

Relationship Between Education And Politics

Globalisation, Ideology and Politics of Education Reforms - Joseph Zajda
2015-10-09

This 14th volume in the 24-volume book series sets out to explore the interrelationship between ideology, the state, and education reforms, placing it in a global context. It examines some of the major education reforms and policy issues in a global culture, particularly in the light of recent shifts in accountability, quality and standards-driven education, and policy research. By doing so, it provides a comprehensive picture of the intersecting and diverse discourses of globalisation and policy-driven reforms in education. The book draws upon recent studies in the areas of globalisation, equality, and the role of the state. It explores conceptual frameworks and methodological approaches applicable in the research covering the state, globalisation, and education reforms. It critiques the neo-liberal ideological imperatives of current education and policy reforms, and illustrates the way that shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally. Individual chapters critically assess the dominant discourses and debates on education and policy reforms. Using diverse comparative education paradigms from critical theory to historical-comparative research, the chapters focus on globalisation, ideology and democracy and examine both the reasons and outcomes of education reforms and policy change. They provide an informed critique of models of accountability, quality and standards-driven education reforms that are informed by Western dominant ideologies and social values. The book also draws upon recent studies in the areas of equity, cultural capital and dominant ideologies in education.

Education and the State - Carla Aubry 2014-08-07

In most countries in the world, school education is the business of the

state. Even if forms and functions differ, the imparting of elementary knowledge is universally regarded as a public function. Yet this is neither self-evident nor self-explanatory. The degree of involvement of state agencies in the supervision, financing and organization of the school system sometimes varies so much that the usual assumption of a common understanding of 'the state' seems to be an illusion. Making international comparisons and focusing strongly on the historical conditions of the current form of state education, this volume paints a nuanced picture of how the relationship between 'education' and 'state' has been and is conceptualized. Insights into this relationship are gained by considering and analysing both specific processes such as financing and bureaucracy; and conceptual ideas, for example community, authority, and political utopias. The book presents comparative studies and analyses of regional and local conditions, arguing that the history of each country or region is critical to educational success, and the relationship between the education and the state must be reconsidered, both internationally and historically, in order to be of actual conceptual value. Education and the State presents a broad variety of approaches and examples that provide a significant contribution to the understanding of the relationship between education and the state. It will be of key value to academics and researchers in the fields of the history of education, the politics of education, and educational administration.

Some Aspects of the Relationship Between Education, Politics and Religion from 1895-1906 - John Richard Fairhurst 1974

Education and the Individual - Brenda Almond 2021-06-23

First published in 1981, Education and the Individual presents a

reasoned case for maintaining the maximum freedom of choice in education in those areas where the interests of the individual and the state conflict. The book argues that ultimately the freedom to opt out of the education system altogether must be protected, as well as the freedom to choose a religious education in a secular state, or a secular education in a religious state, and freedom from political indoctrination. It analyses what is required of education in a liberal society, and explores its implications for the wider international context of human rights. It also promotes the basic rights of freedom of choice in education and, wherever conflict is inevitable, it argues for the issue to be settled in favour of the individual, rather than the state. Education and the Individual will appeal to those with an interest in the history of education, the philosophy of education, and the relationship between education and politics.

Between Truth and Freedom - Kenneth Wain 2014-11-20

This book engages in a broad reading of Rousseau's writings on educational and political thought in order to explore and address the competing demands of the enculturation and individuation of the young in Western societies. Although Rousseau's *Emile* has been frequently utilised in educational debate, much of his other work has been largely neglected, as too has the relationship between his educational and political thinking, which this work seeks to redress. Drawing on the thinking of philosophers Foucault and Richard Rorty, the book considers the public and private conflicts of education and politics in modern societies, treating them as the tension between the demands of truth and freedom. This tension exists across a range of educational and political systems, such as teaching in and by the family, school, the government and, separately, for women. Wain suggests that the conflict between truth and freedom began with Rousseau and remains a central challenge in our contemporary world of political and educational thought. This book's examination of the public and private roles in education and politics can enhance our understanding of modern educational systems and current political nihilism. *Between Truth and Freedom* provides an analysis of Rousseau's position on the politics of education, arguing that

his thoughts were much wider and more sophisticated than the ideas presented in *Emile* imply. This new consideration of the work of a classic figure will appeal to researchers and academics in the fields of the philosophy of education and political education.

