

ALTERNATIVE EDUCATION, ALTERNATIVE DEVELOPMENT

EDHI 684
Spring 2016
Prof. Steven Klees

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Course Description

Many would say we live in a world of profound and persistent inequalities. We have so many people on this planet living in such difficult, too often barely survivable, conditions. Conflicts are widespread. There is pervasive sexism, racism, and other forms of discrimination. Educational systems in our societies too often reflect and sustain this awful state of the world instead of challenging it. This is not a call for despair. For those who see the world this way, it is a call for alternatives. Critics have analyzed the interrelated nature of these problems and, in many courses, this critique is examined. In this course we move beyond the critique and focus on the alternatives, that is, what are alternative ways to organize our social, political, economic, and educational systems?

While some say that these social critics are long on critique and short on alternatives, there has been considerable thought about and experience with alternative education and alternative development practice. Communities, regions, and countries from the U.S. to Cuba, from South Africa to Scandinavia, from Brazil to India, and elsewhere around the world, offer examples. Alternative approaches to development flourish under labels like ecological economics, sustainable development, economic democracy, and deliberative and participatory democracy. Alternative approaches to education flourish under labels like critical pedagogy, critical multicultural education, popular education, ecological education, and democratic and ethical schooling.

The goal of the course is to examine and reflect upon alternatives to conventional reforms of education and development policies and practices. The class will build upon the interests of the students attending to jointly explore the range of thinking and practice about these alternatives.

Course Requirements and Grading:

Regular class attendance, participation, and reading are expected. Presentations in class will be expected. Grading will be based primarily on a term paper.

Course Evaluation:

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. You can go to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Honor Code:

All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at:

http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html.

Students With Disabilities:

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

Religious Observances:

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible, but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

Required Textbooks:

Alperovitz, Gar (2013) *What Then Must We Do: Straight Talk About the Next American Revolution*. White River Junction, VT: Chelsea Green Publishing.
ISBN: 978-1-60358-504-0

Broad, Robin and Cavanagh, John (2009) *Development Redefined: How the Market Met its Match*. Boulder: Paradigm
ISBN: 978-1-59451-523-1

McLaren, Peter and Kincheloe, Joe (Eds.) (2007) *Critical Pedagogy: Where are we Now?* New York: Peter Lang.
ISBN: 978-0-8204-8147-0

Class Schedule and Readings:

1. Introduction

2. Critical Overview I

Broad and Cavanagh.

Klees, S. "Reflections on Theory, Method, and Practice in Comparative and International Education," *Comparative Education Review*, August 2008, 52, 3, 301-28.

Zajda, J. Majhanovich, S. and V. Rust. "Introduction: Education and Social Justice," *International Review of Education*, 2006, 52, 1-2. (READ pp. 9-15)

3. Critical Overview II

Chabott, C. *Constructing Education and Development*. NY: Routledge, 2003 (Chapter 3)

Wilson, William Julius. "The Great Disparity," *The Nation*, July 10, 2012

Glennie, J. "Development Experts Need to be Bolder about Letting History In," blog, guardian.co.uk, August 12, 2011.

Shiva, V. "Globalization and Its Fallout," *ZNet Commentary*, March 24, 2003 (www.globenet3.org)

Roy, Arundhati (2004). "The New American Century," *The Nation*, Feb. 9.

Said, E. "Problems of Neoliberalism," *Al-Ahram Weekly* 7-13 September 2000,

Dill, B., Nettles, S. and L. Weber (n.d.) "Defining the Work of the Consortium: What do we Mean by Intersections," Unpublished paper, University of Maryland, College Park, Md.

Morgan, John. "The Political Economy of Radical Education," *Forum*, 54, 2, 2012.

Orr, D. Rethinking Education *The Ecologist*, 29, 3, May/June, 1999.

4. Development Critique and Alternatives I

Esteva, Gustavo (1992) "Development" in W. Sachs (Ed.) *The Development Dictionary: A Guide to Knowledge as Power*. NY: Zed.

Daly, H.E. and Cobb, J. (1994) *For the common good: redirecting the economy toward community, the environment, and a sustainable future*. Boston : Beacon Press.

Greider, William (2003). "The Soul of Capitalism," *The Nation*, Sept. 29, 2003.

Broad, Robin & Cavanagh, John. "It's the Economy, Stupid," *The Nation*, Nov. 28, 2012.

