



Marcelo Parreira Do Amaral

Erwin H. Epstein



Marcelo Parreira Do Amaral:

The Influence of Transnational Organizations on National Education Systems Marcelo Parreira do Amaral, 2006 Originally presented as the author's thesis master's Universiteat Frankfurt am Main

Challenging the Internationalisation of Education Lucy Bailey, 2023-07-07 This book presents a searing critique of the global take on education questioning why the idea that education should be international has come to dominate the field and positing that the discourse of internationalisation has altered the way we conceptualise education Using diverse examples from the Middle East the UK and South East Asia the book gathers insights from international schooling refugee education and the internationalisation of higher education to argue that the global gaze renders other ways of looking at education as invisible It suggests that an oversaturation of international comparison amongst individuals and institutions alike creates a culture of powerlessness exclusion and silencing Furthermore this volume also debates the issues that are caused when education is required to transcend national boundaries Ultimately questioning the global education system in its current form this book will be an important contribution for academics researchers and students in the fields of higher education education policy and politics and education and development more broadly

Teaching Comparative Education Patricia K. Kubow, Allison H. Blosser, 2016-03-01 With chapter contributions from seminal scholars in the field of comparative and international education CIE this book examines the ways in which comparative education is being taught or advocated for in teacher education within higher education institutions worldwide A particular concern raised by the authors in locations as diverse as Germany Singapore the United Kingdom and the United States is the utilitarian approach in teacher education where that which is valued is that which is measurable The implications for what and how CIE should be taught is examined in light of the ideological sociocultural political and economic trends influencing education worldwide The main questions posed in the book include What are the challenges and opportunities for CIE and its practice now and in the future

Annual Review of Comparative and International Education 2015 Alexander W. Wiseman, Emily Anderson, 2016-01-08 The goal of the ARCIIE volume is to examine current perspectives and future directions for the field using several essays as a context for discussion and analysis

Governance and Choice of Upper Secondary Education in the Nordic Countries Annette Rasmussen, Marianne Dovemark, 2022-09-03 This work discusses how the complex relationship between welfare policies of equity and market efficiencies deficiencies of education policies is handled in local practices It offers contributions from the five Nordic countries Norway Sweden Denmark Finland and Iceland and pays special attention to questions about access and diversity in upper secondary education The book draws on a wide range of theoretical frameworks and research projects and provides multiple perspectives of how upper secondary staff and students have experienced reforms of education governance during the last two or three decades The research projects range from in depth case studies to the analysis of large scale data sets and inform practitioners policy makers and researchers about practices of education policy that are highly

influenced by market forces

Re-centering the Critical Potential of Nordic School Leadership Research Leif

Moos, Elisabet Nihlfors, Jan Merok Paulsen, 2020-10-19 This volume contributes significantly to the ongoing international and Nordic paradigm shift in educational leadership research. It advocates for going from a contemporary mainstream functionalist paradigm to a reflexive paradigm based on educational values and knowledge. The volume is built on the shared basis that the purpose of education is and must be fundamental for school leadership practice. However, that is often forgotten in educational governance and policy. The basis of the argument is that educational leadership needs to change from focusing on effectiveness and narrowly defined accountability towards focusing on leadership that is contributing to the general education of students. That entails that leadership research needs to focus on complex perspectives like context, relations, trust, sense making, and social and human values, and less on control, outcomes, accountability, and testing. The volume reminds readers about the need to raise awareness of the contexts of education and research, be they political, cultural, economic, or ideological. Chapters analyze, discuss, and compare research from Nordic educational leadership research systems: Denmark, Finland, Iceland, Norway, and Sweden. The cross-system insights clarify the fundamental relations between policy governance and research practice and discuss forgotten dependencies and opportunities.

Austerity and the Remaking of European Education Anna Traianou, Ken Jones, 2019-06-13 Austerity and the Remaking of European Education offers historically and empirically grounded accounts of national educational formations in Europe at a specific time in their reshaping through encounters with global policy frameworks and social and economic developments. The authors explore these issues in the context of different pressures that impact on European education systems from the constraints established by the European Central Bank and the European Commission across Southern Europe to the 2008 financial crisis and the increased migration. The book provides a rigorous theoretical approach to European and national policies combined with detailed analyses of national educational contexts in England, France, Greece, Hungary, and Sweden. These in-depth studies identify major issues of national education policymaking and explore the complexities of global national relationships. The economic crisis, the rise of the Left in Greece, and of the populist Right in many countries in Europe, questions of cultural and religious diversity, tensions between marketization and inclusion, are all brought into focus, offering findings that are of great interest to researchers of education policy, politics, and sociology of education alike. In the final section of the book, the authors explore policy alternatives as embodied in the activities of both governments and non-state actors such as trade unions and social movements.

