

Article 45 of the Constitution of the  
People's Republic of China:

"Citizens of the People's Republic of China have  
the right to receive education."

Article 24

15 March

# Globalization and Educational Rights

An  
Intercivilizational  
Analysis

Article 26 of the European Convention:  
"No person shall be denied the right to education."

Article 26 of the Universal Declaration:  
"The State shall ensure, by the free  
and compulsory education for all children until  
they complete the age of fourteen."

**Joel Spring**

# Globalization And Educational Rights An Intercivilizational Analysis

**Dan W. Butin**



## **Globalization And Educational Rights An Intercivilizational Analysis:**

Globalization and Educational Rights Joel Spring, 2014-04-08 This is the first book to explore the meaning of equality and freedom of education in a global context and their relationship to the universal right to education It also proposes evaluating school systems according to their achievement of equality and freedom Education in the 21st century is widely viewed as a necessary condition for the promotion of human welfare and thus identified as a basic human right Educational rights are included in many national constitutions written since the global spread of human rights ideas after World War II But as a global idea the meaning of educational rights varies between civilizations In this book which builds on the concept of the universal right to education set forth in Spring's *The Universal Right to Education Justification Definition and Guidelines* his intercivilizational analysis of educational rights focuses on four of the world's major civilizations Confucian Islamic Western and Hindu Spring begins by considering educational rights as part of the global flow of ideas and the global culture of schooling He also considers the tension this generates within different civilizational traditions Next he proceeds to examine the meaning of educational rights in the Confucian tradition in the recent history of China and in the Chinese Constitution look at educational rights in the context of Islamic civilization and as presented in the constitutions of Islamic countries including an analysis of the sharp contrast between the religious orientation of Islamic educational rights and those of China and the West explore the problems created by the Western natural rights tradition and the eventual acceptance of educational rights as represented in European constitutions with a focus on the development and prominence given in the West to the relationship between schooling and equality of opportunity and investigate the effect of global culture on India and the blend of Western and Hindu ideas in the Indian constitution highlighting the obstacles to fulfillment of educational rights created by centuries of discrimination against women and lower castes In his conclusion Spring presents an educational rights statement based on his intercivilizational analysis and his examination of national constitutions This statement is intended to serve as a model for the inclusion of educational rights in national constitutions

**Globalization and Educational Rights** Joel H. Spring, 2001 explores the meaning of equality and freedom in global ed and relationship to universal rights to ed Specifically how ed rights vary between civilizations Focuses on Confucian Islamic Western and Hindu civilizations

**Globalization and Educational Rights** Joel Spring, 2014-04-08 This is the first book to explore the meaning of equality and freedom of education in a global context and their relationship to the universal right to education It also proposes evaluating school systems according to their achievement of equality and freedom Education in the 21st century is widely viewed as a necessary condition for the promotion of human welfare and thus identified as a basic human right Educational rights are included in many national constitutions written since the global spread of human rights ideas after World War II But as a global idea the meaning of educational rights varies between civilizations In this book which builds on the concept of the universal right to education set forth in Spring's *The Universal Right to Education Justification Definition*

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*Black American Students in An Affluent Suburb* John U. Ogbu, 2003-02-26 Focuses on the role of community forces in academic disengagement among Black American Students at every social class level the study extends Ogbu's ongoing research on minority education

**American Dreams, Global Visions** Donald F. Hones, 2014-04-04 This book presents the struggle for dialogue and understanding between teachers and refugee and immigrant families in their own words Forging a stronger connection between teachers newcomers and their families is one of the greatest challenges facing schools in the United States Teachers need to become familiar with the political economic and sociocultural contexts of these newcomers lives and the role of the U S in influencing these contexts in positive and negative ways The important contribution of *American Dreams Global Visions* is to bring together global issues of international politics and economics and their effects on migration and refugee situations national issues of language and social policy and local issues of education and finding ways to live together in an increasingly diverse society Narratives of four immigrant families in the United States Hmong Mexican Assyrian Kurdish Kosovar and the teacher researchers who are coming to know them form the heart of this work The narratives are interwoven with data from the research and critical analysis of how the narratives reflect and embody local national and global contexts of power The themes that are developed set the stage for critical dialogues about culture language history and power Central to the book is a rationale and methodology for teachers to conduct dialogic research with refugees and immigrants research encompassing methods as once ethnographic participatory and narrative which seeks to engage researchers and participants in dialogues that shed light on economic political social and cultural relationships to represent these relationships in texts and to extend these dialogues to promote broader understanding and social justice in

