

be read and used in small states? Perhaps portions that speak broadly to the intrinsic nature of schooling itself, but it would not be useful as the global framework Danielson seeks to create.

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*Neither World Polity Nor Local or National Societies: Regionalization in the Global South – the Caribbean Community*. Frankfurt-am-Main: Peter Lang, 2012. 322 pp. ISBN-13: 978-3631601044

In *Neither World Polity nor Local or National Societies: Regionalization in the Global South – the Caribbean Community*, Tavis Jules offers revealing insight on the development of education policy used for and within a purposefully constructed regional space. Methodologically, the book is based upon an analysis of policy documents, interviews and other primary sources coded to discover common themes embedded in efforts by policymakers within the Caribbean Community – aka CARICOM, a 15-member organization composed of Anglophone nations of the Caribbean area – to develop a “policyscape” (Carney, 2009) which would provide benefits for each member in ways they could not attain on their own. To this end, the book uses education policy to unearth how, through functional cooperation, these countries came together to form a *trans-regional regime* to help promote global awareness of the fragility and vulnerability of the Caribbean region. Further, CARICOM set up the Caribbean Single Market Economy (CSME), established the tenets of the “Ideal Caribbean Person,” and enabled the construction of the Caribbean Educational Policy Space (CEPS) to further educational development.

The book is divided into three main parts. In Part One, “The Limits of the World Polity Inquest,” Jules introduces the reader to the theoretical base upon which the book is built, with individual sections given such titles as “The Substratum of Neo-Institutionalism,” “Dogmatic Isomorphic Tendencies,” and “Amalgamating Lesson-Drawing, Externalization, and Policy Transfer.” In general, this opening section is not for the masses; it requires a good foundation in the theories of neo-institutionalism, policy formation, and transfer and lesson-drawing in order to understand the complex manner in which the author begins to showcase his findings and draw conclusions. As the book is a discussion of an institution formed by and inclusive of nations with similar histories and populations, Jules uses “the neo-institutionalist school of thought (guided by John Meyer, Francisco Ramirez, and others) focused on the ‘increase in the common education principles, policies, and practices among countries with various characteristics’” (p. 40) to show how CARICOM came to be and its effects on three different levels: how each nation’s policies relate to each other, to those of the regime, and to those on an international level. Jules grounds his research within neo-institutionalism, and his data is drawn from in-person interviews and document analysis. The discussion of the findings remains at the discursive level; the book does not focus on how policy intersects with local context or practice.

Part Two, “Caribbeanization: Regional Educational Policy-Making and National Metamorphoses” begins with a history of the evolution of regionalism within the Caribbean, starting with colonialism, The West Indies Federation, and finally the birth of CARICOM. A detailing of the structure of CARICOM and several of its divisions, here called “organs,” follows. The policy analysis begins next, as the author details the emergence of the CSME, the outcome of years of policy debate, exchange, interpretation, and implementation. As the CSME is a reflection of CARICOM’s economic vision, Jules spends less time on it than he does on the efforts that led to the CEPS. Several sections including, “National Education Systems,” “Education in the Region:

A Background,” and “The ‘New’ Role of Regional Policy in Education,” offer details on the foundations, purposes and development of education and education systems within the region. This is a strong section, as Jules utilizes policy documents such as the *Treaty of Chaguaramas* to highlight directly the evolutions from nation-centric educational programs to those that include all member nations under the banner of CARICOM. In this way, Jules highlights his shift from the use of the nation-state as the unit of analysis towards one which centers on the trans-regional regime and its extended role in educational development. Additionally, he begins to lay the groundwork for his use of functional cooperation and policy transfer as conceptual frameworks to separate 20<sup>th</sup> century CARICOM educational policy into three distinct periods.

