

Catela, Maria Emília

# Educational reform under political transit...

Institute of International Education

# Educational Reform Under Political Transition

**Padhraic Smyth**



## **Educational Reform Under Political Transition:**

*Educational Reform Under Political Transition* Maria Emília Catela,1990      **Legacy of Palestinian Education Reform during Political Transition from Occupation to National Authority** Najah Al Ramahi,2023-04-09 This book makes a major contribution to educational research and literature in exploring process of educational reform in the period of Political transition in Palestine It is aimed at describing the journey of changing Palestinian primary education and the legacy of establishing the first national education system in Palestine as well as the introduction of a number of educational reforms The introduction of new educational reforms was urgently needed in order to achieve quality education in Palestinian schools This was particularly crucial after the prolonged military occupation which left the education system in a perilous situation and lowered education achievements for a whole generation The book explores an attempt to retrieve Palestinian education after a prolonged period of military occupation and to rescue the education system from collapsing It tells the story of reshaping national identity and reviving Palestinian heritage and culture Therefore this book is the first one of its kind that captures the story of education reform against a background of struggle that should not be forgotten It documents a unique period of time in Palestinian history and highlights the beginning of an education system in Palestinians hands Moreover this book presents real life stories from Palestinian schools and shows the real struggle over power and control in the education system in Palestine      **The Politics of Education Reform in China's Hong Kong** Sonny Shiu-Hing Lo,Chung Fun Steven Hung,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      **Educational Transitions in Post-Revolutionary Spaces** tavis d. jules,Teresa Barton,2018-02-22 *Educational Transitions in Post Revolutionary Spaces* explores the transformation of the education system in Tunisia following the Jasmine Revolution the first of a wave of revolutions known as the Arab Spring The authors provide a detailed account of how Tunisia's robust education system shaped and sparked the conflict as educated youth became disgruntled with their economic conditions Exploring themes

such as radicalization gender activism and social media the chapters map out the steps occurring during transitions from authoritarian rule to democracy Educational Transitions in Post Revolutionary Spaces traces the origins of the conflict and revolution in societal issues including unemployment inequality and poverty and explores how Islam and security influenced the transition The book not only offers a thorough understanding of the role of youth in the revolution and how they were shaped by Tunisia s educational system Crucially it provides a comprehensive understating of theoretical and methodological insights needed to study educational transitions in other post revolutionary contexts *Handbook of Research on Teacher Education* Myint Swe Khine, Yang Liu, 2022-03-18 This comprehensive book presents emerging research findings and promising reform practices in the field of teacher education curriculum assessment teaching and learning approaches pedagogical innovations and professional development in educating the next generation of globally competent students It reflects the current trends and highlights contemporary teacher education programs in twenty greater Asian countries and regions It offers insight into improving teacher education in Singapore Malaysia Thailand Philippines Vietnam Cambodia Laos Myanmar Indonesia Brunei India Pakistan Bangladesh Bhutan China Korea Taiwan Japan Hong Kong and Macau The handbook contains chapters written by experienced international teacher educators who draw on their experience and expertise to perennial issues and formidable challenges in teacher preparation and meaningful school reforms This volume is a valuable resource and essential companion for teacher educators faculty members staff developers trainee teachers undergraduate and postgraduate students researchers school leaders policy makers and professional learning communities to refresh their knowledge and improve their understanding This book is a must read for anyone interested in evolving issues in teacher education World Yearbook of Education 2000 David Coulby, Robert Cowen, Crispin Jones, 2013-01-17 With contributions from international authors this text demonstrates that education systems and what it is to be educated are in transition and that societies and economies are changing dramatically The contributors explore expanding university systems financial responsibilities and curricula *Education and Social Transition in the Third World* Martin Carnoy, Joel Samoff, 2014-07-14 Through a comparative analysis of educational theory and practice this analytic overview illuminates the larger economic and political changes occurring in five peripheral countries China Cuba Tanzania Mozambique and Nicaragua commonly viewed as in transition to socialism Current political patterns and leadership in these countries have emerged in the context of predominantly agricultural industrially underdeveloped economies Each state has played a major role in social transformation relying on the educational system to train educate and socialize its future citizens Discussing the similarities and differences among these states the authors show the primacy of politics and the interaction of material and ideological goals in the process of social transition and how shifting policies reflect and are reflected in educational change This collection first examines critical analyses of education in capitalist societies both industrialized and peripheral and explores the utility of those perspectives in the political and educational conditions of the countries under study Together

