

Globalizing Education Policy

Fazal Rizvi and Bob Lingard



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**Mark Olssen, John A Codd, Anne-Marie
O'Neill**



Globalizing Education Policy:

Globalizing Education Policy Fazal Rizvi, Bob Lingard, 2009-12-04 Rizvi and Lingard's account of the global politics of education is thoughtful, complex and compelling. It is the first really comprehensive discussion and analysis of global trends in education policy, their effects, structural and individual, and resistance to them. In the enormous body of writing on globalisation, this book stands out and will become a basic text in education policy courses around the world. Stephen J Ball, Karl Mannheim Professor of Sociology of Education, Institute of Education, University of London, UK. In what ways have the processes of globalization reshaped the educational policy terrain? How might we analyse education policies located within this new terrain, which is at once local, national, regional and global? In *Globalizing Education Policy*, the authors explore the key global drivers of policy change in education and suggest that these do not operate in the same way in all nation states. They examine the transformative effects of globalization on the discursive terrain within which educational policies are developed and enacted, arguing that this terrain is increasingly informed by a range of neo-liberal precepts which have fundamentally changed the ways in which we think about educational governance. They also suggest that whilst in some countries these precepts are resisted to some extent, they have nonetheless become hegemonic and provide an overview of some critical issues in educational policy to which this hegemonic view of globalization has given rise, including devolution and decentralization, new forms of governance, the balance between public and private funding of education, access and equity, and the education of girls, curriculum, particularly with respect to the teaching of English language and technology, pedagogies and high stakes testing, and the global trade in education. These issues are explored within the context of major shifts in global processes and ideological discourses currently being experienced and negotiated by all countries. The book also provides an approach to education policy analysis in an age of globalization and will be of interest to those studying globalization and education policy across the social sciences.

Globalizing Education Michael W. Apple, Jane Kenway, Michael Singh, 2005 Because globalization is expressed in many ways and evokes complex responses, it demands various lines of analysis. *Globalizing Education* shows how this phenomenon is mediated and mitigated by a range of educational policies, pedagogies and politics. It identifies the forms of educational governance associated with neoliberal globalism and their manifold effects on nation-state education systems, highlighting the colonizing, minority world imperatives and retraditionalizing ramifications. It also shows how the global cultural economy, the disjunctive flows of images, people and ideas, both challenges and reinforces conventional educational trajectories. The global national mesh works created by drugs, technology and unions are among the complicated connectivities explored. This book exposes the more pernicious effects on education of neo-liberal and corporate globalization and explores and identifies innovative and transformative educational policies, pedagogies and politics.

Globalizing Educational Accountabilities Bob Lingard, Wayne Martino, Goli Rezai-Rashti, Sam Sellar, 2015-07-30 *Globalizing Educational Accountabilities* analyzes the influence that international and

national testing and accountability regimes have on educational policy reform efforts in schooling systems around the world. Tracing the evolution of those regimes with an emphasis on the OECD's PISA, it reveals the multiple effects of policy as numbers in countries with different types of government and different education systems. From the effect of Shanghai's PISA success on nations trying to compete economically to the perverse effects of linking funding to performance targets in Australia, the analysis links testing and accountability to new modes of network governance, new spatialities and the significance of data infrastructures. This highly illustrative text offers scholars and policy makers a critical policy sociology framework for doing education policy analysis today.

Globalisation and Education Bob Lingard, 2020-10-28. This collection focuses on education policy in the context of globalisation and draws together influential research dealing with the interplay between education policy and globalisation. Globalisation and neo-liberalism in relation to education policy are addressed, as is the impact of the global financial crisis, the recent rise of ethno-nationalism and progressive challenges to neo-liberal hegemony. A number of chapters deal with the new spatialities instantiated by globalisation's new technology and consider the implications for education policy. Also discussed are global policy actors such as the OECD, EU and education businesses in education policy; the significance of international large scale assessments to an emergent global policy field; refugees and education; English language policy and globalisation; off-shore schools and the importance of affect in policy in the context of globalisation. The collection closes with two methodological contributions that consider the implications of globalisation in today's critical education policy analysis. The collection is brought together in a substantial introduction that traverses the literature and research on globalisation and education policy and also situates the chapters and approaches in the collection within the field. The chapters in this book were originally published as articles in various Taylor and Francis journals.

