



WORLD YEARBOOK
OF EDUCATION

2005

GLOBALIZATION AND NATIONALISM IN EDUCATION

EDITED BY
DAVID COULBY AND EVIE ZAMBETA

World Yearbook Of Education 2005 Globalization And Nationalism In Education

Lyn Yates, Madeleine Grumet



World Yearbook Of Education 2005 Globalization And Nationalism In Education:

World Yearbook of Education 2005 David Coulby, Evie Zambeta, 2005-01-14 This volume deals with two major and apparently opposing forces within education and society globalization and nationalism Globalization is often considered in economic terms of continued growth of international trade and a concentration of wealth in corporate hands yet it also encompasses technological political and cultural change The World Yearbook of Education 2005 explores the role of the education sector in our globalized knowledge economy and considers the political implications of this in terms of monopolarity and the cultural consequences of homogenization and Americanization The other strand of this study nationalism remains a persistent force within education and society in all parts of the world and this volume examines the extent to which it can fuel conflict at all levels through prejudice and intolerance Concentrating on the epistemological consequences of nationalism leading international thinkers examine the extent to which it is reflected in the curricula of schools and universities around the world Finally the complex relationship between globalization and nationalism is explored and contributors explore the part that educational institutions and practices play in forming both agendas A wide range of perspectives are employed including post colonial discourse classical economics and sociological theory Nationalism and globalization are both ongoing processes and this volume makes a case for the central role of education in both through its potential to influence change and to act as benevolent force in shaping a global community *World Yearbook of Education 2005* David Coulby, Evie Zambeta, 2005-01-14 This volume deals with two major and apparently opposing forces within education and society globalization and nationalism Globalization is often considered in economic terms of continued growth of international trade and a concentration of wealth in corporate hands yet it also encompasses technological political and cultural change The World Yearbook of Education 2005 explores the role of the education sector in our globalized knowledge economy and considers the political implications of this in terms of monopolarity and the cultural consequences of homogenization and Americanization The other strand of this study nationalism remains a persistent force within education and society in all parts of the world and this volume examines the extent to which it can fuel conflict at all levels through prejudice and intolerance Concentrating on the epistemological consequences of nationalism leading international thinkers examine the extent to which it is reflected in the curricula of schools and universities around the world Finally the complex relationship between globalization and nationalism is explored and contributors explore the part that educational institutions and practices play in forming both agendas A wide range of perspectives are employed including post colonial discourse classical economics and sociological theory Nationalism and globalization are both ongoing processes and this volume makes a case for the central role of education in both through its potential to influence change and to act as benevolent force in shaping a global community **World Yearbook of Education 2015** Agnès van Zanten, Stephen J. Ball, Brigitte Darchy-Koechlin, 2015-02-11 This latest volume in the World Yearbook of Education Series focuses on educational elites and

inequality focusing particularly on the ways in which established and emergent groups located at the top of the social hierarchy and power structure reproduce establish or redefine their position The volume is organized around three main issues analyzing the way in which parents students and graduates in positions of social advantage use their assets and capitals in relation to educational strategies and how these are different for old and new and cultural and economic elites studying how elite institutions have adapted their strategies to take into account changes in the social structure in policy and in their institutional environment and exploring the impact of these strategies on educational systems at the national and global levels mapping the new global dynamics in elite education and how new forms of international education and transnational cultural capital as well as new global educational elite pathways shape elite students identities status and trajectories Making use of a social and an institutional approach as well as a focus on practices and policies the volume draws on research conducted on secondary schools and on higher education In addition the global contributions within the book allow for a comparison and contrast of situations in different countries This results in a comprehensive picture of common processes and national differences concerning advantage and excellence and a thorough examination of the impact of globalization on the strategies identities and trajectories of elite groups and individuals alongside more general cultural and economic processes

