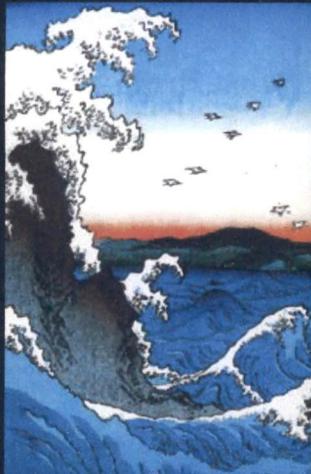


Education | Policy and Reform



"Reading *Balancing Change and Tradition in Global Education Reform* is like being on an interesting, sixteen-stop world study tour. . . . By identifying the themes that weave throughout the chapters, Iris C. Rotberg helps the reader make sense of this worldwide intellectual journey. . . . Rotberg does more than identify the themes; she illuminates them by constantly referencing the most essential points made by the individual contributors. What results is a theme, example, theme, example, example rhythm that provides readers with a thoughtful, manageable, and memorable conceptual framework that should enable them to draw upon the work in their own professional activities." —Ron Byrnes, *Teachers College Record*

"For every teaching and learning issue that divides this country, this book shows that several other countries are having the same argument. For every cry of despair at the assorted failures of American schools, Rotberg introduces a host of nations—including some that American critics admire—who are hearing the same complaints about their education systems from their own experts." —Jay Mathews, *The Washington Post*

This book goes beyond myths and stereotypes and describes the difficult trade-offs countries make as they attempt to implement reforms in the context of societal and global change. In some countries, reforms are a response to major political or economic shifts; in others, they are motivated by large upsurges in immigration and increased student diversity. All countries face decisions about resource allocation, equality of educational opportunity across diverse populations, access to higher education, student testing and tracking, teacher accountability, school choice, and innovation.

The essays in this volume reveal:

- the policy choices about the school reforms made by countries throughout the world,
- the consequences associated with these choices, and
- the role that societal values, historical antecedents, and political structures play in facilitating or constraining reform.

Contributors:

Gérard Bonnet, Mary Canning, Kai-ming Cheng, Terry J. Crooks, Luis Crouch, Ori Eyal, Eva Forsberg, Phyllis Ghim-Lian Chew, Ratna Ghosh, Martin Gustafsson, Mary Hatwood Futrell, Batia P. Horsky, Dan Inbar, Barbara M. Kehm, Stephen T. Kerr, Allan Luke, Ulf P. Lundgren, Robert W. McMeekin, Adam Nir, Iris C. Rotberg, Richard Rothstein, Peter Schrag, Hasan Simsek, Ryo Watanabe, Alison Wolf, Ali Yildirim

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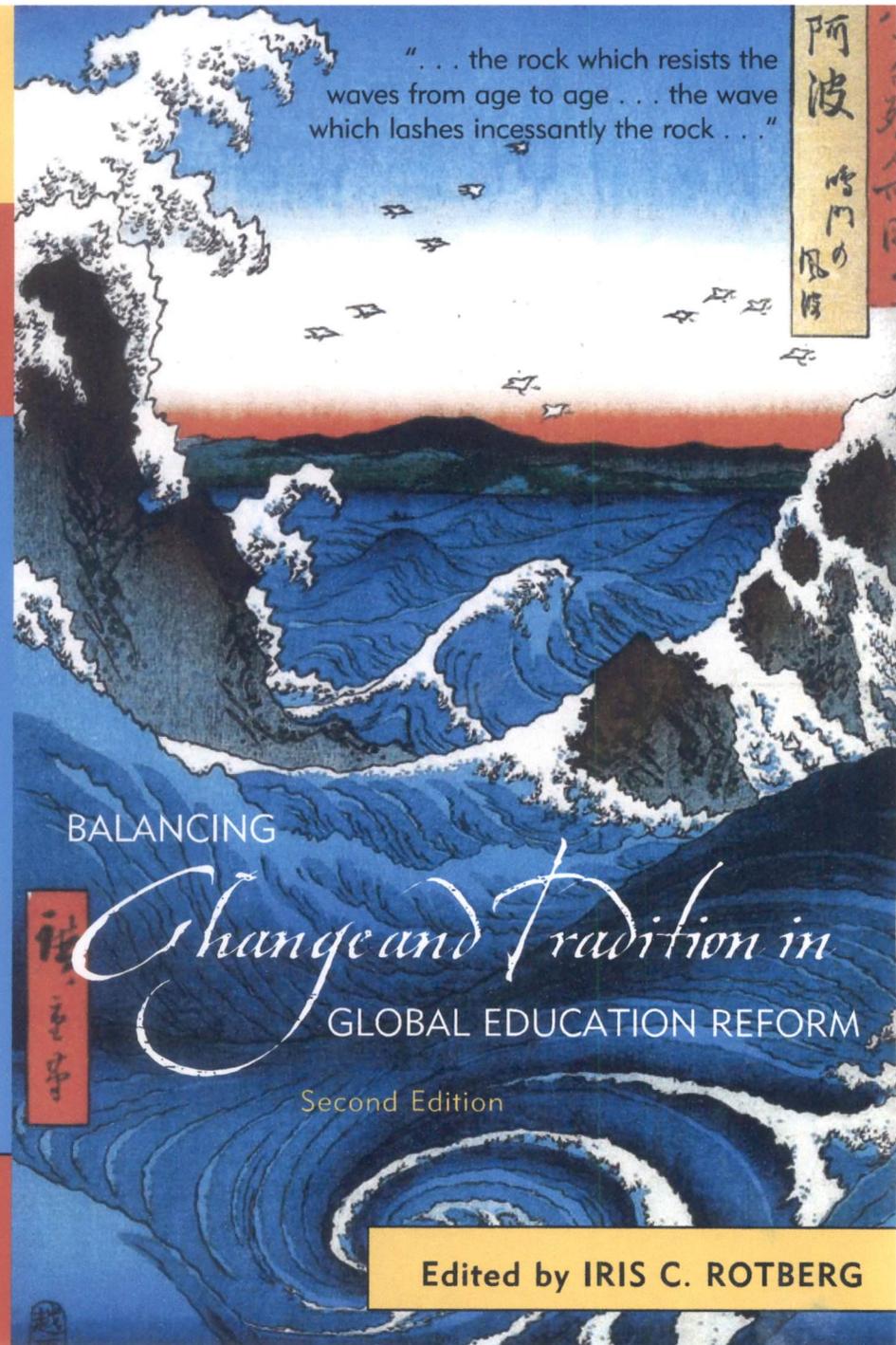
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BALANCING CHANGE AND TRADITION IN GLOBAL EDUCATION REFORM SECOND EDITION

