

How Educational Ideologies Are Shaping Global Society

Intergovernmental Organizations, NGOs,
and the Decline of the Nation-State

Joel Spring



How Educational Ideologies Are Shaping Global Society Intergovernmental Organizations Ngos And The Decline Of The Nation State Sociocultural Political And Historical Studies In Education

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How Educational Ideologies Are Shaping Global Society Joel Spring, 2014-04-08 In this book Joel Spring explores three major international educational ideologies that are shaping global society neo liberal educational ideology human rights education and environmentalism Neo liberal ideology reflects a rethinking of nationalist forms of education as the nation state slowly erodes under the power of a growing global civil society Traditional nationalist education attempts to mold loyal and patriotic citizens who are emotionally attached to symbols of the state whereas the goal of neo liberal educational ideology is to change nationalist education to serve the needs of the global economy These changes are fueling a clash between the ideas of free market and consumer based neo liberals and those of human rights and environmental educators Human rights education is concerned with creating activist global citizens It is rooted in the idea that inherent in human rights doctrines is a collective responsibility to ensure the rights of all people Environmentalism is the most radical of the ideologies because it rejects the industrial and consumerist paradigm that has dominated most economic thought including capitalism and communism Spring synthesizes and analyzes the effect of these educational ideologies on shaping the future of the global society In the concluding section he compares the effect of these ideologies on global society with the possibility of a world divided between conflicting civilizations

How Educational Ideologies Are Shaping Global Society
Intergovernmental Organizations NGOs and the Decline of the Nation State features a critical exploration of the transition of schooling from a function of the nation state to a globalized economic and political system a discussion of the major organizations and trading blocs shaping the future globalization of educational policies an analysis of the major competing global ideologies of education including national and corporate models that emphasize training workers for a competitive global free market the worldwide network of human rights and peace educators who are teaching a global set of ethics and the environmental movement's efforts to create a common set of educational standards for sustainable development and sustainable consumption and an exploration of the possible future of global educational policy and school organizations By integrating a wide range of previously scattered information within a bold new framework for understanding educational ideologies and their impact on the global society Spring raises important questions for researchers professionals and students in history and philosophy of education educational policy educational studies comparative education multicultural education curriculum studies critical media studies global studies human rights education and related areas

Critical Social Issues in American Education H. Svi Shapiro, David E. Purpel, 2004-09-22 This text reader brings together powerful readings that critically situate issues of education in the context of the major cultural moral political economic ecological and spiritual crises that confront us as a nation and a global community It provides a focus and a conceptual framework for thinking about education in light of these issues Readers are exposed to the thinking of some of the best and most insightful

social and educational commentators *Critical Social Issues in American Education Democracy and Meaning in a Globalizing World Third Edition* is intended to work on two levels First it helps readers to develop an awareness of how education is connected to the wider social structures of cultural political and economic life Second it encourages not only a critical examination of our present social reality but also a serious discussion of alternatives of what a transformed society and educational process might look like The editors goal is to deliberately engage readers in connecting the work of teachers to an ethically committed politically charged pedagogy The assumption on which they base the text is that educators must see their work as inextricably linked to the broader conflicts stresses and crises of the social world it is not otherwise possible to make sense of what is happening educationally What happens in school or as part of the educational experience reflects expresses and mediates profound questions about the direction and nature of the society we inhabit The text is organized thematically into five sections which address respectively social justice and democracy consumerism culture and public education marginality and difference moral and spiritual perspectives on education and globalization and education Each section is preceded by a brief essay that introduces the readings This Third Edition includes many new readings and addresses issues that have more recently emerged as especially significant such as concerns about the implications of globalization and the post 9 11 world commercialism violence and the ever increasing influence of high stakes testing This compelling text is relevant for a wide range of courses in educational foundations educational policy curriculum studies and multicultural education that address the social context of education cultural and political change and public policy