Korten, David, (1999). *The Post-Corporate World: Life After Capitalism*, Kumarian Press, Inc. and Berret-Koehler Publishers, Inc.

New Economy Network, "Principles for a New Economy," n.d.

James, Deborah (2000). "Conclusion: Ten Ways to Democratize the Global Economy," in K. Danaher and R. Burbach (eds.) *Globalize This!* Monroe, Maine: Common Courage Press.

5. Development Critique and Alternatives II

Alperovitz.

Yates, Michael D. *Naming the System: Inequality and Work in the Global Economy*. New York: Monthly Review Press, 2003. (excerpts)

Barkin, David "Overcoming the Neoliberal Paradigm: Sustainable Popular Development," in R. Harris and M. Seid. (Eds.) *Critical Perspectives on Globalization and Neoliberalism in the Developing Countries*. Boston: Brill, 2000

Wright, E. O. (2010) *Envisioning Real Utopias*. NY: Verso (excerpts).

Esteva, G. Babones, S., and Babcicky, P. (2013) *The Future of Development: A Radical Manifesto*. Chicago: Policy Press (excerpts).

"Letter, Gustavo Esteva to Jared James, Nov. 16, 1999"
(www.umd.edu/faculty/salzman...ategy/discussion/1999-11-16Gustavo.html)

6. Development Critique and Alternatives III

Wall, Derek (2015) *Economics After Capitalism*. London: Pluto. (EXCERPTS)

Wolff, Rick (2014) "The Shape of a Post-Capitalist Future," in Goldin, F., Smith D. and M. Smith (eds.) *Imagine Living in a Socialist USA*. NY: Harper.

Hahnel, Robin. (2005). *Economic Justice and Democracy: From Competition to Cooperation*. NY: Routledge Press. (EXCERPTS)

Albert, Michael (2014) *Realizing Hope: Life Beyond Capitalism*. NY: Zed. (EXCERPTS)

Maass, Alan (2004) *The Case for Socialism*. Chicago: Haymarket – Chap. 7 and Afterword

Kovel, Joel (2014) “The Future Will Be Ecosocialist,” in Goldin, F., Smith D. and M. Smith (eds.) *Imagine Living in a Socialist USA*. NY: Harper.

Chan, Jennifer (2006) “Between Efficiency, Capability, and Recognition: Competing Epistemes in Global Governance,” *Comparative Education*. Vol 43(3), pp.359-376

7. Education Critique and Alternatives I

Aronowitz, S. and H. Giroux *Education Still Under Siege, 2nd ed.* Westport, CN: Bergin & Garvey, 1993. Chapter 4.

Williams, D. and Ginsburg, M. (2012) “Educating All to Struggle for Social Change and Transformation,” *Current Issues in Comparative Education*, 15(2): 3-14.

McLaren, P. (1994). *Life in schools: An introduction to critical pedagogy in the foundations of education*. New York: Longman.

Ayres, R. and Ayres, W. (2011) *Teaching the Taboo: Courage and Imagination in the Classroom*. NY: Teachers College Press.

Verna, Rita (Ed.) *Be the Change: Teacher Activist, Global Citizen*. NY: Peter Lang, 2012 (selected excerpts).

Edwards Jr., D. Brent and Steven Klees. “Participation in Development and Education Governance.” In A. Verger, M. Novelli and H. Kosar-Altinyelken (eds.), *Global Education Policy and International Development: New Agendas, Issues and Programmes*. New York: Continuum, 2012.

8. Education Critique and Alternatives II

Au, W. and M. Apple. "Rethinking Reproduction: Neo-Marxism in Critical Education Theory," in Apple, M., Au, W., and Gandin, L. (Eds.) *The Routledge International Handbook of Critical Education*. NY: Routledge, 2009.

Muhr, Thonas. "Counter-hegemonic Regionalism and Higher Education for All: Venezuela and the ALBA," *Globalisation, Societies, and Education*, 8, 1, March 2010, 39-57.

Wade, R. (2007) *Social Studies for Social Justice: Teaching Strategies for the Elementary School Classroom*. NY: Teachers College Press (excerpts).

North, C. (2009) *Teaching for Social Justice: Voices from the Front Lines*. Boulder: Paradigm (excerpts).

Picower, B. (2012) *Practice What You Teach: Social Justice Education in the Classroom and the Streets*. NY: Routledge.

