

**EDUCATION POLICIES IN THE 21ST CENTURY
COMPARATIVE PERSPECTIVES**

Gulnar NADIROVA ¹

¹ Al-Farabi Kazakh National University, 050004 Almaty, Kazakhstan

gulnad@mail.ru

ORCID: 0000-0002-7837-2598

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The Maarif Global Education Series is dedicated to the transformations taking place in economics, politics, technology, people, and society, and discusses how these areas and actors influence educational policy on a global scale from a macroeconomic perspective.

The works, published in the series as edited books and monographs, discuss the theory and philosophy of education from a global perspective, including both Western and Eastern educational experiences. Authors from different countries introduce the educational experience of different cultures and modern transformations in this area.

The book under review focuses on how education influences the various spheres of our lives and changes them. It consists of 3 parts and 11 chapters. The first part of the book examines the relationship between politics and education, in particular, the impact of the transformation of nation-states on educational institutions. The second part is devoted to the extremely topical problems of the transition from higher education to employment. The third part takes a detailed look at the international education sector. It begins with a discussion of the international schools created and funded by governments in the context of cultural diplomacy. New trends in international educational mobility are emerging today, such as international educational programs, branches of foreign universities, joint research projects, etc. Network of international schools is one of these trends. Among the authors of the book are representatives of universities in the USA, Türkiye, Spain, and the Czech Republic.

In the first section of the book Ibrahim Hakan Karatas, author of “The Transformation of the Nation-States and Education” chapter indicates three main functions of education: providing national solidarity, facing the trends of modernization, and supporting economic development. One of the main goals of education is “to ensure national welfare and social justice”. Karatas believes that global and regional associations such as UNESCO, World Bank, and European Union have played an important role for their respective member states in terms of

transforming their educational systems into an internationally integrated structure. Maintaining the quality of education systems required reforms related to immigration, the desire for democratization in education, and its digitalization.

Educational reforms have grown as comprehensive, system-wide initiatives and have strengthened standardization and control mechanisms in developed countries, while at the same time increasing dependence from developed countries to underdeveloped countries. As a result, constantly changing conditions lead to the fact that education has acquired various characteristics that can support global interaction by transferring cultural capital, promoting scientific progress, and enhancing organizational capacity in all the countries of the world involved.

Experts from Türkiye Yusuf Alpaydin and Kursad Kultur in the chapter “Improving the Transition from Higher Education to Employment: A Review of Current Policies”, focused on the responsibility of individuals, higher education institutions, employers, and governments for improving the transition from higher education to graduate employability and generating social returns from very expensive investments in higher education. The interaction between the labor market and higher education institutions depends on how well education is turned into an effective tool in the economic context. Improving access to employment opportunities and employment conditions, monitoring and improving the skills of graduates, and aligning them with labor market expectations are the subject of widespread discussion.

The authors suggest that monitoring activities with the participation of employers in an integrated form include experimental, project, interactive internships and seminars, and learning environments that simulate the workplace. In this regard, it is imperative to strengthen the link between the institute and industry, smoothing the transition from school to work and vice versa, as well as developing, along with the technical and professional skills required by employers, socio-emotional and cognitive skills, which are also critical. Indeed, in the process of transition from higher education to employment, the entire burden cannot be shifted to higher education institutions. For governments, it is important to provide “employment security, ensuring fairness and equality in access to employment, encouraging and regulating efforts between youth programs and labor market policies and higher education”, the development of innovative infrastructure, and the balancing of supply and demand. State priorities should also include the reduction of job search time. The transformative impact of innovation on both education and business must play an important role. Such policies take into account stability and sudden changes, especially for business continuity, market, human resources, and supply chains, which change radically with innovation. It is envisaged that providing young people with support for enterprises, taking into account innovative paradigms can create new employment opportunities in the future.

Metin Celik, the author of the chapter “International Schools in the Context of Cultural Diplomacy: Actors and New Approaches”, described an extremely interesting trend that has emerged in international education in recent decades. Influential states are beginning to promote their national interests in the field of education in the sphere of foreign policy and cultural diplomacy. The issues of education, science, culture, language, and accreditation are becoming more and more relevant and included in the international agenda. Historically, inter-

national schools have been around for a long time, but have undergone significant changes in purpose, institutional structure, target audience, and curriculum. Today, private companies provide education in globally influential languages (especially English) with an internationally accredited curriculum. The number of schools, students, staff, as well as market value are steadily increasing. France created a wide network of French-language schools abroad. Germany established German educational programs for this purpose in the language of the host country. The UK has chosen to create British Unions of Private Schools and Accrediting Organizations, thereby creating a virtual network of international schools. China has also discovered the possibilities of using the so-called “soft power” in the field of education by establishing Confucius Institutes.

Metin Çelik rightly believes that the main mission of the network of international schools spread around the world is to create a favorable and friendly attitude towards a foreign language, a different culture, as well as understanding and tolerance for other values that inevitably penetrate the host society through the education of the younger generation. Attraction of this kind may be more effective than any form of pressure, and more promising, given that today’s children can tomorrow become agents of influence of the country whose school they graduated from.

Overall, the book under review shows that globalization has paved the way for a common understanding of the interdependence of knowledge and has given rise to new trends and paradigms in education. It is becoming increasingly important to make the right timely investment in the education industry by learning about technology and seeing the future to be able to properly adapt to the changes and new demands that societies and governments place on existing education formats, content, and actors.

A deep and comprehensive overview of the trends and problems emerging in modern education allows us to evaluate this book as extremely informative and academically conscientious. The only wish I would like to express is that in books of this kind, there should be a wider representation of the author. It seems to us that to create a more complete picture in the global dimension, it would be very interesting to learn first-hand the sensitive aspects of the development of education in China or India, for example, which are becoming more and more serious actors in the international educational space.