

# Balancing Freedom Autonomy And Accountability In

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*Handbook of Education Politics and Policy* Bruce S. Cooper 2014-11-10 This revised edition of the Handbook of Education Politics and Policy presents the latest research and theory on the most important topics within the field of the politics of education. Well-known scholars in the fields of school leadership, politics, policy, law, finance, and educational reform examine the institutional backdrop to our educational system, the political behaviors and cultural influences operating within schools, and the ideological and philosophical positions that frame discussions of educational equity and reform. In its second edition, this comprehensive handbook has been updated to capture recent developments in the politics of education, including Race to the Top and the Common Core State Standards, and to address the changing role politics play in shaping and influencing school policy and reform. Detailed discussions of key topics touch upon important themes in educational politics, helping leaders understand issues of innovation, teacher evaluation, tensions between state and federal lawmakers over new reforms and testing, and how to increase student achievement. Chapter authors also provide suggestions for improving the political behaviors of key educational groups and individuals with the hope that an understanding of political goals, governance processes, and policy outcomes may contribute to ongoing school reform.

**Reinventing America's Schools** David Osborne 2017-09-05 From David Osborne, the author of *Reinventing Government*--a biting analysis of the failure of America's public schools and a comprehensive plan for revitalizing American education. In *Reinventing America's Schools*, David Osborne, one of the world's foremost experts on public sector reform, offers a comprehensive analysis of the charter school movements and presents a theory that will do for American schools what his New York Times bestseller *Reinventing Government* did for public governance in 1992. In 2005, when Hurricane Katrina devastated New Orleans, the city got an unexpected opportunity to recreate their school system from scratch. The state's Recovery School District (RSD), created to turn around failing schools, gradually transformed all of its New Orleans schools into charter schools, and the results are shaking the very foundations of American education. Test scores, school performance scores, graduation and dropout rates, ACT scores, college-going rates, and independent studies all tell the same story: the city's RSD schools have tripled their effectiveness in eight years. Now other cities are

following suit, with state governments reinventing failing schools in Newark, Camden, Memphis, Denver, Indianapolis, Cleveland, and Oakland. In this book, Osborne uses compelling stories from cities like New Orleans and lays out the history and possible future of public education. Ultimately, he uses his extensive research to argue that in today's world, we should treat every public school like a charter school and grant them autonomy, accountability, diversity of school designs, and parental choice.

*Balancing Freedom, Autonomy and Accountability in Education* Charles L. Glenn 2012-11-01 In education, the idea of freedom, autonomy, and accountability are commonly regarded as very important, but educational policy-makers do not always pay sufficient attention to the tensions among them. Thus, freedom or school autonomy may be sacrificed to accountability, or accountability may be weakened in an effort to provide a wider range of choices for parents, or to give more decision-making authority to individual schools. In this volume, the contributors are convinced that wise design and implementation can produce a successful balance among freedom, autonomy, and accountability, and that considering the approaches adopted by different educational systems can contribute both to design and to implementation. This four volume collection presents a worldwide overview of the status of freedom, autonomy, and accountability in education, with detailed information on 40 countries. The collection is a useful reference manual for students, government officials, educational lawyers, and policy-makers. Each volume can be purchased separately (in cloth or paperback) or as a complete four volume set (in paperback). \*\* Volume 1 provides an in-depth discussion of the legal and policy principles, which are expressed in the commonalities and differences observed among the countries. \*\* Volume 2 reviews the educational policies in the following countries: Austria, Belgium, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Luxemburg, Malta, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, England and Wales, Northern Ireland, and Scotland. \*\* Volume 3 reviews the educational policies in the following countries: Argentina, Australia, Brazil, Bulgaria, Canada, Chile, Cuba, El Salvador, Israel, Macedonia, Mexico, New Zealand, Philippines, Romania, the Russian Federation, South Africa, the United States, and Uruguay. \*\* Volume 4 reviews the educational policies in the following countries: Azerbaijan, Bosnia and Herzegovina, China, Georgia, Hungary, India, Indonesia, Japan, Korea, Kosovo, Malaysia, Peru, the Russian Federation, Saudi Arabia, Singapore, and Ukraine.

