



*An Education and Democracy  
Resource List*

## Section 4 – Resources about Education for Democracy

### Classroom Instruction and Democratic Behavior

Almond, G, *et al.* Political Socialization. Comparative Politics: System, Process and Policy (Boston: Little, Brown, 1978, second edition)

Seminal study on political socialization.

Bratton, Michael, and Joseph Temba, "Effects of Civic Education on Political Culture: Evidence from Zambia," *World Development*, May 1999

Results of a study in Zambia.

Davies, I., I. Gregory, and S.C. Riley. Good Citizenship and Educational Provision (London: Falmer Press, 1999)

Dewey, John. Democracy and Education (New York: MacMillan, 1916)

The classic study on education and democracy.

Hahn, Carole L. Becoming Political: Comparative Perspectives on Citizenship Education (Albany, NY: SUNY, 1998)

Using a comparative perspective, *Becoming Political* describes alternative forms of education for democracy and points to consequences of various alternatives in diverse settings. This study of civic education and adolescent political attitudes contains rich descriptive information from interviews with students and teachers and classroom observations in England, Denmark, Germany, the Netherlands, and the United States. Such qualitative information gathered over the past decade complements findings from surveys administered to students ages fifteen through nineteen in fifty schools in the five countries.

Hooghoff, Hans. "Evaluation of education in citizenship and moral judgement", SICI-workshop, Vedbaek (Denmark), May 19-21, 1999.

Report of a recent civic education conference.

Mistrik, Erich. Aesthetics and Civics. Cultural Dimension of Civic Education (Senica: HEVI Publishing House, 1996)

This book is about the necessity to include cultural studies into civic education and has strong focus on teacher training. [Full text is also available in Rich Text format at: <http://www.fedu.uniba.sk/~mistik>]

Niemi, Richard G., and Jane Junn. Civic Education: What Makes Students Learn (New Haven: Yale Univ Press, 1998)

This book takes a look at what youth in the United States know about government and politics and how they learn it. Based on the most extensive assessment of students' civic knowledge to date, the authors find that secondary school civics courses significantly enhance understanding of the workings of democracy. The authors then offer specific suggestions to improve civics teaching.

Spiro, Jody, *Active Learning in Central and Eastern Europe* (Newton: Education Development Center Inc, 1998)

Describes impact of civic education initiatives in postcommunist classrooms.

Torney-Purta, Judith, John Schwille, and Jo-Ann Amadeo. *Civic education across countries: twenty-four national case studies from the IEA Civic Education Project*. (Amsterdam: IEA and Washington, D.C.: National Council for the Social Studies, 1999)

What are adolescents expected to know about democratic practices and institutions? How do societies convey a sense of national identity? What are young people taught about diversity and social cohesion? In short, what expectations do democratic societies hold for the development of political knowledge, skills, and attitudes among young people? And how does a country's political or economic situation influence these notions of citizenship and democracy? These questions were examined by researchers from countries in Europe, North and South America, Asia, and Australia.

Tibbitts, Felisa. "Prospects for Civics Education in Transitional Democracies: Results of an Impact Study in Romanian Classrooms." Paper presented at Comparative International Education Society Conference, 14-18 April, 1999, Toronto, Canada.

In this paper results are presented of a study into the impact of an alternative civics curriculum for the 7th and 8th grades in Romania. [Also available on-line in full-text at: [http://erc.hrea.org/Library/research/RPaper\\_4-991.html](http://erc.hrea.org/Library/research/RPaper_4-991.html)]

### **Education System Governance**

Bray, Mark. *Decentralization of Education: Community Financing* (Washington, DC: World Bank, 1996)

This study focuses on ways in which community financing can support formal and primary education in the wake of decentralization. The report considers not only monetary financing, but community contributions of materials, labor, expertise, and land as well. An examination of the volume, nature, and mechanics of community financing in a range of settings is followed by a discussion of policy issues facing governments, specific strategies from various countries, and the importance of monitoring and evaluation. Country case studies and best practices are provided. [Also available in full-text Word format at: [http://www.worldbank.org/html/extdr/educ/edu\\_eram/deced\\_cf.htm](http://www.worldbank.org/html/extdr/educ/edu_eram/deced_cf.htm)]

Epstein, Erwin, and Noel F. McGinn (eds.). *Comparative Perspectives on the Role Of Education in Democratization. Part 1: Transitional States and States of Transition* (Hamburg: Peter Lang Publishing, 1999)

However important the school may be as a vehicle to institutionalize and perpetuate democracy, it has been largely ignored by contemporary scholars of democratization especially in developing and former socialist countries. This book draws on new research as well as established classics in helping to fill the gap and map out useful directions for comparative inquiry on the role of education in democratization and transitions from centralized authority.

