

The United Nations and Education

**Multilateralism, development and
globalisation**

Phillip W. Jones with David Coleman



The United Nations And Education Multilateralism Development And Globalisation

Phillip W. Jones

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The United Nations and Education David Coleman, Phillip W. Jones, 2004-11-10 The UN is often questioned about its ongoing relevance and overall effectiveness particularly in its involvement with educational policy and co operation This groundbreaking book examines the four key agencies within the UN system that share the **The New Dynamics of Multilateralism** James P. Muldoon, Joann Fagot Aviel, Richard Reitano, 2018-04-19 This timely new book focuses on the various dynamics of contemporary multilateralism as it relates to global issues global governance and global institutions Invited authorities including academics business people and members of international groups contribute original essays on how multilateralism as an institution has been affected by globalization the rise of civil society and global business emerging economic and political conditions and new threats to peace and security in the world Emphasizing practical applications over theoretical foundations The New Dynamics of Multilateralism helps students understand how the practice of multilateral diplomacy has been influenced by the changes in the processes and procedures of international organizations and the role of multilateralism in the transformation of the international system of governance and the transition to an emerging new global order *International Organizations and Higher Education Policy* Roberta Malee Bassett, Alma Maldonado-Maldonado, 2010-04-15 International Organizations and Higher Education Policy critically analyzes the impact influential organizations have at different levels of higher education policy development and implementation

The Trajectory of Global Education Policy D. Brent Edwards Jr., 2017-09-25 This book provides new insights into the phenomena of global education policies and international policy transfer While both of these issues have gained popularity in the field of international and comparative education there remains much that we do not know In particular while numerous studies have been produced which examine how global education policies such as vouchers charter schools conditional cash transfers standardized testing child centered pedagogy etc are implemented globally we lack research which illuminates the origins and evolution of such policies The book addresses this critical gap in our knowledge by looking at multiple aspects of the trajectory of a particular policy which was born in El Salvador in the early 1990s and subsequently went global Edwards explicitly analyzes the trajectory of global education policy with reference to the role of international organizations and within the larger international political and economic dynamics that affected the overall country context of El Salvador

Postcolonial Perspectives on Global Citizenship Education Vanessa de Oliveira Andreotti, Lynn Mario T. M. de Souza, 2012-02-06 This volume bridges the gap between contemporary theoretical debates and educational policies and practices It applies postcolonial theory as a framework of analysis that attempts to engage with and go beyond essentialism ethno and euro centrisms through a critical examination of contemporary case studies and conceptual issues From a transdisciplinary and post colonial perspective this book offers critiques of notions of development progress humanism culture representation identity and education It also examines the implications of these critiques in terms of pedagogical

approaches social relations and possible future interventions

Rethinking World Bank Influence D. Brent Edwards Jr., 2023-04-13 Why is it so hard for international development organizations even ones as well resourced and influential as the World Bank to generate and sustain change in the way things are done in those countries where they work Despite what in many cases is decades of investment and effort why do partner governments continue to engage in those traditional patterns and styles of public service management that international development organizations have sought to supplant with methods that are supposedly more accountable efficient and effective This book provides an answer to these questions However rather than pathologizing partner governments as the source of the problem that is rather than maintaining the distinction between doctor international development organizations and patient partner governments wherein the patient is seen as unwilling to take their medicine enacting good governance practices this book instead reframes the relationship The central argument is first that the programs and projects of international organizations are introduced into and are constrained by multiple layers of ritual governance that is performative acts and cultural logics that intersect with and reinforce the political economic and social structures in and through which they operate As is shown the contextual factors that guide governance practices are largely beyond the reach of the international development organizations the relevant logics have their roots in state ideology but also extend back to the colonial logics that continue to operate at the heart of the state apparatus The second the central argument is that international aid organizations and the governments with which they work are engaged in a ritual aid dance where each actor plays a part but does not and cannot acknowledge the ways that it depends on the other for its own gain This relationship can be considered a dance because each participant responds to and needs the other and because both sides do so in ways that are carefully choreographed with the overall trajectory or contours of the dance being more or less known to the participants These arguments are based on research on the World Bank's efforts over the course of several decades to encourage through its financing projects and technical assistance the implementation of social sector reform in Indonesia related to decentralization community participation and school based management

