The Global and the Local
Diverse Perspectives in Comparative Education

M. Fernanda Astiz
Canisius College, USA

and

Motoko Akiba (Eds.)
Florida State University, USA

The book examines how the understanding of the global and the local has changed in response to ongoing reconfigurations between the state and society. It also emphasizes the importance of schooling as an institution both within and across national contexts, a holistic approach that helps us move beyond a conglomeration of isolated local events to pay attention to global trends. In this regard, the book underscores the richness of contextual factors that may create opportunities for innovation, or may serve as constraints in the implementation process. As a whole, the book brings new questions about globalization and the imperatives of education policy and implementation.
The Global and the Local
THE WORLD COUNCIL OF COMPARATIVE EDUCATION SOCIETIES

Series Editors:

Suzanne Majhanovich, University of Western Ontario, Canada
Allan Pitman, University of Western Ontario, Canada

Scope:

The WCCES is an international organization of comparative education societies worldwide and is an NGO in consultative partnership with UNESCO. The WCCES was created in 1970 to advance the field of comparative education. Members usually meet every three years for a World Congress in which scholars, researchers, and administrators interact with colleagues and counterparts from around the globe on international issues of education.

The WCCES also promotes research in various countries. Foci include theory and methods in comparative education, gender discourses in education, teacher education, education for peace and justice, education in post-conflict countries, language of instruction issues, Education for All. Such topics are usually represented in thematic groups organized for the World Congresses. Besides organizing the World Congresses, the WCCES has a section in CERCular, the newsletter of the Comparative Education Research Centre at the University of Hong Kong, to keep individual societies and their members abreast of activities around the world.

The WCCES comprehensive website is http://www.wcces.com

As a result of these efforts under the auspices of the global organization, WCCES and its member societies have become better organized and identified in terms of research and other scholarly activities. They are also more effective in viewing problems and applying skills from different perspectives, and in disseminating information. A major objective is advancement of education for international understanding in the interests of peace, intercultural cooperation, observance of human rights and mutual respect among peoples.

The WCCES Series was established to provide for the broader dissemination of discourses between scholars in its member societies. Representing as it does Societies and their members from all continents, the organization provides a special forum for the discussion of issues of interest and concern among comparativists and those working in international education. The first series of volumes was produced from the proceedings of the World Council of Comparative Education Societies XIII World Congress, which met in Sarajevo, Bosnia and Herzegovina, 3–7 September, 2007 with the theme of Living Together: Education and Intercultural Dialogue.

The first series included the following titles:

Volume 1: Tatro, M. & Mincu, M. (Eds.), Reforming Teaching and Learning
Volume 2: Geo JaJa, M. A. & Majhanovich, S. (Eds.), Education, Language and Economics: Growing National and Global Dilemmas
Volume 3: Pampanini, G., Adly, F. & Napier, D. (Eds.), Interculturalism, Society and Education
Volume 4: Masemann, V., Majhanovich, S., Truong, N., & Janigan, K. (Eds.), A Tribute to David N. Wilson: Clamoring for a Better World

The second series of volumes has been developed from the proceedings of the World Council of Comparative Education Societies XIV World Congress, which met in Istanbul, Turkey, 14–18 June, 2010 with the theme of Bordering, Re-Bordering and new Possibilities in Education and Society. This series includes the following titles, with further volumes under preparation:

Volume 1: Napier, D.B. & Majhanovich, S. (Eds.) Education, Dominance and Identity
Volume 2: Biseth, H. & Holmarsdottir, H. (Eds.) Human Rights in the Field of Comparative Education
Volume 3: Ginsburg, M. (Ed.) Preparation, Practice & and Politics of Teachers
Volume 4: Majhanovich, S. & Geo-JaJa, M.A. (Eds.) Economics, Aid and Education
Volume 5: Napier, D. B. (Ed.), Qualities of Education in a Globalised World
The third series of volumes has been developed from the proceedings of the World Council of Comparative Education Societies XV World Congress which met in Buenos Aires, Argentina, June 24-28, 2013 with the theme of New Times, New Voices. This series will include a number of volumes under preparation including:

