

## ANDY GREEN

### PUBLICATIONS

#### Authored Books and Monographs (17)

Green, A. (2017) **The Crisis for Young People: Generational Inequalities in Education, Work, Housing and Welfare**, Palgrave Pivot.

Green, A. (2013) **Education and State Formation: Europe, East Asia and the USA**. Revised and Extended Second Edition. Palgrave, Basingstoke.

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Education Group 11 (1991) **Education Limited: Schooling and Training and the New Right Since 1979**, University of Birmingham Department of Cultural Studies, Unwin Hyman, (340 pp).

#### **Edited Books (4)**

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Janmaat, J.G., Duru-Bellat, M., Green, A. and Mehaut, P. (2013) (eds), **The Dynamics and Social Consequences of Education Systems**. Palgrave Macmillan, Basingstoke.

Green, A. and Lucas, N. (eds) (1999) **Further Education and Lifelong Learning: Realigning the Sector for the 21<sup>st</sup> Century**, Institute of Education, London.

Bash, L. and Green, A. (eds) (1995) **Youth, Education and Work: World Yearbook on Education 1995**, Kogan Page.

#### **Journal Articles (46)**

Green, A. Pensiero, N. Franceschelli, M. and Henseke, G. (forthcoming, 2017) 'Education and the Changing Structure of Opportunities for Young People in England,' **Journal of Asian Education**

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## EXTRACTS FROM BOOK REVIEWS

**Education and State Formation: The Rise of Education Systems in England, France and the USA**, Macmillan, 1990 (including second edition, 'Education and State Formation: Europe, East Asia and the USA,' 2013)

-Andy Green's recently updated analysis of the relationship between nation states and the education systems that they establish or support is widely regarded as a classic sociology of education text. **British Education Research Association 40@40.**

-This is a unique and important book and an essential read and reference volume for any student of education, politics, sociology or history - particularly those interested in comparative studies. It is a book for anyone trying to make sense of the deep-seated changes in education systems worldwide. It is also one of the most interesting books on education I have read for a long time. ....It puts a great deal of context to what we see happening today in education across the world. The first edition of this book was one of the most thoughtful and intelligent analyses available on the relationship between education and nation building, and this new edition is even better. **Ian Craig, Education Today.**

...the new edition of this book by Professor Andy Green is path-breaking in filling the gap of research on the intricate interplay of educational systems and state formation by providing 3D evidence of events in time and space for comparisons and broadening its examination to East Asian contexts with a special postscript. It should not be missed by any scholar who is in the field of comparative and international education, history, sociology, political science, and/or developmental studies, and by practitioners in educational policy, politics and development. As both a comparativist and historian, I highly recommend it to graduate students and other serious researchers, particularly because it is also an easily read book. In just one volume the broad, historical overview is provided of the interaction between educational systems and state formation. **Jun Li, International Journal of Comparative Education and Development.**

-*Education and State Formation* was a very good book when first published in 1990; in its 2nd edition, it is an even better one, the new final chapter of which ('Postscript') brings the earlier account fully up-to-date, embracing new literatures and more countries, notably Japan, making it one of the most lucid and intelligent analyses available of the relationship between education and nation-building. The new section on East Asia mightily impressive stuff - well written, immensely scholarly and almost a book in itself. **David Halpin, Visiting Professor, Southwestern University, China.**

-'Overall Green has provided a work of such depth and scope that historians and sociologists might ignore at their own considerable loss', **Dianne Snow, Comparative Education.**

-‘I think it would be a very exceptional minister, senior civil servant or director of education who would not benefit from a course in the history and philosophy of education with a comparative bias – and from reading Andy Green. Green’s seminal book treats the relationship between education and the state’, **Anne Corbett**, *Times Educational Supplement*.

-‘This is a courageous and challenging book. Not everyone will agree with it, but anyone trying to make sense of the deep-seated changes which are taking place at this time in education systems worldwide can benefit from the insights gleaned from the attempt to grapple with the arguments developed by Andy Green’, **Roy Lowe**, *History of Education*.

-‘A book of Green’s scope is bound to provoke disagreement over one or another interpretation and specialists will be able to point to scholarship that he has missed, but that should not detract from its importance. It is learned, thought-provoking, and well-written’, **Patrick J. Harrigan**, *Historical Studies in Education*.

