



WORLD YEARBOOK
OF EDUCATION 2006

EDUCATION RESEARCH AND POLICY

STEERING THE
KNOWLEDGE-BASED ECONOMY

EDITED BY

JENNY OZGA, TERRI SEDDON AND
THOMAS S. POPKEWITZ

World Yearbook of Education 2006

Education research and policy:
steering the knowledge-based
economy

**Edited by Jenny Ozga,
Terri Seddon and
Thomas S. Popkewitz**

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Series editors' introduction

This volume on *Education Research and Policy* picks up one of the major themes of the 2005 volume on *Globalization and Nationalism in Education*, that is globalisation and its impacts on education. It develops this theme through a focus on educational research, in particular on how policy for educational research is shaping research processes and practices around the globe. There have been very considerable changes in the steering of educational research since the publication of the 1986 *World Yearbook* on this topic, and this volume offers an updating of the global picture of research in education in a context in which research is seen to be central to the building of new knowledge economies through its contribution to increased international competitiveness and its support for more effective, evidence-based interventions in schooling, education and training systems.

The volume does not adopt a perspective on globalisation that takes its trajectory for granted and reads off its effects. Rather it seeks to keep in play a dynamic tension between the homogenising global agendas for policy steering that seek to shape knowledge-based economies and the impact on those agendas of different national and local practices and cultures of educational research. A key concern of the volume is to explore the ways in which educational researchers in different regional/national contexts respond to and mediate international and national pressure to steer research, and to identify the cultural and political resources that they recognise and deploy in such processes of mediation, at the same time as exploring the workings of the different systems of funding and recognition that are in play within and across systems. The volume takes the opportunity presented by the global reach of the *World Yearbook* to bring together material from across the globe in order to explore and illustrate the many different ways in which international/supra-national pressures on research play out at local/national/institutional level, and thus offers the possibility of some assessment of the capacity of education research in different contexts to respond to, mediate or rework global agendas for research steering. The global reach of the volume also enables an assessment of how pervasive these developments are, how much is new in this situation and the extent to which evidence-based policy pressures on research in education build on past relationships between education and policy.

The steering of research is a policy area of increased significance but it has not received much attention as a significant emergent policy area that seeks to create particular forms of education research identity and research practice in globalising conditions. This volume seeks to capture some of these developments, to highlight their significance and to foster

debate about education research in these conditions, by bringing together a wide range of contributions, that link globalising developments through supra-national and transnational agencies such as the European Commission or the Organisation for Economic Co-operation and Development (OECD), to contrasting national contexts and to individual social and cultural practices of research.

Jenny Ozga, Terri Seddon and Evie Zambeta
Edinburgh, Melbourne and Athens, 2005

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