schools and communities American Dreams Global Visions will interest teachers social workers and others who work with immigrants and refugees researchers professionals and students across the fields of education language and culture ethnic studies American studies and anthropology and members of the general public interested in learning more about America's most recent newcomers It is particularly appropriate for courses in foundations of education multicultural education comparative education language and culture and qualitative research

*Educating the Consumer-citizen* Joel Spring, 2003-05-14 In *Educating the Consumer Citizen A History of the Marriage of Schools Advertising and Media* Joel Spring charts the rise of consumerism as the dominant American ideology of the 21st century He documents and analyzes how from the early 19th century through the present the combined endeavors of schools advertising and media have led to the creation of a consumerist ideology and ensured its central place in American life and global culture Spring first defines consumerist ideology and consumer citizen and explores their 19th century origins in schools children's literature the commercialization of American cities advertising newspapers and the development of department stores He then traces the rise of consumerist ideology in the 20th century by looking closely at the impact of the home economics profession on the education of women as consumers and the development of an American cuisine based on packaged and processed foods the influence of advertising images of sports heroes cowboys and the clean shaven businessman in shaping male identity the outcomes of the growth of the high school as a mass institution on the development of teenage consumer markets the consequences of commercial radio and television joining with the schools to educate a consumer oriented population so that by the 1950s consumerist images were tied to the Cold War and presented as the American way of life in both media and schools the effects of the civil rights movement on integrating previously excluded groups into the consumer society the changes the women's movement demanded in textbooks school curricula media and advertising that led to a new image of women in the consumer market and the ascent of fast food education Spring carries the story into the 21st century by examining the evolving marriage of schools advertising and media and its ongoing role in educating the consumer citizen and creating an integrated consumer market This book will be of wide interest to scholars professionals and students across foundations of education history and sociology of education educational policy mass communications American history and cultural studies It is highly appropriate as a text for courses in these areas

*Non-Western Educational Traditions* Timothy G. Reagan, 2004-09-22 This text provides a brief yet comprehensive overview of a number of non-Western approaches to educational thought and practice Its premise is that understanding the ways that other people educate their children as well as what counts for them as education may help us think more clearly about some of our own assumptions and values and to become more open to alternative viewpoints about important educational matters The value of this informative mind-opening text for preservice and in-service teacher education courses is enhanced by Questions for Discussion and Reflection and Recommended Further Readings included in each chapter New in the Third Edition Chapter 2 Conceptualizing Culture I We

and The Other is new to this edition It is a response to feedback about the problems inherent in our general discourse about culture and in addition provides an example of a culture that is near to us but nevertheless alien the culture of the Deaf World Chapter 9 which deals with Islam and traditional Muslim education has been substantially revised The subtitle of the Third Edition has been changed to Indigenous Approaches to Educational Thought and Practice reflecting not so much a change in the emphases found in the book but rather a recognition of the growing scholarly interest in indigenous peoples their languages cultures and histories Various points throughout the text have been expanded and clarified and chapters have been updated as needed

**Education Networks** Joel Spring, 2012-03-22 Education Networks is a critical analysis of the emerging intersection among the global power elite information and communication technology and schools Joel Spring documents and examines the economic and political interests and forces including elite networks the for profit education industry data managers and professional educators that are pushing the use of ICT for online instruction test preparation and tutoring data management instructional software packages and more and looks closely at the impact this is having on schools students and learning Making a distinction between mind as socially constructed and brain as a physiological entity Spring draws on recent findings from comparative psychology on the possible effects of ICT on the social construction of the minds of students and school managers and from neuroscience regarding its effect on students brains Throughout the influence of elite networks and powerful interest groups is linked to what is happening to children in classrooms In conclusion Spring offers bold suggestions to change the course of the looming technological triumph of ICT in the brave new world of schooling