Volume 1: Gross, Z. & Davies L. (Eds.) The Contested Role of Education in Conflict and Fragility
Volume 3: Majhanovich, S. & Malet, R. (Eds.) Building Democracy through Education on Diversity
Volume 4: Olson, J., Biseth, H. & Ruiz, G. (Eds.) Educational Internationalisation: Academic Voices and Public Policy
Volume 5: Astiz, M. F. & Akiba, M. (Eds.) The Global and the Local: Diverse Perspectives in Comparative Education
The Global and the Local

*Diverse Perspectives in Comparative Education*

*Edited by*

**M. Fernanda Astiz**  
*Canisius College, USA*

and

**Motoko Akiba**  
*Florida State University, USA*
A C.I.P. record for this book is available from the Library of Congress.


Published by: Sense Publishers,
P.O. Box 21858,
3001 AW Rotterdam,
The Netherlands
https://www.sensepublishers.com/

All chapters in this book have undergone peer review.

Printed on acid-free paper

All Rights Reserved © 2016 Sense Publishers

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being entered and executed on a computer system, for exclusive use by the purchaser of the work.
# TABLE OF CONTENTS

Acknowledgements  ix

1. *Introduction: Diverse Perspectives on the Global-Local Analysis in Comparative Education Research*  
   *M. Fernanda Astiz*  
   1

   *David H. Kamens*  
   11

3. *Comprehensive Sexual Education in Latin America: Human Rights Education and Women’s Rights*  
   *Paola Fajardo-Heyward*  
   31

4. *The Effects of Normative Assumptions on Micro-Level Actions in Education: The Contextualized Impact of Teaching with ICT in Turkey and the USA*  
   *Alexander W. Wiseman, Petrina Davidson and Fawziah Al-Bakr*  
   53

5. *Traveling Teacher Professional Development Model: Local Interpretation and Adaptation of Lesson Study in Florida*  
   *Motoko Akiba*  
   77

6. *Globalized Local & Localized Global in a Women’s Education Project in Pakistan*  
   *Ayesha Khurshid*  
   99

7. *The New Models of Public Policy on Early Childhood Education and Care in Spain: Trends and Implications*  
   *Ana Ancheta Arrabal and Jing Zhang*  
   115

8. *The Shadow Education Market of a Mass Higher Education Institution in Argentina*  
   *Florencia Câmara and Héctor R. Gertel*  
   133

About the Contributors  155
ACKNOWLEDGEMENTS

As editors of this book we would like to express our gratitude to many people who contributed to a successful completion of this volume. Several chapters of this book emanated from papers presented at the XV World Council of Comparative Education Societies (WCCES) congress held in Buenos Aires, Argentina from June 24–28, 2013. The book would have not been possible without the diligent work and assistance of the organizers of the congress. We are grateful to Norberto Fernandez Lamarra, President of the Argentine Society of Comparative Studies in Education (Sociedad Argentina de Estudios Comparados en Educación, SAECE), and Vice-President of WCCES who hosted the congress and to his team: Felicita Acosta, Cristian Pérez Centeno, Mónica Marquina, and Guillermo Ruiz, among many others. We are also thankful to Suzanne Majhanovich and Allan Pitman, the editors of the series, for inviting M. Fernanda Astiz to take the leading role in coediting this book. Their patience and support throughout the process are most appreciated. In the same vein, we express our gratitude to Michel Lokhorst and his staff at Sense Publishers who were responsible for the publication of this volume of the WCCES series.

Most importantly, we thank the contributors of the chapters for deciding to submit their manuscripts, and for their openness to the suggestions for improvement that both the editors and reviewers made to each manuscript. We are thankful to the reviewers for their professionalism. They provided authors and coeditors with conscientious and constructive feedback; special thanks go to: David Baker, Jason Beech, Mark Bray, Amita Chudgar, Lorrei DiCamillo, Guillermo Ruiz, Kate Riordan, Arathi Sriprakash, David Suárez, and Alexander Wiseman and his doctoral students at Lehigh University.