Epstein, Erwin, and Noel F. McGinn (eds.). *Comparative Perspectives on the Role Of Education in Democratization. Socialization, Identity, and the Politics of Control* (Hamburg: Peter Lang Publishing, 2000)

This book, the second of a two-volume set, addresses issues of democratization by viewing the place of education in government designs for dealing with change, especially in terms of the character of the society being governed: its quest for a national identity, its ethnic composition, its religion(s), and its empowerment of women.

Fiske, Edward. *Decentralization of Education: Politics and Consensus* (Washington, DC: World Bank, 1996)

The global phenomenon of school decentralization is a highly political process. It involves substantial shifts in power, affecting the influence and livelihood of groups such as teachers and their unions. School systems are also vehicles for enhancing political influence and carrying out the programs and objectives of those in power. This report identifies the political dimensions of school decentralization and discusses the methods and problems of building a broad public consensus to support it. Country case studies and examples of best practices are provided.

[Also available in full-text Word format at: [http://www.worldbank.org/html/extdr/educ/edu\\_eram/deced\\_gc.htm](http://www.worldbank.org/html/extdr/educ/edu_eram/deced_gc.htm)]

Gaynor, Cathy. *Decentralization of Education: Teacher Management* (Washington, DC: World Bank, 1996)

This report explores what can be learned in decentralizing teacher management from international experience. In particular, it examines what has prompted governments to decentralize teacher management functions, how they have done so, and which decentralization mechanisms have been most effective. The report aims to help guide policymakers in refining strategies that will improve teaching and learning in the classroom.

Snauwaert, D.T., *Democracy, Education, and Governance: A Developmental Conception* (Albany: SUNY Press, 1993)

Author concludes that a participatory system of school governance is a necessary but not a sufficient condition for educational excellence.

### **Community Participation**

Bowman, Mary Jean. "Education and Opportunity: Some Economic Perspectives", *Oxford Review of Education* 1 (1975): 73-89.

A few of the interactive effects between schooling and patterns of options in life before and after experience in schooling are singled out for comment in their relation to education in economic terms.

Demaine, Jack, and Harold Entwistle (eds.). *Beyond Communitarianism: Citizenship, Politics and Education* (London: Macmillan, 1996)

This book investigates different notions of communitarianism and citizenship, and their application within a number of fields; in particular politics, social welfare and education. The chapters of the book are concerned to look beyond communitarian ideology and to investigate in a more detailed discussion about citizenship.

Highland, J. *Democratic Theory: Philosophical Foundations*. (Manchester: Manchester University Press, 1995)

Overview of theories of democracy.

Kanyike, Lawrence, Modesta Omona, Vincent Birungi, Denis Nuwagaba, Patience Namanya, Imelda Kemeza, and Joseph Carasco. *Participation as a Method to Improve Educational Quality: The Principles* (Kampala, Uganda: Marianum Press, 1999)

This illustrated manual provides step-by-step guidance for stakeholders, stakeholder groups, and facilitators at the school level who want to learn how to design and carry out participatory action research and to make the results of such research available to communities. The aim of such skill-building is to increase the ability of stakeholders to solve local school problems by making them researchers. Group members learn to collect, analyze, and disseminate information, and use the research results in designing activities to improve student learning. [Also available in full-text in PDF format at: <http://www.ieq.org/pdf/Participation.pdf>]

Murchland, B., *Higher Education and the Practices of Democratic Politics: A Political Education Reader* (Dayton, Ohio: Kettering Foundation, 1991)

This book is a collection of essays on political education for democratic citizenship on higher education developed out of meetings over 5 years of a small group of faculty, administrators and students who gathered to discuss the way academia was educating young people for political responsibility.

