Choice pervades our society: it is founded on political rights to choose and our economy of market choices, but we have now reached the point where choice is extended almost everywhere. This book provides a critique of choice in contemporary society and policy, arguing that we can have too much of a good thing. And there are alternatives. In the first part, the book shows how choice works at a personal level, its demands, and how it can fail. By examining healthcare, education and pensions, it then explores the alternatives, such as provision. In the second part of the text the book reviews the impact of choice through the life cycle, in areas such as careers, relationships, fertility, retirement and death. The book considers whether this enhances or burdens our lives, and questions the assumption that more choice is always for the better.

Contrary to the conventional belief that social movements cannot engage the state without becoming co-opted and demobilized, this study shows how movements can advance their struggles by strategically working with, in, through, and outside of state institutions. The success of Brazil’s Landless Workers Movement (MST) in occupying land, winning land rights, and developing alternative economic enterprises for over a million landless workers has made it an inspiration for progressive organizations globally. The MST’s educational initiatives, which are less well known but equally as important, teach students about
participatory democracy, collective work, agroecological farming, and other practices that support its socialist vision. This study details how MST activists have pressured municipalities, states, and the federal government to implement their educational proposal in public schools and universities, affecting hundreds of thousands of students. Based on twenty months of ethnographic fieldwork, Occupying Schools, Occupying Land documents the potentials, constraints, failures, and contradictions of the MST’s educational struggle. A major lesson is that participating in the contentious co-governance of public education can help movements recruit new activists, diversify their membership, increase practical and technical knowledge, and garner political power. Activists are most effective when combining disruption, persuasion, negotiation, and co-governance into their tactical repertoires. Through expansive leadership development, the MST implemented its educational program in local schools, even under conservative governments. Such gains demonstrate the potential of schools as sites for activists to prefigure, enact, and develop the social and economic practices they hope to use in the future.

Nannies, Migration and Early Childhood Education and Care
Elizabeth Adamson

Once considered the preserve of the wealthy, nanny care has grown in response to changes in the labour market, including the rising number of mothers with young children, and increases in non-standard work patterns. This book examines the place of in-home childcare, commonly referred to as care by nannies, in Australia, the United Kingdom and Canada since the 1970s. In contrast to childminding or family day care provided in the home of the carer, in-home care takes place in the child’s home. The research extends beyond the early childhood education and care domain to consider how migration policy facilitates the provision of childcare in the private home. New empirical research is presented about in-home childcare in Australia, the United Kingdom and Canada, three countries where governments are pursuing new ways to support the recruitment of in-home childcare workers through funding, regulation and migration. The compelling policy story that emerges illustrates the implications of different mechanisms for facilitating in-home childcare - for families and for care workers. It proposes that these differences are shaped by both structural and normative understandings about appropriate forms of care that cut across gender, class/socioeconomic status and race/migration. Overall, it argues that greater attention needs
to be given to the way childcare work in the private home is situated across ECEC and migration policy.

More Than Just Food
Garrett Broad

The industrial food system has created a crisis in the United States that is characterized by abundant food for privileged citizens and “food deserts” for the historically marginalized. In response, food justice activists based in low-income communities of color have developed community-based solutions, arguing that activities like urban agriculture, nutrition education, and food-related social enterprises can drive systemic social change. Focusing on the work of several food justice groups—including Community Services Unlimited, a South Los Angeles organization founded as the nonprofit arm of the Southern California Black Panther Party—this book explores the possibilities and limitations of the community-based approach, offering a networked examination of the food justice movement in the age of the nonprofit industrial complex.