Sociology for Education Studies Catherine A. Simon, Graham Downes, 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 **Educating for Durable Solutions** Christine Monaghan,2021-04-08 What is education for an unknowable future In Educating for Durable Solutions Christine Monaghan explores how refugees and policymakers have answered this question over time by reconstructing the contemporary history of education in Kenya's Dadaab and Kakuma refugee camps Through oral histories and archival research Monaghan shows how since the founding of both camps in 1991 refugees and policymakers have conceptualized, developed, implemented, and changed refugee education programs. She also shows why and how despite these changes real challenges persist in refugee education in Dadaab, Kakuma and other camps throughout the world. These include high numbers of out-of-school children and youth, high student to teacher ratios, unpredictable funding, and persistent questions regarding what refugee education is for. The author shifts focus from debates over the impacts of specific policies and programs and explores instead how and why different policies and programs were implemented, whether they led to meaningful changes in the long-standing challenges of refugee education. She finds that when and where real changes occurred, individuals or small groups of refugees and policymakers acted with tremendous agency and as tireless advocates. [Globalization, International Education Policy and Local Policy Formation](#) Carolyn A. Brown,2014-10-13 This edited volume focuses on how international education policy set by international policymakers and donors influences local education policy in developing countries. The book's primary purpose is to give voice to scholars from developing countries and regions around the world by inviting them to explore how the international policy invariably linked to international aid influences education policy formation and implementation in their country or region and how this influence does or does not meet the local cultural, social, economic, and political needs. A relatively recent and small body of research and commentary supports a discourse that questions how well international education policy mandates such as Education For All serve the needs of developing countries. The intent of this book is to advance this discourse by giving voice to local scholars who observe and study the donor process. The book will be divided into two sections: the first section will set the stage for the discussions in the second section by providing theoretical and historical context for international education policy. As a framework for understanding the book adopts the position that international policy does not have either the ability or the intent to serve the widely diverse needs of development around the world. International education policy has been formed historically by wealthy nations and agencies dominated by Western theoretical paradigms. In recent years, donor countries have made an effort to collaborate with developing countries in developing international education policy goals; however, this collaboration has been limited. Following establishment of the context of international education policy, section II of the book provides a forum for scholars from around the world to openly discuss and critique the impact of international policy on education in their country or region. [Lead Agency](#) Martin Gerner,2013 Mandates of leadership allude to the novel concept of lead agency. This publication contributes to the assessment of international organizations' management performance of global advocacy. The interdisciplinary approach aims at practitioners of education for sustainable

development and scholars dealing with regime theory and new institutionalism **Education, Poverty and the World Bank** Phillip W. Jones, 2006 This book explains why the World Bank's commitment to education is important. It considers how the nature of the Bank as a financial institution has shaped its view of economic growth development and poverty reduction. In shaping its education policies and programs from a banking point of view a particular World Bank approach to educational development has emerged with major implications for the future of education worldwide. The book examines the reasons why the Bank is involved in education the evolution of its education policy stances and how the Bank uses education as part of its program of economic globalisation. The author provides a framework for assessing the Bank's impact and effectiveness in its education lending especially in terms of poverty reduction. Bank work in education is hugely controversial. All around the world in industrial countries in transition economies and in the poorest countries the Bank continues to be under fire for its policy prescriptions and its modes of operation. From both left and right the Bank is a major target of discontent. At the same time the Bank is frequently misunderstood and misrepresented. The book is based on thousands of classified Bank documents examined over the past twenty years and on wide ranging interviews with past and present Bank officials. Although critical of many aspects of Bank work in education the book will be recognised as a uniquely authoritative guide to Bank policy formation in education.

Back cover **Global Governance of Education** Maren Elfert, Christian Ydesen, 2023-09-22 This book examines the educational role of three international organizations created as part of the post World War II multilateral architecture the United Nations Educational Scientific and Cultural Organization UNESCO the World Bank and the Organisation for Economic Co-operation and Development OECD. These organizations have significantly promoted and shaped education as a fundamental feature of the modernization of society and contributed to the globalization of educational norms policies and technologies. Drawing on primary source materials and interviews the book provides novel perspectives to the literature on the global governance of education by focusing on the historical entanglements relations and power struggles between these three organizations rather than treating them separately. The study sheds light on the homogenizing effects of globalized educational policy making and the shifting power dynamics in the global governance of education. This book makes a very distinctive and important contribution to the literature that critically analyses the influence of the global agencies on education globally it goes beyond the standard discursive analyses of policy texts to also explore the history of those organisations through archival research and in depth interviews of the key personnel. What emerges is a powerful analysis which locates those agencies within their historical epochs and shines a light on their tensions and micro politics both internally and between organisations. Paul Morris Professor of Comparative Education Institute of Education University College London UK A must read historical account of the intermingling boundary setting and competition between the three big intergovernmental organizations IOs in education OECD UNESCO and the World Bank. Different from other scholars that document how these IOs have transformed themselves in response to external and internal changes Elfert and Ydesen draw