these essays offer the first systematic explanation of how and why education in socialist countries undergoing rapid change differs from education in developing capitalist countries Contributions to the study were made by Mary Ann Burris Anton Johnston and Carlos Alberto Torres Originally published in 1990 The Princeton Legacy Library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of Princeton University Press These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905 The Politics of Educational Reform in Ghana Maxwell A. Aziabah, 2018-07-09 This book comprises six main chapters and addresses the core research question How can the endurance of academic bias in Ghana's secondary education system be explained in the context of educational reform versus change of government concurrence Six sub questions have subsequently been derived from the core research question enabling a comprehensive and rigorous treatment of the subject matter of investigation The manuscript adopts an historical institutionalism approach combining path dependency with partisan theory in explicating structural persistence in the secondary school system in Ghana A case study methodological design procedure has been employed in the investigation of three episodes of educational reform anchored on qualitative content analysis as the main data reduction mechanism *The Politics of Education Reform in the Middle East* Samira Alayan, Achim Rohde, Sarhan Dhoub, 2012-06-01 Education systems and textbooks in selected countries of the Middle East are increasingly the subject of debate This volume presents and analyzes the major trends as well as the scope and the limits of education reform initiatives undertaken in recent years In curricula and teaching materials representations of the Self and the Other offer insights into the contemporary dynamics of identity politics By building on a network of scholars working in various countries in the Middle East itself this book aims to contribute to the evolution of a field of comparative education studies in this region

**Rethinking the Politics of Education** Nick Peim, 2022-05-10 Rethinking the Politics of Education provides an entirely original rethinking of the modern and contemporary mythology of education Problematizing the ideas concerning education as fulfilment and redemption the book critically reviews the association of education with projects of social justice democracy and improvement This book argues for a fundamental rethinking of what education is exploring how things stand with education and educational apparatuses in the contemporary world It examines relations between educational discourses and their implied ontological stances and offers new ways of thinking that draw on ontological positions from psychoanalytical philosophical and social discourses The book contends that education is an essential form of politics and must be understood through a careful examination of its history modes of operation and its basic structures rather than an idealized version of what it might be Presenting an original and alternative account of a theoretically informed political ontology of education the book will be of great interest to academics researchers and postgraduate students interested in the philosophy of education

the politics of education educational theory and the sociology of education      Transitional Justice and Education Clara Ramírez-Barat, Martina Schulze, 2018-07-16 This volume addresses the role and importance of education for processes of transitional justice In the aftermath of conflict and mass violence education has been one of the tools with which societies have sought to achieve positive transformation While education has the potential to trigger maintain and exacerbate conflict it has also been designed to promote a deeper more nuanced understanding of the past and to advance reconciliation peacebuilding and prevention The original contributions in the book reflect on lessons learned from education policies of the past in post conflict societies and seek innovative sustainable and context sensitive grassroots approaches designed to advocate critical thinking values of inclusion and tolerance and ultimately a culture of peace      **Education and Democracy in China** Zhou Ying, 2023-12-11 In this book Ying Zhou argues that educational reform filled a critical role in bridging the precarious gap between democratic ideals and political realities in late Qing and Republican China where institutional change in education and the cultivation of a qualified citizenry were two sides of the same coin in the development of democratic education Through a multi level analysis of the re arrangements of national education and teachings of citizenship Zhou unravels the complex political and educational nexus in China between 1901 1937 where the hope of education was to bring both political modernity and social progress      *The Education of Diverse Student Populations* Guofang Wan, 2008-06-19 This book takes up the challenge of examining the thorniest educational issue from a global perspective It contributes to the evidence based conversation among policy makers educators and researchers around the world about what works to improve the education outcomes and what can make a bigger difference for the education of diverse students The eleven countries included the United Kingdom Austria Canada the United States South Africa Ghana China Singapore Malaysia Australia and New Zealand are unique and yet overlap in the sense that they all face similar challenges of teaching diverse students The authors being education and cultural insiders discuss country specific policies efforts and best practices in the education of diverse students share stories of success and failure and explore current best practices from global social political and economic perspectives Built on previous theories and research it describes diverse students experiences in the global and information age and searches for effective policies and practices that help these students to perform better in school and in life Readers are forced to step outside of their own experiences and commonly held beliefs about education Conscious recognition that there are other ways of doing things may result in new approaches that we have not explored before We hope the insights lessons and conclusions drawn from examining this pressing education issue from a global perspective will help nations to better understand and deal with it in their own educational system      **Educational Reform in Europe** Richard R. Verdugo, 2014-10-01 Education is a contested terrain The symmetry of education reform among the seven countries examined in this volume is remarkable There is much commonality in the issues they raise in the competing groups battling over education policy their policy choices and the implementation of such

