

Hegemony And Education Under Neoliberalism Insights From Gramsci

Routledge Studies In Education And Neoliberalism

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The Oxford Handbook of Methods for Public Scholarship Patricia Leavy 2019

The Oxford Handbook of Methods for Public Scholarship presents the first comprehensive overview of research methods and practices for engaging in public scholarship. Public scholarship, which has been on the rise over the past 25 years, produces knowledge that is available outside of the academy, is useful to relevant stakeholders, and addresses publicly identified needs. By involving stakeholders in the entire process, and making the findings accessible, public scholars contribute to a crucial democratization of research. The Oxford Handbook of Methods for Public Scholarship features a wealth of highly respected interdisciplinary contributors, as well as emerging scholars, and chapters include robust examples from real world research in varied fields and cultures. The volume features ample discussion of working with non-academic stakeholders, coverage of traditional and emergent methods including those that draw from the arts, the internet, social media, and digital technologies, and coverage of key issues such as writing, publicity, and funding.

Curriculum Epistemicide - João M. Paraskeva

2016-03-10

Around the world, curriculum - hard sciences, social sciences and the humanities - has been dominated and legitimated by prevailing Western Eurocentric Anglophone discourses and practices. Drawing from and within a complex range of epistemological perspectives from the Middle East, Africa, Southern Europe, and Latin America, this volume presents a critical analysis of what the author, influenced by the work of Sousa Santos, coins curriculum epistemicides, a form of Western imperialism used to suppress and eliminate the creation of rival, alternative knowledges in developing countries. This exertion of power denies an education that allows for diverse epistemologies, disciplines, theories, concepts, and experiences. The author outlines the struggle for social justice within the field of curriculum, as well as a basis for introducing an Itinerant Curriculum Theory, highlighting the potential of this new approach for future pedagogical and political praxis.

Alternatives to Privatizing Public Education and Curriculum - Daniel Ness 2017-03-16

Through conversations in honor of Dale D. Johnson, this book takes a critical view of the monoculture in curriculum and policy that has

developed in education with the increase of federal funding and privatization of services for public education, and examines the shift from public interest and control to private and corporate shareholder hegemony. Most states' educational responsibilities—assessment of constituents, curriculum development, and instructional protocols—are increasingly being outsourced to private enterprises in an effort to reduce state budgets. These enterprises have been given wide access to state resources such as public data from state-sanctioned testing results, field-testing rights to public schools, and financial assistance. Chapter authors challenge this paradigm as well as the model that has set growing premiums on accountability and performance measures. Connecting common impact between the standards movement and the privatization of education, this book lays bare the repercussions of high-stakes accountability coupled with increasing privatization. Winner of The Society of Professors of Education Book Award (2018)

Education, Equality and Human Rights - Mike Cole 2022-08-12

The fifth edition of the market-leading *Education, Equality and Human Rights* has been fully updated to reflect economic, political and cultural changes in the UK, including the impacts of Brexit and Covid-19. It considers the great changes we are witnessing in recent years, such as climate change emergency, pandemics, the Fourth Industrial Revolution and their interrelationships. Written by world experts in their respective fields, each of the five equality issues of gender, race, sexuality, disability and social class is covered in their own right as well as in relation to education. Key issues explored include:

- human rights, equality and education
- women and equality—historically and now
- gender, education and social change
- race and racism through history and today
- racism and education from Empire to Johnson
- sexualities, identities and equality
- challenges in teaching and learning about sexuality and homo- and trans-phobia in schools
- disability equality as the last Civil Right?
- developing inclusive education and governments' resistance
- social class, neoliberal capitalism and the Marxist alternative
- selective schooling, mystifying social class, neoliberalism and alternatives

With

an uncompromising and rigorous analysis of equality issues and a foreword from Peter McLaren addressing challenges to democracy in the US, this new edition of *Education, Equality and Human Rights* is an essential and contemporary resource across a wide range of disciplines and for all those interested in education, social policy and human rights.