World Yearbook of Education 2014 Tara Fenwick, Eric Mangez, Jenny Ozga, 2014-01-10 This latest volume in the World Yearbook of Education Series focuses on a major and highly significant development in the governing of education across the globe the use of knowledge based technologies as key policy sources A combination of factors has produced this shift first the massive expansion of technological capacity signalled by the arrival of big data that allows for the collection circulation and processing of extensive system knowledge The rise of data has been observed and discussed extensively but its role in governing and the rise of comparison as a basis for action is now a determining practice in the field of education Comparison provides the justification for modernising policy in education both in the developed and developing world as national policy makers selectively seek templates of success from the high performers and demand solutions to apparent underperformance through the adoption of the policies favoured by the likes of Singapore Finland and Korea In parallel the growth of particular forms of expertise the rise and rise of educational consultancy the growth of private for profit involvement in provision of educational goods and services and the increasing consolidation of networks of influence in the promotion of best practice are affecting policy decisions Through these developments the nature of knowledge is altered along with the relationship between knowledge and politics Knowledge in this context is co constructed it is not disciplinary knowledge but knowledge that emerges in the sharing of experience This book provides a global snapshot of a changing educational world by giving detailed examples of a fundamental shift in the governing and practice of education learning by Assessing approaches to the changing nature of comparative knowledge and information Tracking the translation and mobilisation of these knowledges in the governing of education learning Identification of the key experts and

knowledge producers circulators translators and analysis of how best to understand their influence Mapping of the global production of these knowledges in terms of their range and reach the interrelationships of actors and their effects in different national settings Drawing on material from around the world the book brings together scholars from different backgrounds who provide a tapestry of examples of the global production and national reception and mediation of these knowledges and who show how change enters different national spaces and consider their effects in different national settings *World Yearbook of Education 2006* Jenny Ozga, Terri Seddon, Thomas S. Popkewitz, 2013-01-11 This volume considers the ways in which educational research is being shaped by policy across the globe Policy effects on research are increasingly influential as policies in and beyond education drive the formation of a knowledge based economy by supporting increased international competitiveness through more effective evidence based interventions in schooling education and training systems What consequences does this increased steering have for research in education How do transnational agencies make their influence felt on educational research How do national systems and traditions of educational research and relations with policy respond to these new pressures What effects does it have on the quality of research and on the freedom of researchers to pursue their own agendas The 2006 volume of the World Yearbook of Education explores these issues focusing on three key themes globalising policy and research in education steering education research in national contexts global local politics of education research The 2006 volume has a truly global reach incorporating transnational policy perspectives from the OECD and the European Commission alongside national cases from across the world in contrasting contexts that include North and South America Canada France Singapore China Russia and New Zealand The range of contributions reflect how pervasive these developments are how much is new in this situation and to what extent evidence based policy pressures on research in education build on past relationships between education and policy This book considers the impact of the steering processes on the work and identities of individual researchers and considers how research can be organised to play a more active role in the politics of the knowledge economy and learning society **World Yearbook of Education 2008** Debbie Epstein, Rebecca Boden, Rosemary Deem, Fazal Rizvi, Susan Wright, 2013-01-11 This volume examines higher education in globalized conditions through a focus on the spatial historic and economic relations of power in which it is embedded Distinct geometries of power are emerging as the knowledge production capability of universities is increasingly globalized Changes in the organization and practices of higher education tend to travel from the West to the rest Thus distinctive geographies of knowledge are being produced intersected by geometries of power and raising questions about the recognition production control and usage of university produced knowledge in different regions of the world What flows of power and influence can be traced in the shifting geographies of higher education How do national systems locate themselves in global arenas and what consequences does such positioning have for local practices and relations of higher education How do universities and university workers respond to the increasing commodification of knowledge How do

consumers of knowledge assess the quality of the goods on offer in a global marketplace The 2008 volume of the World yearbook addresses these questions highlighting four key areas Producing and Reproducing the University How is the university adapting to the pressures of globalization Supplying Knowledge What structural and cultural changes are demanded from the university in its new role as a free market supplier of knowledge Demanding Knowledge Marketing and Consumption How can consumers best assess the quality of education on a global scale Transnational Academic Flows What trends are evident in the flow of students knowledge and capital with what consequences The 2008 volume is interdisciplinary in its approach drawing on scholarship from accounting finance and human geography as well as from the field of education Transnational influences examined include UNESCO and OECD GATS and the effects of digital technologies Contrasting contexts include Central and Eastern Europe Finland China and India and England With its emphasis on the interrelationship of knowledge and power and its attention to emergent spatial inequalities Geographies of Knowledge Geometries of Power Framing the Future of Higher Education provides a rich and compelling resource for understanding emergent practices and relations of knowledge production and exchange in global higher education

