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# THE OECD, GLOBALISATION AND EDUCATION POLICY



Miriam Henry, Bob Lingard, Fazal Rizvi and Sandra Taylor



# Oecd Globalisation And Education Policy

**Kjell Rubenson**



## **Oecd Globalisation And Education Policy:**

**The OECD, Globalisation and Education Policy** Miriam Henry, Organisation for Economic Co-operation and Development, International Association of Universities, 2001

**The OECD, Globalisation, and Education Policy** Miriam Henry, 2001 This guide to global education policy looks at the role of the OECD in co ordinating and changing education policy making clear how processes of persuasion may work Aspects such as ideological tensions and the politics of educational factors are also considered

International Handbook of Comparative Education Robert Cowen, Andreas M. Kazamias, 2009-08-22 A big project like this Handbook means that you incur debts and not only to your authors and your publisher As editors we along with our colleague Elaine Unterhalter who edited the section on postcolonialism would like to thank most warmly those authors who delivered on time and who did not fuss but just got on and did a r rate job We would also like to thank all authors who did deliver which was almost everyone we asked We know that some of our authors worked in very dif cult private circumstances as they were nishing their chapters and we hope the publication of the Volumes will later be for them a happy reminder of dif culties and disasters overcome The only sad theme is that some very close colleagues with whom we were wo ing and for whom we had the greatest respect and liking became very ill and died while the volumes were being prepared We decided to ask for copyright permissions to publish something of theirs These permissions were graciously given by two major journals and with the agreement also of our publishers Springer Rolland Paulston and Terry McLaughlin have examples of their writing in this Handbook

**Globalization and Education** Nicholas C. Burbules, Carlos Alberto Torres, 2013-12-16 In Globalization and Education Critical Perspectives an outstanding group of international contributors explore the increasingly important dimensions of globalization as it affects educational policy and practice in nation states around the world Changing conditions in a globalized world including travel international media transnational capitalism and the role of global organizations and institutions all have profound implications for the formation and implementation of education policy Addressing such issues as feminism multiculturalism and new technology this collection of original essays will broaden the context in which educational policy decisions are viewed Contributors Michael W Apple Jill Blackmore Nicholas C Burbules Juan Ram n Capella Luiza Cortes o Greg Dimitriadis Patrick Fitzsimmons Douglas Kellner Bob Lingard Allan Luke Carmen Luke James Marshall Cameron McCarthy Raymond A Morrow Michael Peters Thomas S Popkewitz Fazal Rizvi Stephen R Stoer and Carlos Alberto Torres

The OECD's Historical Rise in Education Christian Ydesen, 2019-12-18 This edited volume focuses on the historical role of the OECD The Organisation for Economic Co operation and Development in shaping global education policy In this book contributors shed light on the present day perspective of Comparative Education as a logical addition to current scholarship on the history of international organizations in the field of education Doing so the book provides a deeper understanding of contemporary developments in education that will enable us to reflect critically on the trajectories and future developments of education worldwide

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 edu 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

**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

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

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

**Handbook of Education Policy Studies** Guorui Fan, Thomas S. Popkewitz, 2020-06-02 This open access handbook brings together the latest research from a wide range of internationally influential scholars to analyze educational policy research from international historical and interdisciplinary perspectives By effectively breaking through the boundaries between countries and disciplines it presents new theories techniques and methods for contemporary education policy and illustrates the educational policies and educational reform practices that various countries have introduced to meet the challenges of continuous change Based on an analysis of the nature of education policy and education reform this volume focuses on education reform and the concept of education quality Adopting a historical and comparative perspective it examines the

dialectical relationship between education policy and education reform in various countries assesses theoretical and practical issues in the process of moving from regulation to multiple governance in contemporary education administration and explores the impact of globalization on national education reform and the interdependence between countries. In addition, it presents studies addressing educational policy research methodology from multiple perspectives. Highlighting the changes in national education macro policies, this volume comprehensively reveals the complex relationship between contemporary education reform and social change and explores the links between contemporary social, political, and economic systems and educational policy research and practice, offering a holistic portrait of macro trends in contemporary education reform.

**International Handbook on Globalisation, Education and Policy Research** Joseph Zajda, 2005-03-17. 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, 139 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.

Politics, Policies and Pedagogies in Education Bob Lingard, 2013-07-24. In the World Library of Educationalists, international experts compile career-long collections of what they judge to be their finest pieces of work: extracts from books, key articles, salient research findings, major theoretical and practical contributions, so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field. Bob Lingard has spent the last 30 years researching and writing in universities in Australia, England, and Scotland about changing education policy issues. His work is written from a sociological perspective and with a commitment to social justice. He is the co-editor and co-author of 17 books and more than 100 journal articles and book chapters. In *Politics, Policies and Pedagogies in Education*, Bob Lingard provides critical sociological engagement with the politics of education. The focus is education policy and the impact of globalization, including epistemological and methodological issues necessary for researching education policy today. Topics analyzed include educational restructuring,

new accountabilities and testing mediatization of education policy policy as numbers the global policy field and policy borrowing pedagogies Lingard also considers the nature of educational research today He has selected 12 of his key writings and in a critical introduction situates and contextualizes the work against key developments in the field and in the changing world

**The Routledge International Handbook of Lifelong Learning** Peter Jarvis, 2009-05-07 As lifelong learning grows in popularity few comprehensive pictures of the phenomenon have emerged This volume is designed to demonstrate precisely what is happening around the world and to do so within a systematic framework showing the complexity of the phenomenon