International Handbook on Globalisation, Education and Policy Research Joseph Zajda, 2005-12-05. The aim of this Handbook is to present a global overview of developments in education and policy change during the last decade. It has the objective of providing both a strategic education policy statement on recent shifts in education and policy research globally and offers new approaches to further exploration, development and improvement of education and policy making. The Handbook attempts to address some of the above issues and problems confronting educators and policy makers globally. Different articles seek to conceptualize the on-going problems of education policy formulation and implementation and provide a useful synthesis of the education policy research conducted in different countries and practical implications. The Handbook, by focusing on such issues as the OECD 2001 model of the knowledge society and associated strategic challenge and deliverable goals, OECD 2001, UNESCO-driven lifelong learning paradigm and its relevance to education policy makers globally, different models of policy planning and equity questions that are raised by centralization, decentralization, diversity, uniformity and curriculum standardization issues, the crises of educational quality, the debate of standards and excellence and good and effective teaching, will contribute to a better and more holistic understanding of the education policy.

and research nexus offering possible strategies for the effective and pragmatic policy planning and implementation at the local regional and national levels

Second International Handbook on Globalisation, Education and Policy Research Joseph Zajda, 2015-01-06 This handbook presents a global overview of developments in education and policy change during the last decade It provides an accessible practical and comparative source of current research that examines the intersecting and diverse discourses of this important issue Divided into two parts the handbook first examines globalisation and education policy reforms including coverage of main trends as well as specific policy issues such as gender equity minorities and human rights Next the handbook offers a comparative perspective that evaluates the ambivalent and problematic relationship between globalisation the state and education reforms globally It features coverage on curricula issues and education reforms in schools around the world as well as the curriculum in the global culture Now more than ever there is a need to understand and analyse both the intended and the unintended effects of globalisation on economic competitiveness educational systems the state and relevant policy changes all as they affect individuals the higher education sector schools policy makers and powerful corporate organisations across the globe By examining some of the major education policy issues particularly in the light of recent shifts in education and policy research this handbook offers readers a comprehensive picture of the impact of globalisation on education policy and reforms It will serve as a vital sourcebook of ideas for researchers practitioners and policy makers in education

Fourth International Handbook of Globalisation, Education and Policy Research Joseph Zajda, 2024-12-04 This handbook provides a global synthesis of on going research in education and policy change during the last decade It examines discourses of globalisation from the perspectives of the global North and global South Major theories of globalisation and education policy reforms employed in the handbook are classified into two broad categories structuralist and post structuralist The handbook while examining the impact of global trends in different societies cultures and educational settings attempts to synthesise different meta theories of globalisation and their impact on societies and educational systems It discusses the continued interaction of global national and local forces and influences especially the importance of standards and quality driven education reforms the need to overcome inequality of access to quality schools and aims at providing quality education for all students In addition the impact of neo liberal ideology on education is examined in terms of its impact on ongoing standards driven education reforms globally The handbook analyses neo liberalism in education and its focus on increasing global competitiveness accountability efficiency quality standards driven policy reforms and educational stratification The impact of globalisation on education policy and reforms is a strategically significant issue for us all The unifying conceptual framework used in the handbook to critique strategic significance of globalisation is grounded in discourse CDA and critical theory The work offers the latest findings concerning major issues in education and policy directions such as global social and economic inequality neo liberal standard driven education and policy reforms performing schools in the performing culture education for human rights and social justice new

perspectives on education for sustainability dominant and effective models of values education in schools and the ubiquitous impact of ICTs on education systems Exploring Gender in Education in Arabian Gulf Countries Martina Dickson, 2025-06-30 This seminal volume fills a gap in current literature on education gender and development by giving voice to the Arab Gulf region contrasting key issues with those felt globally in order to support a more sustainable gender equitable future of education in the region Heavily linked to Sustainable Development Goal 4 which calls for an inclusive and equitable quality of education for all this book presents case studies on a wide range of issues such as school attainment academic performance and gender disparities within higher education in the Arabian Gulf using quantitative research qualitative interviews and documentary analysis to make broader connections to issues of global significance Exploring a deeper and more holistic understanding of the external factors which affect both participation and performance within education and academic settings this book considers the influence of home support systems as well as cultural and familial factors which can lead to large scale gendered differences in learning attitudes attendance and even testing in the region Ultimately supporting those in the education sector through frameworks of gender inclusion in both schools and higher educational settings this volume will be of use to researchers scholars and postgraduate students involved with higher education school leadership management and administration sociology of education and gender studies in the Arab Gulf region more broadly *Education Policy* Mark Olssen, John A Codd, Anne-Marie O'Neill, 2004-06-08 Education policy is now a global matter and all the more complex for that Mark Olssen John Codd and Ann Marie O'Neill do us an invaluable service in producing a carefully theorised guide to current issues and key concerns this is an important erudite and very practical book Stephen J Ball Education Policy Research Unit University of London Given the global reach of neoliberal policies we need cogent books that enable us to better understand the major effects such tendencies have Education Policy is such a book It is insightful and well written and should be read by all of us who care deeply about what is happening in education in international contexts Michael W Apple Author of *Educating the Right Way* and John Bascom Professor of Education University of Wisconsin Madison I really am taken with the book the range and depth of analysis are truly impressive This book is a magnum opus and everyone in the area should read it Hugh Lauder University of Bath In their insightful and comprehensive book on education policy Mark Olssen John Codd and Anne Marie O'Neill wrestle with the big questions of citizenship and democracy in an age of globalization They argue that education policy in the 21st century is the key to security sustainability and survival The book anchored in the poststructuralist perspective of Michel Foucault traverses the whole territory of education policy not only methods and approaches of policy analysis and the dominant political perspectives that influence policy classical liberalism social democracy and neo liberalism but also those policy areas that require the closest scrutiny markets trust professionalism choice diversity and finally community citizenship and democracy This is the new policy bible for educationalists it is at once systematic provocative and instructive Michael A Peters Research Professor