Tyler, William. *The Sociology of Educational Inequality*. (London: Methuen, 1977)

Seminal work on educational inequality.

Walzer, Michael. *Spheres of Justice: A Defense of Pluralism and Equality*. (Oxford: Oxford University Press, 1983)

Walzer's framework provides a powerful tool for non-philosophers to understand, and then speak-up directly and intelligently for equality and democracy.

### **Equity in National Education Policies**

Benson, P. and R. Openshaw (eds). *New Horizons for NZ Social Studies*. (Palmerston North, NZ: ERDC Press, 1998)

Describes the debate over the reform of the Social Studies Curriculum in New Zealand.

Carasco, J., N. Clair and L. Kanyike. *Initiating a participatory process to improve education quality in Uganda*. (Washington, D.C. Improving Education Quality Project, American Institutes for Research, in press)

IEQ Uganda Core Team. *Perspectives of quality learning: From research to action*. (Kampala: Uganda: Improving Education Quality Project. Ugandan National Examinations Board, 1999)

Available in full-text in PDF format at: [http://www.ieq.org/pdf/Uganda\\_CaseStudy.pdf](http://www.ieq.org/pdf/Uganda_CaseStudy.pdf)

Limage, Leslie (ed.) *Democratizing Education and Educating Democratic Citizens: Historical and Comparative Perspectives*. (New York: Falmer, 2000)

Historical and comparative study on democratization of education systems and civic education.

Tibbitts, Felisa, and Judith Torney-Purta. *Preparing for the Future: Citizenship Education in Latin America* (Cambridge, MA/Washington, DC: HREA/Inter-American Development Bank, 1999).

Survey of education programmes teaching democracy and human rights, their effectiveness and proposed strategies. [Full text available at: <http://www.hrea.org/pubs/IDB-monograph/index.html>]

**World Bank. Priorities and Strategies for Education. (Washington D.C.: World Bank, 1995)**

This book reviews the literature and data on the contribution of education to development and on the financing of education in developing countries. It outlines policy options and reforms for increasing access to education and for improving equity and efficiency in educational services.

### **Useful Web Sites**

**Center for Civic Education:** <http://www.civiced.org>

Elaborate web site with articles and resources on civic education in the United States and elsewhere.

**Civnet/Civitas:** <http://www.civnet.org>

Includes many on-line manuals, curricula and calendar related to civic education worldwide.

**Education Development Center:** <http://www.edc.org/edu-democ>

Provides information about the EDU-DEMOC On-line Policy Dialogue, as well as archives of EDU-DEMOC messages.

**Electronic Resource Centre for Human Rights Education:** <http://erc.hrea.org>

Includes hundreds of full-text curricula, lesson plans, textbooks and training manuals for educating about and for democracy and human rights at K-12 level and for community groups and professionals.

**Global Information Networks in Education (GINIE):** <http://www.ginie.org>

A comprehensive resource centre on education for democracy and education in emergency situations.

**Improving Educational Quality Project:** <http://www.ieq.org>

Many resources on instructional methods and lessons learned.

**International Tolerance Network:** <http://www.tolerance.uni-muenchen.de>

On-line newsletters, bibliographies and databases about education for democracy, human rights and tolerance.

**Network for Citizenship and Democracy in Europe:** <http://www.politea.net>

Includes full text issues of the Newsletter Political Education towards a European Democracy:

**Orava civic education project:** <http://www.uni.edu/coe/orava>

Information on civic education project in Slovakia.

**Peru's Virtual Parliament:** <http://www.congreso.gob.pe/parla/par-tele.htm>

Includes a distance learning course on the functioning of parliament [in Spanish].

**USAID Center for Democracy and Governance:** <http://www.info.usaid.gov/democracy>

Contains materials and links to education and democracy and governance.

**USAID Human Capacity Development Center:** [http://www.info.usaid.gov/educ\\_training](http://www.info.usaid.gov/educ_training)

Description of worldwide initiatives and on-line global education database.