1.	Record Nr.	UNINA9910812002603321
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	Titolo	Democrats, authoritarians and the Bologna process / / by Judith Marquand ; with a preface by Peter Scott
	Pubbl/distr/stampa	Bingley, England : , : Emerald Publishing, , 2018
	ISBN	1-78743-954-2
		1-78754-497-4
	Edizione	[First edition.]
	Descrizione fisica	1 online resource (229 pages)
	Disciplina	378.4
	Soggetti	Bologna process (European higher education)
		Education, Higher - Europe
		Education - Educational Policy & Reform - General
		Educational strategies & policy
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Includes index.
	Nota di bibliografia	Includes bibliographical references.
	Sommario/riassunto	The Bologna Process, initiated in 1999, now includes 47 member countries of the Council of Europe. In 2010, it was renamed 'the European Higher Education Area', it was expanded. It now attracts the interest of many countries around the world. Without sanctions, it has transformed the structure of higher education in its member states, to allow comparability of their higher education outcomes and encourage increased mobility between them. Increasingly, it has encouraged the use of learner-centred methods of teaching. It now attempts to further other democratic social objectives as well. Despite growing authoritarianism and populism in some of its member states, it may yet survive because of their strong motivation to pursue economic development through increased technological and innovative capacity. This book sets this extraordinary phenomenon in its historical and political context. After describing the underpinnings and the development of the central Bologna Process itself, four contrasting country case studies - Germany, Russia, England, Wales - illustrate some of the varying responses adopted when faced with a similar framework. The book will appeal to those interested in the social and

political contexts in which higher education is set, as well as
practitioners and researchers.