

Education in Germany

Tradition and reform in historical context

Edited by
David Phillips



International Developments in School Reform

Education In Germany Tradition And Reform In Historical Context

Rosarii Griffin



Education In Germany Tradition And Reform In Historical Context:

Education in Germany David Phillips, 2013-04-15 The German education and training system has been the subject of considerable attention from other nations and has often been used as a model David Phillips book brings together articles from some of the best known names in the field including Mitter Glowka Hearnden Fuhr Robinsohn and Prais and wagner The book is organised into four sections Section one examines the historical inheritance of the present education system Section two covers standards and assessments and section three discusses vocational education and training and area of the German education system which has received much admiration Finally and crucially section four addresses questions about the future of the current system in a unified Germany *Investigating Education in Germany* David Phillips, 2015-06-26 This book brings together the work of established researcher Professor David Phillips in one authoritative volume Including key chapters on education in Germany from the last three decades topics range from historical studies of universities and schools to detailed research on the role of the British in reconstructing education in Germany after 1945 and education in post unification Germany Together the body of work draws from a multitude of primary sources and constitutes a comprehensive analysis of educational provision in Germany over a long historical period In addition to 16 chapters spanning Phillips research from 1981 to 2012 the book includes a new introduction bringing his ideas together and demonstrating their continuing relevance to the field *Investigating Education in Germany* will be invaluable reading for academics researchers and postgraduate students in the fields of international and comparative education German studies history of education and sociology Education in Transition Rosarii Griffin, 2002-01-01 Reform and reconstruction of education in places as diverse as Chile South Africa and the former East Germany has highlighted the issue of education in transition In cases such as these there has been a rapid and profound change of political context from autocratic to democratic and theory has been generated relating to this Such cases are included here but the aim of this volume is to illustrate the fact that all nations are in some form of transition generated by a range of pressures and factors Consequently the contributing chapters are structured within three broad themes with the consideration of such issues as market orientation and gender as well as change arising from physical conflict The resultant book makes a distinctive contribution to the understanding of relationships between policy making for educational provision and the realities of outcomes in practice *Secondary Schools in Eastern Germany* Stephanie Wilde, 2003 **Education in Germany since Unification** David Phillips, 2000-01-01 This volume is concerned with aspects of education in Germany over the 10 years prior to 2000 focusing on schools teachers vocational training and higher education in those eastern parts of the Federal Republic which formerly constituted the territory of the German Democratic Republic The articles deal with notions of transition and adaptation at a time of considerable upheaval and rapid change There is a particular focus in some contributions on the problems involved in conducting research on the views of teachers involved in complex processes of adjustment to a new status quo American Post-Conflict Educational Reform N.

Sobe,2009-11-23 This edited volume brings together historians of education and comparative education researchers to study the educational reconstruction projects that Americans have launched in post conflict settings across the globe *The Cross-cultural Transfer of Educational Concepts and Practices* Masahiro Tanaka,2005-05-16 This book analyses comparatively the creation of American and Japanese universities on the model of German universities largely in the late nineteenth century and the reform of German and Japanese universities on the model of American universities after the end of the Second World War The argument is that transferring educational concepts and practices from one cultural context to another involves not merely a transfer but a transformation How and why this transformation occurs is what this book is about More precisely it is suggested that transformation of educational concepts and practices during their cross cultural movement can be understood within a theoretical perspective that is proposed and developed in the book This book is divided into six chapters Chapter One as the introduction analyses several scholars approaches to the aspects of educational transfer then attempts to construct a theoretical perspective for the book on the processes of change in educational concepts and practices during their movement across cultures Chapters Two and Three offer two narratives to investigate how German university concepts and practices were transmuted as a consequence of local actors efforts to import these concepts and practices into Japan and the United States Chapters Four and Five provide another two narratives to examine how American university concepts and practices were altered as a result of American actors attempts to export these concepts and practices to Japan and Germany Chapter Six as the conclusion through reflecting on the four narratives given in the main chapters re examines the ways in which the theoretical perspective of this book is useful to understand the processes of transformation of educational concepts and practices during their movement from one culture to another Processes of Transition in Education Systems Elizabeth A. McLeish,David Phillips,1998-01-01 This volume is concerned with the stages or processes through which education systems pass in countries which are moving from authoritarian styles of government to various styles of democracy The authors have been concerned to identify common features that might be observable in systems which are on the surface at least very diverse those of Latvia South Africa and the former German Democratic Republic The authors postulate a model which might be applicable both to the countries with which they are principally concerned and to other countries in similar or comparable states of transition **Handbook of Public Policy in Europe** H. Compston,2004-10-01 The Handbook of Public Policy in Europe provides an invaluable overview of the content of public policy across the full range of policy areas in Britain France and Germany It is designed to be used by students experts and practitioners both to help compare public policy across different policy areas and countries and as a source of information on individual policy areas Each chapter describes the nature of public policy in a particular area makes detailed comparisons of selected aspects and outlines recent developments Detailed Internet references are also provided Federalism and the Lander Autonomy Cesare Onestini,2018-10-24 An interesting study of the German higher Education system examining the