Part Three, “Dummy Transfer or Real Transfer: The Semantics of Policy Harmonization” is separated into three sub-sections, each relating a distinct policy period within CARICOM which Jules was able to glean from the data analysis. The first period, *Intensified Functional Cooperation*, describes the policy era between 1990-1996. Jules suggests that although CARICOM “arose out of a general trend in the 1970s: the collaboration of developing countries in the Global South to form powerful economic trading blocs” (p. 137), it has gone beyond that function to serve as a receptacle and distributor of a variety of policies throughout the region. The nations primarily used *lesson-drawing* as a policy tool, relying on each other to set their own policy agendas. *Endogenous Bouleversement* describes the policy period between 1996-2002, highlights of which includes the foundations of the CSME and the codifying of the characteristics of the “Ideal Caribbean Citizen.” This era is significant because of the turn from nation-specific policies to regional ones used to buttress against the growing pressures of globalization; this upheaval era was “categorized by the lack of national policies and the commencement of a battle at the regional level for a regional policy identity” (p. 170). Finally, Jules uses the concept of *Policy Trilingualism* to explain the period between 2002-2008 and is presented as an effort to extend Steiner-Khamsi and Stolpe’s (2006) work on policy bilingualism. The essential argument is there are not two, but three separate, interrelated conversations occurring simultaneously between actors and their respective audiences: (1) the nation-state and national audience, (2) the trans-regional regime and regional audience, (3) supranational organizations and international audience. Here Jules adds to the existing literature by suggesting fragile nations can create a trans-national regime, in this case CARICOM, as a connector, mediator, translator, and shield against “endogenous” and “exogenous” pressures, particularly those arising on the international stage. Further, this new actor can take on a life of its own, enabled by those who created it initially. Therefore in the Conclusion, the author offers a new take on “glocalization”: *G-Regionalization*, whereby trans-national regimes will be the new buffer between development and participation in a global market while keeping entire regions and their citizens viable and competitive as well.

This book is for scholars and others interested in the formation of cooperative international regimes, policy creation and functionality, and how the small and fragile nations of the Caribbean utilize their commonalities to build a regional structure to enhance their position in the globalized worldwide political, social, and economic realities. In addition, it adds to the literature on lesson-drawing, policy discourse and education development within the Caribbean. Finally, the book can be useful to see how CARICOM tends to inhabit the space between neo-institutionalism and cultural divergence theories in comparative education research. Drawing from both neo-institutionalist literature that emphasizes worldwide trends toward educational convergence, and other literature that showcases the significance of local cultural contexts, Jules builds an argument to demonstrate that local forces can meld together to form a more viable, sustainable force against globalization in the form of a trans-regional regime, and then create communicative systems to exchange, cooperate and develop as a region. Indeed, as Jules writes, the “small states”

of CARICOM have been able to “[devise] ingenious ways to survive globalization” (p. 49).

### Other Works Cited

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*Tertiary Education in Small States: Planning in the Context of Globalization*, edited by Michaela Martin and Mark Bray. Paris, France: International Institute for Educational Planning. & UNESCO, 2011. ISBN-13: 978-9280313581.

This book provides a comprehensive introduction to tertiary education in small states encountering the effects of globalization. The book is organized into four sections. The first outlines concepts and goals related to research of small states. The second section provides a series of studies of the ways small states have initiated and reformed tertiary education at regional and national levels. All of the case studies in the second section illustrate ways that small states have developed and conducted their work in tertiary education in the global context, noting challenges and successes of specific, contextual strategies. The third section examines how a select set of small states have designed effective policies related to technology, funding, and quality assurance issues. The fourth section draws conclusions based on the research discussed throughout the text.

A key point that is made early on in the work is that small states are not just “scaled down versions of larger ones” (p. 25). This enables us to rethink our understanding of the challenges that small states face, but it also asks us to consider the lessons we can learn from the strategies and development processes that small states undergo. With this in mind, the authors offer the rationale for considering tertiary education as the book’s focus, noting UNESCO’s International Institute for Educational Planning’s (IIEP) concern with the unique features and of small states. The IIEP began a specific project on tertiary education in small states because they see a strong link between tertiary education and efforts by small states to build human capital and expand resources. The main challenge that had been identified then by IIEP was funding for tertiary education in small states. An important outcome of the IIEP project was the Policy Forum in 2009 and UNESCO’s conference on higher education in 2009, which enabled representatives from an array of small states to discuss institutional strategies and supports. This edited collection contributes to previous research agendas of IIEP and UNESCO.

The authors spend some time defining key terms in order to place conceptual boundaries around tertiary education in order to distinguish it from higher education. Drawing on Henchy (1990), they argue that tertiary education is a level of advanced learning, beyond secondary, that adults seek at institutions such as universities, colleges, institutes, or advanced schools that are distinct from the structure of primary and secondary education. In addition, tertiary education includes full-time and part-time programs that are both part of universities and other professional trainings.