Ball, Stephen & Antonio Olmedo (2013) Care of the self, resistance and subjectivity under neoliberal governmentalities, *Critical Studies in Education*, 54:1, 85-96.

McCowan, T. "Participation and Education in the Landless People's Movement of Brazil," *Journal of Critical Education Policy Studies*, 1, 1, March 2003.

Tarlau, R. (2015). How Do New Critical Pedagogies Develop? Educational Innovation, Social Change, and Landless Workers in Brazil. *Teachers College Record* 117(11).

9. Education Critique and Alternatives III

Torres, R-M (1998) "The Million Paulo Freires," *Convergence*, 31, 1-2 (Toronto: ICAE).

Apple, M.W., Au, W. and L. Gandin. "Mapping Critical Education," in Apple, M., Au, W., and Gandin, L. (Eds.) *The Routledge International Handbook of Critical Education*. NY: Routledge, 2009.

Steinberg, S. "Preface: Where are we Now?" in McLaren and Kincheloe (2007).

Giroux, H. "Introduction: Democracy, Education, and the Politics of Critical Pedagogy" in McLaren and Kincheloe (2007).

Duncan-Andrade, J. E. Morrell "Critical Pedagogy and Popular Culture in an Urban Secondary English Classroom," in McLaren and Kincheloe (2007) (Chap. 9).

Fischman, G. and L. Gandin "Escola Cidada and Critical Discourses of Educational Hope" in McLaren and Kincheloe (2007)(Chap. 11).

Macedo, D. "Afterword: Reinserting Criticity into Critical Pedagogy," in McLaren and Kincheloe (2007).

Conclusions

"Gar Alperovitz and Michael Albert: A Conversation on Economic Visions," <http://truth-out.org/opinion/item/22557-gar-alperovitz-and-michael-albert-a-conversation-on-economic-visions#.Uyx12kZ7L1k.email>

Alperovitz, G. and Bhatt, K. 2013. "What Then Can I do? 10 Ways to Democratize the Economy." <http://www.truth-out.org/opinion/item/18908-what-then-can-i-do-ten-steps-toward-transforming-the-system> (OPTIONAL)

Anyon, J. (2006) *Radical possibilities: Public policy, urban education, and a new social movement*. NY: Routledge. (EXCERPTS)

Apple, M. (2013) *Can Education Change Society?* NY: Routledge. (EXCERPTS)

North, C. "Confronting the Helper Syndrome," <http://imerrill.umd.edu/facultyvoice1/?p=1321>

Bond, P. (2015) The Intellectual Meets the South African Social Movement: A Code of Conduct is Overdue, When Researching Such a Conflict-Rich Society, *Politikon: South African Journal of Political Studies*, 42:1, 117-122

Sousa Santos, Boaventura de (2014) *Epistemologies of the South: Justice Against Epistemicide*. Boulder: Paradigm.

Klees, S. "A Pedagogy of Resistance: Reflections on a Critical Approach to Teaching in Comparative and International Education," *Journal of Postcolonial Directions in Education*," 3, 1, 2014.

Reich, R. (2015) *Saving Capitalism*. NY: Knopf. (OPTIONAL)

MORE READINGS IN ALTERNATIVE DEVELOPMENT

Civil society, NGOs, 'Third Sector'

Meyer, H. and Boyd, W. L. (2001) 'Civil Society, Pluralism, and Education- Introduction and Overview,' In Meyer, H. and Boyd, W. L. (Eds.) *Education between State, Markets, and Civil Society: Comparative Perspective*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Harriss, John (2001). *Social Capital Construction and the Consolidation of Civil Society in Rural Areas*. LSC, no. 00-16.

Korten D. C., Perlas, N., and Shiva, V. (November 2002). "Global Civil Society: The Path Ahead," Available from <http://www.pcdf.org/civilsociety/path.htm>

Lewis, Peter M. "Political transition and the dilemma of civil society in Africa," *Journal of International Affairs*, summer 1992, (46)1, 31-54.

Makumbe, John M. "Is there a civil society in Africa?" *International Affairs*, 1998, (74)2, 305-17.

Orvis, Stephen. "Civil society in Africa or African civil society?" *Journal of Asian and*

African Studies, 2001, (36)1.

Schuman, M. H. and Fuller, M. (2005). "Profits for Justice," *The Nation*, January 24, 2005, 13-22.