Thinking Beyond Neoliberalism - Neal Harris 2021-12-11

This book brings together leading academics and activists to address the possibilities for qualitative social change beyond neoliberalism, providing introductory essays on alternative societies, transition, and resistance. Bringing together discussions on universal basic income, actually existing communism, parecon, circular economies, workers co-operatives, 'fully automated luxury communism,' trade unionism, and party politics, the volume provides one of the first scholarly interventions to systematically evaluate possibilities for transition and resistance across theoretical, political, and disciplinary traditions.

Critical Education in International Perspective - Peter Mayo 2021-08-12

Critical Education in International Perspective presents new perspectives on critical education from Latin America, Southern Europe and Africa. While recognising the valuable work in critical education emerging from North America and the Northern hemisphere, testimony to Paulo Freire's influence there, this book sheds light on parts of the world that are not given prominence. The book highlights the complementary work of Lorenzo Milani, Amílcar Cabral, exponents of Italian feminism, Ada Gobetti, the Landless Workers Movement (MST) in Brazil, Antonio Gramsci, Gabriela Mistral and Julius Nyerere. It also focuses on a range of struggles such as education in the context of landlessness, independence, renewal and cognitive justice, social creation and against neoliberalism and decolonization.

The Routledge Handbook of Postcolonial Soci al Work - Tanja Kleibl 2019-08-22

The Routledge Handbook of Postcolonial Social Work reflects on and dissects the challenging issues confronting social work practice and education globally in the post-colonial era. By analysing how countries in the so-called

developing and developed world have navigated some of the inherited systems from the colonial era, it shows how they have used them to provide relevant social work methods which are also responsive to the needs of a postcolonial setting. This is an analytical and reflexive handbook that brings together different scholars from various parts of the world - both North and South - so as to distill ideas from scholars relating to ways that can advance social work of the South and critique social work of the North in so far as it is used as a template for social work approaches in postcolonial settings. It determines whether and how approaches, knowledge-bases, and methods of social work have been indigenised and localised in the Global South in the postcolonial era. This handbook provides the reader with multiple new theoretical approaches and empirical experiences and creates a space of action for the most marginalised communities worldwide. It will be of interest to researchers and practitioners, as well as those in social work education.

Sociology for Education Studies - Catherine A. Simon 2020-02-05

Sociology for Education Studies provides a fresh look at the sociology of education, focusing on themes such as habitus, hegemony and intersectionality. It supports students in applying sociological theory to their own educational experiences and developing an understanding of why social orders appear to be predetermined, why the state continues to create education policy in certain forms and, crucially, how to make it better. The book explores the multi-faceted perspectives that influence the sociology of education and presents examples of the applications of sociology to a wide variety of different educational contexts, including education in schools and in the community. Chapters cover topics such as: Morality, education and social order Spaces of invisibility and marginalisation in schools The global political economy of education Rethinking the 'international perspective' in Education Studies This accessible book is an essential read for students of Education Studies as well as those involved in teacher education and training.

Hegemony and Education Under Neoliberalism

Peter Mayo 2016-11-18

Based in a holistic exposition and appraisal of Gramsci's writings that are of relevance to education in neoliberal times, this book--rather than simply applying Gramsci's theories to issues in education--argues that education constitutes the leitmotif of his entire oeuvre and lies at the heart of his conceptualization of the ancient Greek term hegemony that was used by other political theorists before him. Starting from this understanding, the book goes on to compare Gramsci's theories with those of later thinkers in the development of a critical pedagogy that can confront neoliberalism in all its forms.

Film as a Radical Pedagogic Tool - Deirdre O'Neill 2017-11-22

Emerging from Inside Film, a project that helps prisoners and people on probation make their own films, this book discusses the need for working class people to represent themselves and challenge mainstream stereotypes and assumptions about them. This project gave prisoners and parolees the technical skills necessary to make their own films and tell their own stories in order to counter the ways they have been misrepresented. The author demonstrates that film and television are key means by which socioeconomically marginalized groups are classified according to hegemonic norms, as well as the ways such groups can undermine these misrepresentations through their use of the media. As a theoretical reflection on the Inside Film project and the relationship between filmmaking and education, this book explores what radical pedagogy looks like in action.

