

Education and the Scandinavian Welfare State in the Year 2000

Equality, Policy, and Reform

Edited by
Arild Tjeldvoll



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RJ Alexander



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Education and the Scandinavian Welfare State in the Year 2000 Arild Tjeldvoll, 1998 This contribution to comparative education presents a discussion of the recent changes in Denmark Finland Iceland Norway and Sweden The implementation of a democratic educational policy in Scandinavia has been affected by the dominance of the Protestant Church mass immigration from Third World nations a growing belief in rugged individualism newfound respect for privatization and the market economy and the increasing unemployment of the technical revolution Education has been unable to adapt rapidly enough to meet the changing needs of this transformed Scandinavia In this comprehensive collection of articles thoughts and concerns for the Scandinavia of both the 1990s and the future

Education and the Scandinavian Welfare State in the Year 2000 Arild Tjeldvoll, 2013-10-31 This significant contribution to comparative education presents an authoritative discussion of the recent changes in Denmark Finland Iceland Norway and Sweden The implementation of a democratic educational policy in Scandinavia has been affected by the dominance of the Protestant Church mass immigration from Third World nations a growing belief in rugged individualism newfound respect for privatization and the market economy and the increasing unemployment of the technical revolution Education has been unable to adapt rapidly enough to meet the changing needs of this transformed Scandinavia In this comprehensive collection of articles contributors present their findings thoughts and concerns for the Scandinavia of both the 90s and the future

Understanding PISA's Attractiveness Florian Waldow, Gita Steiner-Khamsi, 2019-05-02 Understanding PISA's Attractiveness examines how policy makers and the media interpret the results of PISA league leaders losers and slippers in ways that suit their own reform agendas As a result a myriad of explanations exist as to why an educational system is high or low performing The chapters written by leading scholars from Australia Austria Denmark Finland Germany Norway Singapore South Korea Spain Sweden Taiwan the UK and the USA provide a fascinating account of why results from PISA and other international large scale assessments are interpreted and translated differently in the various countries The analyses in this book bring to light the wide array of idiosyncratic projections into these international tests In some countries these tests are also used to scandalise one's own educational system and to generate quasi external reform pressure Compiled by two leading scholars in comparative education Florian Waldow and Gita Steiner Khamsi this book offers a truly global perspective on the uses and abuses of PISA and will be of great interest to students and academics working in educational policy comparative education and political science and those working on large scale data sets

Integration of Vocational Education and Training Experiences Sarojni Choy, Gun-Britt Wärvik, Viveca Lindberg, 2018-06-19 This book draws on experiences from a range of vocational education systems in different nation states and re-examines the purpose of providing experiences outside educational institutions the kinds and extent of those experiences and efforts made to ensure the integration of students' experiences across sites Analyses of the various vocational education systems their purposes and practices across nations and challenges

experienced by different stakeholders illustrate different approaches to the integration of learning at different sites. The book includes a consideration of what constitutes the integration and reconciliation of experiences and their attendant educational implications. This extends an appraisal of the concepts of integration, reconciliation, curriculum, and work readiness, each of which has a range of connotations. Integration or reconciliation is differentiated from transfer of learning, which is commonly based on simple assumptions that the educational institutions will provide theory and that the workplaces will provide practice from the workplaces and that the two can be easily linked by students. The contributions from different nation states clearly demonstrate that integration is a collaborative process and requires the agency of stakeholders operating at global, national, and specific learning site levels.

The Hegemony of Growth Matthias Schmelzer, 2016-05-17 In modern society, economic growth is considered to be the primary goal pursued through policymaking. But when and how did this perception become widely adopted among social scientists, politicians, and the general public? Focusing on the OECD, one of the least understood international organisations, Schmelzer offers the first transnational study to chart the history of growth discourses. He reveals how the pursuit of GDP growth emerged as a societal goal and the ways in which the methods employed to measure, model, and prescribe growth resulted in statistical standards, international policy frameworks, and widely accepted norms. Setting his analysis within the context of capitalist development, post-war reconstruction, the Cold War, decolonization, and industrial crisis, *The Hegemony of Growth* sheds new light on the continuous reshaping of the growth paradigm up to the neoliberal age and adds historical depth to current debates on climate change, inequality, and the limits to growth.

Gender Issues in International Education Maggie Wilson, Sheena Erskine, 2013-10-31 This book discusses equal opportunity for education in a global context. Research findings from all over the world, including Africa, Asia, Australia, Europe, and North America, are presented. Wilson and Erskine have compiled chapters addressing current gender issues as well as specific problems facing policy makers and professionals alike.