Social movements- MST, Zapatistas

Marcos, Comandante!. (2003). "La Lucha contra la globalización es cuestión de supervivencia: Marcos." October 26, 2003.

Harvey, N. "Inclusion Through Autonomy: Zapatistas and Dissent," *NACLA Report on the Americas*, September/October 2005.

Mertes, Tom (Ed.) *A Movement of Movements: Is Another World Really Possible?*

Debates among the left

Duggan, Lisa, 2003. *Neoliberalism, cultural politics and the attack on democracy*. Boston: Beacon Press.

Participation

Cook, B., & Kothari, U. (2001). *Participation: The New Tyranny?* Zed Books, London and New York

ActionAid (2004). Rethinking participation: Questions for civil society about the limits of participation in PRSPs. An ActionAid USA/ ActionAid Uganda Discussion Paper.

Kapoor, I. (May 10, 2004) "The Power of Participation," *Current Issues in Comparative Education*," 6(2)

Deliberative democracy

Crocker, David (forthcoming) *Ethics of Global Development: Agency, Capability, and Deliberative Democracy*. Cambridge: Cambridge University Press.

Fung, A. & Wright, E.O. (1999). *Experiments in Empowered Deliberative Democracy: Introduction*,

Riker, James (2005) "Promoting Visions and Strategies to Advancing Global Democracy," unpublished paper, The Democracy Collaborative, University of Maryland, College Park, MD.

Keating, Christine (2003). "Developmental Democracy and Its Inclusions: Globalization and the Transformation of Participation," *Journal of Women in Culture and Society*, 29 (2), 417-37.

Shaw, Martin. The Deep Challenge of Global Social Democracy. It looks like this is from a website called Fabian Global Forum.

Barber, Benjamin *Strong Democracy: Participatory Politics for a New Age*. Los Angeles: UC Press, 1990.

Alternative governance: Porto Alegre,

Cooper, Marc (2002). *From Protest to Politics: A Report From Porto Alegre*. The Nation.

Wampler, B. (2000, March 16-18). *Participatory publics and the executive: Participatory budgeting problems in Recife and Porto Alegre*. Paper presented at the Latin American Studies Association XXII International Congress, Miami, FL.

World Bank. (2003). Case Study 2 - Porto Alegre, Brazil : Participatory approaches in budgeting and public expenditure management. *Social Development Notes, No. 71*

Baiocchi, G. (May 1, 2006) "The Citizens of Porto Alegre," *Boston Review*

Sustainable development

Daly, H.E. (1996) *Beyond growth: The economics of sustainable development*. Boston: Beacon Press.

Korten, David (). *Sustainable Livelihoods: Redefining The Global Social Crisis*

Gibson-Graham, J.K. (2005) "Surplus Possibilities: Postdevelopment and Community Economies," *Journal of Tropical Geography*, 26(1), 4-26.

Indigenous Knowledge

Agrawal, Arun (2002) "Indigenous Knowledge and the Politics of Classification," Paris: UNESCO.

Other Alternative Development

Wallerstein, Immanuel (2002). *A Left Politics for an Age of Transition*, Monthly Review, Earthscan Publications Ltd.

Cavanagh, J. et al. (eds.) *Alternatives to globalization: A better world is possible*. San Francisco: Berrett-Koehler Publishers, 2002.

Greider, William (2003). *The Soul of Capitalism: Opening Paths to a Moral Economy*. New York: Simon & Schuster.

MacEwan, Arthur, (1999). *Neo-Liberalism or Democracy? Economic Strategy, Markets, and Alternatives for the 21st Century*. Pluto Press.

K. Saunders (ed.) *Feminist Post-Development Thought* . NY: Zed, 2002. (Introduction)

Mittal, A., and Rosset, P. (1999) *America Needs Human Rights*, Food First Books.

Rahnema, Majid and Bawtree, Victoria. *The Post-Development Reader*. Zed Books

Stead, W. and Stead, J. (XXXX). *Management for a small planet: Strategic decision making and the environment*. Thousand Oaks, CA: Sage.

Castells, M. (1998). *The Power of Identity* (vol. II). Malden: Blackwell Publishers Ltd. (Conclusion)

Castells, M. (2000). *The Rise of Network Society* (2nd edition, vol. 1). Oxford: Blackwell Publishers Ltd. (Conclusion)

Comaroff and Comaroff. (2000) Millennial capitalism: first thoughts on a second coming. *Public Culture*, 12 (2), 291-343.

