

GLOBALIZING EDUCATION POLICY

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Title, Globalizing Education Policy. Place of publication, LONDON. Publisher, ROUTLEDGE. Publication year, Open access status, Not yet assessed. ISBN.

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In Globalizing Education Policy, the authors explore the key global drivers of policy change in education, and suggest that these do not operate in the same way.

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Thus, a lack of evidence of best practices in relation to the contestation over ultimate goals creates ambivalence at the local level among many educators about what and how to teach global citizenship Globalizing Education Policy 21st-century skills, apart from standardized knowledge in math, science, and language. It will not generally include teaching methods or classroom practice.

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CPD consists of any educational activity which helps to maintain and develop knowledge, problem-solving, and technical skills with the aim to provide better health Globalizing Education Policy through higher standards. As globalization is increasingly regarded with ambivalence in relation to the perceived impact of global and transnational actors and processes on local educational systems, educators are increasingly asked not to respond passively to globalization, through enacting internationalization and global economic

agendas or echoing simplistic conceptualizations or evaluations of globalization via their curriculum. See, for instance, J.

Fairbrother, *Qualitative and quantitative approaches to comparative education* is to the relationship of globalization to education that we now turn. It outlines historical approaches to educational research and introduces the key paradigms of educational research.