**Studying Educational and Social Policy** Ronald H. Heck, 2004-07-19 The overall purpose of this text is to introduce beginning researchers to the study of educational and social policy how it has been examined from a scholarly perspective and the salient issues to consider in conceptualizing and conducting policy research The emphasis is on introduce as the various policy fields within the public sector for example education energy health labor are much too diverse to include in depth in a single volume on theoretical concepts and research methods The focus is not so much on the substance of policymaking as on understanding the interplay between how policy is made and implemented and the various conceptual approaches and methods researchers can use to frame and conduct policy studies The underlying assumption is that a critique of the substantive theoretical and methodological issues involved in studying policy can help researchers conduct policy studies that are more informative in guiding policy development and more effective in assessing the impact of policy reforms Part I acquaints readers with substantive issues and challenges related to the study of the policy process and includes chapters on federalism and policymaking and on studying policy development implementation and impact Part II examines different conceptual frameworks and theories for the study of policy with chapters on political culture and policymaking the punctuated equilibrium theory and the advocacy coalition framework economic and organizational perspectives and new approaches e g feminism critical theory postmodernism Part III focuses research methods for studying

policy covering research design qualitative methods multilevel methods for policy research and growth modeling methods for examining policy change Part IV compares the diversity of approaches used by policy scholars with respect to their strengths and weaknesses and presents a number of issues for further consideration in conducting policy research This introduction to theories and methods of conducting policy research is intended to give prospective researchers an appreciation of the relationship among policy problems empirical methods and practice and to contribute to building their skills in conceptualizing and conducting policy research that answers important questions The text includes examples of studies to illustrate the diversity of methodological techniques and discusses issues related to the design and conduct of original educational policy studies *Studying Educational and Social Policy Theoretical Concepts and Research Methods* is designed primarily for graduate courses in educational policy and educational research and is appropriate as well for research methodology courses in other disciplines including statistics and research methodology in the social sciences organizational studies public policy and political science

*U.S. Latinos and Education Policy* Pedro R. Portes, Spencer Salas, Patricia Baquedano-López, Paula J. Mellom, 2014-03-14 With the American dream progressively elusive for and exclusive of Latinos there is an urgent need for empirically and conceptually based macro level policy solutions for Latino education Going beyond just exposing educational inequalities this volume provides intelligent and pragmatic research based policy directions and tools for change for U S Latino Education and other multicultural contexts *U S Latinos and Education Policy* is organized round three themes education as both product and process of social and historical events and practices the experiences of young immigrants in schools in both U S and international settings and policy approaches to address their needs and situated perspectives on learning among immigrant students across school home and community With contributions from leading scholars including Luis Moll Eugene E Garcia Richard P Dur n Sonia Nieto Angela Valenzuela Alejandro Portes and Barbara Flores this volume enhances existing discussions by showcasing how researchers working both within and in collaboration with Latino communities have employed multiple analytic frameworks illustrating how current scholarship and culturally oriented theory can serve equity oriented practice and focusing attention on ethnicity in context and in relation to the interaction of developmental and cultural factors The theoretical and methodological perspectives integrate praxis research from multiple disciplines and apply this research directly to policy

*Teaching Social Foundations of Education* Dan W. Butin, 2014-04-08 This book the first comprehensive critical examination of the theory and pedagogy of the field of social foundations of education and its relevance and role within teacher education Articulates central questions in the field such as What is social foundations Is there a social foundations canon Is it possible to teach for social justice What is student resistance Explores the limits and possibilities of teaching social foundations of education Provides strong arguments for the continued relevance of the discipline for teacher education Features a variety of clearly presented theoretically grounded models for teaching social foundations within teacher education programs including aesthetic education critical theory and

eco justice perspectives the use of community based oral histories and experiential learning activities Provides concrete examples actual syllabi and a host of additional resources to help faculty teach publish and do research and Proposes new directions for research and dialogue within the field This volume is an ideal entrance into the field for graduate students junior faculty and professors from other areas of education who are teaching in the social foundations field for the first time

