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International Practices to Promote Budget Literacy Inquiry-Based Global Learning in the K-12 Social Studies Classroom The Neoliberalization of Creativity Education
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International Practices to Promote Budget Literacy 2017-06-28

budget literacy is defined as the ability to read decipher and understand public budgets to enable and enhance meaningful citizen participation in the budget process it is comprised of two main parts i a technical understanding of public budgets including familiarity with government spending tax rates and public debt and ii the ability to engage in the budget process comprising of practical knowledge on day to day issues as well as an elementary understanding of the economic social and political implications of budget policies the stakeholders involved and when and how to provide inputs during the annual budget cycle given that no international standards or guidelines have been established for budget literacy education to date this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries the underlying presumption is that when supply side actors in the budget process governments simplify and disseminate budget information for demand side actors citizens this information will then be used by citizens to provide feedback on the budget however since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of budget illiteracy is to provide budget literacy education in schools to youth helping them evolve into civic minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures and the confidence and sense of social responsibility to participate in the oversight of public resources this book elaborates on approaches learning outcomes pedagogical strategies and assessment approaches for budget literacy education and presents lessons that are relevant for the development improvement or scaling up of budget literacy initiatives

Inquiry-Based Global Learning in the K-12 Social Studies Classroom 2020-05-10

this book edited by experienced scholars in the field brings together a diverse array of educators to showcase lessons activities and instructional strategies that advance inquiry oriented global learning directly aligned to the college career and civic life c3 framework for social studies state standard this work highlights ways in which global learning can seamlessly be interwoven into the disciplines of history economics geography civics psychology sociology and anthropology recently adopted by the national council for the social studies the nation's largest professional organization of history and social studies teachers the c3 framework prioritizes inquiry oriented learning experiences across the social studies disciplines in order to advance critical thinking problem solving and participatory skills for engaged citizenship

The Neoliberalization of Creativity Education 2018-01-11

this book contemplates creativity education within the context of the neoliberal capitalist economy in the current crisis of creativity where we are required to be creative in an environment of entrepreneurialisation the author analyses what creativity has become and what has been lost in various recent transitional periods calling for recommitment towards the politics of critical creativity for the public good the author argues for an education that resists the ideologies of neoliberalism so that creativity may still be harnessed to rethink society inciting readers to conceive of alternate forms of creativity and associated education this innovative book will appeal to educators practitioners creators and learners searching for inspiration beyond creative destruction

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