MORE READINGS IN ALTERNATIVE EDUCATION

Critical Pedagogy

Freire, P. (1998). *Pedagogy of freedom, ethics, democracy, and civic courage*. Lanham, MD: Rowman & Littlefield.

Freire, Paulo (). *The Political Pedagogy of Paulo Freire*. Politics and Education, UCLA Latin American Center Pub., Univ. of CA, Los Angeles.

Wink, J. (2000). *Critical pedagogy: Notes from the real world* (2nd ed.). New York: Longman.

Lee, Tiffany (2006) “‘I Came Here to Learn How to be a Leader’: An Intersection of Critical Pedagogy and Indigenous Education,” *InterActions: UCLA Journal of Education and Information Studies*, 2,1.

The right to education

Bradlow, Daniel (1996). The World Bank, the IMF, and Human Rights, *Transnational Law & Contemporary Problems*, vol. 6, no. 1.

Hunt, P., Nowak, M. & Osmani, Siddiq (2002). *Draft Guidelines on a Human Rights Approach to Poverty Reduction Strategies*,

Tomasevski, K. (2001) *Removing Obstacles in the Way of the Right to Education*, Right to Education Primer No.1.

Tomasevski, K. (2003). *Education Denied: Costs and Remedies*, Zed Books, London and New York.

Klees, S and N. Thapliyal (2007) “The Right to Education: The Work of Katarina Tomasevski” *Comparative Education Review*, 51, 4, 497-510.

Critical multicultural education

Sleeter, C. E. & McLaren, P. L. (1995). 'Introduction: Exploring Connections to Build a Critical Multiculturalism,' In Sleeter, C. E. & McLaren, P. L. (Eds.). *Multicultural Education, Critical Pedagogy, and the Politics of Difference*. New York: State University of New York Press.

Nieto, Sonia (1995). 'From Brown Heroes and Holidays to Assimilationist Agendas: Reconsidering the Critiques of Multicultural Education,' In Sleeter, C. E. & McLaren, P. L. (Eds.). *Multicultural Education, Critical Pedagogy, and the Politics of Difference*. New York: State University of New York Press.

Ovando, C. and McLaren, P. (2000). *The politics of multiculturalism and bilingual education: Students and teachers caught in the cross fire*. Boston: McGraw Hill.

Macedo, Donaldo (1995). 'Literacy for Stupidification: The Pedagogy of Big Lies,' In Sleeter, C. E. & McLaren, P. L. (Eds.). *Multicultural Education, Critical Pedagogy, and the Politics of Difference*. New York: State University of New York Press.

Education and Social Movements

Flores, R. (June 23, 2003) "From Disillusionment and Abandonment to Autonomy: Zapatista Bilingual Indigenous Education in Chiapas, Mexico," *In Motion Magazine* <http://www.inmotionmagazine.com/auto/zbie1.html>

Howard, A. (Jan. 6, 2007) "Zapatistas Showcase their Autonomous School System to the Nation and the World," from the Autonomy and Solidarity website <http://auto.sol.tao.ca/node/view/2479>

McCowan, T. (2003). Participation and education in the landless people's movement of Brazil. *Journal for Critical Education Policy Studies*, Vol. 1, 1

Stromquist, N. (2007) *Feminist Organization and Social Transformation in Latin America*. Boulder: Paradigm Publishers.

Peace Education

Reardon, Betty "Peace Education: A Review and Projection," in Bob Moon, Sally Brown and Miriam Ben Peretz, eds., *International Companion to Education*, New York, Routledge, 2000.

Lin, Jing (2007) "Love, Peace, and Wisdom in Education: Transforming Education for Peace," *Harvard Education Review*, 77, 3, 362-365.

Ecological education

Orr, David. (1991). What is education for: Six myths about the foundations of modern education, and six new principles to replace them. *The Learning Revolution* (IC#27), Winter 1991, Page 52

University-level education

Mohanty, C. T. (2003). *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke University Press

Schen, Celester. (2003). "Development Pedagogies," *Journal of Women in Culture and Society*, 29, 569-574

Solorzano, D. G. and Bernal D. D. (2001). "Examining Transformational Resistance Through a Critical Race and Latcrit Theory Framework: Chicana and Chicano students in an Urban Context," *Urban Education*, 36 (3), 308-342.