**Globalizing Education for Work** Richard D. Lakes, Patricia A. Carter, 2004-07-19 This book takes a critical look at the impact of globalization as it relates to educating women for work It explores current efforts in a number of nations to make vocational education and training gender equitable

**Handbook of Urban Educational Leadership** Muhammad Khalifa, Noelle Witherspoon Arnold, PhD, associate professor, Educational Leadership and Policy Analysis, University of Missouri-Columbia, Dr. Azadeh F. Osanloo, Cosette M. Grant, 2015-06-01 This authoritative handbook examines the community district and teacher leadership roles that affect urban schools It will serve as a foundation for pedagogical and educational leadership practices that foster social justice equity and advocacy for those who have been traditionally and historically underserved in education

**Re-Thinking Freire** Chet A. Bowers, Fr, d, rique Apffel-Marglin, 2004-12-13 This landmark collection of essays by Third World activists highlights two major world changes which they argue have been neglected by Freire and his many followers the Third World grass roots cultural resistance to economic globalization and the ecological crisis One source of the activist authors criticisms of Freire s pedagogy is rooted in their attempts to combine consciousness raising with literacy programs in such diverse cultural settings as Bolivia Peru India Southern Mexico and Cambodia where they discovered that Freire s pedagogy is based on western assumptions that undermine indigenous knowledge systems Equally important these authors make the case in various ways that a major limitation with Freire s ideas and which is reproduced in the writings of his followers is that he did not recognize the cultural implications of the world s ecological crisis Several essays in the collection focus directly on how the cultural assumptions Freire took for granted were also the assumptions that gave conceptual and moral legitimacy to the Industrial Revolution and continue to be the basis of the thinking behind economic globalization The essays also explain why cultural diversity is essential to the preservation of biological diversity and how intergenerational knowledge and patterns of mutual aid within different cultures provide alternatives to a consumer dependent lifestyle In his Afterword C A Bowers addresses the need to adopt a more ecological way of thinking one that recognizes the many ways the individual is nested in the interdependent networks of culture and how diverse cultures are nested in natural systems It also stresses that one of the tasks of educators is to help students recognize the patterns and relationships of everyday life and to assess them in terms of their contribution to less consumer dependent relationships and activities As the essays in this volume affirm this involves facilitating students awareness of differences between cultures the impact of consumerism on ecosystems and the connections between hyper consumerism and environmental racism and the colonizing relationship of the South by the North Re Thinking Freire Globalization and the



Environmental Crisis is a major contribution to this critical endeavor      **A Place to Be Navajo** Teresa L. McCarty, 2002-02-01 A Place To Be Navajo is the only book length ethnographic account of a revolutionary Indigenous self determination movement that began in 1966 with the Rough Rock Demonstration School Called Din Bi Ita The People s School in recognition of its status as the first American Indian community controlled school Rough Rock was the first to teach in the Native language and to produce a body of quality children s literature by and about Navajo people These innovations have positioned the school as a leader in American Indian and bilingual bicultural education and have enabled school participants to wield considerable influence on national policy This book is a critical life history of this singular school and community McCarty s account grows out of 20 years of ethnographic work by the author with the Din Navajo community of Rough Rock The story is told primarily through written text but also through the striking black and white images of photographer Fred Bia a member of the Rough Rock community Unlike most accounts of Indigenous schooling this study involves the active participation of Navajo community members Their oral testimony and that of other leaders in Indigenous Navajo education frame and texture the account Informed by critical theories of education this book is not just the story of a single school and community It is also an inquiry into the larger struggle for self determination by Indigenous and other minoritized communities raising issues of identity voice and community empowerment A Place To Be Navajo asks whether school can be a place where children learn question and grow in an environment that values and builds upon who they are The author argues that the questions Rough Rock raises and the responses they summon implicate us all      Place-and Community-Based Education in Schools Gregory A. Smith, David Sobel, 2014-04-08 Place and community based education an approach to teaching and learning that starts with the local addresses two critical gaps in the experience of many children now growing up in the United States contact with the natural world and contact with community It offers a way to extend young people s attention beyond the classroom to the world as it actually is and to engage them in the process of devising solutions to the social and environmental problems they will confront as adults This approach can increase students engagement with learning and enhance their academic achievement Envisioned as a primer and guide for educators and members of the public interested in incorporating the local into schools in their own communities this book explains the purpose and nature of place and community based education and provides multiple examples of its practice The detailed descriptions of learning experiences set both within and beyond the classroom will help readers begin the process of advocating for or incorporating local content and experiences into their schools      *The Politics of American Education* Joel Spring, 2011-01-12 Turning his distinctive analytical lens to the politics of American education Joel Spring looks at contemporary educational policy issues from theoretical practical and historical perspectives This comprehensive overview documents and explains who influences educational policy and how bringing to life the realities of schooling in the 21st century and revealing the ongoing ideological struggles at play Coverage includes the influence of global organizations on