policies Also all seven countries address the same issues equity global competition the performance of their students There are at least six important traits characterizing these battles the context the combatants the issues the process and the policies To begin with history culture and governance regime set the context for education policy and reform Second there is the process of how these battles are waged is compromise an outcome or is it a zero sum contest Third there appear to be four groups of combatants each with its own ideology representing a particular social class in society and their views about education and its uses Conservatives Socialists Neo Liberals and Elites Education is an important and valued resource that each status group tries to control and shape to its own views Fourth there are key issues that drive education reform how education can best flatten a social system how education train students for work and how education socializes students to be functioning citizens In recent years fifth issue has emerged student performance on international standardized tests Not only is a society's international reputation based on their students performance but nations see such performance as an indicator of the quality of their educational system and if it is good enough to secure its economic future Finally there are the policies themselves do they reduce or increase inequality who benefits and how The chapters in this volume clearly point out that education reform is not a homogeneous process as some scholars have conjectured Rather education reform involves heated battles over the control of the educational system because education is seen as a key factor in maintaining a society's vision and social structure

*Lost in Transition* Alan J. DeYoung, 2011-03-01 Being a student has been and remains a highly desirable status for young people and their families in Kyrgyzstan Giving their children education dat detyam obrazovaniye meaning higher education has become an imperative for many parents even in a time of serious economic and social decline The numbers of universities and university enrollments have increased dramatically in fact quadrupled since Kyrgyz independence from the former USSR in 1991 All this is happening just as the overall system of secondary education has basically collapsed School quality and outcomes of learning for most Kyrgyz youth have become increasingly marginal even as those who run universities widely proclaim quality improvements and desires intentions to join international higher education space The book thus seeks to explain the manifest versus the latent functions of higher education in Kyrgyzstan Relying on explanations of lived experience the research attempts to explain how the seeming contradiction of a declining resource and intellectual base of universities yet appeals to parents and students as the system continues to expand with easily compromised accountability measures The study approaches these topics by seeking to define what it now means to be a university student in Kyrgyzstan as well as what many state universities have turned into in contrast to how they were remembered by those who attended and taught within them two decades ago The work also considers a number of private and inter governmental universities which are allowed to operate in Kyrgyzstan and award both state and international diplomas I portray the different organizational and ideological pursuits of these universities as they contrast with those of the state universities *Lost in Transition* is an empirical look at higher education reform in Kyrgyzstan employing

several methodological strategies These include a student survey given to over 200 students at five different universities surveys and interviews with senior instructors and administrators at these same institutions and a two year case study of a student and faculty cultures and subcultures at one particular national university particular university faculty in one of the larger state universities The case study utilized participant observation ethnographic interviews document analysis and social media

**Political Changes in Taiwan Under Ma Ying-jeou** Jean-Pierre Cabestan, Jacques deLisle, 2014-07-17 In 2008 Ma Ying jeou was elected President of Taiwan and the Kuomintang KMT returned to power after eight years of rule by the Democratic Progressive Party DPP Since taking power the KMT has faced serious difficulties as economic growth has been sluggish society has been polarised over issues of identity and policy and rapprochement between Taipei and Beijing has met with suspicion or reservation among large segments of Taiwanese society Indeed while improved relations with the United States have bolstered Taiwan s security warming cross Strait relations have in turn made Taiwan more dependent upon and vulnerable to an increasingly powerful China This book provides a comprehensive analysis of the return of the Kuomintang KMT to power and examines the significant domestic political economic social and international challenges and changes that have characterized Taiwan since 2008 It identifies the major domestic cross Strait and foreign policy trends and addresses key issues such as elections and Taiwan s party system the role of the presidency and legislature economic development social movements identity politics developments in cross Strait relations Taiwan s security environment and national defence policies relations with the US and Japan In turn the contributors look towards the final years of Ma s presidency and beyond and the structural realities both domestic and external that will shape Taiwan s future Political Changes in Taiwan Under Ma Ying jeou will be of great interest to students and scholars of Taiwan studies comparative politics international relations and economics It will also appeal to policy makers working in the field