It has been a long, yet meaningful journey to engage in this project. We needed to overcome several personal and work-related challenges to complete this book. Thus, we are thankful to our husbands and students for their patience with limited time we could spend with them and their support of our work on this project. M. Fernanda Astiz is also grateful to Canisius College for granting a sabbatical leave to finalize this book and other projects.

M. Fernanda Astiz
Motoko Akiba
M. FERNANDA ASTIZ

1. INTRODUCTION

Diverse Perspectives on the Global-Local Analysis in Comparative Education Research

This book is one of the several volumes that emanated from the diverse thematic groups that provided coherence to the program of the World Congress of Comparative Education Societies (WCCES) held in Buenos Aires, Argentina in 2013. This congress, as well as previous ones, provided opportunities for educational researchers, practitioners, and those working in policy environments from around the world to share and discuss their work in their respective areas of scholarly interest and practice. This book is a testament of those fruitful discussions, the varied worldviews and voices present in the field of comparative and international education, and an example of international collaboration.

Although the chapters in this book present different approaches to the discussion of “the global and the local” in comparative education research, and highlight converging trends in policy patterns as well as contextual divergences in practice, they all point to a sine qua non postulate in today’s comparative educational research agenda: globalization is a key analytical tool that cannot be left out of any serious attempt at explaining current education policy and practice around the world. They also illustrate that local factors continue to be central in shaping educational developments (a process reminiscent of the term “glocalization”, coined by Robertson, 1995; Drori, Hollerer, & Walgenbach, 2014). All the chapters reaffirm, in one way or another, that the concept of globalization facilitates understanding, while the “global-local” or “global similarities-national differences” dyads provide insights to the interplay of global trends and influences with different degrees of local implementation, adaptation, and interactions in contexts such as regions, countries, communities or even particular educational institutions (see, for example, Astiz, Wiseman, & Baker, 2002; Dale & Robertson, 2002; Carney, 2003; Baker & LeTendre, 2005; Astiz, 2006; Wiseman & Baker, 2006; Zajda & Rust, 2009; Schriewer, 2012; Arnove, 2013; Mundy, Green, Lingard, & Verger, 2016; Ramirez, Meyer, & Lerch, 2016).

Moreover, as a whole, this book underscores a very important fact in comparative educational research: world culture understood as the current values and ideas about the schooling process and reforms, and their organizational frameworks that are diffused around the world planting seeds of “silver bullets” or “best practices”
(Meyer, Boli, Thomas, & Ramirez, 1997; Ramirez, 2012) permeates our academic thinking about the process of educational policy and practice. Indeed, regardless of theoretical affiliations, there is a tendency to believe that in today’s world, “localities” have relatively little wiggle room to define or imagine their own education policy, and that there is a “global institutional environment” (or narrative) that is at play, which guides and promotes the so-called “transferring or borrowing” of common, context free, educational models intended to solve educational problems around the globe (Cowen, 2009; Steiner-Khamsi, 2012). This view has become normative even when examples of local resistance and counter global movements have been debated and academically explored. Examples of these types of thinking abound in the literature and are indeed not new to educational comparatists (Dale, 2000; Anderson-Levitt, 2003; Steiner-Khamsi & Slope, 2006; Akiba & LeTendre, 2009; Popkewitz & Rizvi, 2009; Crossley, 2010; Carney, 2014; Beech, 2011; etc.).

This global society narrative imagines “localities” and their educational projects embedded in a supra-national world; indeed “localities” imagine themselves in that fashion, altering their policies and structures by mirroring (or in compliance with) those context free imagined models (Meyer & Rowan, 1977; Ramirez, 2012). Likewise, their policy actions legitimate them as members of the supra-national community. Failure to conform to those global forms positions “localities” as non-credible global actors. But how is that process of compliance handled locally? How close are the reforms implemented to world cultural blueprints? These are the overarching questions that guide the chapters of this book. That is, these contributions address the question of “diffusion,” “convergence,” and “decoupling” (also referred to as “resistance” or “divergence”). However, not all chapters evaluate global influences and practices in the same fashion. Their different analytical approaches rely on how the studies are conceptualized and on where they centre the source of their explanations. In other words, the chapters differ in the level of analysis they employ: some are more global, some more local (macro or micro levels), some find a junction point (meso); some are primarily quantitative while others use qualitative methods or mixed methods. One should clarify here that context may not necessarily refer to national or subnational governance levels, but also to organizational and sectorial ones.