Invisible Children in the Society and Its Schools Sue Books, 2015-04-24 The authors in this book use the metaphors of invisibility and visibility to explore the social and school lives of many children and young people in North America whose complexity strengths and vulnerabilities are largely unseen in the society and its schools These invisible children are socially devalued in the sense that alleviating the difficult conditions of their lives is not a priority children who are subjected to derogatory stereotypes who are educationally neglected in schools that respond inadequately if at all to their needs and who receive relatively little attention from scholars in the field of education or writers in the popular press The chapter authors some of the most passionate and insightful scholars in the field of education today detail oversights and assaults visible and invisible but also affirm the capacity of many of these young people to survive flourish and often educate others despite the painful and even desperate circumstances of their lives By sharing their voices providing basic information about them and offering thoughtful analysis of their social situation this volume combines education and advocacy in an accessible volume responsive to some of the most pressing issues of our time Although their research methodologies differ all of the contributors aim to get the facts straight and to set them in a meaningful context New in the Third Edition Chapters retained from the previous edition have been thoroughly revised and updated and five totally new chapters have been added on the topics of young people pushed into the school to prison pipeline the environmental landscape of two out of school Mexican

migrant teens in the rural Midwest the perceptions and practices in and outside schools that construct African American boys as school failures negative portrayals of blackness in the context of understanding the collateral damage of continued white privilege and working class pregnant and parenting teens efforts to create positive identities for themselves Of interest to a broad range of researchers students and practitioners across the field of education this compelling book is accessible to all readers It is particularly appropriate as a text for courses that address the social context of education cultural and political change and public policy including social foundations of education sociology of education multicultural education curriculum studies and educational policy

Non-Western Educational Traditions Timothy G. Reagan, 2004-09-22 This text provides a brief yet comprehensive overview of a number of non Western approaches to educational thought and practice Its premise is that understanding the ways that other people educate their children as well as what counts for them as education may help us think more clearly about some of our own assumptions and values and to become more open to alternative viewpoints about important educational matters The value of this informative mind opening text for preservice and in service teacher education courses is enhanced by Questions for Discussion and Reflection and Recommended Further Readings included in each chapter New in the Third Edition Chapter 2 Conceptualizing Culture I We and The Other is new to this edition It is a response to feedback about the problems inherent in our general discourse about culture and in addition provides an example of a culture that is near to us but nevertheless alien the culture of the Deaf World Chapter 9 which deals with Islam and traditional Muslim education has been substantially revised The subtitle of the Third Edition has been changed to Indigenous Approaches to Educational Thought and Practice reflecting not so much a change in the emphases found in the book but rather a recognition of the growing scholarly interest in indigenous peoples their languages cultures and histories Various points throughout the text have been expanded and clarified and chapters have been updated as needed

Poverty and Schooling in the U.S. Sue Books, 2004-07-19 This book provides information and analysis to help educators understand the educational significance of poverty in the US its social and legal policy contexts as they affect poor children and these children s typical school experiences It engages read

Knowledge & Power in the Global Economy David Gabbard, 2017-07-05 Advancing a three fold political agenda this volume illuminates how the meanings assigned to a whole vocabulary of words and phrases frequently used to discuss the role and reform of U S public schools reflect an essentially economic view of the world contends that education or educational reform conducted under an economized worldview will only intensify the effects of the colonial relations of political and economic domination that it breeds at home and abroad and offers a set of alternative concepts and meanings for reformulating the role of U S public schools and for considering the implications of such a reformulation more generally for the underlying premises of all human relationships and activities Toward these ends the authors in Part I critically examine many of the most commonly used terms within the rhetoric of educational reform since the early 1980s and before Part II links today s economized worldview to curricular and

instructional issues These essays are especially important for comprehending how the organization of school curriculum privileges those disciplines deemed most central to market expansion math and science and how the political centrality of the economic sphere influences the nature of the knowledge presented in specific content areas Given that language constrains as well as advances human thought the twin tasks of de economizing education and decolonizing society will require a vocabulary that transcends the familiar terminologies addressed in Parts I and II The entries in Part III cultivate the beginnings of such a vocabulary as the authors elucidate innovative concepts which they view as central to the creation of truly alternative educational visions and practices

