

Lesson 5: Global Education Policy

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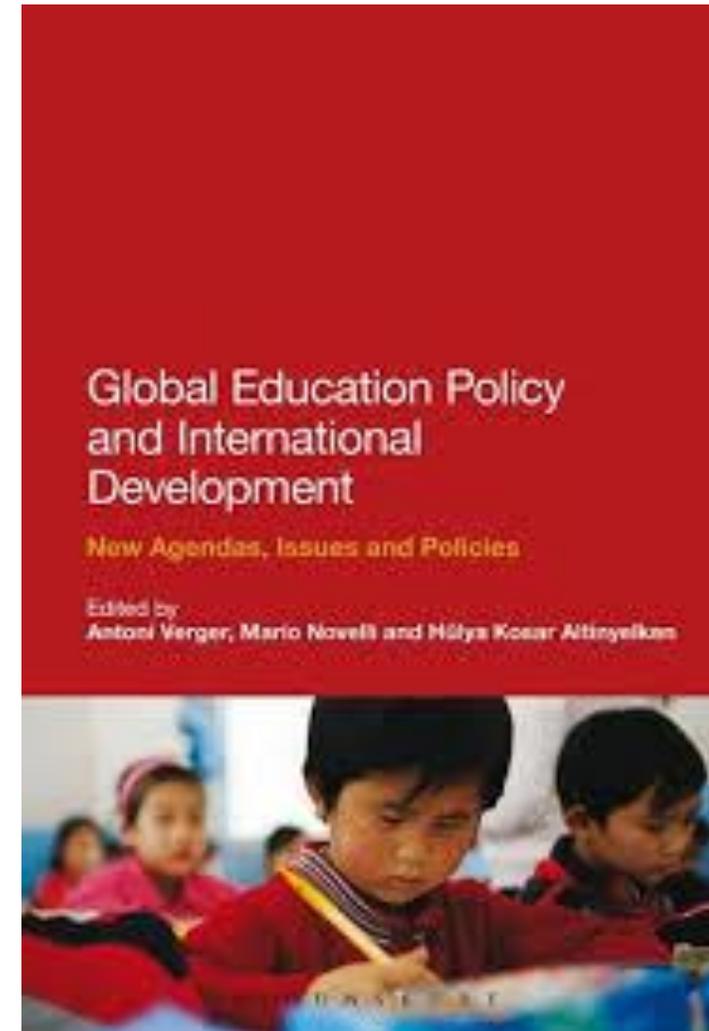
INTE-UE 10 – Introduction to Global Education

International Education, New York University



Outline

1. Key Terms
2. Verger, Novelli, & Altinyelken
3. Discussion



Key terms

Global education policy (GEP):

education policies and programs such as child-centered pedagogies, school-based management, teachers' accountability, public-private partnerships or conditional-cash transfer schemes are being discussed and implemented everywhere

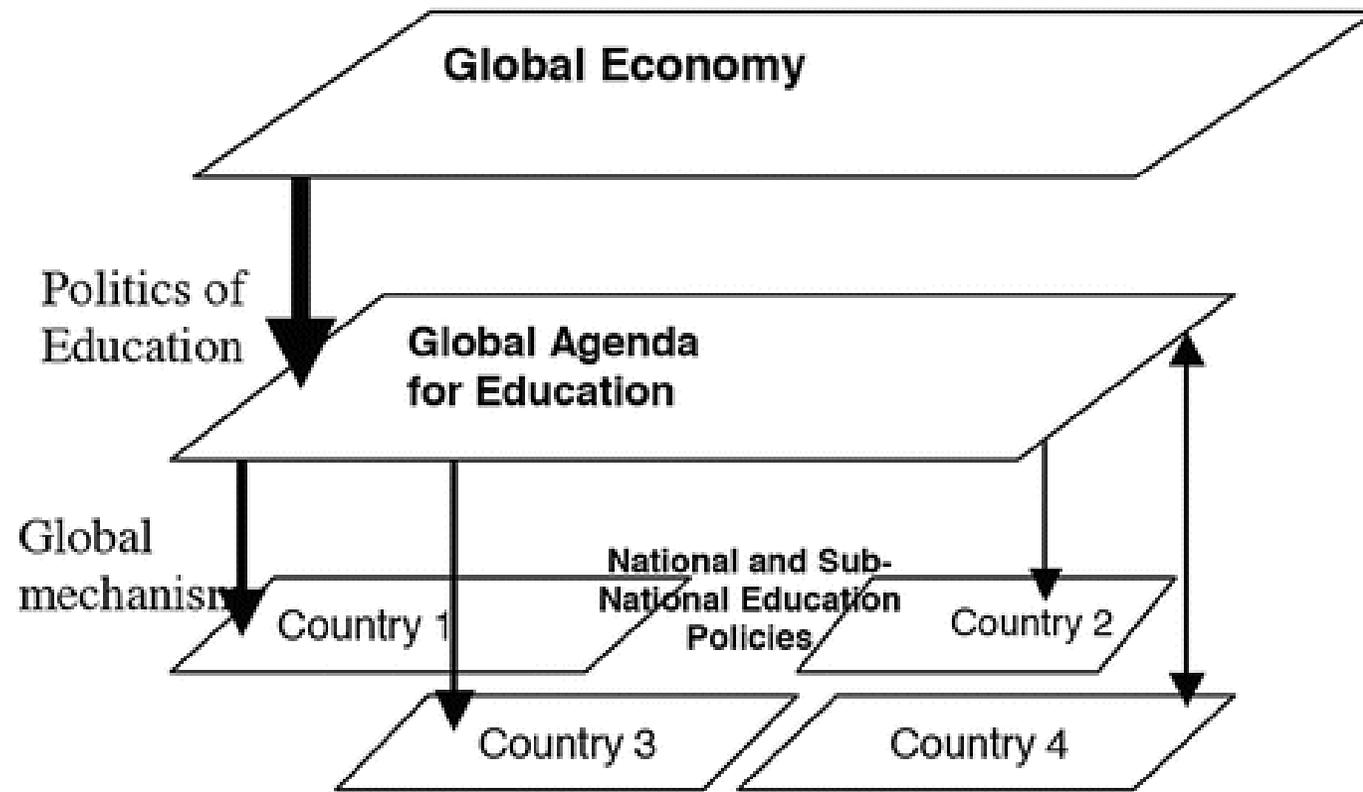
- Globalisation generates new inputs for education policy-making and defines new problems that education policy needs to address (Ball 1998)
- Globalisation, or the 'idea of globalisation' (see Hay 2006), alters the capacity of welfare states to address education and non-education problems via education policy, as well as their capacity for providing and financing education directly.
- Globalisation revitalizes the role of international agencies in the making of educational policy.

