

Preface

Globalisation, Ideology and Politics of Education Reforms (volume 14) in the 24-volume book series *Globalisation, Comparative Education and Policy Research* examines the nexus between ideology and education reforms globally. Globalisation and the competitive market forces have generated a massive growth in the knowledge industries that are having profound effects on society and educational institutions. One of the effects of globalisation is that the education sector is compelled to embrace the corporate ethos of the efficiency, performance and profit-driven managerialism. As such, the new entrepreneurial educational institution in the global culture succumbs to the economic gains offered by the neoliberal ideology.

Governments, in their quest for excellence, quality and accountability in education, increasingly turn to international and comparative education data analysis. All agree that the major goal of education is to enhance the individual's social and economic prospects. This can only be achieved by providing quality education for *all*. Students' academic achievement is now regularly monitored and measured within the 'internationally agreed framework' of the OECD's Programme for International Student Assessment (PISA). This was done in response to the growing demand for international comparisons of educational outcomes.

Clearly, these new phenomena of globalisation have in different ways affected current developments in education and policy around the world. First, globalisation of policy, trade and finance has some profound implications for education and reform implementation. On the one hand, the periodic economic crises (e.g. the 1980s, the financial crisis of 2007–2008, also known as the Global Financial Crisis, or GFC in 2008), coupled with the prioritised policies of the International Monetary Fund (IMF) and the World Bank (e.g. SAPs), has seriously affected some developing nations and transitional economies in delivering basic education for all. The poor are unable to feed their children, let alone send them to school. This is particularly evident in Sub-Saharan Africa, Latin America, Asia, Central Asian Republics

(former member states of the USSR), South East Asia and elsewhere, where children, for instance (and girls in particular, as in the case of Afghanistan Tajikistan and rural India, to name a few) are forced to stay at home, helping and working for their parents, and thus are unable to attend school. Second, the policies of the Organisation for Economic and Cooperative Development (OECD), UNESCO, the World Trade Organisation (WTO) and the General Agreement on Trade and Services (GATS) operate as powerful forces, which, as supranational organisation, shape and influence education and policy around the world.

By examining some of the major education reforms and policy developments in a global culture, particularly in the light of recent shifts in education reforms and policy research, the volume provides a comprehensive picture of the intersecting and diverse discourses of globalisation, education and policy-driven reforms.

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