development of higher education policies from the post war years to the post unification period **A European Geography** Tim Unwin, 2017-09-29 A European Geography provides a geographical interpretation and exposition of the whole of Europe Beginning with a historical and environmental introduction the text covers the cultural identity political structure economic organisation and social context of Europe examining the complex issues that are shaping the characteristics and meaning of contemporary Europe More than fifty contributors are drawn from Europe and North America contributing a wealth of research expertise in their specialist subject areas Detailed case studies provide empirical examples of the broader research themes examined A European Geography is written for undergraduate students taking courses on Europe Regional Geography European Studies and European Integration It will provide valuable reading for anyone interested in developing a detailed understanding of the processes shaping contemporary Europe The German Example David Phillips, 2011-05-26 Over the past two hundred years German education policy and practice has attracted interest in England Policy makers have used the German example both to encourage change and development and to warn against certain courses of action This monograph provides the first major analysis of the rich material from government reports including work by Matthew Arnold the press travel accounts memoirs scholarly publications and the archives to uncover the nature of the English fascination with education in Germany from 1800 to the end of the twentieth century David Phillips traces this story and uses recent work in theories of educational policy borrowing to analyze the reception of the German experience and its impact on the development of English education policy *International Handbook of Education for the Changing World of Work* Rupert Maclean, David Wilson, 2009-06-29 The aim of this Handbook is to review the developments that have occurred in Technical and vocational education and training TVET and that may help improve the field The Handbook provides information on TVET models that occur in different parts of the world reflects best and innovative practice and wherever possible uses case studies as examples The 220 authors are representative of the various regions of the world and major international organisations involved in TVET This volume presents the work of established researchers as well as the work of promising young researchers Intended as the universally accepted resource for the field the Handbook provides a comprehensive coverage of cutting edge developments in research policy and practice in TVET within a single source It will assist those involved in TVET at any level in making informed decisions and further advance and improve the field and to bridge the gap between vocational and academic education in the 21st century The Oxford Handbook of Skills and Training Chris Warhurst, Ken Mayhew, David Finegold, John Buchanan, 2017-02-23 Skills and workforce development are at the heart of much research on work employment and management But are they so important To what extent can they make a difference for individuals organizations and nations How are the supply and more importantly the utilization of skill currently evolving What are the key factors shaping skills trajectories of the future This Handbook provides an authoritative consideration of issues such as these It does so by drawing on experts in a wide range of disciplines including sociology economics labour

industrial relations human resource management education and geography The Handbook is relevant for all with an interest in the changing nature and future of work employment and management It draws on the latest scholarly insights to shed new light on all the major issues concerning skills and training today While written primarily by leading scholars in the field it is equally relevant to policy makers and practitioners responsible for shaping the development of human capability today and into the future