Career Guidance for Social Justice - Tristram Hooley 2017-11-22

This edited collection examines the intersections between career guidance, social justice and neoliberalism. Contributors offer an original and global discussion of the role of career guidance in the struggle for social justice and evaluate the field from a diverse range of theoretical positions. Through a series of chapters that positions career guidance within a neoliberal context and presents theories to inform an emancipatory direction for the field, this book raises questions, offers resources and provides some glimpses of an alternative future for work.

Drawing on education, sociology, and political science, this book addresses the theoretical basis of career guidance's involvement in social justice as well as the methodological consequences in relation to career guidance research.

Popularizing Scholarly Research - Patricia Leavy 2021-09-03

"The research landscape has changed dramatically over the past couple decades. As we have moved from a disciplinary to transdisciplinary terrain, as our means for communicating have increased with the Internet and social media, and as we've developed new ways of doing and representing research, the structures our research may take have also changed, as have what our professional lives may look like"--

Routledge Encyclopaedia of Educational Thinkers- Joy A. Palmer Cooper 2016-05-20
The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important, influential, innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked. Ranging from Confucius and Montessori to Dewey and Edward de Bono, the entries form concise, accessible summaries of the greatest or most influential educational thinkers of past and present times. Each essay includes the following features; concise biographical information on the individual, an outline of the individual's key achievements and activities, an assessment of their impact and influence, a list of their major writings, suggested further reading. Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education, this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world. Combining and building upon two internationally renowned volumes, this collection is deliberately broad in scope, crossing centuries, boundaries and disciplines. The Encyclopaedia therefore provides a perfect

introduction to the huge range and diversity of educational thought. Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom, this Encyclopaedia is an invaluable reference guide for all students of education, including undergraduates and post-graduates in education or teacher training and students of related disciplines.

Power and Education Antonia Kupfer 2015-10-05

Education is a crucial influence early in life and is therefore inextricably linked with power. This book examines how education can limit opportunities and create social inequality as well as being an empowering force for good. Theoretical approaches on the relationship of power and education are discussed as are questions on power and knowledge.

Management Education - Thomas Klikauer 2016-10-25

Written in the tradition of the Frankfurt School of critical theory, this book develops a practical theory designed to humanise management education. Inevitably encountering deeply authoritarian business schools, the author sets the rigidity of curriculum against a student-centred approach found in Honneth's concept of recognition and the Habermasian concept of communicative action. Management Education outlines measures for preventing Managerialism from colonising learning spaces that would prevent the practice of emancipatory learning from flourishing. The aim of the book is to allow students and teachers of business schools to create learning inside an education system based on humanity.

Encyclopaedia of Marxism and Education - 2022-02-14

This Encyclopaedia of Marxism and Education showcases the explanatory power of Marxist educational theory and practice.

Social Welfare Issues in Southern Europe - Maria Brown 2022-03-10

This volume is the first of its kind to discuss social welfare issues using case studies from a broad range of Southern European countries, both large and small, a decade after the financial crisis. It identifies similarities and differences in the ways in which Southern European countries engage with specific welfare issues and

examines whether Southern European welfare is distinct from that of the rest of the continent. The book also engages with the impact of COVID-19 on the social welfare issues under investigation. The volume is divided into four sections, each examining in detail issues including employment, education, health, sexuality, globalization, social movements and migration. With its contributions from experts in the field, the volume is recommended for academics, researchers and students of sociology, social policy, economics, education, politics and social movements.

The End of Western Hegemonies? - Marie-Josée Lavallée

In the face of recent trends like growing authoritarianism and xenophobic nationalism, the rise of the Far Right, the explosion of economic and social inequalities, heightened geopolitical contest and global capitalism's endless crisis, and the impacts of shocks like the Covid-19 pandemic, discourses about the 'decline of the West' no more look like mere ruminations of a handful of cultural depressives and politically disillusioned; they sound increasingly realistic. This volume addresses this issue by mapping and analyzing the forms, mechanisms, strategies, and effects, in the past, the present, and the future, of Western hegemonies, namely, asymmetrical relations that bring advantages or, at least, secure the superiority of Western state and non-state actors in politics, economics, and culture broadly understood. Over the past decades and centuries, Westerners never ceased claiming supremacy in all these spheres. A host of these relations were initiated through colonialism and imperialism, and perpetuated through informal imperialism, but there are other channels: political interference, inequalities between countries, and attempts at affirming the supremacy of the so-called Western way of life was also secured through the military might and economic power of great Western actors. This book explores sites of Western hegemonies and contributes to understanding the mechanisms through which international hierarchies are formed and maintained. Bringing together the research of scholars from various fields in the humanities and social sciences, political science, international relations, political philosophy,