[International Handbook of Learning, Teaching and Leading in Faith-Based Schools](#) Judith D. Chapman 2014-07-10 The International Handbook on Learning, Teaching and Leading in Faith Based Schools is international in scope. It is addressed to policy makers, academics, education professionals and members of the wider community. The book is divided into three sections. (1) The Educational, Historical, Social and Cultural Context, which aims to: Identify the educational, historical, social and cultural bases and contexts for the development of learning, teaching and leadership in faith-based schools across a range of international settings; Consider the current trends, issues and controversies facing the provision and nature of education in faith-based schools; Examine the challenges faced by faith-based schools and their role and responses to current debates concerning science and religion in society and its institutions. (2) The Nature, Aims and Values of Education in Faith-based Schools, which aims to: Identify and explore the distinctive philosophies, characteristics and guiding principles, values, concepts and concerns underpinning learning, teaching and leadership in faith-based schools; Identify and explore ways in which such distinctive philosophies of education challenge and expand different norms and conventions in their surrounding societies and cultures; Examine and explore some of the ways in which different conceptions within and among different religious and faith traditions guide practices in learning, teaching and leadership in various ways. (3) Current Practice and Future Possibilities, which aims to: Provide evidence of current educational practices that might help to inform and shape innovative and successful policies, initiatives and strategies for the development of quality

learning, teaching and leadership in faith-based schools; Examine the ways in which the professional learning of teachers and educational leaders in faith-based settings might be articulated and developed; Consider the ways in which coherence and alignment might be achieved between key national priorities in education and the identity, beliefs, and the commitments of faith-based schools; Examine what international experience shows about the place of faith-based schools in culturally rich and diverse communities and the implications of faith-based schooling for societies of the future.

**Secularism Or Democracy?** Veit-Michael Bader 2007 Policies dealing with religious diversity in liberal democratic states—as well as the established institutions that enforce those policies—are increasingly under pressure. Politics and political theory are caught in a trap between the fully secularized state and neo-corporate regimes of selective cooperation between states and organized religion. This volume proposes an original, comprehensive, and multidisciplinary approach to problems of governing religious diversity—combining moral and political philosophy, constitutional law, history, sociology, and religious anthropology. Drawing on such diverse scholarship, *Secularism or Democracy?* proposes an associational governance—a moderately libertarian, flexible variety of democratic institutional pluralism—as the plausible third way to overcome the inherent deficiencies of the predominant models.

**Finding the Right Balance** Charles Leslie Glenn 2002 Vol. 2 is an in-depth analysis of the legal and policy aspects of freedom, accountability and competition in education. It includes a discussion of the legal and policy implications of freedom, autonomy, and accountability in education, with a discussion of the historical background and recent developments, especially in Italy.

*Homeschooling in America and in Europe* John Warwick Montgomery 2014-01-28 The right of parents to choose the kind of education their children receive is guaranteed by a number of international human rights conventions. However, the scope of these rights is disputed. One of the most controversial areas is that of homeschooling: the right of the parent to carry out a child's education under his or her own supervision. This right exists in France, the United Kingdom, every American jurisdiction, and most English speaking countries, but is not recognized (except under very limited circumstances) in Germany and in Sweden. In this book, specialists in American, German, and European human rights law examine the questions underlying the philosophical and legal justification (or non-justification) of homeschooling in modern society. Book jacket.

**The Praeger Handbook of Faith-based Schools in the United States, K-12** Thomas C. Hunt 2012 Exploring a subject that is as important as it is divisive, this two-volume work offers the first current, definitive work on the intricacies and issues relative to America's faith-based schools.

**Balancing Freedom, Autonomy and Accountability in Education** Charles Leslie Glenn 2005

The Impact of Education John Witte 2022-02-22 This book investigates the impact of education on the formation of character, moral education and the communication of values in late modern pluralistic societies. Scholars from four continents and many different academic fields are involved. While the basic framework for the contributions is informed by Christian traditions, the disciplines cover a significant range, including theology, education, psychology, literature, anthropology, law, and business. This makes for a rich variety of thematic concentrations and perspectives. Readers will quickly sense that the educational foundations and trajectories of any given country are pervasive and have a significant reach into the fabric and shape of the society and its values, making education a barometer of the well-being of a people and their culture. The result is a volume that will inform,

