
REVIEW

FAZAL RIZVI and BOB LINGARD *Globalizing Education Policy*. London and New York: Routledge Taylor and Francis Group, 2010. 218 pp.

The publication by two known scholars engaged with global studies in education and education policy is focused on the changes in the field over the past two decades. In 1997 the authors together with Miriam Henry and Sandra Taylor published the book *Educational Policy and Politics of Change* analysing a broad framework of public policies guided by dramatic education change at the edge of Millennium.

In this new book the global processes lie in the centre of authors' attention. They are engaged with recent literature on globalization and educational policy. They utilize own research and teaching experiences at their home universities in Australia and also rich "global" experience in other countries where they met significant inspiration working on international projects.

The new configuration of a globalizing world of education gives them a particular perspective of "postnational" dimensions without ignoring the realities of the state. Authors consider national governments as a site increasingly influenced by both, transnational institutions and global ideologies that seek to steer the social imaginaries of policy actors, and national traditions and local policies. The perspective of global, postnational, dimension taking into account the state realities is for the authors starting point for development theoretical and methodological approaches to study educational policy in the age of globalization.

Nowadays the dominance of neoliberal order has been challenging in many aspects. Especially present global crises affects whole policy area and national education systems in particular. Economic and social consequences of the misleadings of neoliberalism has given rise negotiating the social issues and new ways of educational policy and practice.

The book is divided into nine chapters as follows:

Chapter 1 gives a fundamental overview of educational policy concepts and maps development of approaches since 1950s until present: a) Nationalist approach prevailing until 1980s, b) growing heterogeneity of theories and ideologies, c) emergence of market ideology framed by neoliberalism joint with globalization in transforming context of public policies after the fall of Berlin wall in 1989 being a significant source of a new global policy paradigm.

Authors' critical introduction to policy studies in education is articulated. Resistance, contradictory and differences, particular configuration of values which are allocated at the intervention of global, national and local processes,

are pointed out. Discursive regime, non-linear relationships, inconsistency of values have broken, according authors, classical model of educational policy. The new state formation, new managerialism and new public/private sector relations have been described as ushering in *transition from government to governance*. Interaction educational policies with policies in other fields including social affairs has been necessary. The influence of international comparative studies (*pisa, oecd* et others) contributes to global dimension of educational policy. Marketization and medialization influence the culture of educational institutions and relations to them. Policies often result in unpredictable and unintended consequences. Education systems have reacted by stressing accountability and standard frameworks to ensure achievement of the policy goals. Infrastructures of measurement pervade educational systems and technicize pedagogies. The paradox of the tension between required policy and limited professional autonomy and individualization of educational demands during last two decades „has become almost synonymous with educational change and educational professionals become more sceptical of reform agendas and less committed to fidelity in policy implementation“. This lifelike authors' observation could be a memento to policy makers. For authors the shifting character of educational policies has not avoided the role of the state in rearticulation of global pressures and finding balance against competing national and local interests.

The focus on conceptual discussion in this chapter opens the space for perspectives of theoretical and methodological considerations and practical consequences.

Chapter 2 debates a range of historical specifics and interrelated processes accompanying globalization and affecting educational systems in different way. The filtration by political and cultural traditions and, particularly by social imaginary is analysed together with „the mechanism of globalization“. The mechanism stems from a similar motivation supported by policy networks and certain communities. The role of supranational agencies (OECD, WB, UNESCO, EU and others) creates a global context which needs a special global analysis. Chapter 3 logically concerns issues of such globalizing educational policy analysis. Authors argue in the favour of „critical reflexivity“ and recognizing of „relationality and interconnectivity“ of policy development which demands also *historical orientation* of the analysis. They suggest the historical constitution of the problem in the temporal and spatial frames as a *policy ecology framework*. ***The past and the present are manifest in policy and aspirations to the contemporary education policy for broader historical constitution of education.*** The *positionality* of researcher and value position should not be avoided for knowing if democracy and social justice is assumed.

Chapter 4 exams educational policy from aspects of values. Values are interpreted from the philosophical, political and economic points of view. Authors position does not avoid critics of misinterpretation though narrow neoliberal values in economic terms linked to social efficiency based on market dynamics and organized education as a private good. On the contrary global interconnectivity and interdependence are shown as radically different ways. A requirement to

engage with transformations in technologically and informatively developed society goes over the prioritizing economy. Ignorance to complexity of cultural and social values leads to widen inequalities not only across nations but also within the particular communities.

