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CONSTRUCTING EDUCATIONAL CONSENSUS: INTERNATIONAL DEVELOPMENT PROFESSIONALS AND THE WORLD CONFERENCE ON EDUCATION FOR ALL¹

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Abstract — Since the end of World War II, a distinct community of organizations has emerged in high-income countries to promote 'development' in the low-income countries of Africa, Asia, and Latin America. This paper examines some of the effects of these organizations and the professionals they have produced on international educational norms and conventions, as typified by the 1990 World Conference on Education for All. I suggest that organizational variables, such as professionalism and resource dependence, rather than nation-state interests and dominance alone, explain the standardization of Western models of mass education in international conventions and declarations. © 1998 Elsevier Science Ltd. All rights reserved.

INTRODUCTION

Since the end of World War II, a distinct community of organizations has emerged in high-income countries to promote 'development' in the low-income countries of Africa, Asia, and Latin America. These organizations and the professionals that work in them play an important role in producing and enforcing global educational norms and standards. Many studying the rise of these norms and standards tend to emphasize shifts in political power, conflict, dominance, and interests among the nation-states that fund international organizations (Camoy, 1974; Arnove, 1980; Spaulding, 1981; Berman, 1992; Samoff, 1995). This study, in contrast, looks at international development organizations as organizations, *per se*, and argues that organizational variables, such as resource dependence, rather than nation-state interests and dominance alone, explain much of the standardization we see in international educational conventions and declarations.

Prior cross-national studies of education identify global patterns of educational institutionalization and conclude that education for development has become a world-wide taken-for-granted norm. (Ramirez and Boli, 1987). This paper uses the World Conference on Education for All to illustrate the way international development organizations and the professionals within these organizations carry such

global educational norms. Specifically, I argue that international development organizations constitute what organizational sociologists describe as an organizational 'field'; that predictable processes associated with organizational fields, such as professionalization, drive the spread of global educational norms; and that the spread of these norms is occurring somewhat independent of nation-state interests.²

The next section explores how the concept of development became institutionalized³ at the global level in the form of a 'field' of international development organizations. The following two sections analyse how three multilateral development agencies manage their dependencies on nation-state funding and on each other. The next two sections, respectively, place the preparation and follow-up for the World Conference on Education for All in the context of the rise of global development conferences since the end of World War II. The following two sections explore the role of professionals within international development organizations as potential carriers of recipes and models for educational development activities. The final section concludes with a summary and implications for both research and policy.

THE RISE OF INTERNATIONAL DEVELOPMENT ORGANIZATIONS

Throughout the post-World War II period, responding to increases both in the number of

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Recent research has advanced the understanding of how global processes have led to standardized ideas about modern schooling Chabbott provides an insightful examination of how the processes of international development have effected the role of education at a global level since World War II The United Nations as a Knowledge System Nanette Svenson,2015-10-16 This book seeks to explore how the UN has generated warehoused disseminated structured packaged expanded transferred and leveraged its vast resources of accumulated information and experience throughout the decades and particularly since the start of the 21st century with the introduction of more connective information and communications technology It examines the overarching objectives that have guided such activity and divides UN knowledge management into three distinct but often overlapping and intertwining categories knowledge for social and organizational learning knowledge for norm setting and knowledge for creation of products and services Svenson brings together these multiple aspects of UN knowledge management to present a holistic view of how the organization utilizes its global intelligence to educate advocate and serve member countries development Instead of looking at the UN as an international bureaucracy or as a peacekeeping policymaking humanitarian or development entity this work studies the UN as a generator and purveyor of information learning and experience in all of these areas This book will be key reading for all students and scholars of international organizations *Policy-Making for Education Reform in Developing Countries* William K. Cummings,James H. Williams,2008-08-15 Policy Making for Education Reform in Developing Countries aims at helping policymakers in developing countries better understand the processes and strategies for education reform and the policy options available to them This text focuses on the content of reform options and strategies for achieving educational improvement at different levels of the system e g primary secondary tertiary for different sub sectors e g management teachers and for different purposes with which education systems are tasked e g reaching peripheral groups of students linking youth and employment A holistic approach is increasingly recognized as essential to realizing the promises of education for the development of social and human capital innovation in a global economy sustained economic growth social harmony and greater civic participation decreased achievement gaps and increased equity **World Society** Georg Krücken,Gili S. Drori,2010-06-17 John W Meyer s work broke new grounds in institutional thought in sociology and made him a central thinker for the emerging interdisciplinary field of neoinstitutionalism while at the same time establishing institutional thought s comparative variant world society theory His scholarship plays a prominent role in contemporary social theory and has shaped research areas such as international relations and globalization organization theory and management studies One of the results of