School Policy Reform in Europe John Benedicto Krejsler, Leif

Moos, 2023-07-31 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 **(Un)Equal Pathways to Higher Education** Andrea Cuenca Hernández,2021-03-04

Inequality of educational opportunities IEO is a recurring topic in both public debate and academic research This book contributes to the contemporary discussion on IEO with a focus on individual trajectories over the life course It provides empirical evidence on the magnitude and the mechanisms of IEO in Colombia a country with extreme persistent levels of social inequality Using national administrative databases the author examines the effect of social origin on academic and labor market outcomes among university graduates Drawing on a comprehensive theoretical approach to stratification and higher education this volume discusses how the interaction between family background and segmentation of educational institutions might influence individuals outcomes As such it will appeal to scholars policy makers and practitioners with interests in education social inequality social policy higher education research and international comparative education

How Computers Entered the Classroom, 1960-2000 Carmen Flury,Michael Geiss,2023-06-19 In the history of education the question of how computers were introduced into European classrooms has so far been largely neglected This edited volume strives to address this gap The contributions shed light on the computerization of education from a historical perspective by attending closely to the different actors involved such as politicians computer manufacturers teachers and students political rationales and ideologies as well as financial political or organizational structures and relations The case studies highlight differences in political and economic power as well as in ideological reasoning and the priorities set by different stakeholders in the process of introducing computers into education However the contributions also demonstrate that simple cold war narratives fail to capture the complex dynamics and entanglements in the history of computers as an educational technology and a subject taught in schools The edited volume thus provides a comprehensive historical understanding of the role of education in an emerging digital society *Perspectives on Educational Governance* S. Karin Amos,Felix Masarovic,Anne Rohstock,Alexander W. Wiseman,2022 In March 2019 students and researchers from Germany the USA China Kenya and South Africa came together at the University of Tuebingen to discuss Educational Governance from

an international perspective The group was mainly comprised of Ph D and Master students from various disciplines Education Literature Philosophy Political Science and debated questions such as What are the distinctive and different rationales underlying the discourse of Educational Governance and its political economic academic and pedagogic objectives How can we make these rationales visible and which theories and analytic tools can help us to decipher the meanings attached to them Are there different local and national trajectories in education discourse and practice with regard to Educational Governance and which role do international organizations and transnational transfer play This edited volume displays these discussions and aims at initiating a broader communication about Educational Governance between previously separated spaces

Cultivating Excellence in Education Annette Rasmussen, Christian Ydesen, 2020-02-05 This book critically analyses the current education political strategy of cultivating excellence in education It shows how the new policy for selecting talented students in Denmark deconstructs the compromise from which the comprehensive school was built and reduces equal opportunities It discusses how the current practice of measurement selection and guidance of talented students brings about significant changes in education policies in pedagogic practices a restructuring of school organisations and changed requirements of teachers It explains how the internal differentiation of education systems based on self selection and free choice but also on new assessment techniques tends to widen the inequality gap between students The analysis clearly shows the relationship between the circulation of new ideas and normative frameworks at international level and their transfer into national policies while situating these developments in a socio historical perspective The book illustrates by means of a concrete case study with important empirical data that demonstrate the reality and influence of this new policy on the day to day work of teachers

International Education Governance S. Karin Amos, 2010-09-27 Intends to sharpen our analytical tools in order to better appreciate the term governance in the educational field This title also addresses the marginally studied issue of change in the educational science order

International Higher Education Hubs in the Global Education Industry Marvin Erfurth, 2022 Education hubs are a recent phenomenon in higher education systems of predominantly Asian countries to innovate local systems through the expertise of foreign actors particularly from English speaking countries To understand some of the phenomenon s implications on international higher education this empirical study compares attempts to create education hubs in Singapore and the United Arab Emirates First the book explores the analytical potential of current approaches to study the phenomenon and second it investigates how education hubs change policy and governance in the higher education systems of Singapore and the United Arab Emirates The book sheds light on how education hubs lead to the involvement of Global Education Industry actors in local systems and how the phenomenon creates new dynamics for policy making and research Marvin Erfurth ist Wissenschaftlicher Mitarbeiter an der Westfälischen Wilhelms Universität Münster Arbeitsschwerpunkte Internationale und Vergleichende Erziehungswissenschaft Internationale Bildungspolitik Hochschulforschung Bildungsökonomie

The Worldwide Transformation of Higher Education David P.

Baker, Alexander W. Wiseman, 2008-05-19 Enrollment in institutions of higher education around the world is growing Some scholars have suggested that one reason for this expansion is that the role of higher education has shifted over the last 50 years from an elite to a mass institution This book discusses the worldwide transformation of higher education from multiple perspectives

Education and Democracy in the Nordic Countries Ann Elisabeth Gunnulfsen, Helene Årlestig, Merete Storgaard, 2023-07-14 This book discusses principals prerequisites and work within the five Nordic countries and focuses on schools as formal institutions that carry out functions delegated to them by the social collective It includes a discussion about what kind of state policy demonstrates autonomy in Nordic schools as well as the ways in which school leaders as sense makers in local schools possess and enact policy in a globalized economy and a changing world The book draws both on a range of theoretical frameworks and educational leadership and policy research to provide multiple comparative perspectives of school leadership in the Nordic countries the moral purpose of schooling school governance and power relations expectations towards school leadership handling of crises and cultures of trust The chapters range from in depth case studies and policy document analyses to large scale data sets and literature reviews All chapters have multiple messages for practitioners policy makers and researchers as they seek to engage with school leadership as a core activity in times of societal changes As democratic welfare states the five Nordic countries have many similarities but also differences which makes it interesting to understand more about various ways to strive towards democracy and well educated citizens