Pedagogies of Globalization Joel H. Spring, 2006 Examines globalization and its worldwide effects on education A central thesis of this book is that industrial consumerism is the dominant paradigm in the integration of education and economic planning in modern economic security states

How Educational Ideologies are Shaping Global Society Joel H. Spring, 2004 [Wheels in the Head](#) Joel Spring, 2012-08-21 In this popular text Joel Spring provocatively analyzes the ideas of traditional and non traditional philosophies from Confucianism to human rights regarding the contribution of education to the creation of a democratic society The goal is to explore how governments use education to control and manage their populations and to examine forms of education that claim to free people from authoritarian control A critically original work it is widely used as a text for courses on philosophical social political and historical foundations of education and critical issues in education Reflecting its global relevance a Chinese translation was published by the University of Peking Press in 2005 New in the third edition Expanded analysis of the use of education by authoritarian states Revisions to more clearly relate educational ideas to the theme of wheels in the head a phrase coined by philosopher Max Stirner to describe the use of schools by modern governments to control their citizens New sections on liberation education and on human rights education

Political Agendas for Education Joel Spring, 2010-05-26 Bringing up to date Joel Spring's ongoing documentation and analysis of political agendas for education in the US the fourth edition of Political Agendas for Education focuses on the Republican and Democratic parties in the 2008 national election and post 2008 election era considered within the context of the evolution of the Republican and Democratic education agendas

Indigenous Educational Models for Contemporary Practice Maenette Kape'ahiokalani Padeken Ah Nee-Benham, 2008 The book challenges teachers researchers educational leaders and community stakeholders to build dynamic learning environments through which indigenous learners can be Boldly Indigenous in a Global World Three days of focused dialogue at the 2005 World Indigenous Peoples Conference on Education WIPCE led to the charge to create Volume II of Indigenous Educational Models for Contemporary Practice In Our Mother's Voice Building on the first volume Volume II examines these topics Regenerating and transforming language and culture pedagogy that reminds us that what is Contemporary is Native Living indigenous leadership that engages and ensures the presence readiness and civic work of our next generation of leaders Indigenizing assessment and accountability that makes

certain that native values and strengths lead this important work Highlighting the power of partnerships that begin with the child elder which is then nurtured in community and institutions to cross boundaries of cultural difference physical geography native and non native institutions and communities Indigenous Educational Models for Contemporary Practice In Our Mother s Voice Volume II honors the wisdom of our ancestors highlights the diversity of our indigenous stories and illuminates the passion of forward looking scholars

American Book Publishing Record ,2003 **The British National Bibliography** Arthur James Wells,2004 **Pedagogies of Globalization** Joel Spring,2012-10-12 In this ground breaking book Joel Spring examines globalization and its worldwide effects on education A central thesis is that industrial consumerism is the dominant paradigm in the integration of education and economic planning in modern economic security states In the twenty first century national school systems have similar grades and promotion plans instructional methods curriculum organization and linkages between secondary and higher education Although there are local variations the most striking feature is the sameness of educational systems How did this happen How was education globalized Spring explains and analyzes this phenomenon and its consequences for human life and the future improvement of social and economic organizations Central themes include the elements of the educational security state and the industrial consumer paradigm in relationship to classical forms of education such as Confucianism Islam and Christianity and their concerns with creating a just and ethical society the role of the other in the globalization of educational structures as international military and economic rivalries spark competition between educational systems the transition from the Confucian village school to Western forms of education as exemplified in the lives of Ho Chi Minh and Mao Zedong the effect of the cultural and economic rivalry between the Soviet Union and the United States and its impact on schooling in both countries the rise of the educational security state in China the Soviet Union and the United States as these countries focus their educational efforts on military and economic development the evolution of progressive education as it appeared in revolutionary movements in South America Cuba Nicaragua and El Salvador the transition from traditional to Westernized forms of Islamic education against the background of European imperialism Arab nationalism and wars of liberation and the uneasy tension between Western educational ideals and Islamic religious values socialist education in the Democratic People s Republic of Korea current developments in educational security states such as China Japan the United States the new Russia and the European Union and the consequences of English as the global language and the global spread of the industrial consumer paradigm Readership for this book includes scholars and students in comparative international and multicultural education educational policy and politics historical social and philosophical foundations of education and curriculum studies It is a particularly timely informative engaging text for courses in all of these areas