stimulate and challenge our understanding of the role of education in contemporary societies. [Der Einfluss der Bildung auf Charakterbildung, ethische Erziehung und Kommunikation von Werten in spätmodernen pluralistischen Gesellschaften] Dieses Buch untersucht den Einfluss der Bildung auf die Charakterentwicklung, die moralische Erziehung und die Vermittlung von Werten in spätmodernen pluralistischen Gesellschaften. Die Beiträge kommen von Wissenschaftlern und Wissenschaftlerinnen aus vier Kontinenten und vielen verschiedenen akademischen Bereichen. Während der Rahmen für die Beiträge von christlichen Traditionen geprägt ist, decken die Disziplinen eine große Bandbreite ab, darunter Theologie, Pädagogik, Psychologie, Literatur, Anthropologie, Recht und Wirtschaft. Daraus ergibt sich eine reiche Vielfalt an thematischen Schwerpunkten und Perspektiven. Die Leserinnen und Leser werden schnell erkennen, dass die Bildungsgrundlagen und -wege eines jeden Landes bedeutenden Einfluss auf das Gefüge und die Form der Gesellschaft und ihrer Werte ausüben. Dies macht Bildung zu einem Gradmesser für das Wohlergehen eines Volkes und seiner Kultur. Entstanden ist ein Band, der unser Verständnis von der Rolle der Bildung in heutigen Gesellschaften heben, anregen und herausfordern kann. Contributions by Chung-Hyun Baik, Ashley Rogers Berner, David S. Cunningham, Joachim Funke, Charles L. Glenn, Robert W. Hefner, Darcia Narvaez, Stephen Pickard, Irene Pieper, Jo-Anne Reid, Heike Springhart, Anne W. Stewart, Michael Welker, and John Witte, Jr.

**International Handbook of Protestant Education** William Jeynes 2012-01-13 Since their earliest days, institutions providing a Protestant education have always been respected and sought-after for their rigor and relative freedom from dogma—and despite today’s secularism and plurality, they remain so. This international handbook is the ultimate companion to protestant schooling worldwide. Its 39 chapters form the most comprehensive and wide-ranging treatment of the subject yet available, addressing Protestant education on all six inhabited continents and featuring the perspectives of leading authorities and public figures. The contributions cover in detail not only the facts and features of Protestant schooling in sundry nations, but also integrate a range of themes common to them all, themes so vital that they are of central concern to Christians around the world and of whatever denomination. Some of these topics are school choice, globalization, Bible pedagogy and character education, the fine arts, parental involvement, and the rise of Christianity in previously inaccessible locations such as China. The handbook’s stellar list of authors is a Who’s Who of authorities on the subject and includes a renowned American evangelical, a former historian of the US House of Representatives, and White House consultants responsible for framing legislation. The many contributors from outside the USA are leading academics conducting seminal research on numerous topics in the field. Both exhaustive and authoritative, *The International Handbook of Protestant Education* will be an invaluable asset to educators, ministers, parents, policy makers political leaders of any denomination—or none.

*The Praeger Handbook of Religion and Education in the United States [2 Volumes]*

**Pluralism and American Public Education** Ashley Rogers Berner 2016-11-11 This book argues that the structure of public education is a key factor in the failure of America's public education system to fulfill the intellectual, civic, and moral aims for which it was created. The book challenges the philosophical basis for the traditional common school model and defends the educational pluralism that most liberal democracies enjoy. Berner provides a unique theoretical pathway that is neither libertarian nor state-focused and a pragmatic pathway that avoids the winner-takes-all approach of many contemporary debates about education. For the first time in nearly one hundred fifty years, changing the underlying structure of America’s public education system is both plausible and possible, and this book attempts to set out why and how.

**The Wiley Handbook of School Choice** Robert A. Fox 2017-05-01 The Wiley Handbook of School Choice presents a comprehensive collection of original essays addressing the wide range of alternatives to traditional public schools available in contemporary US society. A comprehensive collection of the latest research findings on school choices in the US, including charter schools, magnet schools, school vouchers, home schooling, private schools, and virtual schools Viewpoints of both advocates and opponents of each school choice provide balanced examinations and opinions Perspectives drawn from both established researchers and practicing professionals in the U.S. and abroad and from across the educational spectrum gives a holistic outlook Includes thorough coverage of the history of traditional education in the US, its current state, and predictions for the future of each alternative school choice

**Finding the Right Balance** Charles Glenn 2002

*Homeschooling in New View* Bruce S. Cooper 2016-01-01 Home schooling is an important and growing American phenomenon with only our first edition in the field. This new 2nd edition will appeal to the home school world, people interested in American education, and the private school community. Changes in the educational environment in the US over the last ten years have prompted growing numbers of parents to withdraw their children from public education. Currently, four percent of school-age children in the United States are home schooled. An array of educational researchers present various legal, philosophical, and personal perspectives to this new volume. Changes in schooling and home schooling in Great Britain bring an interesting international perspective to this collection of research-based information.