The Bloomsbury Handbook of Theory in Comparative and International Education Tavis D. Jules, Robin Shields, Matthew A. M. Thomas, 2021-01-28 This book offers a practical and approachable overview of central theories in comparative and international education CIE The chapters focus in depth on specific theoretical perspectives and seek to elucidate the histories assumptions and recent developments of these theories The chapters also situate the theories within CIE include specific case studies of theoretical application and outline suggestions for further reading Written by leading scholars from around the world this is must have reference work for anyone teaching researching studying or working in CIE The handbook includes chapters on a diverse collection of theories including but not limited to Structural functionalism Colonialism Imperialism Marxism Human Capital Theory Dependency World Systems Theory Post Colonialism Post Socialism Post Foundationalism Neo liberalism Neo Institutionalism Neo Marxism Policy Borrowing and Lending Peace Theories Human Rights Constructivism Racism Gender Queer Theory Social Network Theory Capabilities Theory and Cultural Political Economy

Crafting a Global Field Erwin H. Epstein, 2016-07-25 The Comparative and International Education Society CIES is the oldest and largest body of its kind and is a leader among the 44 members of the World Council of Comparative Education Societies WCCES This book celebrates the CIES 60th anniversary The Society grew out of a series of conferences in the mid 1950s Those conferences were attended by a small group of scholars in the USA who were keen to elucidate and expand their field Now the Society has over 2 500 individual and about 900 institutional members mainly libraries around the

world The book explains how the Society was constructed and internationalized It analyzes its development trajectory its major structural components and the programs and curricula that it has inspired and nourished The significance of the book is not restricted to the CIES It will certainly interest counterparts in other WCCES constituent societies and scholars from all fields who are concerned with institutional structures and their evolution Non-affirmative Theory of Education and Bildung Michael Uljens, 2023-07-14 Interpreting the modern heritage of Bildung in connection to education theory this open access volume explores non affirmative theory of education and Bildung as a language of education for the 21st century In this Bildung centered view of education discerning thought on knowledge and values are critical objectives of education To promote these aims education practice must recognize but not affirm existing conditions or future ideals but instead pedagogically summon the student to self directed critical treatment of the contents Drawing on contemporary developments of modern education theory especially as developed by Dietrich Benner in Berlin the volume highlight how educative teaching aims at supporting the growth of the individual as a person and citizen The volume shows how it is possible to identify a position beyond education either as a mere transformative or a reproductive power Instead of such an instrumentalism education is seen as a critical societal practice necessary for reflexive action and democracy In different ways the chapters demonstrate how non affirmative theory offer an alternative to contemporary neo liberal and conservative policies The non affirmative approach offers a strong education theory relationally connecting the interactive level of teaching studying and learning with the societal level and educational governance Non affirmative theory on education and Bildung provides an elaborate point of departure for empirical research on teaching and educational leadership teacher education and policy making In five sections the volume highlights how non affirmative education theory relate to Didaktik educative teaching school didactics democratic education and social justice The approach is also analysed in relation to phenomenology sociology hermeneutics cultural historical activity theory discursive institutionalism empirical research educational leadership and governance and 21st century competencies Chapter On Affirmativity and Non affirmativity in the Context of Theories of Education and Bildung is available open access under a Creative Commons Attribution

NonCommercial NoDerivatives 4.0 International License via link [springer.com](https://www.springer.com) **Ten Worlds of Welfare Capitalism** Christian Aspalter, 2023-02-02 This book presents a new step farther into the twenty first century for the first time truly combining a comprehensive global data analysis with social policy theory development The theory of global ideal typical welfare regimes also known as the Ten Worlds of Welfare Regime Theory as set forth earlier by Christian Aspalter is now in this book tested empirically using a quantitative global data analysis for the first time The strong and rich results fully vindicated the Ten Worlds Theory All in all about 150 countries are included in this test measuring numerous variables on two main dimensions i.e. povertization and inequality The innovative approach of using a new indicator Aspalter's Standardized Relative Performance Index is applied which facilitated the exact measurements of distances between relative

performances of each variable each dimension each country and each ideal typical welfare regime in relation to one another respectively In addition one explanative and one normative meta study is added to the book to point to ways to understand and deal with the global culprit of inequality and hence poverty On the backdrop of decades of comparative theoretical and empirical research we now for the first time have a truly global analysis of welfare regimes Peter Abrahamson Department of Sociology University of Copenhagen

Unveiling the Magic of Words: A Review of "**Marcelo Parreira Do Amaral**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Marcelo Parreira Do Amaral**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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