Crisis and Hope Gustavo Fischman, Stephen Ball, Silvina Gvirtz, 2003-12-16 This book seeks to offer the most up-to-date and relevant sample of contemporary research on Latin American education by inviting the reader to understand the complexities, heterogeneities, nightmares, dreams, crisis, and promises of education in the region.

Inside Japanese Classrooms Nancy Sato, 2003-12-16 This detailed ethnographic study of fifth and sixth grade classrooms offers new insights into Japanese culture as many aspects of daily social life are embedded in the educational system. Additionally, this book provides new perspectives on educational reform in the U.S. since many current issues and programs focus on notions of community collaboration and systemic reform, all of which are central to understanding Japanese teaching and learning processes in schools.

Education, Cultures, and Economics Angela W. Little, Fiona E. Leach, 2013-06-17 This edited volume reviews the conflict between economic prescriptions for improved education in the developing world and local cultures. Among the issues reviewed are conceptions of culture and economics in development and education literature, economic considerations of school systems to promote cultural goals, the differentiation

of schools from other sites of cultural reproduction learning experiences of various cultural groups and the cross cultural work of development agencies China's National Minority Education Gerard A. Postiglione,2013-10-15 This volume focuses on policies and practices in the education of China's national minorities with the purpose of assessing the goals and impact of state sponsored education for China's non Han people's The essays in the four sections of this book examine cultural challenges to state schooling the extent of educational provision in minority areas the perspectives of Tibetan and Uyghur minorities toward state education along with providing case studies of four national minorities The book makes the point that despite the authoritarian character of China's state schooling diversity reigns **The Ethnographic Eye** Heidi Ross,Judith Liu,2013-10-15 First Published in 2000 This book a collection of ethnographic studies of Chinese schooling aims to take the reader into Chinese schools and provide a picture of students and teachers as actors who practice culture The case studies also provide a means by which ethnography is explored as a central methodological focus and concern This book explores the meaning of ethnography both in describing Chinese schools and in the broader context of the defined purposes and practices of research This self reflexive approach to school ethnography in China includes issues of cultural translation and the connections between the process of ethnographic work the emergence of a text and the construction of a theory

Universities, Cities and Regions Roberta Capello,Agnieszka Olechnicka,Grzegorz Gorzelak,2012-12-07 Regions and cities are the natural loci where knowledge is created and where it can be easily turned into a commercial product Regions are territories where under certain socio economic conditions a strong sense of belonging and mutual trust develops the ability to transform information and inventions into innovation and productivity increases through cooperative or market interaction Especially in contexts characterised by a plurality of agents such as cities or industrial districts knowledge is the result of cooperative learning processes nourished by spatial proximity network relations interaction creativity and recombination capability This book explains the logic behind these interactions and cooperative attitudes in regions and cities One of the most significant channels comes from the presence of a university and its collaboration with firms and scientific research centres These mutual relations between academic institutions and enterprises are of key importance The significance of universities in driving economic well being and regional development has been well documented for some time now Much of the research however has centred upon countries in Western Europe and the United States Increasingly and since the expansion of the European Union in 2004 in particular themes of academic entrepreneurship university business links knowledge and innovation have become important on a Europe wide scale This book draws together key thinkers from across the continent to analyze the importance of higher educational institutions in fostering development Development Education in Japan Yuri Ishii,2003-05-09 This book aims to provide an explanation for the slow introduction of Development Education in Japan *Learning Spaces for Inclusion and Social Justice* Lars Anders Kulbrandstad,Hanna Ragnarsdóttir,2019-01-15 This edited volume emanates from a Nordic research project which was conducted in Finland

Iceland Norway and Sweden in 2013 2015 The main objective of the project was to draw lessons from success stories of individual immigrant students and whole school communities at different levels that have succeeded in developing learning contexts that are equitable and socially just thus turning attention to good practices and what can be learnt from these The book presents and discusses the main findings of the Learning Spaces project on the three school levels pre compulsory and upper secondary and contains chapters on research methodologies applied in the project relevant educational policies leadership and implementation of the project While set in the Nordic context this volume will serve to contribute to current global discussions around diversity and social justice in education It will primarily appeal to educational practitioners and academics interested in issues of diversity in schools