-‘The author himself is shown as an historian of education politics well versed in developments in continental Europe as well as Britain. The book is eminently readable, and well argued and documented’, **Witold Tulasiewicz**, *Comparative Education*.

-‘Andy Green has written a very good book indeed. He has employed a comparative historical focus to explain the very uneven development of schooling in 19th-century Europe and North America, and more specifically to explain the relative backwardness of education in England and Wales, especially in the vocational area’....This programme is followed through and its value outstandingly demonstrated in chapters on the relationship between education and state formation in Prussia and France, the USA and England....Any sense of breathlessness in these brief accounts is, though, largely obviated by the tightness and skill with which the theoretical framework is elaborated in and through them and by the vitality and overall coherence of the interpretations offered’, **Roger Dale**, *Journal of Education Policy*.

-‘“The Rise of Education Systems in England and USA” – the first serious, all-embracing, socio-historical, cross-national analysis of this whole phenomenon. In my view this should be required reading for all government ministers, whatever their hue or degree of dampness, since it reveals the historical roots of what has been called “the British disease” which has landed us at our present level of relative backwardness so vividly, and indignantly high-lighted by Clause Moser’, **Brian Simon**, *Centenary Lecture, University of Newcastle-upon-Tyne*.

-‘Andy Green’s book makes a vital contribution to our understanding of the changing role of the state in education provision. It should be read widely – and particularly by leading policy-makers in all the main political parties’, **Clyde Chitty**, *Forum*.

‘In the successive revisions of the National Curriculum, there appears to have been a strong emphasis on keeping interest groups happy rather than developing well-theorised content. This is a tendency which is an enduring feature of the English education system, according to Professor Andy Green, in his seminal 'Education and State Formation'. Why should underlying theory matter? **Tim Oates**, *Cambridge Assessment*.

**Education, Globalisation and the Nation State**, Palgrave, 1997.

- ‘...Green has written a very important book; one that is welcome for its intellectual rigour as well as its forthrightness and its sobriety toward debates around globalization, postmodernism, the nation state and educational change....we recommend it highly’, **Greg Dimitriadis, Cameron McCarthy, *British Journal of Sociology of Education***.

- ‘*Education, Globalization and the Nation State* takes up several of the themes and methods first announced by Green in 1990. We find the same focus on careful argumentation, the same exercise of the sort of historical and comparative imagination that Wright Mills recommends (and that Hobsbawm – clearly one of Green’s intellectual mentors – practices to perfection), the same methodological rigour in appraising views not on the basis of their trendiness, but rather by careful disentangling of issues, use of country-by-country data, and in-depth knowledge of school systems...A third strength in Green’s analysis is his broad purview...Green shows himself capable of bridging the gap between the micro and the structural level, given his intimate knowledge of systems and the contexts in which they work, and the explanatory strength afforded by the concept of “state formation”. Indeed, it is this generative concept which gives most mileage to Green’s research programme, and which leads him to consider educational development and practices across the globe.... For those of us who still find meaning in the enlightenment project ...Green’s book provides valuable insights and powerful arguments that sustain our commitment’, **Ronald G. Sultana, *British Journal of Sociology of Education***.

- ‘Andy Green has once again succeeded in highlighting the complexity and contradictions of the relations between the nation state and education, while casting doubt upon popular myths about globalization, by subtly highlighting the educational wrong-headedness of those pursuing current orthodoxies of market liberalism and the small-state as the response to globalization, which reduce to a low skills rather than a high skills path to productivity gains. One can only agree with him that quality education, fair workplaces and social equity requires strong domestic state policies and political will together with sufficient autonomy to address local issues’, **Jill Blackmore, *British Journal of Sociology of Education***.

- ‘Green ably sets the new scene: he has a strong grounding in educational history and, in partnership with Hilary Steedman, has done first-class empirical work on technical educational provision and attainment in different systems’, **Anne Corbett, *The Times Higher Education Supplement***.

- ‘Overall, the book is a tour de force of comprehensive scholarship, theoretical and socio-political acuity, and stylish, accessible writing. A particular strength of the analysis is to be found in the way in which Green weaves together historical, comparative, sociological, political and education research sources to provide a fine example of policy scholarship in education’, **Gerald Grace, *History of Education Journal***.

