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Nota di contenuto	Part 1. Introduction -- Chapter 1. School Policy Reform in Europe between Transnational Alignment and National Contestation (John Benedicto Krejsler) -- Part 2. National Cases -- Chapter 2. Danish school policy: remaining Nordic while going transnational (John Benedicto Krejsler) -- Chapter 3. England: Neo-liberalism, regulation and populism in the educational reform laboratory (David Hall) -- Chapter 4. School Reform Policy and Governance in Germany between National and Transnational Expectations – with outlooks to Austria and Switzerland (Bettina-Maria Gördel) -- Chapter 5. Transnational forces

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### Sommario/riassunto

This book discusses national school policy reforms in a number of key European countries and shows how these are framed in transnational collaborations that meet with national particularities and contestations. It gives an overview of school policy developments that represents the diversity of Europe within a comparative framework. It takes point of departure in the fact that European countries in their school and education policies have been increasingly aligning with each other, mostly via transnational collaborations, the OECD, EU, and the Bologna Process. Even the IEA has been instrumental to motivate alignments by means of influential surveys, knowledge production and methodological development. This alignment in terms of common standards, social technologies, qualification frameworks and so forth have aimed at facilitating mobility of students, workers, business and so forth as well as fostering a European identity among citizens from Europe's patchwork of small and medium-size countries, representing a patchwork of different languages, cultures and societal contexts. In national recontextualizations, however, alignments have been continuously contested according to the particularities of what has been possible educationally and politically in the different national contexts. Furthermore, the return of national(isms) as well as the rise of edubusiness and digitalization have been increasingly influential. This book thus concludes that increasing transnational alignments have to be observed with meticulous attention to different national contexts that matter greatly. .

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