When Education Meets the Care Paradigm Tobias Werler, David L. Cameron, Nils R. Birkeland, *One World, Many Knowledges* Halvorsen, Tar,Vale, Peter, 2016-05-12 Various forms of academic co operation criss cross the modern university system in a bewildering number of ways from the open exchange of ideas and knowledge to the sharing of research results and frank discussions about research challenges Embedded in these scholarly networks is the question of whether a global template for the management of both higher education and national research organisations is necessary and if so must institutions slavishly follow the high flown language of the global knowledge society or risk falling behind in the ubiquitous university ranking system Or are there alternatives that can achieve a better more ethically inclined world Basing their observations on their own experiences an interesting mix of seasoned scholars and new voices from southern Africa and the Nordic region offer critical perspectives on issues of inter and cross regional academic co operation Several of the chapters also touch on the evolution of the higher education sector in the two regions An absorbing and intelligent study this book will be invaluable for anyone interested in the strategies scholars are using to adapt to the interconnectedness of the modern world It offers fresh insights into how academics are attempting to protect the spaces in which they can freely and openly debate the challenges they face while aiming to transform higher education and foster scholarly collaboration The Southern African Nordic Centre SANORD is a partnership of higher education institutions from Denmark Finland Iceland Norway Sweden Botswana Namibia Malawi South Africa Zambia and Zimbabwe SANORD s primary aim is to promote multilateral research co operation on matters of importance to the development of both regions Our activities are based on the values of democracy equity and mutually beneficial academic engagement

What Works in Nordic School Policies? John Benedicto Krejsler, Leif Moos, 2021-03-23 This book offers an original contribution to the area of international research on comparative education policies and the influence of transnational agencies on national school policy and reform With a focus on grasping what the Nordic model or the Nordic dimension means in school and educational policy the book explores in depth the school policy contexts of the five Nordic countries Denmark Finland Iceland Norway and Sweden It demonstrates how these particular national contexts engage with and contextualize transnational collaboration on issues like school reform accountability evidence and what works and

digitalization The book situates these policy issues over a long period of time while integrating the latest developments and reforms It demonstrates how context matters It shows how the often elusive but pervasive Nordic dimension can only be fully understood by painstaking scrutiny of the five national contexts their particular trajectories and mutual interactions in formal and informal education **Reimagining Globalization and Education** Fazal Rizvi,Bob Lingard,Risto Rinne,2022-05-25

This book brings together leading scholars in Global Studies in Education to reflect on how various developments of historic significance have unsettled the neoliberal imaginary of globalization The developments include greater recognition of inequalities and the changing nature of work and communication the emergence of new technologies of governance a greater awareness of geopolitical shifts the revival of nationalism populism and anti globalization sentiments and the recognition of risks surrounding pandemics and climate change Drawing from a range of disciplinary perspectives the chapters in this collection examine how these developments demand new ways of thinking about globalization and its implications for education policy and practice beyond the neoliberal imaginary Transnational Influences on Values and Practices in Nordic Educational Leadership Lejf Moos,2013-03-15 This book explores to what extent transnational influences change national local values and practices in the Nordic educational systems It provides country cases and thematic chapters that give nuanced insights into the influence of transnational agencies on national governance and discourses It describes how national discourses and regulation influences school leadership values culture and practice in competition with traditional values The transnational and global discourse on educational leadership is mostly formed according to Anglo American thinking and tradition Pivotal foundations of this discourse are strong hierarchical societies class societies with liberal democracies and clearly streamed education systems The Nordic discourse however builds on a more equal society and flat hierarchies with participatory democracy and on comprehensive schooling with strong local community roots Leadership thinking and practices are formed by the culture and context they are part of they are primarily shaped by the national local values traditions and practices and only partially shaped by politics discourses and literature Due to the fact that a great deal of the literature that is being used in the Nordic contexts is of Anglo American origin and many of the research projects have Anglo American foundations it is difficult to distinguish the sources for leadership thinking and practice This book distinguishes the Nordic from the Anglo American thinking and presents important findings and arguments for leadership practitioners inside as well as outside the Nordic countries Equity, Equality and Diversity in the Nordic Model of Education Tove Stjern Frønes,Andreas Pettersen,Jelena Radišić,Nils Buchholtz,2021-01-21 Does the Nordic model of education still stand by its original principles and safeguard education for all This Open Access volume is a carefully crafted collection of chapters that investigate the different aspects of equity equality and diversity across the education systems in the Nordic countries Based on data from various national and international large scale assessments the volume provides a better understanding of both the functions and foundations of the Nordic model along with how the concepts mentioned

above are enacted in practice Across the chapters data from different national and international large scale assessment studies are used for cross and single country analyses on a variety of issues related to equity equality and inequality in diverse educational settings The investigations address different subject domains i e mathematics science reading age and grade groups but also issues related to teachers and the schools themselves In addition to these empirical chapters the book addresses the theoretical and methodological underpinnings of the ideas and tools embedded in the phenomena of equity and equality and how they have met in the Nordic model of education

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