sociology, history, postcolonial studies, criminology, and linguistics, this volume develops a multidisciplinary outlook on the issue of Western hegemonies that allows uncovering resemblances between various forms of asymmetrical relations and their mechanisms. The Neoliberal Agenda and the Student Debt Crisis in U.S. Higher Education - Nicholas D. Hartlep 2017-05-18

Capturing the voices of Americans living with student debt in the United States, this collection critiques the neoliberal interest-driven, debt-based system of U.S. higher education and offers alternatives to neoliberal capitalism and the corporatized university. Grounded in an understanding of the historical and political economic context, this book offers auto-ethnographic experiences of living in debt, and analyzes alternatives to the current system. Chapter authors address real questions such as, Do collegians overestimate the economic value of going to college? and How does the monetary system that student loans are part of operate? Pinpointing how developments in the political economy are accountable for students' university experiences, this book provides an authoritative contribution to research in the fields of educational foundations and higher education policy and finance.

Postdigital Dialogues on Critical Pedagogy, Liberation Theology and Information

Technology - Peter McLaren 2020-04-16

Postdigital Dialogues on Critical Pedagogy, Liberation Theology and Information Technology presents a series of dialogues between Peter McLaren, a founding figure of critical pedagogy, and Petar Jandric, a transdisciplinary scholar working at the intersections between critical pedagogy and information technology. The authors debate the postdigital condition, its wide social impacts, and its relationship to critical pedagogy and liberation theology, as part of a transdisciplinary effort to develop a new postdigital revolutionary consciousness in the service of humanity. Throughout the dialogues we see how McLaren's thinking on critical pedagogy and liberation theology have developed since the publication of *Pedagogy of Insurrection*, and how these developments play out in Jandric's theory of the postdigital condition. The book includes a foreword by Peter

Hudis and an afterword by Michael A. Peters.
Leaders in Critical Pedagogy - Brad J Porfilio
2015-12-01

Critical pedagogy has variously inspired, mobilized, troubled, and frustrated teachers, activists, and educational scholars for several decades now. Since its inception the field has been animated by internal antagonism and conflict, and this reality has simultaneously spread the influence of the field in and out of education and seriously challenged its status as an integral body of work. The various debates that have categorized critical pedagogy have also made it difficult for younger scholars to enter into the literature. This is the first book to survey critical pedagogy through first-hand accounts of its established and emerging leaders. While the book does indeed provide a historical exploration and documentation of the development of critical pedagogy as a contested and dynamic educational intervention as well as analyses of that development and directions toward possible futures it is also intended to provide an accessible and comprehensive entry point for a new generation of activists, organizers, scholars, and educators who place questions of pedagogy and social justice at the heart of their thinking and doing. Martin Heidegger once said that Aristotle's life could be summarized in one, short sentence He was born, he thought, he died. Porfilio and Ford's brilliantly curated compilation of autobiographical sketches of leaders in critical pedagogy resolutely rejects Heidegger's reductive thesis, reminding us all that theory is grounded in the historical specificities and material contradictions of life. For those well acquainted with critical pedagogy, these theoretical memoirs grant us a unique and sometimes surprisingly intimate glimpse into the lives behind the words we know so well. But most importantly, the format of the book is an educational intervention into how critical pedagogy can be taught. While it is often the case that students find critical pedagogy dense, inaccessible, and seemingly detached from the everyday concerns of teachers

Market Process and Market Order - Rosolino Candela 2022-09-15

This interdisciplinary volume explores and engages the key thinkers and ideas of the

Austrian School of political economy to better understand aspects of the market process and its implications for everything from disaster recovery and political development to morality and monetary policy.