A New Paradigm for Global School Systems Joel Spring,2007-02-22 This volume is a major new contribution to Joel Spring reportage and analysis of the intersection of global forces and education offers a new paradigm for global school systems Education for global economic competition is the

prevailing goal of most national school systems Spring argues that recent international studies by economists social psychologists and others on the social factors that support subjective well being and longevity should serve as a call to arms to change education policy the current industrial consumer paradigm is not supportive of either happiness or long life Building his argument through an original documentation synthesis and critique of prevailing global economic goals for schools and research on social conditions that support happiness and long life Spring develops guidelines for a global core curriculum methods of instruction and school organizations translates these guidelines into a new paradigm for global school systems based on progressive human rights and environmental educational traditions contrasts differing ways of seeing and knowing among indigenous Western and Confucian based societies concluding that global teaching and learning involve a particular form of holistic knowing and seeing and proposes a prototype for a global school an eco school that functions to protect the biosphere and human rights and to support the happiness and well being of the school staff students and immediate community and for a global core curriculum based on holistic models for lessons and instruction The book concludes with Spring s retelling of Plato s parable of the cave in which educators break the chains that bind them to the industrial consumer paradigm and rethink their commitment to humanity s welfare

Global Governance of Education

Maren Elfert, Christian Ydesen, 2023-09-22 This book examines the educational role of three international organizations created as part of the post World War II multilateral architecture the United Nations Educational Scientific and Cultural Organization UNESCO the World Bank and the Organisation for Economic Co operation and Development OECD These organizations have significantly promoted and shaped education as a fundamental feature of the modernization of society and contributed to the globalization of educational norms policies and technologies Drawing on primary source materials and interviews the book provides novel perspectives to the literature on the global governance of education by focusing on the historical entanglements relations and power struggles between these three organizations rather than treating them separately The study sheds light on the homogenizing effects of globalized educational policy making and the shifting power dynamics in the global governance of education This book makes a very distinctive and important contribution to the literature that critically analyses the influence of the global agencies on education globally it goes beyond the standard discursive analyses of policy texts to also explore the history of those organisations through archival research and in depth interviews of the key personnel What emerges is a powerful analysis which locates those agencies within their historical epochs and shines a light on their tensions and micro politics both internally and between organisations Paul Morris Professor of Comparative Education Institute of Education University College London UK A must read historical account of the intermingling boundary setting and competition between the three big intergovernmental organizations IOs in education OECD UNESCO and the World Bank Different from other scholars that document how these IOs have transformed themselves in response to external and internal changes Elfert and Ydesen draw attention to the relational aspect how have

these three IOs navigated conflict carved niches and used and abused each other to amplify and expand their own mission How have they done so in an environment that is crowded with intergovernmental and international organizations each with a claim to govern education globally Gita Steiner Khamsi Professor of Comparative and International Education Teachers College Columbia University UNESCO Chair of Comparative Education Policy of the Geneva Graduate Institute of International and Development Studies This volume is a thoughtful and timely work of scholarship Understanding the roles of UNESCO the OECD and the World Bank is central to understanding contemporary education in global perspective Elfert and Ydesen s historical analysis sets out in rigorous detail how these organisations have evolved and what has shaped and driven this evolution The historical analysis is complemented by contemporary interview data facilitating an actor level analysis as well as a broader picture The book is conceptually and theoretically rich while being accessibly written the authors manage complexity remarkably well For anyone interested in global governance and the role of international organisations or anyone who wants to understand in general how global educational agendas have developed and converged this book is a most valuable read Michele Schweisfurth Professor of Comparative and International Education University of Glasgow UK Chapter UNESCO the OECD and the World Bank A Global Governance Perspective is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com [Global Neoliberalism and Education and Its Consequences](#) Dave Hill,Ravi Kumar,2012-04-06 Written by an impressive international array of education policy analysts educational activists and scholars Global Neoliberalism and Education and its Consequences lays bare the motivations organizations institutions and ideologies underlying the global national and local neoliberalisation of schooling and education