- The revitalized role of international players in educational politics contributes to the deterritorialisation of the education policy process and to the 'national' territory losing its centrality in such processes
- Beyond the formulation and dissemination of policies, some IOs have the capacity to transform the legal framework of member-countries and, by doing so, alter the rules of the game through which policies are being formulated.
- The advances in Information and Communication Technologies (ICT), which are, at the same time, cause and consequence of globalisation, allow the intensification of the international circulation of policy ideas (Peck et al.2010).

- Globalisation also creates a transnational private market of education provision that complements and/or competes against national education providers
- Neoliberalism, as the currently dominant political-economic ideology worldwide, frames many of the education policy ideas that circulate (Ball, 2007).
- Globalisation fosters the organisation of transnational social justice movements that struggle for the realisation of education as a global public good and its endorsement as a human right.

Methodological Consideration I

Global Education Policy is an emerging area of research that examines the different ways in which globalization processes, agents and events contribute to educational policy change at a range of scales, and with what consequences.



Methodological Considerations II

1. Methodological nationalism: educational research is predominated by the nation state
2. Global-local binary: how to overcome it and the understanding of the relationship between the national and the global is not a zero-sum game
3. Transcend educationism: things are shaped by extra-educational structures
4. Methodological statism: state is a rational and cohesive entity and it has the monopoly over political action within the borders

Globalization's effects on education I

World Society Theory: single global model of schooling has spread around the world as part of the diffusion of a more general culturally embedded model of the modern nation-state (Anderson-Levitt 2003).

Globalization's effects on education II

International Political Economy (IPE): do not put so much emphasis on cultural or ideational factors, but on economic ones as the main drivers of educational change.

“It's the economy, stupid”

Which one would you pick?

World Society Theory or International Political Economy?

Adoptions: why do policy-makers buy GEP?

- **Framing matters:** IOs and, more broadly speaking, global policy entrepreneurs are very active, and even compete among themselves, to make policy-makers perceive that their policy ideas work and have an impact (Steiner-Khamsi 2004).
- **Global status and deterritorialization:** As pointed out earlier, all policies have an origin, which is usually Western and, more precisely, Anglo-Saxon. Because of this reason, it is useful to think about GEPs as globalized localisms (cf. Santos 2005).

- **GEP selectivity**: Some scholars consider that policy-makers perceive importing new policies from elsewhere as necessary when the situation of their education systems is critical.
- **Instrumentalizing GEP**: Steiner-Khamsi (2004, 2010), on the basis of intensive fieldwork in several Asian countries, concludes that local policy-makers have a double register in their education policy discourse; they speak differently to local constituents than to international donors.

Re-contextualization & Implementation

- Material
- Political
- Cultural
- Scalar

Following this type of reasoning, Steiner-Khamsi (2010, p. 331) argues that, very often, reform failures are not due to technicalities, limited funding, or similar implementation problems. Rather, such failures reflect ‘the fundamental contradictions that arise when (policy) solutions are borrowed from educational systems where the problems are entirely different’

Discussion

1. What is the nature of the relationship between globalisation and processes of educational change? Why is 'global education policy' happening?
2. How are global education agendas and global policy solutions formulated and constituted, and by whom? Why do certain policies become selected and privileged in global agendas, instead of others?
3. To what extent are global education policies being disseminated effectively? Why do local policy-makers and practitioners adopt them?
4. What are the mediating elements and institutions affecting the translation and re-contextualisation of global policies to particular education contexts? What are the specific difficulties associated with the implementation of global education policies in local contexts?