The approaches taken in these chapters are representative of the prevailing global-local views in the field of comparative education. On the one hand, some arguments are presented in a straightforward and linear manner, and attribute local outcomes or challenges to the spread and implementation of the “one-size-fits-all” neo-liberal agenda that dominated part of the international educational discourse from the 1980s to the early 2000s; although it could also be argued that this discourse is still present today. These analyses identify global economic transformation and international agencies and lending institutions as the masterminds of market-based solutions based on efficiency and accountability for struggling government-run services. Though with different degrees of complexity, they point to global reforms as constraints and to the importance of local contexts in the shaping of educational institutions and
practices. Other analyses included in this book present a more complex and nuanced view. Their theses emphasize universalistic values and characteristics privileged by the western and developed world and anchored, at least in part, in the authority of science. These values and characteristics come from the comparative education field itself and are channelled through technical advice and international strategies and organizations of all kinds. It is not surprising that in the cases and contexts where these analyses take place, and where education reforms are externally endorsed as legitimate, decoupling may happen. The major questions of the chapters that take this approach problematize how national-level policies are “closely linked to the rise of explicit global structures in the educational field” (Ramirez, Meyer, & Lerch, 2016, p. 47) but depending upon their topic and emphasis, their analyses address a combination of the following questions:

- Where does the disconnect between global narratives and practice in education come from?
- How are educational reforms modified contextually? Are some of those favored reforms running counter to the taken-for-granted universal assumptions or local beliefs and cultures?
- Why are some educational reforms borrowed and/or adopted while others are not?
- Why are certain cases taken as examples of successful educational change?
- Are those diffusing and/or copying mechanisms happening from one country to another, from north to south or within a region?
- Why are education reforms successful only in certain contexts despite similar technical advice and implementation methods?
- Are education reforms locally desirable and/or voluntary adopted? Under what circumstances?

This volume composes an interesting and diverse set of examples of the global-local connection story. Collectively, the chapters in this book amply show that glocalization is indeed a multi-layered process that involves the diffusion, adoption, and adaptation processes between global and local levels. All chapters highlight structural as well as agency processes and underscore important cultural divergence. At times, uncoordinated efforts in reform development and implementation are at the root of the observed local variation. Another important contribution of the book is that it documents the common struggles across a wide range of organizations and nations to conform to the globally acclaimed best practices. Thus, the book offers an opportunity to compare and evaluate the various paths world culture takes across and within regions, from country to country, and sometimes, from organization to organization, and the unintended consequences of educational reform efforts geared to produce univocal successful outcomes.

This book offers an integrated collection of empirical and conceptual studies that exemplify the growing body of literature in the field of comparative and international education on globalization and its effects. To guide the reading of this book, the
coeditors have organized the chapters by sets of studies that provide a coherent narrative that spans from a more general approach to the analysis of “glocalization” to particular case studies that dip into the characteristic of localities and organizations. The first two chapters focus on a macro level (Chapter 1 by Kamens, Chapter 2 by Fajardo-Heyward) and the following two chapters focus on comparison of multiple countries or regions (Chapter 3 by Wiseman, Davidson, and Al-Bakr and Chapter 4 by Akiba). The last three chapters are single case studies (Chapter 5 by Khurshid, Chapter 6 by Ancheta Arrabal and Zhang, Chapter 7 by Câmara and Gertel). As such, readers can approach the volume from beginning to end or they can focus their attention on particular chapters based on their specific interests.