Meyer's wide ranging and interdisciplinary influence is that his work has appeared in a diverse range of outlets. This book brings together some of John W. Meyer's widely scattered work reviewing four decades of scholarship and adding several original pieces from Meyer's current work. It gathers substantive commentary on social processes from stratification to globalization to socialization as well as on key social institutions from science to religion to law to education. In its expansive review, this book is both about neoinstitutional thought in general and world society theory in particular. This book is both by John W. Meyer and about John W. Meyer to the compilation of Meyer's canonized and current work. Georg Kracke and Gili S. Drori add an essay on the theoretical and empirical contribution of Meyer's institutional theory placing it within the broader context of contemporary social theory, globalization research and organizational studies in both in the United States and Europe.

Handbook of the Sociology of Education Maureen T. Hallinan, 2006-11-24. The aim of the Handbook of Sociology of Education is to present the most theoretically grounded and empirically rigorous sociological analyses of schools to date. The authors are distinguished researchers in the field. Their contributions to the Handbook offer major theoretical perspectives on the schooling process and describe significant empirical studies of schools and their effects on individuals and society. The research presented in the Handbook is built on three fundamental tenets of sociology. First, the authors adopt the perspective that schools are a central institution in society. An understanding of the function of schooling in social life is enhanced by viewing schools as interrelated with other societal institutions. The study of how the context of schooling influences education processes is critical to an understanding of school outcomes. Rather than being determined solely by ascribed and achieved characteristics, an individual's cognitive and social development are influenced heavily by the structures and networks in which the individual is embedded. Communities, families, schools and social groups are critical elements in the educative process. By viewing the school as a societal institution and highlighting the interaction between context and individual behavior, the Handbook chapters provide a broader and deeper understanding of the determinants of learning in contemporary society. The second sociological insight that guides the research in the Handbook is that the school is a social system.

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Bulletin of Information on the Work of International Organizations League of Nations, 1922. Contains information concerning congresses held since Apr 1922 **Bulletin** Pan-Pacific Union, 1929 *American Book Publishing Record*, 2002

The Transnational Studies Reader Sanjeev Khagram, 2008. The Transnational Studies Reader is a new approach to understanding global social dynamics that doesn't take for granted that these dynamics take place in a national container.

Quarterly Bulletin of Information on the Work of International Organisations, 1922. The quarterly bulletin contains

information concerning Congresses held since Apr 1922 Education for All Nicholas Burnett, 2005 The 2006 EFA Global Monitoring Report maps the global literacy challenge drawing attention to new methods for measuring it more accurately It analyses how societies have attained widespread literacy before critically examining national strategies and international commitments aimed at achieving this goal Although adult literacy rates doubled in Sub Saharan Africa the Arab States and South and West Asia from 1970 to 2000 the rate of progress has slowed considerably since 1990 according to the report If present trends continue only 86% of the world s adults will be literate by 2015 up from 82% today Reflecting deep seated gender inequalities in many societies women account for 64% of the adults worldwide who cannot read or write with understanding This figure remains virtually unchanged from 63% in 1990 Every year the EFA Global Monitoring Report assesses where the world stands on its commitment to provide a basic education to all children youth and adults by 2015 Its developed by an independent team and published by UNESCO with the UIS as a key member of the EFA monitoring team providing statistical annexes and analysis which lay the foundations for the report America ,1923 The Jesuit review of faith and culture Nov 13 2017

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In a world inundated with screens and the cacophony of immediate communication, the profound power and mental resonance of verbal art often disappear into obscurity, eclipsed by the regular barrage of noise and distractions. Yet, located within the lyrical pages of **Constructing Educational Development International Development Organizations And World Conference On Education For All**, a captivating perform of literary brilliance that pulses with organic feelings, lies an memorable trip waiting to be embarked upon. Published by way of a virtuoso wordsmith, this enchanting opus books visitors on a mental odyssey, softly revealing the latent potential and profound impact embedded within the elaborate internet of language. Within the heart-wrenching expanse of the evocative evaluation, we shall embark upon an introspective exploration of the book is key styles, dissect their interesting writing design, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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