[The Palgrave International Handbook on Adult and Lifelong Education and Learning](#) - Marcella Milana 2017-10-10

This Handbook provides a wide-ranging frame of reference for researching adult and lifelong education and learning. With contributions from scores of established and newer scholars from six continents, the volume covers a diverse range of geopolitical and social territories across the world. Drawing on the multiple heritages that underpin research on education and learning in adulthood, this Handbook addresses the inner tensions between adult education, adult learning, lifelong education, and lifelong learning, by using current research and theorizations from disciplinary backgrounds, including philosophy, psychology, biology and neuroscience, anthropology, sociology, history, political science, and economics. It provides an explicit discussion of the differences and tensions between adult and lifelong education and learning, and locates these in different policy and historical contexts, theories and practices. It explores a variety of discipline-based theoretical perspectives, and highlights how these have influenced, and been influenced by, research in the education and learning of adults. The Handbook also explores the inevitable frictions and dilemmas these present, and carefully examines the role of the international dimension in researching education and learning in formal, non-formal and informal contexts, beyond traditional schooling. This state-of-the-art, comprehensive Handbook is the first of its kind to explore adult education, lifelong education and lifelong learning fully as distinct activities on an international scale. It will be an indispensable reference resource for students of education at undergraduate and postgraduate levels, and for academic researchers, professionals and policy-makers concerned with adult and community education, further and vocational education, or work-based training and human resource development.

[Course Syllabi in Faculties of Education](#) - André Elias Mazawi 2020-06-11

Course Syllabi in Faculties of Education problematizes one of the least researched phenomena in teacher education, the design of course syllabi, using critical and decolonial approaches. This book looks at the struggles that scholars, policy makers, and educators from a diverse range of countries including Australia, Canada, India, Iran, Palestine, Qatar, Saudi Arabia, the USA, and Zambia face as they design course syllabi in higher education settings. The chapter authors argue that course syllabi are political constructions, representing intense sites of struggles over visions of teacher education and visions of society. As such, they are deeply immersed in what Walter Mignolo calls the “geopolitics of knowledge”. Authors also show how syllabi have become akin to contractual documents that define relations between instructors and students. Based on a set of empirically grounded studies that are compared and contrasted, the chapters offer a clearer picture of how course syllabi function within distinct socio-political, economic, and historical contexts of practice and teacher education.

Neoliberal Education Reform Sarah A. Robert
2015-08-11

The restructuring of teaching is a global issue, the result of a transnational movement of policy. Gender shapes the occupational reform and binds the global-to-the-local movement of reform ideas. Gender is also implicated in how policy is done and how it leads to particular outcomes. This volume examines the behind-the-scenes work done to make sense of reform and implement it during the workday and questions the new forms and controls over teaching reforms—the labor process—revealed to understand the implications of neoliberal education reform on teachers’ work. Based on ethnographic research undertaken at public high schools in Argentina, this volume introduces the everyday work lives of teachers. It includes interviews and observations revealing what it means to be a teacher in the reform context, and explores the ways masculinities and femininities shape teachers’ decision-making about reforms. At a time when teachers are at the center of political controversy around the world, this volume is an important reminder that school change is about changing the work of teachers.

Antonio Gramsci: A Pedagogy to Change the World - Nicola Pizzolato 2017-06-12

This volume provides evidence for the argument of a central place of pedagogy in the interpretation of Gramsci’s political theory. Gramsci’s view that ‘every relationship of hegemony is necessarily a pedagogical relationship’ makes it imperative to dismiss narrow and formal interpretations of his educational theories as applying to schooling only. This book argues that what is required rather is an inquiry into the Italian thinker’s broad conceptualisation of pedagogy, which he thought of as a quintessential political activity, central to understanding and transforming society. Preceded by a broad introduction that positions Gramsci in his context and in the literature, the essays in this book critically revisit the many passages of the Prison Notebooks and pre-prison writings where Gramsci addresses the nexus between politics and pedagogy. Some essays apply those concepts to specific contexts. The book for the first time brings to the attention of an English-speaking audience voices from the current historiography in Italy and Latin America. We are forced at regular intervals to consider how Gramsci might still be useful, in particular national territories, in an international context. How can we carry on with pessimism of the intelligence, but find some basis for optimism of the will? From the foreword of Anne Showstack Sassoon, Visiting Professor of Politics at the Department of Politics at Birbeck, University of London