ABOUT THE CHAPTERS

The first two chapters situate their analyses more at a macro level. In the opening chapter David Kamens considers a number of possible effects that globalization and its agents, such as international testing, are having on national educational systems. He also considers sources of resistance to these trends. First, Kamens argues that global trends and theories of development have an important influence in shaping national curricular emphases, defining what critical knowledge is and what subjects must be taught in the 21st century. He then contends that international testing already is, and will continue to be, a powerful influence in standardizing national cognitive cultures. As well as others (see Dieter-Meyer & Benavot, 2013), Kamens claims that another major influence of testing is that it has an important impact on how educational policies or practices in countries with high test scores become models for “best practices” and “borrowing”. As such, testing affects the rate of educational innovation cross-nationally, particularly of those reforms that may have major effects in improving student achievement locally such as addressing equity issues.

Kamens maintains that the process of standardization may, however, encounter resistance from national and local elites whose culture and interests it may affect. He considers examples where those policies are either resisted or adopted but not fully implemented, thus resulting in decoupling. He suggests that the tension between local traditions and practices, power groups, and international trends (and their supporters) will continue to be an important element in the evolution of national educational systems. For Kamens, whatever the specific outcomes of the tensions among those key players may be, it is clear that education is no longer a local or national enterprise.

In her contribution to this book, Paola Fajardo-Heyward analyses how countries in Latin America reconcile their desire to embrace global human rights education (HRE) with the pressures from domestic actors with socio-cultural and religious values contradicting human rights. She particularly looks into what factors make countries adopt certain global initiatives on one subset of women’s rights: comprehensive sexual education, which comprises education on women’s reproductive systems.
Requirements for such education, demanded by the international treaties, are controversial and thus politically burdensome for governments torn between external pressure to adopt global beliefs and internal pressure to uphold the values shared by their domestic population. However, the trend towards HRE has successfully influenced policies on education in some countries but not in others. Fajardo-Heyward’s chapter provides a discussion on what accounts for such variance among Latin America countries. She concentrates her attention on two successful cases: Argentina and Colombia.

Results from her study reveal that the spread of human rights norms tends to be faster among countries that are located in the same region. Using a cost-benefit analysis, Fajardo-Heyward suggests that part of the explanation for the widespread support for women’s rights in the region can be explained as a beneficial decision for new democratic governments eager to repair their reputation at the international level and to reduce uncertainty surrounding their performance. However, while it can be argued that several common factors (such as culture, traditions, past experiences, and other shared traits) make regions prone to embrace certain norms, the decision of whether or not to adhere to international norms can also be explained by looking at how states benefit from supporting international treaties in the domestic arena. As Fajardo-Heyward indicates, ratifying certain global treaties and adopting global practices increase governments’ credibility not only globally but also among domestic constituencies.

The various Latin American examples discussed in her chapter provide insights on the factors that might allow countries to translate their commitment to women’s rights into the implementation of policies in the educational realm. In particular, an active and broad movement that connects both external and domestic actors from different organizations and backgrounds seems to be an important condition to advance on the inclusion of sexual education in the national curriculum. The case of Argentina and Colombian illustrate this point.

The chapters that follow engage in comparisons between countries (macro-micro levels). Alexander W. Wiseman, Petrina Davidson and Fawzia Al-Bakr use evidence from the 2011 Trends in International Mathematics and Science Study (TIMSS) to investigate expectations and outcomes of information and communication technology (ICT) based instruction in an economically developed (USA) and an emerging (Turkey) economic system. The goal of their study is to reveal whether there is global alignment in ICT use or if there is evidence that the effect of ICT in teaching and learning depends on the level of economic development. This topic is of much interest, particularly for two reasons highlighted by Wiseman et al.: (1) empirical research increasingly recognizes the potential of ICT use in classrooms to improve learning and increase achievement in mathematics and science, both of which are often associated with the development of knowledge economies, and (2) this research in turn justifies governments’ ICT investment in education, a trend that appears in both developed and developing economies. Yet, there is conflicting evidence regarding whether this investment is justified, if teachers effectively
implement ICT investments, whether they receive adequate support for ICT integration in teaching practices, and if ICT is used for remedial instruction instead of developing critical thinking and complex problem-solving skills.