World Yearbook of Education 2010 AndreElias Mazawi,2017-07-05 The World Yearbook of Education 2010 volume Education and the Arab World Political Projects Struggles and Geometries of Power strives to do justice to the complex processes and dynamics behind the world of Arab education Western interest in all things Arab has greatly increased over the course of the decade but this interest runs the risk of forgetting that the Arab world is positioned within wider contexts of regional geopolitical and global processes This volume examines Arab education in a range of contexts regional diasporic and trans national to better understand how the field of Arab education is formed through local regional geopolitical and global engagements and resonances In doing so contributors from a range of disciplines open critical conversations about the intersections of history culture geopolitics policy and education The World Yearbook of Education 2010 offers new conceptual and empirical approaches that deal with some of the often neglected aspects of the study of Arab education contested political projects struggles towards emancipation recognition and liberation and a larger concern for social justice equity and political inclusion Andr lias Mazawi is associate professor in the Department of Educational Studies at the University of British Columbia Vancouver BC Canada He is also an associate fellow at the Euro Mediterranean Centre for Educational Research at the University of Malta Ronald G Sultana is professor in the Department of Education Studies at the University of Malta where he also leads the Euro Mediterranean Centre for Educational Research He is the founding editor of the Mediterranean Journal of Educational Studies

World Yearbook of Education 2007 Lesley Farrell,Tara Fenwick,2007-03-12 The 2007 edition of this respected international volume considers the challenges facing work related education arising from the rapid expansion of the global economy and the impact of this on labour markets and individual workers Including perspectives from the US UK Canada Australia Africa Eastern Europe Central Asia South America India

and South Africa the 2007 volume is split into four clear sections covering key topics such as the current global context when all work even local is influenced by global economic activity workers are expected to engage in lifelong learning but also be mobile and deal with rapidly changing working knowledge work related education must prepare workers for the global economy and specific contexts where governments attract global companies by promoting education and literate workforces how the responsibility for providing work education is distributed between schools vocational education HE professional bodies local and global companies governments the private sector and individuals the pressures on formal education and training institutions to produce graduates with certain kinds of knowledge skills and personal attributes **World**

Yearbook of Education 2019 Radhika Gorur, Sam Sellar, Gita Steiner-Khamsi, 2018-10-03 Digital methodologies new forms of data visualization and computer based learning and assessment are creating new challenges as well as opportunities for scholars in educational research The World Yearbook of Education 2019 explores this highly relevant topic opening a new discussion about the various conceptual and methodological challenges and opportunities in contemporary educational research This volume explores contemporary methods of inquiry with chapters organized around four topics of enduring interest in this field impacts patterns relations and contexts The World Yearbook of Education 2019 comprises contributions from internationally renowned scholars exploring novel concepts and methodologies in grappling with contemporary empirical phenomena in educational research Vital questions such as how we understand the technological developments that are creating new possibilities for and demands on education and how we make sense of complex cases that cut across multiple nations are discussed This newest addition to the prestigious World Yearbook of Education series provides a fascinating read for scholars in the fields of education policy and comparative education It is not only a useful resource for educational researchers and policy makers examining new trends and emerging issues but would be of interest to graduate students exploring innovative methodologies particularly in the study of education and education policy **World Yearbook of Education 2012** Gita Steiner-Khamsi, Florian Waldow, 2012-03-12 The phenomenon of travelling reforms has become an object of great professional interest and intensive academic scrutiny The fact that the same set of educational reforms is transferred from one country to another made scholars wonder whether policy transfer has increased as a result of globalization But also the fact that policy makers increasingly import best practices and international standards and use them as a tool to accelerate reform has captured the imagination of many that deal with policy studies An international comparative perspective is key for understanding why reforms travel from one corner of the world to another Not surprisingly the study of policy borrowing and lending constitutes one of the core research topics of comparative policy studies a new area of research that links comparative education with policy studies The World Yearbook of Education 2012 brings together a diverse range of perspectives on education policy through contributions from internationally renowned authors It reflects on the way policy borrowing and lending is reconfiguring the world of education and offers a new