Strong Performers and Successful Reformers in Education Lessons from PISA for the United States OECD,2011-05-17 This volume combines an analysis of PISA with a description of the policies and practices of those education systems that are close to the top or advancing rapidly in order to offer insights for policy in the United States

As the Witnesses Fall Silent: 21st Century Holocaust Education in Curriculum, Policy and Practice Zehavit Gross,E. Doyle Stevick,2015-03-16 This volume represents the most comprehensive collection ever produced of empirical research on Holocaust education around the world It comes at a critical time as the world observes the 70th anniversary of the liberation of Auschwitz We are now at a turning point as the generations that witnessed and survived the Shoah are slowly passing on Governments are charged with ensuring that this defining event of the 20th century takes its rightful place in the schooling and the historical consciousness of their peoples The policies and practices of Holocaust education around the world are as diverse as the countries that grapple with its history and its meaning Educators around the globe struggle to reconcile national histories and memories with the international realities of the Holocaust and its implications for the present These efforts take place at a time when scholarship about the Holocaust itself has made great strides In this book these issues are framed by some of the leading voices in the field including Elie Wiesel and Yehuda Bauer and then explored by many distinguished scholars who represent a wide range of expertise Holocaust education is of such significance so rich in meaning so powerful in content and so diverse in practice that the need for extensive high quality empirical research is critical This book provides exactly that

International Studies in Educational Inequality, Theory and Policy Richard Teese,Stephen Lamb,Marie Duru-Bellat,2007-05-18 Inequality is a marked and persistent feature of education systems both in the developed and the developing worlds Major gaps in opportunity and in outcomes have become more critical than in the past thanks to the knowledge economy and globalization The pursuit of equity as a goal of public policy is examined in this book through a series of national case studies The book covers many different global contexts from the wealthiest to some of the poorest nations on earth It therefore offers a broad range of different theoretical and methodological approaches and brings together extensive international experience in equity policy

Balancing the Skills Equation Geoff Hayward,Susan James,2004-10-27 AGREED WITH AUTHOR Governments worldwide assume that national competitiveness can be improved by developing workforce skills This book critically examines this high skills vision at both policy and practice levels It challenges an oversimplified policy rhetoric that underestimates the complexity of the processes involved in developing a skilled workforce The book focuses on key issues relating to the high skills agenda skills and political economy different

investment strategies for producing skills qualification systems and learning A multidisciplinary team of authors from a range of disciplines including economics management and education provides the cross cutting international and comparative analysis Editorial comment links their explorations to wider questions of skill formation processes and overarching questions are addressed through in depth analysis of the roles of higher education apprenticeship and formal school learning in skill formation Balancing the skills equation is important reading for policy makers academics and graduate students interested in social policy education and labour markets It will also be of interest to Vocational Education and Training VET practitioners Geoff Hayward is the Associate Director of the ESRC Research Centre on Skills Knowledge and Organisational Performance SKOPE and a lecturer in Educational Studies at Oxford University His research interests include VET policy and practice basic skills and the changing social and economic role of Higher Education Susan James is a SKOPE Research Officer in the Department of Educational Studies at Oxford University Her research interests include work based learning VET policy and school to work transitions

Encyclopedia of Contemporary German Culture John Sandford, 2013-04-03 Pre and post unification culture Includes Austria and Switzerland Annotated suggestions for further reading English and German language works

Divergence and Convergence in Education and Work Vibe Aarkrog, Christian Helms Jørgensen, 2008 Are the educational systems in Europe becoming more similar or more different This book deals with the issue of divergence and convergence in relation to systems learning environments and learners in vocational educational training VET 18 VET researchers from eight countries contribute to the examination of divergence and convergence at three levels At the national level this volume deals with the following questions What are the consequences of the European policies that aim at converging the VET systems in Europe What is the impact of globalization on the national systems At the level of institutions the central issue concerns the relation between learning environments What is the coherence between school based education and learning in the work place and how can they connect Finally at the third level of the learners and their identities the focus is on the role of vocational educational training in the formation of biographies and identities The book thus covers the central issues on the agenda in relation to future vocational education

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