Chapter 5 focuses on curriculum, pedagogy and evaluation. How is reshaped the triade which has created a broad variety of axes of national policies towards schooling? Traditionally issues relating to this triade have not been major focus in education policy and have usually considered as a separate field of educational theory and practice. But authors point that ongoing educational policy reforms are evidently linked to reframing curriculum, pedagogy and evaluation responding to global economic challenges, transforming identity and citizenship. Numerous examples (from England, Scotland, Germany, Australia, New Zealand, Pakistan and other countries) of curriculum reform and models of productive pedagogy are given. Particularly new regime of accountability measured by testing students' performance is examined by authors. Internationally compared performance plays a major role determining effectiveness of national education systems and consequently influences their quality.

Chapter 6 outlines changes in the policy rules associated with the move from government to *governance* which is not state-centred but polycentric with private involvements inside the state and also with global layers. The OECD case and WB example demonstrate how the global agents take a role of educational policy actors articulating a particular neoliberal version of globalization. Finally also the „governmentality“ (Foucaults originally used concept) as a form of self-governing and self-interested individuals with entrepreneurial disposition underpin the new possessive form of governance in the context of neoliberal globalization. A danger of inhibition of practice under this new policy technologies (indicated as *debilitating impact*) displays its authenticity, generates resistance or capitulation of educational actors and professionals or anti-global movement.

Chapter 7 concentrates on issues of equity policies in education. A comparative analysis shows how different countries have emphasised different aspects of justice. Authors argue that globalization influence public management of individual choice, quasi-markets and system accountability to claim a commitment to educational justice, without criticism on even extends inequalities. The globalization transforms the ways of educational policies effecting different groups and communities variety. It creates disparities around the world with some benefits for ones and disruptions of other. At the same time globalization has restricted the authority of the state in redistributing policies and programmes. The policy of choices has promoted competition, economic efficiency and individualism. Therefore heterogeneity and plurality is become the norms for justice in education. The previous distributive paradigm is not longer sufficient to capture the complexities of identities. Respect, recognition, rights, opportunities, powers are underscored in the process of the policy recognition in the global flow of people, ideas and technologies. Demands for a new ethics of globalization are addressed not only to nation-state but also to a global community in which issues of identity play a central role.

Chapter 8 shows excellently how the growing mobility of people beside mobility of capital, finance, cultures, information and ideas creates a cosmopolitan possibilities in education. The global mobility however have created a range of policy dilemmas: how to deal with cultural diversity, how to encourage academic flow, how to develop language policies not avoiding linguistic and cultural traditions and how to internationalize curriculum. Special attention is given to globalization of English and teaching foreign languages. The problem of *brain drain* and *brain circulation* is by authors pointed particularly as a highly problematic. Global mobility of skilled people on one side and the role of global networks of professionals (real and virtual ones) is consistent with imperatives of a global knowledge economy. On the other side a brain drain has become asymmetric and creates global inequities and cultural diasporas.

Chapter 9 insists that the interpretation of the globalization concept should be reconsidered and reinterpreted in relation to the bottom up emerging initiatives. They have emerged as alternatives of anti-globalization movement. The World Social Forum, NGOs and other civil society organization opposed the basic tenets of neoliberalism. Also political leaders, not only left-oriented, are mentioned as developers of a new regulatory roles of the global economy. The contemporary global economic crisis tests educational policy and capacity of national governments to fund education, to reconsider social and educational policies and reimagine another globalization seeking human interconnectivity and interdependence of the world. security, physical and environmental, equity and social cohesion together with democratization of globalization is challenged as well as humanization and construction of cosmopolitan citizenship. The authors' challenge for „rethinking the meanings of the values of efficiency, equity, community, liberty and security which have underpinned all public policies, including educational policy“ sounds very urgently.

The book presents both essential critical arguments on the address of globalizing educational policy, and findings on theoretical and practical initiation for rethinking and re-elaborating educational policy. The perspectives most sound mind and common sense in interconnected world are challenged. I recommend the book to reading, consideration and further discussion to all educational experts, politicians and practitioners.

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