

1. Record Nr.	UNINA9910795337303321
Titolo	Another way : : decentralization, democratization and the global politics of community-based schooling // edited by Rebecca Clothey and Kai Heidemann
Pubbl/distr/stampa	Boston : , : Brill Sense, , [2019]
ISBN	90-04-38471-5
Descrizione fisica	1 online resource (xix, 159 pages)
Collana	Pittsburgh studies in comparative and international education
Disciplina	371.19
Soggetti	Community schools Community and school Schools - Decentralization Educational equalization Education and state
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Matter -- Copyright page -- Foreword / Mark R. Warren -- Acknowledgements -- List of Acronyms -- Notes on Contributors -- Series Editors Introduction / John C. Weidman and W. James Jacob -- Introduction / Kai Heidemann and Rebecca Clothey -- Social Movement-Led Democratic Governance of Public Education / Rebecca Tarlau -- Crisis, Protest and Democratization 'From Below' / Kai Heidemann -- Accountability through Community-Based Management? / D. Brent Edwards Jr. -- Decentralization, Centralization and Minority Education in Hungary -- Decentralization and Education in Tanzania / Serena Koissaba -- Between State and Society / Richard Bamattre -- Building A Community-Based Charter School in the United States / Rebecca Clothey and Deanna Hill -- An Alternative Education Model in Urumqi / Rebecca Clothey -- School of Feminism in Beijing / Weiling Deng -- Back Matter -- Index.
Sommario/riassunto	Drawing on a variety of methodological and theoretical perspectives, the case studies compiled in Another Way: Decentralization, Democratization and the Global Politics of Community-Based Schooling offer a comparative look at how global processes of educational

decentralization have both helped and hindered the development of community-based schools in local-level settings across Europe, Africa, Asia and the Americas. On the one hand, the book shows how increased decentralization is often perceived as essential to assuring robust levels of democratization, community participation and social justice in education. On the other hand, it is also shown how processes of educational decentralization are often experienced in local communities as a mechanism of increased austerity, privatization and segregation.
