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BOOK REVIEWS

Handbook on globalization and higher education, edited by Roger King, Simon Marginson and Rajani Naidoo, Cheltenham, UK and Northampton, MA, USA, Edward Elgar, 2011, 541 pp., £155 (hardback), ISBN 978 1 84844 5857

The Handbook on Globalization and Higher Education is probably the most extensive compilation of articles in its field, providing theoretical discussions on the understanding of globalisation in higher education, insights into some of the main actors in play, a large set of case studies on globalisation processes in different nation states across the world and analyses of the practices and technologies of governance deployed at the global level. Viewed in the light of other recently published handbooks in this area, its particular contribution lies in its focus on the major debates around globalisation. Not only does it include articles that deal with the challenge of conceptualising globalisation in higher education, but it also comprises case studies from a wide range of localities with diverse political, economic and cultural specificities.

The handbook is divided into three parts that act as broad themes of reference or clusters: Generic, Case Studies and Global Governance. Themes common to the three sections include the knowledge economy discourse, the effects of new forms of regulation such as league tables and systems of assessment, the inequalities and asymmetries of the new global higher education order, and the expansion of the private sector and business-like practices.

The first part of the handbook opens up the field by introducing theoretical tools for the understanding of globalisation in higher education, by studying some of its actors and by looking at the dynamics that take place within it. Both Marginson and Scott challenge the conceptual separation of the global, national and local, considering that actors and institutions play at all three levels. Although the global is studied in its own terms, they argue that it is a dimension in the field of higher education that is intertwined with the other two. Marginson explores the imaginaries that are used to make sense of globalisation and that also serve as a basis for the elaboration of strategies of governance. These are the 'global market economy', 'worldwide status competition' and 'networks and open source knowledge flows'. Peters picks up on the first and proposes to replace the neoliberal paradigm with three models of knowledge economy: the learning, the creative and the open knowledge economy. Global discourses are enacted and reproduced at different levels and by different institutions (such as the OECD, as studied by Van der Wende, and the UNESCO and the World Bank analysed by Lebeau and Sall), and there are contingent and complex interactions within and between them. Globalisation in higher education is also presented as a discourse produced in western nations which sustains inequalities and the hegemonic positions of western developed countries within the field, both culturally and economically. The chapters from Unterhalter and Carpentier and from Ziguras both explore these issues.

Part 2 presents the effects of neoliberal globalisation on systems of higher education across the world. The case studies show how the processes of globalisation of systems of higher education are traversed by resistances across local and national levels. These processes involve the intensification of state regulations (for example, in East Asia as presented by Ka Ho Mok) which attempt to produce more competitive systems of higher education. However, these regulations are differently enacted in the various national contexts across the world. Some of the intervening factors brought forward in the chapters are the distance between policy symbolism and implementation in South Africa developed by Mala Singh, centralisation and decentralisation in systems of higher education (Chi and Len's study of the case of China and Jones and Wainrib's study of Canada) and the intervention of regional organisations such as the EU, which work as globalising actors, as shown by Välimaa. The section also presents the tensions produced by the enactment of this global policy discourse at the national level. Kamat emphasises the increasing regulation that reproduces existing social inequalities in India. Kim focuses on tensions with the local culture in South Korea, and Maldonado-Maldonado and Mollis build their analysis by looking at the disadvantaged position of Latin American developing countries in the current global order. Both Tierney and Olssen look at central developed countries, such as the US and the UK, focusing on the way in which the current neoliberal global discourse affects the nature of research, subjecting researchers to the demands from the market.

Part 3 consists of papers that address the governance of global higher education. Musselin identifies movements of convergence and divergence within the governance of global higher education. She shows that although the technologies of governmentality are global, the enactments vary in different cases. Marginson reflects on governance as forms of strategising that are built on the basis of the three imaginaries he introduced in Part 1. The chapters make clear how the production of higher education as a world market and the competition for status feed each other, although they work separately. In relation to the competition for status, Dill addresses the work and effects of quality assurance organisations and Hazelkorn studies league tables as a central part of higher education systems. Lauder and Brown show how the production of status at a global level produces hierarchies of higher education circuits which correlate with the international division of labour as both higher education institutions and employers compete for students from privileged backgrounds. In relation to power asymmetries, Enders and Westerheijden explore how the Bologna process has become a 'brand' to be replicated in other parts of the world. Finally, related to the third imaginary, that of networks of open source knowledge, King introduces the issue of knowledge cooperation among academics as a dimension within globalisation, which he highlights as a condition for the development of science.

As this succinct summary shows, the handbook covers a wide range of issues embedded in the debates around globalisation in higher education, particularly those related to the imaginaries of the market economy and status competition that Marginson presents in Part 1. If I were to add anything to it, the inclusion of more articles discussing topics related to networks of open source knowledge would have allowed the handbook to address another dimension of the process of knowledge production. It would have been interesting to read further studies on the relations of cooperation established in scholars' networks, which not only shape research but also have the potential to develop alternative spaces that resist the constraints of the market and the criteria for status set by league tables. In a similar vein, the handbook would also have benefited from studies on the tensions produced by global policies in systems of higher education that promote alternative models of university at the

national policy level, such as Venezuela and Cuba as mentioned by Mollis (308). However, the handbook covers the major themes of the debate within the topic and gives space to in-depth studies which present the complexities of the processes of globalisation and problematise the assumptions that underlie policy discourse and current research. The Handbook on Globalization and Higher Education is certainly a most valuable and up to date resource for scholars and students interested in this complex and expanding area of research.

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Human rights education: reflections on theory and practice, edited by Fionnuala Waldron and Brian Ruane, Dublin, Liffey Press, 2010, 219 pp., £18.95 (paperback), ISBN 978-1-905785-88-9

Human Rights Education: Reflections on Theory and Practice is a welcome addition to the growing international literature on human rights education theory and practice. This edited volume emerged from a 2008 conference hosted by St. Patrick's College in Dublin, Ireland, to mark the 16th anniversary of the Universal Declaration of Human Rights and explore the role of human rights education in advancing the global human rights project.

Editor Fionnuala Waldron begins the book with a discussion of the relationship between human rights and education and situates the contribution of the book in the context of the increased discourse around human rights education globally. Waldron sees the volume as an exploration of the relationship between human rights theory and practice and invokes Freirian praxis as a way in which to understand the book's use.

In Chapter 2, Hugh Starkey applies a historical lens to human rights education through a review of the history of the Universal Declaration of Human Rights (UDHR) and its role in the shaping of an international human rights education agenda. Starkey argues that the cosmopolitan vision of human rights underpins both human rights education and citizenship education approaches across the world, and must play a central role in education in order to fulfil the promise of the UDHR.

James Banks, drawing also on the UDHR, in Chapter 3 argues for the importance of a conceptualisation of a multicultural, cosmopolitan citizenship within education. Banks' key idea is the potential for human rights education to encourage the development of transformative citizenship practices amongst learners.

Chapter 4 explores the relationship between human rights education and education for sustainable development (ESD). Peter Kirschlaeger highlights the similarities and differences between aims and approaches, and identifies ways in which human rights education can contribute to the ESD agenda and vice versa. Kirschlaeger calls for further exploration into the ways in which HRE and ESD approaches can be mutually beneficial.

Anita Prunty presents a case study exploring the rights of students with autistic spectrum disorder (ASD) in Ireland in Chapter 5. She draws on data highlighting the absence of opportunities for ASD students to express their views on their Individual Education Plans to argue for a stronger consideration of children's rights in the formulation of special education policy in Ireland.