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Soggetti	Gewerkschaften; Organisationsreformen; DGB; IG Metall; Funktionare; Krise; Arbeit; Politik; Arbeitsokonomie; Arbeits- und Industriesoziologie; Wirtschaftspolitik; Politische Soziologie; Politikwissenschaft; Work; Politics; Labour Economics; Sociology of Work and Industry; Economic Policy; Political Sociology; Political Science
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Nota di contenuto	1 Inhalt 5 Zur Einfuhrung 7 Ein Ruckblick auf die Geschichte der deutschen Gewerkschaften 11 Die Modernisierungsverlierer 67 Vom Umbruch zum Aufbruch? 253 Abkurzungen 269 Literatur 271 Dank 305 306
Sommario/riassunto	Gewerkschaften sind einflussreiche Akteure, die das Leben einer Vielzahl von Menschen mitbestimmen. Dennoch befinden sie sich seit langerer Zeit in der Krise. Die Mitglieder, die sie jährlich verlieren, konnten ganze Fußballstadien fullen. Und dies, obwohl die Gewerkschaften in Deutschland zahlreiche Schwachstellen erkannt und etliche Reformen ergriffen haben - allerdings mit zum Teil schwerwiegenden Folgen. Denn viele Modernisierungsversuche riefen neue Probleme hervor, ohne die alten zu losen. Robert Lorenz fragt: Kann die »Gewerkschaftsdammerung« der letzten Zeit noch in eine Renaissance umschlagen oder handelt es sich um ein anachronistisches Geschopf einer vergangenen Epoche? »Eine spannende Geschichte der deutschen Gewerkschaften.« Bjorn Wagner, Portal fur Politikwissenschaft, 09.07.2013 Besprochen in: Archiv fur Sozialgeschichte, 10 (2013), Wolfgang Juttner Mitbestimmung, 11 (2013), Matthias Helmer spw, 5 (2015), Thilo

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Nota di contenuto	Chapter 1 Giving Voice to Local Scholars in Educational Policy, Carolyn A. Brown -- Part I - Historical Background and Current Status of International Donor Policy in Education -- Chapter 2 A Brief History of International Education Policy: From Breton-Woods to the Paris Declaration, James H. Williams -- Chapter 3 Current Trends in Education & Development, James H. Williams, Carolyn A. Brown and Sarah Kwan -- Part II - Voices from the Developing World -- Chapter 4 Differential Support, Divergent Success: Three Case Studies of International Influence on Education Policy in El Salvador, D. Brent Edwards Jr., Pauline Martin and Julián Antonio Victoria Libreros -- Chapter 5 Education for all and the Global-Local Interface: A Case Study of The Gambia, Matarr Baldeh and Caroline Manion -- Chapter 6 Nordic

aid and the Education Sector in Africa: The Case of Tanzania, Zehlia Babaci-Wilhite, Macleans A. Geo-JaJa and Mwajuma Vuzo -- Chapter 7 Quality with equity in primary education: Implications of high stakes assessments on teacher practice in Bangladesh, Jaddon Park and Manzoor Ahmed -- Chapter 8 No Nation is an Island: Navigating the Troubled Waters Between Indigenous Values and Donor Desire in the Republic of the Marshall Islands, Paul Robert Sauer -- Chapter 9 Education and Gender Rights in Latin America, Ezequiel Gomez Caride -- Chapter 10 Where to From Here? Analysis of Cambodia's 2009-2013 Information Communication Technologies in Education Plan, Jayson W. Richardson, John B. Nash, Lyda Chea and Chivoin Peou -- Chapter 11 International Aid Influences on South African Policy Development in Education and Training, Peliwe Lolwana -- Chapter 12 A View from Latin America: Two Generations of Reforms on Higher Education; Towards a New Decade of Collaboration, Jorge Uribe-Roldán -- Chapter 13 Global and Local: Standardized Testing and Corruption in Admissions to Ukrainian Universities, Ararat L. Osipian -- Part III - Toward a Theory of Collaboration -- Chapter 14 Can There be Real Collaboration Between Donors and Developing Countries in Educational Policy? Conclusions and Recommendations, Carolyn A. Brown.

Sommario/riassunto

This volume examines how international donor policy and funding affect local educational policy formation in developing countries and regions. Consisting of research and commentary on primary, secondary and tertiary education by scholars from developing countries around the world, it represents a seldom-heard voice. The viewpoints offered here are surprisingly varied and refreshingly divergent from much of the usual Western discourse on international educational policy formation and implementation. Starting out with an overview of the history and current condition of international donor policy, the book leaves ample room for voices from the developing world in its ten chapters that make up the second part. It concludes with a tentative discussion of theory of collaboration. The volume contributes to the global attempts at collaboration between donor and recipient countries as it presents a perspective not often heard in the clamour of voices of Western experts and local government officials.