University of Glasgow It is rare indeed for books with such ambitious scope as this one to appear within educational scholarship This is an important book for any graduate student who is undertaking work on any aspect of education policy Education Review This book provides an international perspective on education policy and of the role and function of education in the global economy The authors present a Foucauldian perspective on the politics of liberal education within a theoretical framework necessary for the critical analysis of education policy The authors set out the analyses necessary for understanding the restructuring in education and social policy that has occurred in many countries affected by the resurgence of neo liberal political theory They examine education policy in relation to globalization citizenship and democracy The authors argue that globalization is an extension of neoliberalism and is destructive of the nation state community and democracy They show the importance of education in building strong democratic nation states and global communities based on cultural identity and inter cultural awareness This book is essential reading for students of education policy studies and social policy analysis

Education, Globalisation and New Times Stephen J. Ball, Ivor F. Goodson, Meg Maguire, 2007-03-08 Education Globalisation and New Times comprises a selection of the most influential papers published over the twenty one years of the Journal of Education Policy Written by many of the leading scholars in the field these seminal papers cover a variety of subjects sectors and levels of education focused around the following major themes education globalisation and new times policy theory and method policy and equity Compiled by the journal's editors Stephen Ball Ivor Goodson and Meg Maguire the book illustrates the development of the field of education policy studies and the specially written Introduction contextualises the selection whilst introducing students to the main issues and current thinking in the field

Discourses of Globalisation, Ideology, Education and Policy Reforms Joseph Zajda, Suzanne Majhanovich, 2022-03-28 This book presents a global overview of discourses of globalization current research in education and education policy reforms It first examines globalisation education and policy research and reforms in education including coverage of main trends in education and policy reforms globally as well as specific policy issues such as equity inclusive schooling and quality education for all Next it offers a comparative perspective in evaluating the ambivalent and problematic relationship between globalisation ideology the state and education reforms globally One significant impact of globalization on education policy and reforms is the competitive comparison of education systems These comparisons are usually based on common achievement tests such as TIMSS PIRLS and PISA Major policy reforms are frequently justified with reference to these achievement data The book features coverage of education reforms globally and academic achievement syndrome Not only do the chapters offer a timely analysis of current issues shaping education policy research but the book also contains ideas concerning the future directions that education and policy reforms could take to offer more democratic and equitable education Respective chapters critically assess the dominant discourses and debates on education and policy reforms By doing so it provides a comprehensive view of the diverse and intersecting discourses on globalisation and policy driven