EDITED BY IRIS C. ROTBERG

Praise for the First Edition

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--Jay Mathews, *The Washington Post*

In *Balancing Change and Tradition in Global Education Reform*, Iris C. Rotberg brings together examples of current education reforms in sixteen countries, written by "insiders." The book goes beyond myths and stereotypes and describes the difficult trade-offs countries make as they attempt to implement reforms in the context of societal and global change.

The second edition includes the original chapters along with an update for each country. The updates describe trends in education policy that have occurred since the original chapters were written. They also describe the change process itself and the link between the changes each country has experienced—or debated—and its broader societal context. In some cases, the education policies described in the updates represent a continuation or expansion of policy innovations described in the original chapters. In others, there has been a backlash to change, and the country has returned to its more traditional practices. It is not uncommon for countries to move in both directions at the same time: they might adopt policies in response to new political, social, or economic circumstances while attempting to balance these policies with others designed to maintain traditional values and practices. The policy discussions reflect the tension between the two approaches and the difficulty in meeting what often turn out to be conflicting goals.

Countries and Contributors

China: *Kai-ming Cheng*; Russia: *Mary Canning and Stephen T. Kerr*; South Africa: *Luis Crouch and Martin Gustafsson*; Chile: *Robert W. McMeekin*; Germany: *Barbara M. Kehm*; France: *Gerard Bonnet*; Turkey: *Hasan Simsek and Ali Yildirim*; Sweden: *Eva Forsberg and Ulf P. Lundgren*; Israel: *Adam Nir, Dan Inbar, and Ori Eyal*; Japan: *Ryo Watanabe*; Singapore: *Batia P. Horsky and Phyllis Ghim-Lian Chew*; Canada: *Ratna Ghosh*; New Zealand: *Terry J. Crooks*; England: *Alison Wolf*; Australia: *Allan Luke*; United States: *Peter Schrag and Richard Rothstein*; Conclusion: *Iris C. Rotberg*

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"the chapters are...lucid, accessible, and insightful, and the concluding chapter is a thoughtful synthesis of the themes that weave throughout the book....Rotberg gets the editing business right; as a result, education policy makers, scholars, and practitioners interested in comparative education reform will find the book's sum is greater than the individual parts. ... I recommend the book because the individual case studies are informative. Reading *Balancing Change and Tradition in Global Education Reform* is like being on an interesting, sixteen stop, world study tour. I also recommend the book because Rotberg carefully and thoughtfully pieced together the concluding chapter. Readers who read the book from beginning to end will still be processing the sixteen stories and the wide-ranging content as they begin the final chapter. By identifying the themes that weave throughout the chapters, Rotberg helps the reader make sense of this worldwide intellectual journey. ... Rotberg does more than identify the themes; she illuminates them by constantly referencing the most essential points made by the individual contributors. What results is a theme, example, example, theme, example, example rhythm that provides readers with a thoughtful, manageable, and memorable conceptual framework that should enable them to draw upon the work in their own professional activities."—**Ron Byrnes, TEACHERS COLLEGE RECORD**

"The book is, in essence, a world tour of public education in the early 21st century. For every teaching and learning issue that divides this country, the book shows that several other countries are having the same argument. For every cry of despair at the assorted failures of American schools, Rotberg introduces a host of nations—including some that American critics admire—who are hearing the same complaints about their education systems from their own experts.

The book explores surprising changes in policy in a dozen other countries—South Africa, Chile, Germany, France, Turkey, Sweden, Israel, Singapore, Canada, New Zealand, England, and Australia.

If you are looking for one of those feel-good books this might work for you. Rotberg and her chapter authors understand our flaws, but acknowledge that many foreigners admire the American economy for its flexibility and creativity, and think that may have something to do with the variety and innovative character of our schools.

Balancing Change and Tradition in Global Education Reform ends with a well-written and even-handed summary of the state of American education by journalist and author Peter Schrag, and a deft analysis of the chapters by Rotberg herself."—**Jay Mathews, THE WASHINGTON POST**

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