attention to the relational aspect how have these three IOs navigated conflict carved niches and used and abused each other to amplify and expand their own mission How have they done so in an environment that is crowded with intergovernmental and international organizations each with a claim to govern education globally Gita Steiner Khamsi Professor of Comparative and International Education Teachers College Columbia University UNESCO Chair of Comparative Education Policy of the Geneva Graduate Institute of International and Development Studies This volume is a thoughtful and timely work of scholarship Understanding the roles of UNESCO the OECD and the World Bank is central to understanding contemporary education in global perspective Elfert and Ydesen's historical analysis sets out in rigorous detail how these organisations have evolved and what has shaped and driven this evolution The historical analysis is complemented by contemporary interview data facilitating an actor level analysis as well as a broader picture The book is conceptually and theoretically rich while being accessibly written the authors manage complexity remarkably well For anyone interested in global governance and the role of international organisations or anyone who wants to understand in general how global educational agendas have developed and converged this book is a most valuable read Michele Schweißfurth Professor of Comparative and International Education University of Glasgow UK Chapter UNESCO the OECD and the World Bank A Global Governance Perspective is available open access under a Creative Commons Attribution 4.0 International License via link springer.com

Does Foreign Aid Really Work? Roger Riddell, 2007-04-19 Provided for over 60 years and expanding more rapidly today than it has for a generation foreign aid is now a 100bn business But does it work Indeed is it needed at all In this first ever overall assessment of aid Roger Riddell provides a rigorous but highly readable account of aid warts and all Foreign aid is now a 100bn business and is expanding more rapidly today than it has for a generation But does it work Indeed is it needed at all Other attempts to answer this important question have been dominated by a focus on the impact of official aid provided by governments But today possibly as much as 30 percent of aid is provided by Non Governmental Organizations NGOs and over 10 percent is provided as emergency assistance In this first ever attempt to provide an overall assessment of aid Roger Riddell presents a rigorous but highly readable account of aid warts and all Does Foreign Aid Really Work sets out the evidence and exposes the instances where aid has failed and explains why The book also examines the way that short term political interests distort aid and disentangles the moral and ethical assumptions that lie behind the belief that aid does good The book concludes by detailing the practical ways that aid needs to change if it is to be the effective force for good that its providers claim it is This volume is a valuable resource and an important contribution to the literature on foreign aid Social and Behavioral sciences Riddell provides a compelling and thorough account of the intricacies of foreign aid International Affairs an excellent and significant book Alex De Waal Times Literary Supplement everything anyone might want to know about the subject Nigel Grimwade Times Higher Education Supplement For anyone who wants to know more about development assistance this is a must read Roger Riddell provides us with a nuanced and honest outline of past and

current aid flows their complexities trends and possible impact Does aid really work His answer is a conditional cautious yes And he presents some bold proposals to address some of the systemic weaknesses It was strong international leadership that delivered the aid reforms of the 90 s The question is whether the current leaders in development are ready for this debate Hilde Frafjord Johnson former Minister of International Development of Norway In this impressive new study Riddell has surpassed even his distinguished Foreign Aid Reconsidered It includes a rare and much needed analysis of emergency and voluntary assistance Complete and authoritative the book will have a long life as the definitive account of its important subject Professor Robert Cassen London School of Economics This book is a heroic achievement Not only has Roger Riddell mapped out with great clarity the arcane world of international aid in a way that will help the practitioner as much as the general reader he has also produced visionary and challenging recommendations for reform of the system Sir Michael Aaronson former Director General of Save the Children UK

A Century of Nobel Peace Prize Laureates, 1901-2005
Dawn Childress,Robert Goehlert,2006 *New Arenas of Education Governance* Kerstin Martens,Alessandra Rusconi,Kathrin Leuze,2007-10-11 Education policy making has become a hot topic in many industrialized countries today Through initiatives by international organizations such as the OECD s PISA study or the consequences of the GATS negotiations for the marketization in education this policy field has moved up the political agenda Few studies however have actually tackled these changes in a comprehensive way This volume provides the most detailed overview of current phenomena in education policy making and fills a major gap in the academic literature **Zeitschrift für Geschichtswissenschaft** ,2006

Yearbook of International Organizations 2014-2015 (Volume 4) Union Of International Associations,Union of International Associations,2014-09-17 The Yearbook of International Organizations provides the most extensive coverage of non profit international organizations currently available Detailed profiles of international non governmental and intergovernmental organizations IGO collected and documented by the Union of International Associations can be found here In addition to the history aims and acitvities of international organizations with their events publications and contact details the volumes of the Yearbook include networks between associations biographies of key people involved and extensive statistical data Providing both an international organizations and research bibliography Volume 4 cites over 46 000 publications and information resources supplied by international organizations and provides nearly 18 000 research citations under 40 subject headings This volume also includes a research bibliography on international organizations and transnational associations Research Summary ,2005 **Education Across Borders** Malcolm H. Field,James Fegan,2005 The Caribbean and the European Union ,2002

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