collection of insights into the changes occurring across the world It particularly focuses on The political and economic reasons for policy borrowing The agencies international networks and regimes that instigate policy change The process of borrowing and lending The impact of these systems agendas and institutions on indigenous settings This book will prove invaluable to researchers of globalization and to policy experts especially those interested in comparative and international educational studies It is also essential reading for undergraduate and postgraduate students and anyone involved in the sociology economy or history of education Gita Steiner Khamsi is Professor of Comparative and International Education at Teachers College Columbia University New York US Florian Waldow is Research Director at the University of Münster Germany World Yearbook of Education 2011 Lyn Yates, Madeleine Grumet, 2011-02-01 How do curriculum conceptions of knowledge and the schooling experiences of young people engage the great issues of this tumultuous time Curriculum is always influenced by the events that shape our world but when testing and benchmarking preoccupy us we can forget the world that is both the foundation and the object of curriculum This edited volume brings together international contributors to analyze and reflect on the way the events of the last decade have influenced the curriculum in their countries As they address nationalism in the face of economic globalisation the international financial crisis immigration and the culture of diaspora they ask how national loyalties are balanced with international relationships and interests They ask how the rights of women and of ethnic and racial groups are represented They ask what has changed about history and civics post 9 11 and they ask how countries that have experienced profound political and economic changes have addressed them in curriculum These interactions and changes are a subject of particular interest for an international yearbook in that they are almost always permeated by global movements and influenced by multinational bodies and practices And as these essays show in curriculum global and international issues are explicitly or implicitly also about local and national interests and about how citizens engage their rights and responsibilities This volume brings together a new approach to perspectives on curriculum today and a new collection of insights into the changes from different parts of the world which discuss How is the world represented in curriculum How do responses to world events shape the stories we tell students about who they are and can be This book will be of great benefit to educational researchers and policy makers as well as undergraduate and postgraduate students World Yearbook of Education 2016 Antoni Verger, Christopher Lubienski, Gita Steiner-Khamsi, 2016-01-08 This latest volume in the World Yearbook of Education series examines the global education industry both in OECD countries as well as developing countries and presents the works of scholars based in different parts of the world who have significantly contributed to this area of research Focusing on the areas of cross over in public private partnerships in education WYBE 2016 critically examines the actors and factors that have propelled the global rise of the education industry Split into three key sections Part I explores how education agendas are shaped Part II considers the private financing of education and the export of school improvements to professional consultancies and Part III analyses new

market niches such as low fee private schooling and for profit education provisions The book draws upon case studies of many global organizations including The Bill and Melinda Gates Foundation Pearson Affordable Learning Fund Bridge International Academies Teach for All Omega Schools Co edited by three internationally renowned scholars Antoni Verger Christopher Lubienski and Gita Steiner Khamsi WYBE 2016 will be a valuable resource for researchers graduates and policy makers who are interested in the global education industry

Convention on the Organisation for Economic Co operation and Development **Educators, Professionalism and Politics** Terri Seddon, John Levin, 2013 This title brings together contributions from around the world that analyse and reflect on the way curriculum is configuring and reconfiguring that world

World Yearbook of Education 2020 Julie Allan, Valerie Harwood, Clara Rübner Jørgensen, 2019-09-30 A timely contribution to the debate on educational governance and equality the World Yearbook of Education 2020 documents the significant changes that have occurred in the last 20 years reflecting a widespread shift from government to governance Considering school context as well as specific school responses around the emergence of particular forms of governance this book presents and contextualises a clear historical account of governance and accountability within schooling Organised into three sections covering Changing contexts of school governance stakeholders and responsabilisation and radical governance carefully chosen contributors provide global insights from around the world They consider educational outcomes and closing the inequality gap and they document radical forms of governance at local level which have sought to create more equitable governance intelligent accountability and greater involvement of key stakeholders such as students Providing a series of provocations and reminders of the possibilities that remain open to us the World Yearbook of Education 2020 will be of interest to academics professionals and policymakers in education and school governance and any scholars who engage in historical studies of education and debates about educational governance and equality

World Yearbook of Education 2018 Julie McLeod, Noah W. Sobe, Terri Seddon, 2017-12-01 This latest volume in the World Yearbook of Education Series considers changing space times of education by asking how they become unevenly textured as our worlds globalise horizons shift and familiar points of reference melt and are remade Acknowledging the reach of economic and cultural change digital communication geopolitics and persistent inequalities the chapters trace processes that are re making education and societies Examining the depth of their impact on practices methods and concepts reveals the significance of knowledge building and socially embedded forms of reasoning in emerging patterns of educational governance pedagogic and policy reforms as well as in lived understandings of self and social worlds The organisation of the collection into three sections Making Spaces Troubling Temporalities and Mobility and Contexts begins to map out an ambitious project It calls on education researchers and professionals to write the present as history by grasping the socio spatial historical and political dimensions and effects that frame form and filter the educational present This research calls for a revitalised historical sociology and novel forms of comparative education that can provide productive insights inform creative problem solving and

suggest practical directions for education This agenda recognises the unevenness of educational space times the making of education as a social institution the persistence and effects of social embeddedness eventful space situated knowledge and geosocial thinking the present as history and multiple temporalities in education different registers of transformation that become visible through lenses such as identity work citizenship and mobility The World Yearbook of Education 2018 continues the project of compiling worldwide research on globalising education These volumes offer a powerful commentary on how and why space times of education are changing and emphasise the importance of forms of knowledge that materialise categories of professionals policies and practices This volume will be of interest to academics professionals and policymakers in education and social policy and also to scholars who engage in historical studies of education and debates about the socio material formations that contribute to educational inequalities and dynamics of difference **World Yearbook of**