reforms in education **Globalization, Education and Social Justice** Joseph Zajda, 2009-12-02 Globalization Education and Social Justice which is the tenth volume in the 12 volume book series Globalisation Comparative Education and Policy Research presents up to date scholarly research on major discourses concerning global trends in education social justice and policy research It provides an easily accessible practical yet scholarly source of information about the international concern in the field of social justice globalisation and policy research Above all the book offers the latest findings to the critical issues in education and social justice globally It is a sourcebook of ideas for researchers practitioners and policy makers in education globalisation and social justice education reforms around the world It offers a timely overview of current issues in social justice affecting education policy research in the global culture It provides directions in education and policy research relevant to transformational educational reforms in the 21st century The book critically examines the overall interplay between globalisation education reforms and social justice It draws upon recent studies in the areas of globalisation social justice education reforms and the role of the State It explores conceptual frameworks and methodological approaches applicable in the research covering the State globalisation equity education and social justice It demonstrates the neo liberal ideological imperatives of education and policy reforms and illustrates the way the relationship between the State and education policy affects current models and trends in education reforms for social justice and schooling globally Various book chapters critique the dominant discourses and debates pertaining to the politics of social justice and education globally and the newly constructed and re invented models of neo liberal ideology in education and policy reforms Using a number of diverse paradigms in comparative education research ranging from critical theory to post structuralist discourses the authors by focusing on globalisation social justice and democracy attempt to examine critically both the reasons and outcomes of education reforms and policy change for social justice The volume offers a more informed critique on the Western driven models of education reforms and implications for social justice The book also draws upon recent studies in the areas of equity cultural capital and dominant ideologies in education The general intention is to make Globalization Education and Social Justice available to a broad spectrum of users among policy makers academics graduate students education policy researchers administrators and practitioners in the education and related professions *Globalizing Education for Work* Richard D. Lakes, Patricia A. Carter, 2004-07-19 This book explores how changes in the new world economy are affecting the education of male and female workers Authors from Australia Africa Brazil Europe North America and South Korea use methodologies such as literature reviews case studies legislative analysis evaluations of model delivery systems and demographic profiles to examine the current efforts of a number of nations around the world to transform vocational education and training VET programs into gender equitable institutions where female students are able to obtain skills necessary for successful and economically viable lives The cross national perspectives in this volume illuminate the meaning of VET equity theory and practice in the new economy Gender equity in education is constructed differently from place to

place depending on a variety of factors including economic development and cultural traditions Starting from this understanding that gender and culture are multifaceted historically situated and constructed around dominant economic and institutional structures class identities and social positions as well as discursive practices the book addresses central questions such as What roles do schools play in the global economy Is there a parallel between an increasingly globalized economy and a viable universal concept of education for work What is the effect of a nation's financial condition political system and global economic posture on its training policies Are educational equity issues heightened or submerged in the new economy The comparative perspective helps readers to more clearly analyze both tensions that arise as capitalist changes in the new economy are contested resisted or accommodated and the impact upon education In the Afterword the editors identify overarching themes emerging from the volume and illuminate various comparative perspectives on gender and the new economy *Globalizing Education for Work Comparative Perspectives on Gender and the New Economy* brings together important information and analysis for researchers students and teachers in education women's studies and sociology for vocational education and training professionals and for policymakers and policy analysts in governmental and nongovernmental organizations It is well suited as a text for a range of graduate courses in the fields of comparative and international education politics of education vocational educational policy gender and education and sociology of education

Handbook of Global Education Policy Karen Mundy, Andy Green, Bob Lingard, Antoni Verger, 2016-02-24 This innovative new handbook offers a comprehensive overview of the ways in which domestic education policy is framed and influenced by global institutions and actors Surveys current debates about the role of education in a global polity highlights key transnational policy actors accessibly introduces research methodologies and outlines global agendas for education reform Includes contributions from an international cast of established and emerging scholars at the forefront of the field thoughtfully edited and organized by a team of world renowned global education policy experts Each section features a thorough introduction designed to facilitate readers understanding of the subsequent material and highlight links to interdisciplinary global policy scholarship Written in an accessible and engaging style that will appeal to domestic and international policy practitioners social scientists and education scholars alike **Globalisation, Ideology and Education**

Policy Reforms Joseph Zajda, 2010-01-19 *Globalisation Ideology and Education Policy Reforms* which is the 11th volume in the 12 volume book series *Globalisation Comparative Education and Policy Research* presents scholarly research on major discourses concerning globalisation and the politics of education reforms It reviews some of the ideological imperatives fueling education reforms It examines critically education reforms within their social political and global dimensions It provides an easily accessible practical yet scholarly source of information about recent developments in globalisation ideology and trends in education reforms Above all the book offers the latest findings to the critical issues concerning major discourses surrounding the nexus between ideology and education reforms in the global culture It is a sourcebook of ideas

for researchers practitioners and policy makers in education and schooling around the world It offers a timely overview of current policy issues affecting education reforms globally It provides directions in education and policy research relevant to progressive pedagogy social change and transformational educational reforms in the twenty first century The book critically examines the overall interplay between the state ideology and current discourses of education reforms in the global culture It draws upon recent studies in the areas of globalisation academic achievement standards equity and the role of the State Apple 2004 Carnoy 1999 Zajda et al 2008 It explores conceptual frameworks and methodological approaches applicable in the research covering the State globalisation and quality driven education reforms