American school policies and the impact of emerging open source and other forms of electronic textbooks Thought provoking lucid original in its conceptual framework and rich with engaging examples from the real world this text is timely and useful for understanding the big picture and the micro level intricacies of the multiple forces at work in controlling U S public schools It is the text of choice for any course that covers or addresses the politics of American education Companion Website The interactive Companion Website accompanying this text includes relevant data public domain documents YouTube links and links to websites representing political organizations and interest groups involved in education

**Reclaiming Education for Democracy** Paul Shaker, Elizabeth E. Heilman, 2010-04-26 Reclaiming Education for Democracy subjects the prophets and doctrines of educational neoliberalism to scrutiny in order to provide a rationale and vision for public education beyond the limits of No Child Left Behind The authors combine a history of recent education policy with an in depth analysis of the origins of such policy and its impact on professional educators The public face of these policies is separated from motives rooted in politics profit and ideology The book also searches for new insights in understanding the neoliberal and managerialist assault on education by examining the psychology of advocates who demonstrate a special animus toward universal public education The manipulation of public education by No Child Left Behind is a case study in the general approach to public institutions taken by the politicians and theorists in these camps K 12 education has been subjected to deceptive descriptive analyses marginalization of its professional leadership manipulation of its goals the imposition of illegitimate quality markers a grab on its resources by corporate profiteers and a demoralization of its rank and file This book helps us think beyond this new commonsense of education Recipient 2009 AERA Division K Award for Exemplary Research in Teaching and Teacher Education

*The Great American Education-industrial Complex* Anthony G. Picciano, Joel H. Spring, 2013 This critical analysis of the American educational industrial complex organizations corporate entities and political agents that seek to influence U S public education policy in accord with their own goals and objectives posits that educational technology is the vehicle whereby it has grown and strengthened its position of influence

*Indigenous Educational Models for Contemporary Practice* Maenette Kape'ahiokalani Padeken Ah Nee- Benham, 2017-09-25 The book challenges teachers researchers educational leaders and community stakeholders to build dynamic learning environments through which indigenous learners can be Boldly Indigenous in a Global World Three days of focused dialogue at the 2005 World Indigenous Peoples Conference on Education WIPCE led to the charge to create Volume II of Indigenous Educational Models for Contemporary Practice In Our Mother's Voice Building on the first volume Volume II examines these topics Regenerating and transforming language and culture pedagogy that reminds us that what is Contemporary is Native Living indigenous leadership that engages and ensures the presence readiness and civic work of our next generation of leaders Indigenizing assessment and accountability that makes certain that native values and strengths lead this important work Highlighting the power of partnerships that begin with the child elder which is then nurtured in community and institutions

to cross boundaries of cultural difference physical geography native and non native institutions and communities Indigenous Educational Models for Contemporary Practice In Our Mother s Voice Volume II honors the wisdom of our ancestors highlights the diversity of our indigenous stories and illuminates the passion of forward looking scholars

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