Confronting Educational Policy in Neoliberal Times - Stephanie Chitpin 2019-01-08

This volume explores how educational policy is changing as a result of neoliberal restructuring and how these issues affect educators’ practice. Evidence-based chapters present a sharp analysis of neoliberal education policy while also offering suggestions and recommendations for future action to bring about change consistent with more robust understandings of democracy. Covering issues relating to historical context, philosophical assumptions, policy implementation, accountability, teacher professionalism and standardization, *Confronting Educational Policy in Neoliberal Times* critically engages the ways micro- and

macro- neoliberal politics shapes the purposes and implementation of schooling.

Hegemony and Education Under

Neoliberalism - Peter Mayo 2015-03-12

Based in a holistic exposition and appraisal of Gramsci's writings that are of relevance to education in neoliberal times, this book--rather than simply applying Gramsci's theories to issues in education--argues that education constitutes the leitmotif of his entire oeuvre and lies at the heart of his conceptualization of the ancient Greek term hegemony that was used by other political theorists before him. Starting from this understanding, the book goes on to compare Gramsci's theories with those of later thinkers in the development of a critical pedagogy that can confront neoliberalism in all its forms.

Regimes of Belonging - Schools -

Migrations - Lydia Heidrich 2021

This edited volume aims to critically discuss in how far the national orientation of schools and teacher education is appropriate in light of increasing migration and transnationality. The contributions offer ideas from teacher education research and school pedagogical practice in different nation-state contexts such as Austria, Canada, Chile, Greece, Israel, Japan, Switzerland, Turkey, the UK, and the USA. They ask which empirical and theoretical approaches are suitable for describing the phenomena of pedagogical-professional dealings with migration-related and transnational demands on schools. In raising this question, they do not reduce the analytical focus on migrants, their migration paths, actions or attitudes. Instead, the authors analyse the global interconnectedness and entanglements each embedded in their specific national and global societal power structures and hierarchical relationships and the country-specific and transnational structures and contextual conditions of schools and teacher education. The editors Lydia Heidrich is a research assistant and PhD candidate at the Faculty of Pedagogy and Educational Sciences at the University of Bremen, Germany. Dr. Yasemin Karakasoglu is a Professor at the Faculty of Pedagogy and Educational Sciences at the University of Bremen, Germany. Dr. Paul Mecheril is a Professor at the Faculty of Education at Bielefeld

University, Germany. Dr. Saphira Shure is a research assistant at the Faculty of Education at Bielefeld University, Germany.

Critical Reflections on the Language of Neoliberalism in Education - Spyros Themelis 2020-12-29

Recognizing the dominance of neoliberal forces in education, this volume offers a range of critical essays which analyze the language used to underpin these dynamics. Combining essays from over 20 internationally renowned contributors, this text offers a critical examination of key terms which have become increasingly central to educational discourse. Each essay considers the etymological foundation of each term, the context in which they have evolved, and likewise their changed meaning. In doing so, these essays illustrate the transformative potential of language to express or challenge political, social, and economic ideologies. The text's musings on the language of education and its implications for the current and future role of education in society make clear its relevance to today's cultural and political landscape. This exploratory monograph will be of interest to doctoral students, researchers, and scholars with an interest in the philosophy of education, educational policy and politics, as well as the sociology of education and the impacts of neoliberalism.

Moving beyond Technicism in English-Language Teacher Education - Yasemin

Tezgiden Cakcak 2019-08-01

Arguing technicism fixates on methods and techniques at the expense of larger social issues in education, this book advocates a critical and liberal approach to teacher education through examples from the author's studies with critical teacher education within the limiting space of Turkey's standardized technicist teacher education curricula.