Knowledge and Nationhood - James Avis 1996-07-01

This text examines the implications of government policy for the curriculum, the professionalism of educational practitioners, and the training and career options of young people. It argues for a new educational agenda which recognizes the importance of intellectual investment and innovation in all areas of educational provision and which addresses the profound changes taking place in the relationship between national and global citizenship. The text also includes a critique of New Right policies.

Politics and Education - R. Murray Thomas 2016-01-22

Politics and Education: Cases from eleven nations tackles the relationship between politics and education. The book presents several dimensions of the politics-education relationship, such as the use of education in achieving political agendas and the effects of the interest of a political group on educational policy. The book presents cases from 11 different countries that show the interaction between education and politics, such as the use of educational policy as a compensatory legitimization in West Germany; the educational opportunity under pre- and post-revolutionary condition in Nicaragua; and the education and the maintenance of the social-class system in Jamaica. The text will be of great interest to readers concerned with the implication of political agendas for the education system of a country.

A Critical Ethnography of an Outdoor School - Tristan Gleason 2021-09-30

By using critical ethnographic research to explore the practices and policies that sustain a residential outdoor school in the United States, this book problematizes the relationship between science education and climate change politics in the United States. Weaving together empirical data from fieldwork with theoretical resources spanning the sciences and humanities, this book demonstrates how community activism, political

alliances, and policy changes have guaranteed the survival of an outdoor school in Oregon. This example enables artful reexamination of the relationship between science education, politics, and policy more broadly, as well as the relation of science education to climate change politics in particular. Gleason ultimately reconstructs science education towards epistemic and ontological pluralism, and illustrates how critical ethnographic research can instigate a reimagining of the relationship between curriculum and how we relate to the world. This book will benefit researchers, academics, and educators in higher education with an interest in the philosophical underpinnings and implications of science education, environmental education, and educational policy more broadly. Those specifically interested in critical ethnographic research will also benefit from this book.

The Political Economy of Education - Mark Gradstein 2004-10-22

A theoretical framework for analyzing the complex relationship of education, growth, and income distribution. The dominant role played by the state in the financing, regulation, and provision of primary and secondary education reflects the widely-held belief that education is necessary for personal and societal well-being. The economic organization of education depends on political as well as market mechanisms to resolve issues that arise because of contrasting views on such matters as income inequality, social mobility, and diversity. This book provides the theoretical framework necessary for understanding the political economy of education—the complex relationship of education, economic growth, and income distribution—and for formulating effective policies to improve the financing and provision of education. The relatively simple models developed illustrate the use of analytical tools for understanding central policy issues. After offering a historical overview of the development of public education and a review of current econometric evidence on education, growth, and income distribution, the authors lay the theoretical groundwork for the main body of analysis. First they develop a basic static model of how political decisions determine education spending; then they extend this model dynamically. Applying this framework to a comparison of education

financing under different regimes, the authors explore fiscal decentralization; individual choice between public and private schooling, including the use of education vouchers to combine public financing of education with private provision; and the social dimension of education—its role in state-building, the traditional "melting pot" that promotes cohesion in a culturally diverse society.

Politics, Professionals and Practitioners - Wendy Robinson 2018-07-26

This book presents eight distinctive historical chapters that explore the complex relationship between politics, professionals and practitioners in a range of different educational contexts. It offers a timely contribution to current debates about the contested place and status of educational professionalism in modern society. It is grounded in a firm commitment to the value that a historical perspective might bring to current and recurrent educational concerns, of which educational professionalism remains key. With fresh examples from nineteenth, twentieth and twenty-first century education, as well as a diversity of methodological approaches and sources, the book addresses a range of fundamental questions about educational professionalism. These include the wider politics of professionalism; issues of professional knowledge and expertise; what and who counts as professional within various power discourses; professional training, socialisation and accreditation; and professional identities, power, agency, autonomy regulation, accountability, and control. Overall, there is a sense from these chapters that there is something fractured and disconnected in current discourses around educational professionalism, but that there have been particular moments in the past when there was the promise of something different and possibly something more authentic. Moving beyond a narrow focus on schoolteachers as professional practitioners, to embrace a wider conceptualisation of educational professionalism within higher education, the churches, educational leadership, and quasi-professional and voluntary organisations, the book represents a rich and novel contribution to the field. The chapters in this book were originally published in various issues of *History of Education* and the *British Journal of Religious Education*.