'In a chapter, written with Richard Aldrich, professor of education history and a colleague at the Institute of Education, he presents a fascinating and original examination of relations between education and national consciousness in what Frederick Engels called the "two islands peopled by four nations" Greater Britain.' **Patrick Ainley, Times Educational Supplement.**

**Convergence and Divergence in European Education and Training Systems**, Institute of Education, 1999 (with Alison Wolf and Tom Leney)

- 'Green, Wolf, and Leney are to be commended for shaping statistical and structural information about national education and training systems, from official reports that can be lifeless and overwhelming, into a comprehensible and persuasive narrative. Anyone who wishes to stay abreast of recent changes in European education will welcome the assistance they have provided', **Stephen F. Hamilton, Comparative Education Review.**

- 'I found this an enormously useful book. It will help those scholars with a general interest in international and comparative research, or who simply want a quick and ready guide to current issues in a particular country. So far as I could judge, it is an impressively authoritative and accurate guide to an extraordinary range of policies, institutions and practices', **John Field Compare.**

- 'This book provides a fascinating insight into the changes taking place within European Union education systems. It will act as an important source of information for all those involved in the further development of these systems, whether as researchers, policy-makers, administrators or practitioners', **Elizabeth McNess, Comparative Education.**

**High Skills: Globalization, Competitiveness, and Skill Formation**, Oxford University Press, 2001 (With Phil Brown and Hugh Lauder).

- 'This book is not only empirically grounded but also theory-driven. Although the study focused on economies from developed and rapidly developing East-Asian economies, it has theoretical relevance that extends beyond the cases studied, and as such, provides fertile ground for subsequent theoretical and empirical inquiry', **Mamadi Matlhako, Globalizations.**

- '... the analytical framework is extremely useful and can be of help in other national contexts.' - **Journal of Education and Work**

- 'The book's strength lies in its comparative focus on a select sample of economies from the advanced and rapidly developing East-Asian economies of the world.' - **Journal of Education and Work**

'... an impressive consolidation of previous work done by the three writers on 'high skills' ... makes a very valuable contribution.' - **Journal of Education and Work**

'Welcome addition to the literature on educational opportunity and skills.' - ***Widening Participation and Lifelong Learning (Online Journal)***

**Education, Equality and Social Cohesion**, Palgrave 2006 (with John Preston and Germ Janmaat)

'Green and colleagues provide a wonderful multi-layered analysis of these two OECD data-sets to sustain an argument about the positive effects of comprehensive systems of schooling and readily available adult education, and the significance with some exceptions, of the levels of economic equality to educational equality. Throughout the book, one can see the very real analytical insights into public policy and education policy inter-relationships and effects, which result from the sort of theoretically informed international comparative data analyses they provide....Andy Green, John Preston and Jan Germen Janmaat have provided a wonderful example of a theoretically and empirically informed social science approach to the study of education policy in this time of globalisation. They demonstrate the usefulness of a historically, culturally and theoretically informed approach to comparative analysis, utilising empirical data. They demonstrate the national and regional specificities that still mediate global pressures and globalised educational policy discourses. They show strong correlations between measures of educational equality, income inequality and social cohesion measures. While not being certain of the direction of causality or about possible third-factor explanations, their analysis makes it evident that more educationally equal societies tend to be more income equal, tend to have greater social cohesion and are societies in which social class background is less strongly correlated with educational outcomes. Further, the educational systems that are most comprehensive and least selective in provision tend to achieve more equal educational outcomes. Quality and equality can be worked together in education policy.....Education academics should read this book, but so too ought education policy-makers. *Education, Equality and Social Cohesion* demonstrates how analyses of policy perhaps provide the best knowledge, evidence and understanding for policy.' **Bob Lingard, *British Journal of Sociology of Education***.

- '...this is also a worthwhile and provocative volume, one that sets a high standard for future comparative research on education and social cohesion, and for mixed method research in education more generally.' **Karen Mundy, *British Journal of the Sociology of Education***.