*TALIS Creating Effective Teaching and Learning Environments First Results from TALIS* OECD 2009-07-21 This publication is the first report from the OECD's Teaching and Learning International Survey (TALIS). It provides quantitative, policy-relevant information on the teaching and learning environment in schools in 23 countries.

*European Higher Education and the Internal Market* Cristina Sin 2018-08-25 This book analyses European higher education policies and their three main drivers: the European Commission, the European Court of Justice and the building of the European Higher Education Area through the Bologna Process. Central to the volume is the issue of European institutions' intervention in higher education: building a common area for higher education in a domain protected by subsidiarity is no easy task, and one that must consider the supra-national, national and institutional levels that all play a role in policy implementation. In this volume, the editors and contributors navigate within the tensions between the establishment of an internal market on the one hand and national sovereignty on the other. This volume will surely be of interest and value to those studying and working in the area of higher education policy and understanding relationships between European institutions and member states.

*Orthodox Religion and Politics in Contemporary Eastern Europe* Tobias Koellner 2018-12-07 This book explores the relationship between Orthodox religion and politics in Eastern Europe, Russia and Georgia. It demonstrates how as these societies undergo substantial transformation Orthodox religion can be both a limiting and an enabling factor, how the relationship between religion and politics is complex, and how the spheres of religion and politics complement, reinforce, influence, and sometimes contradict each other. Considering a range of thematic issues, with examples from a wide range of countries with significant Orthodox religious groups, and setting the present situation in its full historical context the book provides a rich picture of a subject which has been too often oversimplified.

*Bringing a Case to the European Court of Human Rights* 2011

**American Indian/First Nations Schooling** C. Glenn 2011-06-20 Tracing the history of Native American schooling in North America, this book emphasizes factors in society at large - and sometimes within indigenous communities - which led to Native American children being separate from the white majority. Charles L. Glenn examines the evolving assumptions about race and culture as applied to schooling, the reactions of parents and tribal leadership in the United States and Canada, and the symbolic as well as practical role of indigenous languages and of efforts to maintain them.

**Balancing Freedom, Autonomy and Accountability in Education** Charles L. Glenn

*Educating Citizens* Patrick J. Wolf 2004-09-20 The United States is in the midst of historic experiments with publicly funded choice in K-12 education, experiments that recently received a "green light" from the Supreme Court. Other nations have long experience with the funding and regulation of nonpublic schools, including religious schools. This book asks what U.S. policymakers, public officials, and citizens can learn from these experiences. In particular, how do other countries regulate or structure publicly funded educational choice with an eye toward civic values—looking not only for improvements in test scores, but also in tolerance, civic cohesion, and democratic values such as integration across the lines of class, religion, and race? The experience of Europe and Canada with school choice is both extensive and varied. In England and Wales, public school choice is widespread, as parents play a significant role in selecting the school their children will attend. In the Netherlands and much of Belgium, a majority of students attend religious schools at government expense. In Canada, France, and Germany, state-financed school choice is limited to circumstances that serve particular social and governmental needs. In Italy, school choice has just recently arrived on the policy agenda. In spite of the diversity of national experiences, in all of these countries choice is regulated by the government in significant and varied ways to promote civic values. In several of these countries, school choice policy itself appears to have played an important role in promoting social cohesion and integration. This book presents a wealth of experience designed to aid policymakers and citizens as they consider historic changes in American public education policy.