Education 2022 Daniel Tröhler,Nelli Piattoeva,William F. Pinar,2021-11-29 The latest volume in the World Yearbook of Education Series explores the relationship between education and the globally prevalent principle of nationalism This book identifies the diverse ways in which educational policies discourses curricula and pedagogy embed and promote the concept of the nation both historically and in the age of globalization By challenging accounts owed to the discourse of globalization which conceal the presence of national epistemologies and interests in education this book offers important insights into the role of education in making nationalism one of the most enduring and yet easily obscured forces of our time Organized into four sections this book looks at the following main issues Historical re production of the nation considers how countries consider and reproduce their national identity and how this is built on their history Hegemonic aspirations and interventions examines how instruction technologies developed during the Cold War have been propagated and disseminated around the world how the development of educational policy based on the human capital theory emerged and analyzes the extent to which tech companies are intent on establishing an imperial order of learning Imperial policies and resurgences of nationalisms explores how global or imperial policies have been indulged in different parts of the world and how new forms of nationalism have been emerging Paradoxes inconsistencies and a self reflection focuses on nations acting imperially as sites of domestic injustices addresses unresolved paradoxes between the global and the national and includes a historically informed critical review of the World Yearbooks of Education Bringing together the voices of researchers from around the globe The World Yearbook of Education 2022 is ideal reading for anyone interested in learning how nationalism has affected the expansion of education systems and how its imperial aspirations are currently affecting education policy and practice Chapter 5 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution CC BY 4.0 license *Globalization and Nationalism in Education* David Coulby,Evie Zambeta,2005 This volume explores the role of the education sector in our globalised knowledge economy and considers the political implications of this in terms of monopolarity and the cultural consequences of homogenisation and Americanisation

The Burning Saints Dimitris Xygalatas, 2014-10-14 The Anastenaria are Orthodox Christians in Northern Greece who observe a unique annual ritual cycle focused on two festivals dedicated to Saint Constantine and Saint Helen. The festivals involve processions, music, dancing, animal sacrifices and culminate in an electrifying fire walking ritual. Carrying the sacred icons of the saints, participants dance over hot coals as the saint moves them. *The Burning Saints* presents an analysis of these rituals and the psychology behind them. Based on long-term fieldwork, *The Burning Saints* traces the historical development and sociocultural context of the Greek fire walking rituals. As a cognitive ethnography, the book aims to identify the social, psychological, and neurobiological factors which may be involved and to explore the role of emotional and physiological arousal in the performance of such ritual. A study of participation, experience, and meaning, *The Burning Saints* presents a highly original analysis of how mental processes can shape social and religious behaviour.

The Unholy Trinity Bhabani Shankar Nayak, 2025-04-07 This book offers critical commentary and passionate analysis on the implications of Hindutva, capitalism, and imperialism for the everyday lives of working people and the planet. The emergence of the alliance between Hindutva politics and corporate capitalism during the latter half of the twentieth century significantly shaped society, state, and governments, aligning it with the demands of global capitalism and its imperialist hegemony. The collaboration and contestation between Hindutva, capitalism, imperialism, and other reactionary forces shape the nature of the state, government, culture, politics, and society in India and beyond. The book provides an auto-ethnographic and alternative analysis based on reflections on the realities of everyday lives and experiences of the past and present of this unholy trinity and its global implications.

Second Generations on the Move in Italy Roberta Ricucci, 2014-11-14 The children of immigrants are growing and embarking on adult life. What are their expectations? With what qualifications do they face the world of work? What is their relationship with their origins? Above all, how does Italian society view them? Through the voices of the protagonists themselves, *Second Generations on the Move in Italy: Children of Immigrants Coming of Age* offers, by means of an analytical perspective and in constant comparison with the findings of international research, a view of second-generation immigrants' life paths in Italy. The focus at city level contributes to understanding both turning points and key features of the new Italians and what major trials they and society will face. The outcome is a picture of a new young generation that will soon challenge Italian society.

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