Educational Change and Social Transformation

Teachers,
Schools and
Universities
in Eastern
Germany

Hans N. Weiler Heinrich A. Mintrop Elisabeth Fuhrmann

THE STANFORD SERIES ON EDUCATION & PUBLIC POLICY

Teame Mebrahtu, Michael Crossley, David Johnson

Educational Change and Social Transformation Hans N. Weiler, Heinrich Mintrop, Elisabeth Fuhrmann, 1996 Provides an account of the nature and extent of changes in East Germany's economy and political system and their impact on aspects of education including governance curriculum structure and teaching Subjects include curriculum reform the democratization of schools and the politics of higher education Contains a glossary of German terms and diagrams of East and West German school systems Of interest to educational practitioners policy makers and researchers as well as students of recent history Annotation copyright by Book News Inc Portland OR Democratizing Education and Educating Democratic Citizens Leslie J. Limage, 2013-10-08 The essays in the book are organized into three sections in order to address the conceptualization of democracy and citizenship reform efforts towards democratization in various societies and educational efforts to foster democratic citizens Each is written from a different historical and national perspective by an international panel of prominent comparative education scholars and each tackles the theme of democracy and civic duty in education Change Forces in Post-Communist Eastern Europe John P. Anchan, Michael Fullan, Eleoussa Polyzoi, 2003-12-16 In this work the authors explore the complex nature and process of change in a selection of former communist countries including Russia Czech Republic Hungary Romania and East Germany Globalisation, Educational Transformation and Societies in Transition Teame Mebrahtu, Michael Crossley, David Johnson, 200-01-01 Globalisation processes are currently having a powerful and far reaching influence upon all societies worldwide At the same time many communities are ever more forcefully acknowledging their distinctive characteristics and celebrating their cultural differences In this turbulent era societies that have undergone particularly rapid political economic and social change have a collective experience from which others have much to learn The analysis of such societies in transition and their efforts to transform educational policy and practice is one focus for this volume The collective studies are also concerned with the impact of the processes of globalisation and geopolitical change upon the related transitions of post colonial societies and upon the implications of the analysis for international agency policy and practice throughout the developing world Contributors are drawn from a wide range of professional and academic backgrounds representing national governments international agencies research bodies policy makers researchers and practitioners All have extensive first hand experience of the issues and contexts that they deal with Together they report upon original field research theoretically informed analyses political perspectives and recent professional and practical experience Specific national contexts considered in depth include the European states of Estonia Poland and Germany the new Republic of South Africa contemporary Brazil the transitional phases of Hong Kong and Macau as remnants of empire and the small states of Eritrea and Belize In broad scope the volume highlights the tensions that exist between powerful global agendas and efforts to improve the quality and relevance of educational provision in vastly different sociocultural contexts As such the book will be of direct interest to a wide range of researchers students policy makers consultants and

development agency personnel involved with comparative and international studies in education and across the social sciences Political and Social Influences on the Education of Children Gwyneth Owen-Jackson, 2015-11-06 This book investigates the effects of social and political change on the provision of primary education in post communist and post war contexts Focusing on Bosnia and Herzegovina the author considers educational developments in post communist countries of central and Eastern Europe the effects of the civil conflict that occurred 1992 95 and the consequences of the peace settlement In order to present a picture of the development of primary education in Bosnia and Herzegovina and the importance of political ideology on education provision chapters discuss instances of the impact of external political influences educational provision being drawn from neighbouring countries and illustrate how the political war is continuing Political and Social Influences on the Education of Children provides insights into lessons learned for education in countries with a changing political state and considers what the future might hold for primary education provision in Bosnia and Herzegovina Political and Social Influences on the Education of Childrenis key reading for researchers scholars and postgraduate students interested in educational developments in post communist countries and education in areas of conflict This book will also appeal to those interested in the political and social history of the region Secondary Schools in Eastern Germany Stephanie Wilde, 2003 The Global Politics of Educational Borrowing and Lending Gita Steiner-Khamsi, 2004-10-14 The globalization of educational policy has become a popular if not ubiquitous phenomenon among educational policymakers across the world It has led many observers to conclude that educational systems in different parts of the world are converging towards one international neo liberal model of school reform This practice of borrowing and lending school reforms requires a serious examination of the politics and the economics of transnational educational transfer In this volume Steiner Khamsi and her colleagues provide an in depth empirical and critical examination of the practice of global educational policy Contributors question the value of importing and exporting educational policies analyze who benefits from these arrangements and test the effectiveness of adapting one country's policies in other often quite culturally distinct countries The book investigates how global policies have been implemented locally and examines the extent to which they work in diverse locales teiner Khamsi and her colleagues also examine the role and practices of non governmental organizations NGOs multilateral organizations and the World Bank in fostering how educational policies are disseminated and adapted across national and cultural boundaries **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 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 **Deficit Thinking** Richard R. Valencia, 2012-11-12 Deficit thinking refers to the notion that students particularly low income minority students fail in school because they and their families experience deficiencies that obstruct the leaning process e.g. limited intelligence lack of motivation inadequate home socialization Tracing the evolution of deficit thinking the authors debunk the pseudo science and offer more plausible explanations of why students fail **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 Cross-national Attraction in Education Hubert Ertl, 2006-05-15 The comparison and borrowing of national policies is a widespread phenomenon in all major policy areas In education the PISA study has resulted in a renewed interest in cross national comparison and reception of policies In particular the unexpectedly low results of Germany in the PISA study have sparked increased interest in educational policies and practice elsewhere The chapters cover a wide variety of educational sectors vocational education and training preparation for career choice citizenship education secondary and higher education teacher training and language learning policy These chapters are framed by more general accounts of the influence of foreign educational reform on national reform agendas and the German reaction to the results of the PISA study This book provides insights into educational policy formation and implementation of policies into educational practice in England and Germany from a comparative perspective and is aimed at academics students policy makers and the wider public with an interest in the latest developments in the long standing mutual interest in educational matters in the two countries **Designing the Learning-centred School** Clive Dimmock, 2005-12 This book is the first of its kind to combine a detailed comprehensive description of the learning centred school with an examination of