*Education, Law and Diversity* Neville Harris 2020-01-09 This new edition of *Education, Law and Diversity* provides extensive updated analysis, from a legal perspective, of how the education system responds to social diversity and how the relevant social and cultural rights of individuals and groups are affected. It spans wide-ranging areas of school provision, including: types of school (including faith schools), the school curriculum, choice of school, out-of-school settings, and duties towards children with special needs and disabilities. It gives extensive coverage to children's rights in the context of education and includes considerable new material on issues including relationships and sex education, exclusion from school, home education, equal access, counter-extremism and academisation. The new edition also retains and updates areas of debate in the book, such as those concerned with multiculturalism and the position of religion in schools. It continues to focus on England but also makes reference to other jurisdictions within the UK and internationally. It is essential reading for anyone interested in the legal and related policy issues surrounding children's education today.

**African-American/Afro-Canadian Schooling** C. Glenn 2011-06-20 Tracing the history of black schooling in North America, this book emphasizes factors in society at large - and sometimes within black communities - which led to black children being separate from the white majority. In *African-American/Afro-Canadian Schooling: From the Colonial Period to the Present*, Charles L. Glenn reveals the evolution of assumptions about race and culture as applied to schooling, as well as the reactions of

black parents and leadership in the United States and Canada.

**The Vocation of the Child** Patrick M. Brennan 2008-10-07 "The Vocation of the Child seeks to understand the child as a person in his or her own right, as a member of family and of community, and as a son or daughter of a God who came to earth as a child. Distinguished jurist Patrick McKinley Brennan has gathered fifteen other respected scholars from various fields to consider seriously the vocation of the child."--Jacket.

**Religious Liberty and Education** Jason Bedrick 2020 Uses an ongoing legal controversy to explore the controversial subject of religious liberty and education.--Frederick M. Hess, director of education policy studies at the American Enterprise Institute

**The American Model of State and School** Charles L. Glenn 2012-04-26 State and Schools argues that the American educational model represents a third way of organizing the provision of schooling, and that this accounts for some of its strengths as well as some of its weaknesses. Charles L. Glenn looks closely at the tradition of democratic localism in the management of schooling, and the powerful and anti-democratic effect of the emerging education 'profession,' which has in some respects the characteristics of a religious movement more than of a true profession. A sweeping chronological survey, State and Schools includes chapters on the colonial background, schooling in the New Republic, the creation of an education profession, and the progressive education movement, among others. Glenn's primary purpose, in this authoritative and thoroughly researched book, is to illustrate the deep roots of ways of thinking about schools that have made it difficult for policy-makers and the public to do what needs to be done to enable schools to function as they should, for our society and for future generations.

Homeschooling in the 21st Century Robert Maranto 2018-10-18 Education began on the most intimate levels: the family and the community. With industrialization, education became professionalized and bureaucratized, typically conducted in schools rather than homes. Over the past half century, however, schooling has increasingly returned home, both in the United States and across the globe. This reflects several trends, including greater affluence and smaller family size leading parents to focus more on child well-being; declining faith in professionals (including educators); and the Internet, whose resources facilitate home education. In the United States, students who are homeschooled for at least part of their childhood outnumber those in charter schools. Yet remarkably little research addresses homeschooling. This book brings together work from 20 researchers, addressing a range of homeschooling topics, including the evolving legal and institutional frameworks behind home education; why some parents make this choice; home education educational environments; special education; and outcomes regarding both academic achievement and political tolerance. In short, this book offers the most up-to-date research to guide policy makers and home educators, a matter of great importance given the agenda of the current presidential administration. The chapters in this book were originally published as articles in the Journal of School Choice.

Religion Returns to the Public Square Hugh Heclo 2003-02-28 Despite talk of a "naked public square," religion has never really lost its place in American public life. As the twenty-first century opened, it was re-emerging in unexpected and paradoxical ways. Religious institutions were considered for expanded roles in welfare and education, at the same time that the limits of religious pluralism—as, for example, in the relation of Islam to American values—became a question of urgent public concern. Religion Returns to the Public Square; Faith and Policy in America explores how and why religion has to be mixed up with American politics. Uncovering philosophical, historical, legal, and social roots of this

relationship, these essays go beyond hot-button issues to reflect on the current interactions and future possibilities of religion and politics in America.