Education and Race from Empire to Brexit
Sally Tomlinson

Covering the period from the height of Empire to Brexit and beyond, this book shows how the vote to leave the European Union increased hostilities towards racial and ethnic minorities and migrants. Concentrating on the education system it asks whether populist views that there should be a British identity, or a Scottish, Welsh or Irish one largely excluding minorities, or whether arguments based on human rights, equality and economic needs will prevail. It covers events in politics and education that have left most white British people ignorant of Empire, the often-brutal processes of decolonisation and the arrival of migrants from post-colonial and European countries. It discusses policies and practices in education, race, religion and migration that have left schools and universities largely failing to engage with a multicultural and multiracial society.
This chapter analyzes the state of post-secondary education in Russia in the context of its capacity to meet the challenges of required innovation within the socio-economic system. Russia is, statistically speaking, a world leader in the field of education, with 630 students for every 10,000 members of the population. Bearing in mind that 88 percent of Russian citizens regard higher education as extremely desirable for their children, it is obvious that post-secondary education is playing an important role in constructing Russia's future role within the world system. Acceleration of the economy and innovativeness of the system would be impossible nowadays without a significant contribution from science and the education system.

A large portion of the British public says that the government should concentrate on the issues that elected the politicians in 1997: the economy, jobs, living standards, health, education, and crime. But it was known too that the nature of the issue over Iraq couldn't just be swept away as ill-fitting the preoccupations of the man and woman on the street. Iraq was an imminent threat to Britain and was preparing to attack them. An explanation of how Tony Blair's own thinking, as a political leader, has evolved during the past few years is presented. The global threat to their security was clear. So was their duty: to act to eliminate it. Blair believed that Iraq would be better without Saddam; but no doubt either, that as a result of his removal, the dangers of the threat they faced would be diminished.
Making ‘Arabiya
Emily Regan Wills

in Arab New York: Politics and Community in the Everyday Lives of Arab Americans

Published in print: 2019 Published Online: September 2019
Item type: chapter

This chapter demonstrates the central role that informal educational spaces can play in identity formation and political socialization. Using the example of an adult women’s English as a Second Language program and a summer youth program, it develops the concept of ‘arabiya (Arabness), a shared, diaspora-specific identity that provides recent Arab immigrants and their children with a shared sense of community. The discourses of ‘arabiya are formed dialectically through different engagements with Americaness, as well as through the use of Muslim identities and practices.

The consumer and New Labour: the consumer as king?
Eric Shaw

in The consumer in public services: Choice, values and difference

Published in print: 2009 Published Online: March 2012
Item type: chapter

This chapter elucidates New Labour’s understanding of ‘consumerism’. It draws heavily on Schon and Rein's concept of the frame. Frames can be understood as analytical devices that supply order and intelligibility to a complex, ever-shifting, and confusing world. The first part of the chapter discusses New Labour's ‘diagnostic frame’, and the way it defined the problem of ‘modernising’ public services, focusing on education and healthcare. The next part considers New Labour's ‘prescriptive frames’, major policy prescriptions that emerged from this diagnosis. The final part of the chapter explores ambiguities and problems within New Labour’s consumerist narrative.
Narratives of public service delivery in the UK: comparing central and local government

Catherine Needham

in The consumer in public services: Choice, values and difference

Published in print: 2009 Published Online: March 2012
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To disaggregate the ‘differentiated consumer’ of public services, it is important to consider how policy actors in central and local government talk about those who use key services: health, education, welfare, transport, and policing. This chapter gives an interpretative account of public services in the UK, exploring how different words and narratives are used in government texts, and the extent to which these vary between services and levels of government. Through measuring the frequency with which certain keywords appear, it is possible to assess the emphasis that policy makers place on certain identities – such as citizen, taxpayer, and customer – and to trace the importance of particular narratives – such as standardisation and differentiation.

The consumer in education

Catherine M. Farrell

in The consumer in public services: Choice, values and difference

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The consumer role in education is one that has historically existed prior to legislative reform. Parents have always had choices about ‘which school’ in terms of private or state school, religious or non-religious, and also choices about where they live and, by implication, where their children go to school. Using the ‘voice’, ‘choice’, and ‘exit’ framework, this chapter aims to discuss the consumer in education. It is divided into three parts, the first of which focuses on the involvement of citizens, consumers, and parents in education. The second part reviews the mechanisms of consumption, examining the use of the market, catchment areas, and also the allocation of school places by lottery. The third part of the chapter outlines the different faces of consumerism and citizen participation in education. It draws conclusions about the involvement of citizen-consumers in education services.
Every child’s voice matters?
Harriet Churchill

in Changing local governance, changing citizens
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Publisher: Policy Press
Item type: chapter

