommen)