

Die beste Regierungsform ist für Mill diejenige, welche die Tugend und die Intelligenz ihrer Bürger fördert und zugleich die Gesellschaftsmitglieder dazu befähigt, ihre Rechte und Interessen selbst zu schützen, beispielsweise durch Erziehung und Ausbildung sowie durch das Recht auf Beteiligung am politischen Willensbildungsprozess, in der Mill zugleich einen „edukativen Prozess“ sieht (Ten 1998: 383, 375ff., Mill 1958). Zur besten Regierungsform gehört ferner effektives und intelligentes Regieren sowie die Verbesserung des Lotes und des Charakters der Regierten (Shields 1958, Thompson 1976: 175). Politische Beteiligung und Kompetenz sind die Schlüsselbegriffe von Mills Idealstaat. Die politische Beteiligung ist für ihn ein Mechanismus, mit dem die Bürger ihre Interessen äußern, abwägen und schützen und zugleich ihre Staatsbürgerkompetenz stärken können. Für die Sache der Kompetenz tritt Mill ein, weil nur so die vorhandenen Talente und Tugenden in einer für das Gesamtwohl optimalen Weise genutzt würden (Thompson 1976: 54ff.). Dabei kommt es – erstens – auf die instrumentelle Kompetenz an, also auf die Fähigkeit, jene Ziele zu identifizieren, die am ehesten den individuellen Interessen entsprechen und die besten Mittel zur Zielerreichung auszuwählen, und – zweitens – auf die moralische Kompetenz, d.h. die Fähig-

# Educative Democracy Hb

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## **Educative Democracy Hb:**

**The Cambridge Handbook of Democratic Education** Julian Culp, Johannes Drerup, Douglas Yacek, 2023-04-27 What kind of education is needed for democracy How can education respond to the challenges that current democracies face This unprecedented Handbook offers a comprehensive overview of the most important ideas issues and thinkers within democratic education Its thirty chapters are written by leading experts in the field in an accessible format Its breadth of purpose and depth of analysis will appeal to both researchers and practitioners in education and politics The Handbook addresses not only the historical roots and philosophical foundations of democratic education but also engages with contemporary political issues and key challenges to the project of democratic education *Beyond Liberal Democracy*

Daniel A. Bell, 2009-01-10 Is liberal democracy appropriate for East Asia In this provocative book Daniel Bell argues for morally legitimate alternatives to Western style liberal democracy in the region *Beyond Liberal Democracy* which continues the author's influential earlier work is divided into three parts that correspond to the three main hallmarks of liberal democracy human rights democracy and capitalism These features have been modified substantially during their transmission to East Asian societies that have been shaped by nonliberal practices and values Bell points to the dangers of implementing Western style models and proposes alternative justifications and practices that may be more appropriate for East Asian societies If human rights democracy and capitalism are to take root and produce beneficial outcomes in East Asia Bell argues they must be adjusted to contemporary East Asian political and economic realities and to the values of nonliberal East Asian political traditions such as Confucianism and Legalism Local knowledge is therefore essential for realistic and morally informed contributions to debates on political reform in the region as well as for mutual learning and enrichment of political theories *Beyond Liberal Democracy* is indispensable reading for students and scholars of political theory Asian studies and human rights as well as anyone concerned about China's political and economic future and how Western governments and organizations should engage with China

**Democratic Dilemmas** Julie A. Marsh, 2012-02-01 Drawing on three years of field research and extensive theoretical and empirical literature *Democratic Dilemmas* chronicles the day to day efforts of educators and laypersons working together to advance student learning in two California school districts Julie A. Marsh reveals how power values organizational climates and trust played key roles in these two districts achieving vastly different results In one district parents citizens teachers and administrators effectively developed and implemented districtwide improvement strategies in the other community and district leaders unsuccessfully attempted to improve systemwide accountability through dialogue The book highlights the inherent tensions of deliberative democracy competing notions of representation limitations of current conceptions of educational accountability and the foundational importance of trust to democracy and education reform It further provides a framework for improving community educator collaboration and lessons for policy and practice **Higher education leadership for democracy, sustainability and social justice**

Sjur Bergan, Ira Harkavy, Ronaldo Munck, 2023-11-01 Democracy sustainability and social justice the leading role that higher education must play in maintaining these three principles This publication Higher education leadership for democracy sustainability and social justice arises from the global forum that the Council of Europe the International Consortium for Higher Education Civic Responsibility and Democracy the Organization of American States and the International Association of Universities organised at Dublin City University in June 2022 It also arises from the challenges of Covid 19 which both highlighted and contributed to the fragility of democracy with the increasing erosion of democratic participation the deepening of extreme inequities the strengthening of identity and nationalistic politics and the promotion of populist anti intellectualism involving attacks on science and knowledge itself In this book authors from Europe the United States and Latin America argue that democracy sustainability and social justice are inextricably linked and that we can impact none of them unless higher education plays an important role in identifying the issues and helping society devise a viable and robust response The book argues that higher education must do more than develop and disseminate knowledge and understanding Higher education must influence the way individuals and societies behave Higher education must lead The importance of this leadership is illustrated by the inclusion of the Dublin Global Forum in the programme of the Irish Presidency of the Committee of Ministers of the Council of Europe and will be borne out by the positions and actions of the higher education community

**Civic Education and Contested Democracy** Wim de Jong, 2020-10-14 This book explores citizenship education and democracy in the Netherlands From the Second World War to the present day debates about civic education and democracy have raged in the country this book demonstrates how citizens social movements and political elites have articulated their own notions of democracy Civic education illustrates democracy as an essentially contested concept the transmission of political ideals highlights conflicting democratic values and a problem of paternalism Ultimately who dictates what democracy is and to whom As expectations of citizens rise they are viewed more and more as objects of a pedagogical project itself a controversial notion Focusing on what democracy means practically in society this book will be of interest to scholars of citizenship education and post war Dutch political history

**Democracy's Angels** Kristina R. Llewellyn, 2012-09-01 Following the Second World War women teachers filled a labour shortage in schools and Canadian newspapers rushed to feature their presence One caption even called the teachers pretty enough to send dad to school with junior Envisioned as shining examples of proper femininity female educators were expected to produce a new generation of housewives for a strong democratic nation Democracy's Angels is a daring exploration of the limitations of that vision which ultimately confined women to teaching a model of citizenship that privileged masculinity and reduced women's authority In an analytical tour de force Kristina Llewellyn unravels the ideological underpinnings of democracy as the objective for postwar education Schools were charged with producing rational autonomous politically engaged citizens but women were not associated with these qualities Claims to scholarly knowledge professional autonomy and administrative positions were

reserved for male teachers Using rigorous interdisciplinary scholarship and extensive interviews with former teachers Llewellyn reveals the ways in which women negotiated and even found opportunities within these troubling limitations An unflinching look at the difficult realities of women s work experiences in postwar Canada Democracy s Angels illustrates the intrinsic connections between gender education and democracy

**Resources in Education** ,1991-10 *Critical Sexuality Studies, Lavender Languages, and Everyday Life* Michelle Marzullo,William L. Leap,2024-09-05 Critical Sexuality Studies CSS and Lavender Languages Linguistics LLL are leading modes of inquiry in two different fields of sexuality studies In this edited collection chapters reveal how these can be combined to produce a new approach to analyzing language use sexuality and gender and discourse on authority and power The book demonstrates how together LLL and CSS iterate each other through their mutual concern with sexuality gender and power especially when considering the materiality of daily life Authors then compare CSS to other fields of sexuality studies to reveal commonalities and tensions that are addressed via the LLL based interventions exemplified in this volume The body of the book organizes examples of Lavender Languages projects around a four part CSS framework with an introductory essay for each section indicating the connections between the CSS theme and the LLL examples The volume concludes with reflections showing how CSS interests in sexuality and power benefits from LLL with its emphasis on socially focused studies of discourse and text Strengthening pathways to future knowledge making this book provides a detailed roadmap for scholarly and activist engagements in language centered critical sexuality studies

**The Journal of Higher Education** ,1940 Covers topics in higher education Includes book reviews

**Essays on Political Education** Bernard Crick,Derek Heater,2012-05-04 In the 1960s and 1970s there was a remarkable development of interest in political education not only in Britain but also in other countries namely the USA Germany and Australia This volume provides scholars and teachers in this field with a picture of British work in the area of political education

*Proceedings of the Annual Meeting - National Education Association of the United States* National Education Association of the United States,1918

**Handbook of Research on Transforming Government, Nonprofits, and Healthcare in a Post-Pandemic Era** Howard, Joanne E.,2022-10-28 The COVID 19 pandemic has offered the world and its governments many challenges in how they will conduct their responsibilities and best assist their citizens The COVID 19 pandemic not only brought a global health emergency but also helped to shed light on systemic inequalities caused conspiracy and distrust within the masses and exhausted global health services The government and nonprofit sector including healthcare education and social service organizations will have to utilize the best practices greater collaboration and joint venturing to survive post pandemic The Handbook of Research on Transforming Government Nonprofits and Healthcare in a Post Pandemic Era serves as a resource for those in education healthcare government social service and other nonprofit organizations who wish to advance their missions in an age of uncertainty It further discusses how democracy can continue to advance the world its countries and the way that we see one another Covering topics such as

BIPOC academic leaders economic development and health science education this premier reference source is an essential resource for government officials public administration community leaders advocacy networks social service organizations hospital administrators health officials medical professionals students and faculty of higher education researchers and academicians      Sociocultural Research on Mathematics Education Bill Atweh, Helen Forgasz, Ben Nebres, 2013-03-07 This volume the first to bring together research on sociocultural aspects of mathematics education presents contemporary and international perspectives on social justice and equity issues that impact mathematics education In particular it highlights the importance of three interacting and powerful factors gender social and cultural dimensions Sociocultural Research on Mathematics Education An International Perspective is distinguished in several ways It is research based Chapters report on significant research projects present a comprehensive and critical summary of the research findings and offer a critical discussion of research methods and theoretical perspectives undertaken in the area It is future oriented presenting recommendations for practice and policy and identifying areas for further research It deals with all aspects of formal and informal mathematics education and applications and all levels of formal schooling As the context of mathematics education rapidly changes with an increased demand for mathematically literate citizenship an increased awareness of issues of equity inclusivity and accountability and increased efforts for globalization of curriculum development and research questions are being raised more than ever before about the problems of teaching and learning mathematics from a non cognitive science perspective This book contributes significantly to addressing such issues and answering such questions It is especially relevant for researchers graduate students and policymakers in the field of mathematics education      **School and Home Education** ,1911      *The Ethics of Inclusive Education* Franziska Felder, 2021-12-30 The Ethics of Inclusive Education clarifies the idea of inclusion and its normative content and presents a coherent theoretical framework for inclusion and inclusive education It serves as one of the first extended philosophical defenses in the field of inclusive education that goes beyond a simple assertion of educational value Integrating perspectives from the history sociology and psychology of inclusive education this book develops a holistic concept of inclusion while clearly and systematically examining the ethical normative content of inclusive education It also offers an interdisciplinary analysis of inclusion and inclusive schooling ranging from historical to sociological analysis of their predecessors and preconditions to the investigation of their philosophical and educational content an in depth analysis of the moral significance of exclusion the value of inclusion and inclusive education from an analytical point of view and practice oriented investigations of the individual and social conditions for inclusion and inclusive education The Ethics of Inclusive Education serves researchers practitioners and politicians to make key educational decisions about how to understand explore or realize inclusive educational aims especially with respect to disability and special needs      **Colorado School Journal** ,1916      **The Colorado School Journal** ,1918      *Modern Methods in Teaching* Harry Bruce Wilson, George Cleveland Kyte, Herbert Galen Lull, 1924

*Readers' Guide to Periodical Literature*, 1920

EBOOK: Education and the Struggle for Democracy Wilfred

Carr, Anthony Hartnett, 1996-03-16 During the past decade there has been a series of radical changes to the educational system of England and Wales This book argues that any serious study of these changes has to engage with complex questions about the role of education in a modern liberal democracy Were these educational changes informed by the needs and aspirations of a democratic society To what extent will they promote democratic values and ideals These questions can only be adequately addressed by making explicit the political ideas and the underlying philosophical principles that have together shaped the English educational system To this end the book provides a selective history of English education which exposes the connections between decisive periods of educational change and the intellectual and political climate in which it occurred It also connects the educational policies of the 1980s and 90s to the political ideas of the New Right in order to show how they are part of a broader political strategy aimed at reversing the democratic advances achieved through the intellectual and political struggles of the nineteenth and twentieth centuries The book proposes that a democratic educational vision can only effectively be advanced by renewing the struggle for democracy the historical struggle to create forms of education which will empower all citizens to participate in an open pluralistic and democratic society

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