Every child matters set out a programme of reform, aiming to improve five key outcomes for children and young people: their health, safety, enjoyment, and educational achievement, making a positive contribution to society and economic well being. This chapter reviews the drivers of change and the national policy framework for reform and participation. It examines the conceptualisation of children's participation and the implementation framework for reform, drawing on theoretical and empirical work in this area. Finally, the chapter examines local reform in one local authority, with the pseudonym of Gatsborough City Council, between 2004 and mid-2008. The Council serves a post-industrial northern city with relatively high levels of educational underachievement, social services caseloads, and youth-offending rates. In this case, there was evidence that children's involvement in local governance has not merely been tokenistic and has stretched beyond managerialist consultation. This was because children's participation was viewed as citizenship education and related to social inclusion and cohesion objectives in New Labour's communitarian approach.

Anarchist Alliances, Government Repression
Kirwin R. Shaffer

in Black Flag Boricuas: Anarchism, Antiauthoritarianism, and the Left in Puerto Rico, 1897-1921
Published in print: 2013 Published Online: April 2017
Publisher: University of Illinois Press
Item type: chapter

This chapter explores how some anarchists aligned themselves with the emerging freethinkers' movement centered in the southern city of Ponce to address educational issues on the island. The Puerto Rican Left had been founding CESs since the end of the nineteenth century, which gave workers a source of radicalized education. While the freethinkers were mostly middle-class professionals, they shared with anarchists a fervent belief in free expression and freedom of speech. In addition, both anarchists and freethinkers condemned what they saw as the influence
of religion on society, especially in education. As a result, both called for rationalist education modeled after the ideals and Modern Schools in Spain developed by Francisco Ferrer y Guardia.

**Teaching Peace or Violence?**

Matthew Lange

in Killing Others: A Natural History of Ethnic Violence

This chapter argues that education contributes to ethnic violence, in contrast to popular beliefs and the literature suggesting that it promotes peace and tolerance rather than hatred and violence. The chapter first considers a variety of grounds to debunk universal claims that education promotes peaceful social relations before discussing the educational backgrounds of intolerant, hateful, and violent people by focusing on two notorious hate groups of all time: the Nazis and the Ku Klux Klan (KKK). It also shows that terrorists have relatively high levels of education and cites mounting evidence that education commonly contributes to violence against Others. Again using the Nazis and their doctors as examples, the chapter shows that education might strengthen ethnic consciousness, intensify emotional prejudice, create ethnic obligations, and provide mobilizational resources.

**The Origins of Ethnic Consciousness**

Matthew Lange

in Killing Others: A Natural History of Ethnic Violence

This chapter examines the origins of ethnic consciousness, with particular emphasis on the rise of powerful ethnic consciousnesses shared by large numbers of strangers. It first considers the propensity to categorize people into ingroups and outgroups as well as factors that contributed to the rise of new and abstract conceptualizations of community, including citizenship. It then explores the role of the states, education, and religion in creating imagined communities of strangers and in molding and popularizing ethnic consciousness. It also discusses the micro-dynamics and context of ethnic frameworks and concludes...
with the argument that ethnic consciousness is a necessary condition for ethnic violence because it divides the world into ethnic categories and fosters strong attachment to ethnicity.

Subnational Occupations
Sarah Besky

in Darjeeling Reconsidered: Histories, Politics, Environments
Published in print: 2018 Published Online: July 2019
Item type: chapter

Darjeeling’s famed tea plantations are staffed almost exclusively by an Indian Nepali (or Gorkha) labour force, whose ability to advance beyond field labour has been severely limited. In 2008, retired Gorkha plantation managers founded the Darjeeling Tea Management Training Centre (DTMTC). Though it was modeled on similar training programs, DTMTC’s goal had a twist: to prepare Gorkhas as plantation managers. According to DTMTC teachers, the contemporary Darjeeling tea industry remains precarious, stemming from a lack of knowledge on the part of Gorkhas as to how to run the industry. The DTMTC, then, was a novel blend of vocational training and political action. This chapter explores how the institute’s goals were interwoven with ideas of connection between people, plants and moral obligations to care for a Gorkha landscape—a landscape that might be improved with the right kinds of training.