Third International Handbook of Globalisation, Education and Policy Research - Joseph Zajda 2021-09-17

This handbook presents a global overview of current research in education and education policy reforms during the last decade. It provides an accessible, practical and comparative source of current research that examines the intersecting and diverse discourses of this important issue. It first examines globalisation, education and policy research and reforms in higher education, including coverage of main trends in education and policy reforms globally, as well as specific policy issues such as gender, equity, minorities and human rights. Next, the handbook offers a comparative perspective that evaluates the ambivalent and problematic relationship between globalisation, the state and education reforms globally. It features coverage on curricula issues and education reforms in schools around the world, the curriculum in the global culture, as well as globalisation and education futures, with respect to social justice and human rights. The handbook contributes to a better and a more holistic understanding of the education reforms and research nexus—offering possible strategies for the effective and pragmatic policy planning and implementation at the local, regional and national levels. It will serve as a vital sourcebook of ideas for researchers, practitioners and policy makers in education.

Teachers and Politics in England and Wales: The Role of the National Union of Teachers in the Making of National Education Policy Since 1944 - Ronald Manzer 1970-12

Teachers and Politics describes the main institutions and procedures for making national education policy in England and Wales since 1944 and attempts to assess the effect that post-war changes in the demand for education have had on them.

The Politics of Education Reform in China's Hong Kong - Sonny Shiu-Hing Lo 2022-03-31

Education reform has become a highly political issue in the Hong Kong Special Administrative Region (HKSAR) since the transfer of sovereignty to the People's Republic of China (PRC). Lo and Hung focus on the political struggles among stakeholders, including the government of

Hong Kong, the Catholic Church, parents, students, teachers, the central authorities of Beijing, and even the bureaucratic politics between Beijing, the Hong Kong government and the Examination Authority. They examine the key elements of education reform in the HKSAR, including language and curriculum reform, national security education, civic and patriotic education, the rise of the pro-Beijing education elites and interest groups, and the revamp of examination questions and examination authority. The entire education reform in the HKSAR has pushed the Hong Kong education system toward a process of mainlandization, making Hong Kong's education system more similar to the mainland system with emphasis on political "correctness" in the understanding of Chinese national security, history and culture. Highlighting the political struggles among the various stakeholders, this book is essential for scholars of Hong Kong and China, especially those with an interest in the relationship between education and politics.

Education and State Politics - Michael D. Usdan 1969

School Trouble - Deborah Youdell 2010-11

What is the trouble with schools and why should we want to make 'school trouble'? Schooling is implicated in the making of educational and social exclusions and inequalities as well as the making of particular sorts of students and teachers. For this reason schools are important sites of counter- or radical- politics. In this book, Deborah Youdell brings together theories of counter-politics and radical traditions in education to make sense of the politics of daily life inside schools and explores a range of resources for thinking about and enacting political practices that make 'school trouble'. The book offers a solid introduction to the much-debated issues of 'intersectionality' and the limits of identity politics and the relationship between schooling and the wider policy and political context. It pieces together a series of tools and tactics that might destabilize educational inequalities by unsettling the knowledges, meanings, practices, subjectivities and feelings that are normalized and privileged in the 'business as usual' of school life. Engaging with curriculum materials, teachers' lesson plans and accounts of their