- 'The question, and all of the related questions implicated in the problematics of education and social cohesion, and their centrally important mediating term 'equality', arrives, in their account, from a confluence of interests, all of which accompany the reader throughout the sincere and craft-like journey presented by the authors/researchers. The book explicitly brings us back to the social: against the institutionalised ideology of liberal individualism, in its market capitalist currently hegemonic form, and with its educational implication that skill acquisition and achievement constitute the main social effects of education...The authors try to do this by offering reports of an extensive set of comparative and 'crosssectional time series' (p. 55) set of researches that they have conducted, in what appears to be a very thorough, scrupulous, honest and modest way. The methodological, and theoretical, advantage in their work is not only in that they shift the level of

seemingly social analysis in the social capital tradition back to consideration of social and not simply socially aggregated, individual-level variables, on the one hand; but, also in that, for all its contributions, which are continuing, the critical micro-sociological emphasis on studying school cultures and identities as a way of demonstrating social inequality in education has led to a certain neglect of institutional, comparative and quantitative analyses of educational inequalities in relation to social structure, and not only to 'culture', whether educationally reproduced or contested. This book offers a highly competent corrective example to pseudo-social economism, on the one hand, and critical culturalism in education, on the other.' **Philip Wexler, *British Journal of the Sociology of Education***.

-'Green, Preston and Janmaat have put together different pieces of work dealing with what they promise in the title – that is, with educational realities, educational policies, educational outcomes, the question of relationships between these educational foundations and the equality and inequality problem, relating this to concepts of social cohesion – and they do all of this in a truly comparative way, making use of the results of different international studies such as PISA and the International Adult Literacy Survey (IALS)...The most relevant outcome of this study for educational policy and praxis is that Green and colleagues argue in a very convincing manner for the significance of the debate on 'education systems' – for a German reader this is especially interesting because, even in the aftermath of the catastrophic PISA results for Germany, the huge majority of the members of the political class, and even educationalists, still dare to say that school structure does not count in their defence of the existing German three-tiered system.' **Heinz Sünker, *British Journal of Educational Sociology***.

-'Education, Equality and Social Cohesion: A Comparative Analysis is an important book with substantial policy implications for a globalizing world.' **Anthony Dworkin, *International Sociology***

### **Regimes of Social Cohesion, Palgrave, 2011 (with Jan Germen Janmaat)**

-'This remarkable book on social cohesion examines a topic which has been of interest to sociologists since the discipline was founded...combining an excellent literature review with a comparative empirical analysis of the institutional foundations and dynamics of social cohesion ...leads to the rethinking of many accepted ideas.' **Arnaud Sales, *Contemporary Sociology***.

-'This timely volume represents an excellent intervention within debates about 'the effects of social change on the social fabric' (p. 1) in the context of globalization, increasing inequality and social diversity, and the intensification of concerns about these trends in the aftermath of the financial crisis, recession and the new politics of austerity.... Their book is a very worthwhile contribution to these aims and should be widely read by all those working in the fields of cohesion studies.' **John Flint, *International Sociology***.

-‘Green et al.’s ....comprehensive study is commendable. It is a major comparative modelling project across 28 countries with advanced economics using a typology of ‘regimes of social cohesion.’ **Ross Fergusson**, *Youth Policy*.

-‘We have appreciated your seminal and renewed point of view of the conceptualisation and operationalisation of the topic.’ *Personal communication from Professor Paul Dickes, CEPS/INSTEAD*.

### **The Handbook of Global Education Policy 2016**

‘This is a remarkable editorial achievement. By bringing together some of the best known writers on global education policy, this volume does the international educational community an invaluable service. Those wishing to deepen their understanding of the complex mechanisms and processes that drive education policy in this new global era will find much in this book that will engage, challenge, and provoke them. An essential overview for students and seasoned researchers alike.’

**Ronald G. Sultana**, Euro-Mediterranean Centre for Educational Research, University of Malta

‘This authoritative Handbook, edited by leading international scholars, brings together a veritable Who’s Who from the world of comparative education. It also includes chapters by promising young scholars from many parts of the world. Core issues relating to education’s role in the global polity, key actors, and future directions are elegantly knitted together with a thought-provoking commentary for each section by the four editors.’

**Ruth Hayhoe**, Ontario Institute for Studies in Education, University of Toronto

‘A cutting-edge resource for Chinese education researchers and policy-makers supporting interaction with the international education community. At a time when China is receiving more and more attention worldwide, there is an urgent need for us to better understand and then contribute to global education governance. It also shows the special value of developing comparative education in China since we are moving toward more international and development studies.’

**Teng Jun**, Faculty of Education, Beijing Normal University

‘The editors and contributors are eminent scholars, who have been working in the research of the education policies for years. They profoundly understand and are able to write about global changes in the field. This book is essential reading for everyone with an interest not only in education policy research but also more widely across education policy and international policy.’

**Risto Rinne**, Center for Research on Lifelong Learning and Education and Department of Education, University of Turku