Democracy and Education

Carr, Paul, Zyngier, David, and Pruyn, Marc. *Can Educators Make a Difference? Experimenting with and Experiencing Democracy*. NY: IAP, 2012.

Apple, M. and J. Beane (eds.) (2007) *Democratic Schools: Lessons in Powerful Education*, 2nd edition. Portsmouth, NH: Heinemann.

Englund, T. (2000) "Rethinking Democracy and Education: Towards an Education of Deliberative Citizens," *Journal of Curriculum Studies*, 32, 2, 305-313.

Steiner-Khamsi, G., J. Torney-Purta, et al., Eds. (2002). *New Paradigms and Recurring Paradoxes in Education for Citizenship: An International Comparison*. Oxford, UK, JAI Press

Westheimer, J. and J. Kahne (2003) "What Kind of Citizen: Political Choices and Educational Goals," *Encounters on Education*, 4, Fall, 47-64.

Gandin, Luis Armando and Apple, Michael. 2002. Challenging neo-liberalism, building democracy: Creating the Citizen School in Porto Alegre, Brazil. *Journal of Education Policy*, 17, 2

Carlson, D. and Apple, M. (Eds.). (1998). *Power/ knowledge/ pedagogy: The meaning of democratic education in unsettling times*. Boulder, CO: Westview Press.

Edwards, D. Brent (2010) Trends in governance and decision-making: a democratic analysis with attention to application in education. *Policy Futures in Education*, 8,1.

Other Alternative Education

Knapp, Sarah. *Education and Capitalism*. NY: Haymarket, 2011.

Gersti-Pepin, Cynthia and Aiken, Judith. *Social Justice Leadership in a Global World*. NY: IAP, 2012.

Schniedewand, Nancy and Sapon-Shevin, Maria. *Education Courage: Resisting the Ambush of Public Education*. NY: Beacon, 2012.

Barton, A. (2003) *Teaching Science for Social Justice*. NY: Teachers College Press.

Spring, J. (2007) *A New Paradigm for Global School Systems: Education for a Long and Happy Life*. Mahwah, NJ: Erlbaum.

Ginwright, S, Noguera, P. and J. Cammarota (Eds.) *Beyond resistance! Youth activism and community change: New democratic possibilities for practice and policy for America's youth*. NY: Routledge, 2006.

Weis, L. (2007) *The Way Class Works: Readings on School, Family, and the Economy*. NY: Routledge.

Escuela Nueva in Colombia

The Bangladesh Rural Advancement Committee (BRAC): Experience with primary education

OECD (2001). *What Schools for the Future*. Center for Educational Research and Innovation (CERI).

Scheurich, J. J. (1998). "Highly Successful and Loving, Public Elementary Schools Populated Mainly by Low-SES Children of Color: Core beliefs and cultural characteristics," *Urban Education*, 33(4), 451-491.

Starratt, Robert (1994). *Building an Ethical School: A Practical Response to the Moral Crisis in Schools*. London: The Falmer Press.

Rethinking Schools. (1994). *Rethinking Our Classrooms, vol. 1: Teaching for Equity and Justice*.

Rethinking Schools. (2001). *Rethinking Our Classrooms, vol. 2*.

Rethinking Schools. (2002). *Rethinking Globalization: Teaching for Justice in an Unjust World*.

Jain, M., Miller, V., and Jain S., (2001). *Unfolding Learning Societies: Deepening the Dialogues*. Shikshantar, Rajasthan, India.

Reimers, Fernando and McGinn, Noel, (1997). *Informed Dialogue: Using Research to Shape Education Policy Around the World*. Praeger Publishers.

Vimukt Shiksha. (March 2000.) *Special Issue: Unfolding learning societies: Challenges and opportunities*.

Torres, R.M. (2000) *One decade of Education for All: The challenge ahead*. Paris: UNESCO.

Beare, H. and Slaughter, R. (1996) *Education for the twenty-first century*. London: Routledge.

Brown, P. Halsey, A., Lauder, H., and Wells, A. (1997). The transformation of education and society: An introduction. In A. Halsey, H. Lauder, P. Brown, and A. Wells, *Education: Culture, economy, and society*. New York: Oxford.

Gadotti, M. (1996). *Pedagogy of praxis: A dialectical philosophy of education*. Albany, NY: SUNY.

Kozol, J. (1996). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Three Rivers Press.