pedagogy, and ethnographic observations of school practices, the book investigates a range of empirical examples of critical action in school, from overt political action pursued by educators to day-to-day pedagogic encounters between teachers and students. The book draws on the work of Michel Foucault, Judith Butler, Ernesto Laclau and Chantal Mouffe, and Gilles Deleuze and Felix Guattari to make sense of these practices and identify the political possibilities for educators who refuse to accept the everyday injustices and wide-reaching social inequalities that face us. School Trouble appears at a moment of political and economic flux and uncertainty, and when the policy moves that have promoted markets and private sector involvement in education around the globe have been subject to intense scrutiny and critique. Against this backdrop, renewed attention is being paid to the questions of how politics might be rejuvenated, how societies might be made fair, and what role education might have in pursuing this. This book makes an important intervention into this terrain. By exploring a politics of discourse, an anti-identity politics, a politics of feeling, and a politics of becoming, it shows how the education assemblage can be unsettled and education can be re-imagined. The book will be of interest to advanced undergraduate and postgraduate students and scholars in the fields of education, sociology, cultural studies, and social and political science as well as to critical educators looking for new tools for thinking about their practice.

The Relationship Between Democracy and Education - Ayşe Ottekin Demirbolat 2012-06-08

This e-book presents an analysis on the correlative relations and interactions between democracy and education at macro and micro levels. This analysis demonstrates that democracy and educational institutes are influenced by the natural, demographic, institutional and cultural dimensions of their society and that the relation between them should be dealt with under the authentic conditions of the society and with an integral perspective. This e-book provides a sound base for discussions on democracy at all levels. Thus it contributes to functional discussions about the philosophy behind education and democracy, by helping education institutions, teachers, administrators and all

responsible citizens to consider their own roles within a comprehensible and simple frame in society through the process of democratization.

Civic Education and Youth Political Participation - 2009-01-01

Why does it appear that many young people are disengaging from democracy and political participation? For many governments, politicians, academics, social commentators and researchers this is a serious and challenging problem. Consequently widespread interest exists on how to engage young people in politics and democracy.

Conserving the Revolutionary - Hannah Love 2012

Ideas of Education - Christopher Brooke 2013-07-18

There has always been a strong relationship between education and philosophy - especially political philosophy. Renewed concern about the importance and efficacy of political education has revived key questions about the connections between the power to govern, and the power to educate. Although these themes are not always prominent in commentaries, political writings have often been very deeply concerned with both educational theory and practice. This invaluable book will introduce the reader to key concepts and disputes surrounding educational themes in the history of political thought. The book draws together a fascinating range of educational pioneers and thinkers from the canon of philosophers and philosophical schools, from Plato and Aristotle, down to Edward Carpenter and John Dewey, with attention along the way paid to both individual authors like Thomas Hobbes and Mary Wollstonecraft, as well as to intellectual movements, such as the Scottish Enlightenment and the Utopian Socialists. Each thinker or group is positioned in their historical context, and each chapter addresses the structure of the theory and argument, considering both contemporaneous and current controversies. A number of themes run throughout the volume: an analysis of pedagogy, socialisation, schooling and university education, with particular relation to public and private life, and personal and political power references to the historical and intellectual context an overview of the current reception, understanding and interpretation of the thinker in question the educational legacy of

the theories or theorists. This book will be of interest to students, researchers and scholars of education, as well as students and teachers of political theory, the history of political thought, and social and political philosophy.

The Transnational Politics of Higher Education - Meng-Hsuan Chou
2016-02-26

This edited volume introduces readers to the relationship between higher education and transnational politics. It shows how higher education is a significant arena for regional and international transformation as well as domestic political struggle replete with unequal power relations. This volume shows: The causes and impacts of recent transformations in higher education within a transnational context; Emerging similarities in objectives, institutional set-ups, and approaches taking place within

higher education institutions across different world regions; The asymmetrical relations between various kinds of institutional, commercial and state actors across borders; The extent to which historical and colonial legacies are important in the transformation of higher education; The potential effects these developments have on the current structure of international political order. Drawing on case studies from across the Middle East, Asia, Africa, Latin America, and Europe, the contributors develop diverse perspectives explaining the impact of transnational politics on higher education—and higher education on transitional politics—across time and locality. This book is among the first multi-disciplinary effort to wrestle with the question of how we can understand the political role of higher education, and the political force universities exert in the realm of international relations.

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