Pedagogical Experiments in the Brazilian Countryside
Rebecca Tarlau

in Occupying Schools, Occupying Land: How the Landless Workers' Movement Transformed Brazilian Education
Published in print: 2019 Published Online: June 2019
Item type: chapter

Chapter 1 analyzes the pedagogical experiments that MST activists developed in the Brazilian countryside in the 1980s and 1990s. In the early 1980s these educational experiments were largely isolated initiatives in dozens of different camps and settlements. There was room to experiment with pedagogical alternatives even under a dictatorship, partially due to the lack of state presence in these rural areas. In 1987, the MST leadership made education an official concern of the movement and founded the national MST education sector. Then, in
the 1990s, MST leaders refined their educational proposal through their own teacher training programs, which became spaces for pedagogical experimentation and the prefiguration of alternative social and political values. These experiments took place under a conservative and antagonistic national government. In 1997, the MST published its first national educational manifesto, summarizing the different components of its educational approach.

Introduction
Elizabeth Adamson

in Nannies, Migration and Early Childhood Education and Care: An International Comparison of In-Home Childcare Policy and Practice

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Item type: chapter

This chapter covers the definition of in-home childcare and introduces the broad trends that underpin the restructuring of early childhood education and care and domestic care work. This includes an overview of recent trends and shifts surrounding women's and maternal workforce participation, children's attendance in formal and informal types of care, and the prevalence of in-home child care in each of the three English-speaking liberal welfare countries that are the focus of the book - Australia, the United Kingdom and Canada. These trends are also presented in relation to other developed countries across the OECD countries. It introduces how these demographic changes and shifts in policy structures render the need for greater attention to the place of in-home childcare. It also provides a policy snapshot of in-home childcare in the three focus countries, outlining the funding structures, regulation and migration context surrounding ECEC and in-home childcare.

Restructuring care: comparative policy developments
Elizabeth Adamson

in Nannies, Migration and Early Childhood Education and Care: An International Comparison of In-Home Childcare Policy and Practice

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Item type: chapter

This chapter presents historical overviews of in-home childcare in Australia, the UK and Canada. It discusses the policy trajectories across
these countries within the context of early childhood education and care policy and migration policy. Particular attention is given to debates about how childcare policies and funding positioned home-based care arrangements – in both the caregiver and child’s home – across the public, private, informal and formal domains. In all three countries similar debates took place regarding the role of care versus education across the public and private, and formal and informal spheres. Dominant ideas about the care of young children being the responsibility of the family hindered the success of advocacy efforts, particularly by the feminist movement, for regulated, centre-based early childhood education and care. However, by looking at the details of the debates, pressures and actors through the lens of in-home childcare, contrasting attitudes are revealed.

Religion and Knowledge in the Post-Secular Academy
John Schmalzbauer and Kathleen Mahoney
in The Post-Secular in Question: Religion in Contemporary Society
Published in print: 2012 Published Online: March 2016
Item type: chapter

This chapter explores the link between religion and knowledge in the post-secular academy. It considers the comeback of religion across the disciplines, the networks of scholars and organizations responsible for these developments, and the competing visions that animate efforts to heighten religion's place in the academy. The chapter begins with a discussion of the postwar religious revival in higher education that led to more religion in the curriculum. It then examines the increased interest in religion as evidenced by the growth of religious studies departments in universities. It also describes how religion scholars, working across disciplinary lines, address the sorts of meta-questions that concern the entire university and resist a key process of secularization: the differentiation of knowledge into specialized disciplines. The chapter concludes by reflecting on what the return of religion means for American society and the sociology of religion.