a cross cultural perspective 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

**Learning Democracy** Brian Puaca, 2009-07-01 Scholarship on the history of West Germany's educational system has traditionally portrayed the postwar period of Allied occupation as a failure and the following decades as a time of pedagogical stagnation Two decades after World War II however the Federal Republic had become a stable democracy a member of NATO and a close ally of the West Had the schools really failed to contribute to this remarkable transformation of German society and political culture This study persuasively argues that long before the protest movements of the late 1960s the West German educational system was undergoing meaningful reform from within Although politicians and intellectual elites paid little attention to education after 1945 administrators teachers and pupils initiated significant changes in schools at the local level The work of these actors resulted in an array of democratic reforms that signaled a departure from the authoritarian and nationalistic legacies of the past The establishment of exchange programs between the United States and West Germany the formation of student government organizations and student newspapers the publication of revised history and civics textbooks the expansion of teacher training programs and the creation of a Social Studies curriculum all contributed to the advent of a new German educational system following World War II The subtle incremental reforms inaugurated during the first two postwar decades prepared a new generation of young Germans for their responsibilities as citizens of a democratic state Higher Education and the State Roger Goodman, Takehiko Kariya, John Taylor, 2013-05-13 The relationship between the state and higher education institutions has always been a complex one The state itself in this context is a heterogeneous mix of elite people bureaucrats politicians committees of co opted academics and business leader and it increasingly faces pressures from diverse stakeholders including students themselves an increasingly diverse community staff families employers and businesses local regional and multinational This volume explores the rapidly evolving relationship between the state and higher education in Europe and in East Asia through a combination of empirical studies secondary analyses and personal observations from many of the leading scholars in the field of comparative education studies A scenario emerges where the state seeks to encourage stakeholder influence while at the same time acts to moderate such

influence in order to ensure that wider objectives are satisfied markets are controlled elements of demand and supply are manipulated and funding is targeted to meet particular policy priorities through a model that is described as controlled stakeholder steering which offers a new explanation of the relationship between the state and higher education certainly in the countries addressed in this book Women, Power, and the Academy Mary-Louise Kearney, 2000 Many nations affirm the principle of gender equality As women continue to advance in most walks of life the impression that equality has been reached and that gender issues no longer pose real problems has naturally gained ground Yet many cultural economic and social barriers remain Although as many women as men possess the skills necessary to shape social and economic development women are still prevented from fully participating in decision making processes The papers collected in this volume focus on universities as one of the key institutions providing women with the education and leadership skills necessary for their advancement Equally important is the role universities play in the shaping of a society s cultural fabric and consequently of attitudes towards women and their place in society Both aspects are examined in this volume on the basis of a number of case studies carried out in western and non western societies **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

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 **Comparative Education** Patricia K. Kubow, Paul R. Fossum, 2007 This is a core text for graduate level Comparative Education courses With its cross cultural issues oriented approach Comparative Education introduces K 12 educational systems worldwide Readers are invited to consider current educational issues both at home and abroad while developing global perspectives and skills of comparative inquiry to use their own reflective classroom teaching Chapters on theory in compartive education frameworks for analyzing educational issues and globalization s implications for education explore several key issues in depth purposes of schooling educational access and opportunity education accountability and authority and teacher professionalism This book takes an issues based approach rather than a country based approach A major purpose of this book is to widen the field of

comparative education s influence by articulating the relevance of comparative education to include a larger practitioner oriented audience

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