



## METADATA

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### Abstract

The proposed project is intended to be an introductory textbook in the field of education policy. It consists of an introduction, four development chapters and an epilogue. The introduction formulates the aims of the book and its contents. It summarises the view that 1989 is a key point in the analysis of education policy because of the collapse of the bipolar world and its transformation into a globalising environment for (education) policy-making. The first chapter attempts an epistemological delimitation of the subject through the historical course of its constitution. The second chapter analyses the path from national education policy to international lifelong learning policy. This chapter is in two parts. In the first, it analyses the actions of key international organisations

and figures in the process of creating a transnational policy trend matrix. In the second, it examines European education and lifelong learning policies, which have two pillars: development and social cohesion. The third chapter analyses Greek education policy since 1981. This period is divided into two phases. In the first (1981-1989), the Greek reality and the healing of the wounds of the past are highlighted. In the second (1990-present), the gradual influence of international (mainly European) policies on Greek policies is highlighted. In the fourth chapter, an attempt is made to theoretically analyse and interpret the applied educational policies on the basis of two concepts, that of 'policy transfer' and that of 'legitimacy'. Finally, the conclusion of the book is presented.

