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Globalization, from a positive perspective, generates new ways of thinking and relationships between the society and its political, economical and technological relationships. This ultimately generates tendencies that will set the foundation of a global society through decentralized political measures, a democratic environment and an organized cultural development that brings benefits to society from a global perspective.

The historical phenomenon called globalization has produced economical and technological integration thanks in part to the development and empowerment of the late 60s new technology of information and communication. As a consequence, capitalism has globalized and the necessity to know the different and numerous realities worldwide has increased. Being a multi-causal and multidimensional phenomenon, it must be analyzed from several perspectives and this requires establishing lines of research that account for detailed revisions of its causes, theories, definitions and impacts within the society and individual people.

Two perspectives derived from globalization have influenced the educational field: Globalization Policies and Supranational Organizations. The first one is related to the implementation of educational policies and how these are affected by political deals and economical elements of the diplomatic systems. The second one comprises the participation of supranational organizations in education. Organization such as the World Trade Organization (WTO), the Organization for Economic Co-operation and Development (OCDE) and the General Agreement on Trade and Services (GATS) have been functioning as powerful forces in new and innovative initiatives in the educational field.

Since the 80's the global tendencies in educational performance and reforms have been affected by globalization, marketization and the search for quality and efficiency improvements. Since then, the importance of quality in education has strengthened the presence of supranational organizations searching for strategies that consider education as a determinant factor for the progress of the communities. Organizations like The United Nations Educational, Scientific and Cultural Organization (UNESCO) have established the life learning paradigms that aims to raise life quality through better social and economical standards.

The book analyzes the aspects previously stated here through contextualized educational research made by highly recognized professionals in which the globalization and its main factors are the main theme. The book has been divided in seven sections:

The first one is related to globalization, educational and policy research in which a broad range of aspects are covered including neoliberalism, hegemony and education policies, social change, public educational and policy research.

The second one refers to the interphase of globalization and higher education, emphasizing on the tendencies of higher education considering the elements that should be present at the creation of education policies as strategies, culture, technology and the structures of the systems.

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The book calls for the need of a democratically coordinated strategies and decisions based on accountable and transparent ways. Furthermore, also focuses in the situation of the Sub-Saharan Africa and some Latin America countries and it concludes that the universities in these countries should be reevaluated to understand their mission in a globalized world.

The third part globalization, education policy and change is related to the necessity of create educational policies that answer the needs of the national and international contexts. Also, the importance of the economic society in the educational development and the concept that there is no only one perspective that may change the education but the convergence of all the agents presents in the society including all the areas in the world, like Africa and Latin America.

The fourth part, educational policy issues: gender, equity, minorities and human rights, affirms that the equity of opportunities is indispensable for the inclusion of all members of society and reduction of the inequities presents in the world. The base for this is on the human rights – "HHRR education is a learning and participatory process by which we understand together our common responsibility to make human rights a reality in our lives and in our communities. Its fundamental role is to empower individuals to defend their own rights and those of others. It is education for action, not only about human rights but also for human rights"

The fifth part talks about education, policy and curricula issues, beginning with a contextualization of education in a globalized world and the aspects of peace in the pedagogical perspective, bringing the concept of build a better society which the propose is to bring a life with dignity. To make it, it is necessary to look to the actual social structure, understand it and work towards an ideal society. Furthermore, this part of the book gives emphasis to the schools that consider the inclusion a goal to be reached through ethical relationships and dialogs among teachers. In this part, the emphasis of the book is in Brazil, New Zeeland, Africa (specifically Tanzania y South Africa), Australia, Canada and Hong Kong.

The sixth part, globalization, educational policy and reform: Curriculum and Policy Change brings an essay about the transformation of the relationship between the government and the schools. This transformation happened due to the necessity to reach group leaderships that focus in the inclusion to reach a constant increase in the educational. In this context, the globalization brings a new look to the local context, in which the school environment talks about international responsibility, national identity, international literacy and global competitive ability.

The last part, Globalization, Educational Policy and Reform: Changing Schools, is an invitation to search and reach the scholar change since a global perspective based on democratic environments, social justice and a pedagogy for the peace.

To conclude, it is necessary to bring the results of the latest research in the educational and policies fields. It is vital to understand them and relate them with the actual reality of the knowledge society of the twenty-first century, and develop the new investigation lines proposed in the book, in order to provide a lifelong, good and homogeneous education for everyone.