Evidence from their study suggests that global expectations differ from the national level implementation, despite the fact that the ICT-related discourse was largely shared between Turkey and the US. In Turkey, after controlling for socioeconomic level and parents’ education variables, students’ computer use for processing and analyzing data was positively associated with student math achievement scores. Also, teacher age positively predicted student math achievement scores. Apart from these two effects, none of other ICT-related independent variables at the classroom level were significantly associated with student math achievement scores. The analyses resulted in no statistically significant association from any of the ICT-based instruction independent variables for the US sample, but a somewhat significant negative association for computers used for practicing. The authors suggest that in spite of a lack of evidence supporting ICT-use for student success, the tremendous influence of normative global education policy drives national governments to look to ICT as a savior of both education and the economy and to adopt policy and fund ICT-related programs.

In the second chapter in the sequence of comparisons between countries, Motoko Akiba discusses the original version of lesson study in Japan, its emergence as a global model of teacher professional development, and its interpretation and adaptation in Florida, USA. Akiba uses a sense-making perspective in organizational context as a theoretical framework to investigate: (1) The characteristics of the lesson study practice in Japan and organizational contexts that support the practice, and (2) the process by which a global model of lesson study interacts with local organizational contexts and routines of teacher professional development in Florida. Florida is the first state in the United States that has been promoting the use of lesson study with funding from the federal government.

For her mixed-method comparative study, Akiba collected both qualitative and quantitative data from Ibaraki, Japan and Florida, USA from 2011 to 2014. Data gathering focused on the identification of various types of learning opportunities teacher received through lesson study, and the organizational contexts that support these learning opportunities. Results from Akiba’s study reveal that in the original Japanese model, lesson study provides teachers with multiple opportunities to observe teaching and student learning within and beyond their schools. In addition, lesson study is a dominant form of professional learning practiced by every teacher in Japan. This institutionalized form of professional development across the country is supported by educational leaders, collective ownership of research-based professional learning processes, and the work schedule of teachers that embeds lesson study as part of the daily responsibilities.

On the other hand, these characteristics of lesson study as a teacher-driven research process practiced by Japanese teachers seems to have been removed from the Florida practice. Instead, organizers and trainers who introduced lesson study to
district leaders modified the process of lesson study over time, and interpreted lesson study through a lens of existing district-driven professional development models to fit into the existing organizational contexts. The reform context of the Race to the Top Program also shaped how lesson study was promoted in Florida.

As Akiba suggests, it is of extreme importance to keep studying local variations and adaptations of globally focused reforms efforts in order to understand the way teachers’ work lives are impacted by the national, state, and local policies promoting various global ideas and models such as lesson study, student-centred instruction, and teacher evaluation.

The remaining chapters are single case studies. In her study on women’s education project in Pakistan, Ayesha Khurshid looks into the impacts of international development agencies and non-governmental organizations on the developing countries’ educational systems. Her contribution shows how local actors translate, implement, and contest global agendas and policies tending to employ universal approaches to issues pertinent to women’s education and empowerment.

Khurshid uses ethnographic data collected from women teachers from marginalized communities in Pakistan to show how they mobilize local understandings of “wisdom” to define and embody women’s education and gender empowerment. According to Khurshid, on the one hand, teachers approach women’s education as a tool to support their individual rights and, on the other hand, to present it as a prerequisite to strengthen their families and communities. Her contribution informs us that these lived realities of women teachers challenge the global perception of women’s education for Muslim women and women from developing countries to change the institutions of family and community. Her chapter contributes to expand the scholarship focusing on the importance of social and historical contexts in which actors engage with global agendas, policies, and practices. In addition, it also blurs the distinction between global and local by showing how each global is localized in the lived experiences of actors on the ground.

In their chapter, Ana Ancheta Arrabal and Jing Zhang, analyse how early childhood education and care (ECEC) as a right for all young children has gained legitimacy in recent years not only worldwide but particularly in Spain. While international organizations advance ideas about the importance of providing high quality ECEC especially for young children who are vulnerable and disadvantaged, this is far from being the reality in many countries around the world, even in those considered developed economies such as Spain. Globally, there is a great variety of provision and financing models for ECEC, for example, the public sector has dominated the provision of ECEC in many developed countries, while the private sector has played a more prominent role in much of the developing world. Yet, according to Ancheta Arrabal and Zhang, ECEC still remains a peripheral concern within the educational systems almost everywhere, characterized by insufficient resources and fragmented planning.