**Logics of Socialist Education** Tom G. Griffiths, Zsuzsa Millei, 2012-09-14 For some socialism is a potent way of achieving economic political and social transformations in the twenty first century while others find the very term socialism outdated This book engages readers in a discussion about the viability of socialist views on education and identifies the capacity of some socialist ideas to address a range of widely recognized social ills It argues that these pervasive social problems which plague so called developed societies as much as they contribute to the poverty humiliation and lack of prospects in the rest of the world fundamentally challenge us to act In our contemporary world system distancing ourselves from the injustices of others is neither viable nor defensible Rather than waiting for radically new solutions to emerge this book sees the possibility of transformation in the reconfiguration of existing social logics that comprise our modern societies including logics of socialism The book presents case studies that offer a critical examination of education in contemporary socialist contexts as well as reconsidering examples of education under historical socialism In charting these alternatives and retooling past solutions in a nuanced way it sets out compelling evidence that it is possible to think and act in ways that depart from today s dominant educational



paradigm It offers contemporary policy makers researchers and practitioners a cogent demonstration of the contemporary utility of educational ideas and solutions associated with socialism A pioneering collection of essays which is central to understanding the historical and contemporary meanings of socialism in the context of neoliberal globalization It is a most timely contribution to a growing intellectual project that challenges the hegemony of capitalism while re thinking and theorizing alternatives Iveta Silova Associate Professor of Comparative Education Lehigh University Bethlehem PA USA In this significant contribution to recent scholarship the authors use the lens of socialist education to offer an original critique of hegemonic capitalism and present an intellectually rigorous search for alternatives by reconsidering historical socialism and advancing promising educational experiments that challenge the global architecture of education Anders Breidlid Professor of International Education and Development Oslo University College Norway

**Teachers, Democratisation and Educational Reform in Russia and South Africa** Michelle Schweisfurth, 2002-01-01 How have primary school teachers in Russia and South Africa experienced educational reforms and changes in these new democracies How have their perceptions and experiences been expressed in their classroom practice This book based on research conducted in the early years of democracy in these countries attempts to link the macro world of policy with the micro world of teachers and classrooms The theme of teachers responses to policy reform is explored through international literature on the policy practice interface and changes to education since the advent of democracy in the two national contexts are examined critically Finally using case study methodology the study brings together individual teachers perspectives biographies and practice The dilemmas they face in the process of change and how they try to resolve these reveals the complexity of the new educational agendas that have come with the transition to democracy

A Critical Study of Thailand's Higher Education Reforms Rattana Lao, 2015-05-15 This book offers a critical examination of contemporary higher education reforms in Thailand situated in the broader historical socio economic and political changes Through a qualitative case study with three methods of inquiry this book explores why different global education policies such quasi privatisation internationalization as quality assessment QA have resonated in Thailand higher education sector Grounded in policy borrowing and lending this book uses the politics economics and culture of borrowing to analyse major reforms in Thailand for the past one hundred years It is argued that historical legacy policy contexts and belief systems of policy elites play pivotal roles in facilitating policy changes or the lack thereof While historical analysis elucidates that the Thai state has always been an active borrower of western ideas the perseverance of the Thai ness discourse has often been used to suggest its so called independence and idiosyncrasy This in depth analysis of the Thai case aims to contribute to the critical studies in Asian education comparative higher education policy borrowing and lending and Thai studies The Culture of Borrowing intensively studies the policy appropriation in the Thai education system by analysing Selective Borrowing and the Historical Development of Thai Higher Education The Asian Economic Crisis as Window of Opportunity Autonomous University Internationalization of Teaching Quantitative and

Qualitative Challenges The Emergence of Quality Policies and their Rationales The Intended and Unintended Consequences of Quality Policies This book will appeal to researchers in Education particularly to scholars studying educational policies within the context of tertiary education It will also interest scholars specialising in Asian and South east Asian Studies

*Global Agendas and Education Reforms* Birol Akgün, Yusuf Alpaydın, 2024-07-25 This open access book examines the effects of global education agendas such as digitalization innovation and entrepreneurship education in emergencies globalization internationalization diversity and sustainability on education reforms in several countries and regions It explores how increasing international interaction and communication tools bring along a more intense convergence in national education policies It emphasizes that in todays world education politicians and experts in different parts of the world follow the global agenda more effectively and increase reform initiatives Hence in order to understand national education policies more deeply it is important to pay attention to their global context It explains that education reforms in countries are heavily influenced by both national and global agendas Chapters in this book analyze the reflections of these global agendas on educational reforms of the country countries chosen to focus on Chapter authors draw attention to the impacts of reforms on several aspects of education like pedagogy curriculum teacher training and educational administration

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