Adult Education and Lifelong Learning in

Southeastern Europe - George A. Koulaouzides 2017-09-12

Contemporary adult education policy development and lifelong learning practice are experiencing an autonomy loss imposed by the dominant neoliberal economic paradigm. As a consequence, in many countries, especially those that depend economically from supranational organizations and donors, the critical approach

educational policy, aspiration and social reproduction in schooling. Honing in on the discourse on education reform, Stahl demonstrates that a "unique blend" of neoliberalism and social justice values have permeated the CMO's institutional culture, promoting the belief that adopting corporate practices will fix America's schools and ensure equity of opportunity for all. The inclusion of institutional texts (emails, Blackberry messages, posters, and rubrics) balances the personal-subjective and inter-subjective to capture a blend of neoliberalism and social justice reframing.

The Wiley Handbook of Paulo Freire - Carlos Alberto Torres 2019-08-13

Provides new insights on the lasting impact of famed philosopher and educator Paulo Freire 50 years after the publication of his masterpiece, *Pedagogy of the Oppressed*, this book brings new perspectives on rethinking and reinventing Brazilian educator and philosopher Paulo Freire. Written by the most premier exponents and experts of Freirean scholarship, it explores the currency of Freire's contribution to social theory, educational reform, and democratic education. It also analyzes the intersections of Freire's theories with other crucial social theorists such as Gramsci, Gandhi, Habermas, Dewey, Sen, etc. *The Wiley Handbook of Paulo Freire* studies the history and context of the man as a global public intellectual, moving from Brazil to the rest of the world and back. Each section offers insights on the epistemology of the global south initiated by Freire with his work in Latin America; the connections between class, gender, race, religion, the state and eco-pedagogy in the work of Freire; and the contributions he made to democratic education and educational reform. Presents original theory and analysis of Freire's life and work Offers unique and comprehensive analysis of the reception and application of Paulo Freire in international education on all continents Provides a complete historical study of Freire's contributions to education Systematically analyzes the impact of Freire in teachers training, higher education, and lifelong learning *The Wiley Handbook of Paulo Freire* is an ideal book for courses on international and comparative education, pedagogy, education

policy, international development, and Latin America studies.

The Oxford Handbook of the Sociology of the Middle East- Armando Salvatore 2022

"Book Abstract: The sociology of the Middle East has been an expanding field of inquiry since the aftermath of WWII when phenomena as diverse as urbanization, internal and international migration, and peasant societies attracted the attention of scholars working on the region. The Middle East became central in key sociological debates on modernization theory and the critical responses. *The Oxford Handbook of the Sociology of the Middle East* connects this historical trajectory with the emergence of the sociology of Islam, inspired by Max Weber. It explores how within the global community, the Middle East has become a terrain of heightened concern within the post-Cold War context, where the promising rise of civic (and often religiously-inspired) sociopolitical movements in the 1980s and 1990s has been slowly overwhelmed by the affirmation of jihadist networks, authoritarian states, and complex supranational security apparatuses. This foundational volume starts by engaging in a critical examination of the field itself, starting with a historical sociology of the making of the idea itself of the Middle East and linking it with the legacy of colonialism and the evolving dynamics of global power. In repurposing the sociology of the Middle East within a growing interdisciplinary multifield, the Handbook develops the critical argument that the exploration of social dynamics in the Middle East cannot be disjoined from the analysis of culture and politics. By connecting the vexed state-society relations in the region with movements of transformation and the affirmation of rights and creativity in the public arenas, it provides a comprehensive perspective to investigate longstanding regional and new transregional and global dynamics and their impact on the life of people in the region. Keywords: sociology of the Middle East, sociology of Islam, Max Weber, historical sociology, Middle East and North Africa region, MENA"--

Higher education in a globalising world - Peter Mayo 2019-07-04

This book focuses on current policy discourse in Higher Education, with special reference to

Europe. It discusses globalisation, Lifelong Learning, the EU's Higher Education discourse, this discourse's regional ramifications and alternative practices in Higher Education from both the minority and majority worlds with their different learning traditions and epistemologies. It argues that these alternative practices could well provide the germs for the shape of a public good oriented Higher Education for the future. It theoretically expounds on important elements to

consider when engaging Higher Education and communities, discussing the nature of the term 'community' itself. Special reference is accorded to the difference that lies at the core of these ever-changing communities. It then provides an analysis of an 'on the ground project' in University community engagement, before suggesting signposts for further action at the level of policy and provision.