Ancheta Arrabal and Zhang present the challenges that ECEC has faced in Spain due to major socioeconomic and political difficulties during the past decades. Those
difficulties have led to a major variation in the quality of ECEC, especially after the increasing demand and expansion of privatization in the Spanish education system. Their study analysed public and private ECEC enrolment data from the Spanish autonomous communities to examine the impact of the 2012 Educa3 plan, which introduced a new policy management model and funding of ECEC in Spain. Their conclusions highlight that the increasing demand and expansion of the system led to a proliferation and lowered overall quality of ECEC services. In turn, this situation increased economic inefficiency and inequity in access to quality ECEC services.

In addition, their data show that the availability and access to ECEC services in Spain have followed a trend of marketization through expanding models of public management such as state subsidies to private providers or a mixed model through public-private partnership. Because there is no national program in Spain to ensure access to pre-primary education for children from low-income families, recent changes in the funding and provision of ECEC affects the availability and access of ECEC to the most vulnerable sectors of the population. The authors warn that public-private partnerships need to be regulated by the government regarding the cost of ECEC services. They think it is the only possible solution to protect the right of all young children and their families to receive high quality ECEC services in an equitable manner.

The last chapter of this book, authored by Florencia Cámara and Héctor Gertel, examined the determinants of private supplementary tutoring (PST)—a form of shadow education, based on a survey of 360 students enrolled in the National University of Córdoba in Argentina which asked them about the PST use before they entered the university. This contribution is extremely valuable due to two main reasons: (1) it is the first study that looks at PST in Latin America, and (2) the demand for PST has increased worldwide especially for remedial courses designed to prepare students for entrance examinations at higher education institutions.

Cámara and Gertel’s study provides the following insightful results. First, contrary to the finding from other countries on the unequal access to PST between high- and low-income students, they did not find any statistically significant relationship between parental education level (a proxy of income level) and access to PST in their study. They speculated that this unexpected finding may be explained by the free and open higher education admission policies in Argentina, and the high rate of high school dropout among low-income students. Second, in all four schools (medical sciences, law, dentistry, economic sciences) in the university, the students that came from outside Córdoba were more likely to have used PST as well as students whose high school concentration did not match their university majors. Cámara and Gertel conclude that PST in higher education is a growing and highly concentrated industry in Argentina. For instance, their study revealed that in the four examined schools at the University of Córdoba near 7,000 candidates used PST (1/3 of total pre-registered candidates).
INTRODUCTION

As a whole, the contributions to this book enhance our understanding of globalization and its effects on education policy implementation and practice. The diverse views and approaches included in this volume point to the unique features of this book: it identifies the importance of examining national and local educational contexts through a systematic global framework. The book is also distinctive as it points to the importance of schooling as an institution both within and across national contexts (Meyer, 1977; Ramirez, 2012; Baker, 2014) despite the different theoretical and methodological approaches used across these chapters.

Much is to be learned from this collective effort. The holistic approach employed in this book moves comparative education beyond a conglomeration of isolated local events to pay attention to global trends. In this regard, the book brings new questions about globalization and the imperatives of education policy and practice by suggesting that while schooling systems are certainly influenced by their environments, they are more than passive and receptive institutions in the global arena. In summary, the book offers examples of how globally recognized cultural and educational norms can be linked to local educational initiatives, while questioning a unidirectional linkage and acknowledging the complexity and multidirectionality in the relationships between global and local.

Although for the most part the contributors recognize the institutionalization power of global educational goals, they also underscore the richness of contextual factors that may create opportunities for innovation, or may serve as constrains in the implementation process. The task for educational comparativists is to continue to unpack how globalization interacts with local societies and educational organizations. In this way we will be better positioned to understand the global-local reality and to better inform policies and practices for improving education.

REFERENCES


M. F. ASTIZ


M. Fernanda Astiz
Canisius College
USA