**Religious Schools in Europe** Marcel Maussen 2017-10-02 The European Convention on Human Rights guarantees freedom of education, including the opportunities to create and operate faith-based schools. However, as European societies become more religiously diverse and 'less religious' at the same time, the role of faith-based schools is increasingly being contested. Serious tensions have emerged between those who ardently support religious schools in their various forms, and those who oppose them. Given that faith-based schools enjoy basic constitutional guarantees in Europe, the controversy around them often surrounds issues of public financing, degrees of organisational and pedagogical autonomy, and educational practices and management. This volume is about the controversies surrounding religious schools in a number of Western European countries. The introductory chapter briefly analyses the structural pressures that affect the position of religious schools, outlining the relevant institutional arrangements in countries such as Denmark, Germany, France, Ireland, the Netherlands, and Scotland. The following chapters provide a detailed analysis of the discussions and controversies surrounding faith-based schools in each country. Finally, the two concluding chapters aim to provide a bigger, comparative picture with regard to these debates about religious education in liberal democratic states and culturally pluralist societies. This book was originally published as a special issue of *Comparative Education*.

Educating Believers Robert Maranto 2020-06-30 *Educating Believers: Religion and School Choice* offers theoretical essays and empirical studies from leading researchers on religion and schooling. Religious authority and emphasis on fairness and caring provide consistent rules governing the stable family and community relationships needed for individual growth and collective action. Religion is among the most important aspects of human life, likely hard-wired into human beings, and intimately intertwined with schooling. The book addresses key matters regarding religious pluralism in education, including the history of state-faith relationships in schooling, how religious faith can motivate teachers, whether religious education teaches tolerance, and whether practices in Europe and Asia hold lessons for American schools. The works in this volume can guide future scholarship on religious pluralism in education, particularly work related to civic values, character formation and public policy. The chapters in this book were originally published in the *Journal of School Choice*.

**Academic Freedom Under Pressure?** Margrit Seckelmann 2021-08-26 Is academic freedom threatened? The book examines current challenges to academic freedom in Europe, focusing mainly on Italy and Germany. The cases discussed demonstrate that research and teaching are under pressure in European democracies: in Hungary and Poland due to political constraints, in other countries due to societal expectations. Considering different interrelated aspects, the four parts of the book explore many real and potential threats to universities, scientific institutions and researchers, ranging from the European dimension of freedom of the arts and sciences to comparative analysis of emerging challenges to academic freedom against the backdrop of the COVID-19 pandemic. They highlight threats to university autonomy from the economic orientation of university governance, which emphasizes efficiency, competition, and external evaluation, and from new rules concerning trigger warnings, speech restrictions, and ethics commissions. Detailed study of these complex threats is intended to stimulate scholarly reflection and elicit serious discussion at European and national level. The volume contributes to the search for a new role of universities and scientific institutions and is addressed to academics and political stakeholders.

*Balancing Freedom, Autonomy and Accountability in Education* Charles L. Glenn

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Freedom of Religion and Belief Rinaldo Cristofori 2016-12-05 The essays and articles selected for this volume analyze what is generally understood by freedom of religion and belief in today's world. The different aspects of this fundamental right are considered from the contents of freedom of religion, to the possible limitations of this freedom; and from the freedom of, or freedom from, conundrum to the question of the collective or individual right. This volume reflects legal, philosophical and international perspectives, addresses numerous unanswered questions and offers an effective overview of the current literature and debate in this aspect of the discipline of law and religion.

The Impact of Education Stephen Pickard 2022-07-29 This book investigates the impact of education on the formation of character, moral education, and the communication of values in late modern pluralistic societies. Scholars from four continents and many different academic fields are involved. While the basic framework for the contributions is informed by Christian traditions, the disciplines cover a significant range, including theology, education, psychology, literature, anthropology, law, and business. This makes for a rich variety of thematic concentrations and perspectives. Readers will quickly sense that the educational foundations and trajectories of any given country are pervasive and have a significant reach into the fabric and shape of the society and its values, making education a barometer of the well-being of a people and their culture. The result is a volume that will inform, stimulate, and challenge our understanding of the role of education in contemporary societies.

*What America Can Learn from School Choice in Other Countries* David F. Salisbury 2005 "The book is, in part, the product of the May 2004 Cato Institute conference, 'Looking Worldwide : What America Can Learn from School Choice in Other Countries'"--Introd.

Contrasting Models of State and School Charles Glenn 2011-03-31 >

*Child Rights* Clark Butler 2012 "Published in cooperation with the Human Rights Institute of the Center for Applied Ethics, Indiana University-Purdue University, Fort Wayne."