**Schooling Internationally: Globalisation, internationalisation and the future for international schools,** edited by Richard Bates, Oxon, Routledge, 2011, 210 pp., £24.99 (paperback), ISBN 978-0-415-58928-4

The field of international education has seen exponential growth over the past decades, numerically as well as ideologically. This book provides a comprehensive and in-depth insight into the multi-billion global industry which international education is today, and a critical examination of the issues affecting the field as it is operating within the conflicting tendencies of internationalisation and globalisation. How the issues are interlinked and rapidly changing in the current complex global climate is described in the context of sociological, political and philosophical issues in education, as well as that of the history of the international schooling movement, providing the reader with an understanding of how the movement emerged and developed, and the big questions this raises for the future of the movement. The advantage to this book over even only slightly older academic books on international education (i.e. the SAGE Handbook of Research in International Education, 2007) is that the huge impact of the current global economic crisis, which started in 2008, on the international schooling movement is included and analysed from various angles.

The book describes how international education is at risk of being utilised both in terms of producing a transnational ruling class and in national class formation, which poses severe challenges to the original global citizenship ideology on which the movement was founded. It also argues that international schooling is increasingly becoming a response to problems relating to cultural diversity within national contexts, while simultaneously it pays little attention to the issues of a pluralist society within a national system. On top of that, it claims that globalisation is on its return in the current global economic crisis, with countries fending for themselves more, and China and India now strong players in on the economic world stage, affecting the future of international education greatly.

Chapter 1 provides a detailed introduction to and overview of the current issues and debates in international schooling the book addresses. Chapter 2 discusses how ICT and global networks have and are impacting on the development of the international schooling movement and includes an engaging selection of three case studies of international schools in different national settings. Chapter 3 deals with how political economy and social class formation are interrelated with the development of the international schooling movement. Class division is one of the issues looked at as international schooling can on one level be seen as an effort to divide people on a global level, since the majority of students at international schools are from well-off families and integration with the culture of the locality of the school is an ideology which is only central in a handful of international schools. Moreover, the International Baccalaureate has seen a boom in its provision within national schools, which is a way of distinguishing an elite group of students, as a response to a global business culture which looks for the most talented people (also in terms of soft skills, which is often part reason why parents send their offspring to international schools), a consequence of global markets and neo-liberal precepts.

The topic of micropolitics in schools in general and how this plays out in and particularly complicates the international school climate is discussed in Chapter 4, including a particularly interesting section on psychodynamics and emotions at play in international (as well as national) schools. In Chapter 5, the characteristics of the current body of teachers at international schools are described, together with how the current global developments impact on what is required of the future international school teachers and leaders. Chapter 6 lays out in detail the complex issue of cultural influences on teaching and learning, in terms of different cultural views on what education is about; what should be learnt; how an individual should develop; and values in education – all of which are reflected in the curriculum and in student and parent behaviour and expectations. It raises the point of how ‘international’ education is often based around western educational values. Issues surrounding what an international curriculum should look like are discussed in Chapter 7, which starts with a concise but comprehensive introduction to the theory and philosophy of curriculum (and education), providing a useful insight into the assumptions underlying western education as well as a good basis to return to when thinking about key educational issues. This then follows on naturally into issues about assessment of international curricula which are discussed in Chapter 8. Helpfully, chapter 8 also provides more insight into and a comparison of what the existing international curricula offer. In Chapter 9 and 10 respectively, the International Baccalaureate (IB) and global citizenship receive special attention. Chapter 9 describes the multi-billion dollar industry of educational provision and the challenges of the IB in particular, whose fast growth raises a myriad of issues. Chapter 10 fittingly concludes the book by bringing back into view the ideological viewpoints the movement was partly founded on. The chapter gives a duly critical discussion of all different stances in global citizenship education, including ideologically based ones, and reassured me personally (having worked in an international school with strong ideological aspirations) that the ideological part of international education has been given its due attention in the book.

The book provides a thorough overview of research in international education and points out the many areas in need of further investigation. I would recommend it to any educational professional, as it challenges the reader to think about essential educational questions as well as current global developments impacting on education, in which national and international education cannot really be separated.

**Reference**

Hayden, M., Thompson, J., and Levy, J. (2007) *The SAGE Handbook of Research in International Education*. London: Sage.

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