

Preface

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. It demonstrates the neo-liberal ideological imperatives of education and policy reform, affecting schooling globally (see also Zajda 2005). Various book chapters critique the dominant discourses and debates pertaining to comparative education discourses on reforms and neo-liberal ideology in education. Using a number of diverse paradigms in comparative education research, ranging from critical theory to globalisation, the authors, by focusing on globalisation, ideology and democracy, attempt to examine critically existing inequalities in education, due to social inequality and social stratification (see also Apple 2004; Bowles and Gintis 1976; McLaren and Farahmandpur 2005).

The volume provides a more informed critique on the Western-driven models of education, and existing dimensions of inequality, defined by cultural capital and SES. The book draws upon recent studies in the areas of dominant ideologies,

power and stratification in education and society globally (Zajda and Rust 2009). The general intention is to make *Globalisation, Ideology and Education Policy Reforms* 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. The book is unique in that it:

- Examines central discourses surrounding the politics of education reforms globally
- Explores conceptual frameworks and methodological approaches applicable in the research of education and policy reforms, with reference to the State, ideology and globalisation
- Demonstrates ideological imperatives of globalisation, neo-liberal ideology and the State, affecting the nature and direction of reforms globally
- Provides strategic education policy analysis on recent developments in education reforms
- Offers suggestions for directions in education and policy changes, relevant to democratic and empowering pedagogy in the twenty-first century.

We hope that you will find the book useful in your teaching, future research and discourses concerning schooling, social justice and policy reforms in the global culture.

Melbourne, Australia

Joseph Zajda

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