Globalization and Educational Rights Joel Spring,2014-04-08 This is the first book to explore the meaning of equality and freedom of education in a global context and their relationship to the universal right to education It also proposes evaluating school systems according to their achievement of equality and freedom Education in the 21st century is widely viewed as a necessary condition for the promotion of human welfare and thus identified as a basic human right Educational rights are included in many national constitutions written since the global spread of human rights ideas after World War II But as a global idea the meaning of educational rights varies between civilizations In this book which builds on the concept of the universal right to education set forth in Spring s The Universal Right to Education Justification Definition and Guidelines his intercivilizational analysis of educational rights focuses on four of the world s major civilizations Confucian Islamic Western and Hindu Spring begins by considering educational rights as part of the global flow of ideas and the global culture of schooling He also considers the tension this generates within different civilizational traditions Next he proceeds to examine the meaning of educational rights in the Confucian tradition in the recent history of China and in the Chinese Constitution look at educational rights in the context of Islamic civilization and as presented in the constitutions of Islamic countries including an analysis of the sharp contrast between the religious orientation of Islamic educational rights and those

of China and the West explore the problems created by the Western natural rights tradition and the eventual acceptance of educational rights as represented in European constitutions with a focus on the development and prominence given in the West to the relationship between schooling and equality of opportunity and investigate the effect of global culture on India and the blend of Western and Hindu ideas in the Indian constitution highlighting the obstacles to fulfillment of educational rights created by centuries of discrimination against women and lower castes In his conclusion Spring presents an educational rights statement based on his intercivilizational analysis and his examination of national constitutions This statement is intended to serve as a model for the inclusion of educational rights in national constitutions

Globalization and the Neoliberal Schoolhouse John L. Lyons, 2019-10-29 Critical questions of purpose quality choice and access in public education have been key in processes of neoliberal globalization spanning the last four decades The growing privatization of schools around the world has resulted in fundamental changes regarding the ways in which local systems of education are imagined and re constructed Schools and schooling are now increasingly re fashioned in alignment with global neoliberal imaginaries for the purpose of re producing human capital in the service of private interests As a result education for social betterment and democratic engagement two pillars of public school policies throughout the 20th century are compromised even undermined Employing models and research findings from critical international political economy and progressive education Globalization and the Neoliberal Schoolhouse Education in a World of Trouble explores the corrosive influences of commodification and privatization on public education worldwide within the context of crisis ridden neoliberal globalization and expanding global capitalist governance The consequences are nation state de evolution social and cultural decay and the forfeiture of public schools as engines of progress Understanding how the historical emergence political economic processes and governing institutions of neoliberal globalization are adversely impacting local systems of education and what to do about it is important to free education advocates civic minded educators student teachers social activists and education development specialists everywhere

Global Impacts of the Western School Model Joel Spring, 2018-09-03 In this timely analysis of the current state of global educational policies Joel Spring focuses on the spread of the Western school model and its impact on creating an urban consumer culture increasing economic inequalities contributing to environmental destruction and diminishing compassion and empathy essential for energizing social justice movements In his signature straightforward concise style Spring describes and analyzes the school s role in displacing religious with secular values promoting nationalism preparing students to work in global corporations supporting cultural and linguistic homogeneity and discusses related goals and effects of anti globalization movements such as the Alt right Anti fascist groups radical environmentalism and anarchism An important addition to Spring s body of work on global educational policies this provocative book challenges readers to re examine what they know about education globalization and their interconnections

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