**Adult Learning and Education** Kjell Rubenson, 2011-02-17 A collection of 46 articles from the diverse and still emerging field of adult education

**Transnational Perspectives on Curriculum History** Gary McCulloch, Ivor Goodson, Mariano González-Delgado, 2019-11-22 This book offers a remarkable range of research that emphasises the need to analyse the shaping of curricula under historical social and political variables Teachers life stories the Cold War as a contextual element that framed curricular transformations in the US and Europe and the study of trends in education policy at transnational level are issues addressed throughout The book presents new lines of work offering multidisciplinary perspectives and provides an overview of how to move forwards The book brings together the work of international specialists on Curriculum History and presents research that offers new perspectives and methodologies from which to approach the study of the History of Education and Educational Policy It offers new debates which rethink the historical study of the curriculum and offers a strong interdisciplinary approach with contributions across Education History and the Social Sciences This book will be of great interest for academics and researchers in the fields of education and curriculum studies It will also appeal to educational professionals teachers and policy makers

*Governance by Indicators* Kevin Davis, Angelina Fisher, Benedict Kingsbury, Sally Engle Merry, 2012-07-05 The use of indicators as a technique of global governance is increasing rapidly Major examples include the World Bank's Doing Business Indicators the World Bank's Good Governance and Rule of Law indicators the Millennium Development Goals and the indicators produced by Transparency International Human rights indicators are being developed in the UN and regional and advocacy organizations The burgeoning production and use of indicators has not however been accompanied by systematic comparative study of or reflection on the implications possibilities and pitfalls of this practice This book furthers the study of these issues by examining the production and history of indicators as well as relationships between the producers users subjects and audiences of indicators It also explores the creation use and effects of indicators as forms of knowledge and as mechanisms of making and implementing decisions in global governance Using insights from case studies empirical work and theoretical approaches from several disciplines the book identifies legal policy and normative implications of the production and use of indicators as a tool of global governance

**Experience of School Transitions** Stephen Billett, Greer Johnson, Sue Thomas, Cheryl Sim, Stephen Hay, Jill Ryan, 2012-06-22 Leaving school whether to move on to training work or education is a

fundamental rite of passage the world over This volume draws on a wealth of international sources and studies in its analysis of the transitions young students make as they move on from their secondary schooling It identifies how these transitions are planned for by policymakers enacted by school staff and engaged with by students themselves With data from a range of nations with advanced industrial economies the book delineates how the policies relating to these transitions need to be conceived and implemented how the transitions themselves are negotiated by young people and how they might be shaped to meet the varied needs of the students they are designed to help The authors argue that the relationship often complex between what schools provide in the way of preparation and the ways in which students take up what is on offer is the crucial nexus for understanding the experience of transitions by young people and for enhancing that experience With a host of case studies of transition policies themselves as well as evaluative data on how they were received by the school leavers whom they were designed for this valuable addition to the educational literature deserves to be read by all those with roles in preparing the young for their journey into a complex adult world full of pitfalls as well as opportunity

*The PISA Effect on Global Educational Governance* Louis Volante, 2017-09-18 The Program for International Student Assessment PISA is an international achievement measure that assesses 15 year old student performance in the areas of reading mathematics and science literacy in over 70 countries and economies triennially By presenting an in depth examination of PISA s role in education governance and policy discourses this book provides the reader with a critical analysis of the educational change process within our increasingly global educational policy environment Exploring the prominent socio political drivers of large scale educational reform across the globe chapter authors examine PISA s national and global implications from a diverse range of regional contexts Through the presentation of cross disciplinary viewpoints and topical issues related to the PISA international survey this volume explains the degree to which PISA focused research is linked to national educational policy discourses and international education agendas

Globalisation and Education Reforms Joseph Zajda, 2018-02-27 This book explores 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 light of recent shifts in quality and standards driven education and policy research The book critiques the neo liberal ideological imperatives of current education and policy reforms and illustrates the way the shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally With this as its focus the book s individual chapters highlight hand picked scholarly research on major discourses in the field of comparative education A compendium of the very latest thinking on the subject the book like the other volumes in the series offers a state of the art sourcebook for researchers practitioners and policymakers alike Not only do the chapters offer a timely overview of current issues affecting comparative education and education policy research in what is now a global educational culture they also outline future directions that education and policy reforms could take By doing so they provide a comprehensive picture of the intersecting and diverse



discourses of globalisation and policy driven reforms in education 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 they address globalisation ideology and democracy and examine both the reasons for and outcomes of education reforms and policy change As such they provide an informed critique of models of quality and standards driven education reforms that are informed by Western dominant ideologies and social values

**The Role of International Organizations in Education** ,2022-06-27 International organizations play an important role in the development of education around the world Some have a direct impact on the rights of children and parents in education while others have an indirect impact by addressing such issues as health welfare or finance Prominent among the most influential international organizations are the members of the United Nations family of agencies although regional development banks and trade union organisations also play important roles And no mention of international organizations would be complete without reference to the PISA programme of the OECD although the OECD does much more in the field of education The Role of International Organizations in Education provides an introductory background to the operation of organisations that have had a direct and lasting impact on the implementation of educational policy in an international context The accounts provided give researchers and practitioners to the field an initial account of the organizations their development over the last seven decades and their changing influence on the practice of education By including voices from countries on the receiving end of international policies the volume also introduces some of the debates that pervade in the field of international education

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