Globalizing Practices and University Responses Jan Currie, 2003-01-30 Investigates the impact that certain globalizing practices have on European and American universities Due to dwindling resources and the ideology of privatization universities are becoming more corporatized and managerial The authors investigate the consequences of these changes on the lives of academics and analyze how globalizing practices such as managerialism accountability and employment flexibility penetrate different universities Globalization is a contested term It exists in the form of an integrated world economy and global communication networks Along with this material world politicians have created a neoliberal ideology that exhorts nation states to open up their economies to free trade reduce their public sector and allow market forces to reshape their public agencies In effect this means a reduced role for government lower taxes and diminishing funds for public institutions like universities The underlying thesis of this book is that globalization is not an inexorable force All nations need to debate its consequences The authors analyze how globalizing practices are penetrating universities Are they creating a certain uniformity Are academics adapting to or resisting particular globalizing practices The premise at the beginning of the study was that European universities were responding differently to globalizing practices than Anglo American universities This premise was confirmed as some universities saw certain globalizing practices as inevitable and other universities resisted them The authors asked academics and key managers how their funding had changed and which accountability mechanisms their universities adopted They also investigated the use of the Internet in their teaching They found differences between European and American universities in their approach to permanent employment The French and Norwegian universities were maintaining many of their traditional values and only the Dutch university showed some movement towards the globalizing practices which American universities were more readily adopting

Global Education Policy and International Development Antoni Verger, Mario Novelli, Hulya K. Altinyelken, 2012-11-15 Drawing on international case studies and a range of theoretical perspectives leading scholars survey the impact of globalization on local education policy in developing countries

Third International Handbook of Globalisation, Education and Policy Research Joseph Zajda, 2021-09-17 This handbook presents a global overview of current research in education and education policy reforms during the last decade It provides an accessible practical and comparative source of current research that examines the intersecting and diverse

discourses of this important issue It first examines globalisation education and policy research and reforms in higher education including coverage of main trends in education and policy reforms globally as well as specific policy issues such as gender equity minorities and human rights Next the handbook offers a comparative perspective that evaluates the ambivalent and problematic relationship between globalisation the state and education reforms globally It features coverage on curricula issues and education reforms in schools around the world the curriculum in the global culture as well as globalisation and education futures with respect to social justice and human rights The handbook contributes to a better and a more holistic understanding of the education reforms and research nexus offering possible strategies for the effective and pragmatic policy planning and implementation at the local regional and national levels It will serve as a vital sourcebook of ideas for researchers practitioners and policy makers in education

Globalisation, Ideology and Politics of Education Reforms Joseph Zajda, 2015-10-09 This 14th volume in the 24 volume book series sets out to explore the interrelationship between ideology the state and education reforms placing it in a global context It examines some of the major education reforms and policy issues in a global culture particularly in the light of recent shifts in accountability quality and standards driven education and policy research By doing so it provides a comprehensive picture of the intersecting and diverse discourses of globalisation and policy driven reforms in education The book draws upon recent studies in the areas of globalisation equality and the role of the state It explores conceptual frameworks and methodological approaches applicable in the research covering the state globalisation and education reforms It critiques the neo liberal ideological imperatives of current education and policy reforms and illustrates the way that shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally Individual chapters critically assess the dominant discourses and debates on education and policy reforms Using diverse comparative education paradigms from critical theory to historical comparative research the chapters focus on globalisation ideology and democracy and examine both the reasons and outcomes of education reforms and policy change They provide an informed critique of models of accountability quality and standards driven education reforms that are informed by Western dominant ideologies and social values The book also draws upon recent studies in the areas of equity cultural capital and dominant ideologies in education

Globalisation, Ideology and Education Reforms Joseph Zajda, 2020-06-17 This book analyses the nexus between ideology the state and education reforms worldwide The research evinces the neo liberal ideological imperatives of current education and policy reforms and illustrates the way these shifts in the relationship between the state and education policy are affecting current trends in education reforms and schooling around the globe With this as its focus the chapters represent hand picked scholarly research on major discourses in the field of global education reforms Offering a compendium of the very latest thought on the subject this book is like the others in the series a state of the art sourcebook for researchers practitioners and policymakers alike Not only do the chapters offer a timely analysis of current issues shaping education policy research the

work also contains ideas about future directions that education and policy reforms could take By doing so it provides a comprehensive view of the diverse and intersecting discourses on globalisation and policy driven reforms in education The book draws on recent studies in the areas of globalisation education reforms and the role of the state Respective chapters critically assess the dominant discourses and debates on education and policy reforms Using diverse comparative education paradigms ranging from critical theory to historical comparative research they focus on globalisation ideology and democracy and examine both the reasons for and outcomes of education reforms and policy change

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Globalizing Education Policy Introduction

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