

## Book Review

**Yemini, M. (2017). *Internationalization and global citizenship: Policy and practice in education*. Cham, CH: Palgrave Macmillan.**

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Given the present cultural climate—where the perspective in power is one that favours nationalism over globalism—it is encouraging to be reminded that the inertia behind globalisation cannot be so easily halted and that educators continue to embrace internationalisation. Miri Yemini's new book, *Internationalization and Global Citizenship: Policy and Practice in Education*, is such a reminder. Yemini presents a number of empirical studies examining the internationalisation of educational systems within European and Israeli contexts, reflecting the author's geographical and cultural history. One of her underlying arguments is that secondary and tertiary education should be studied and discussed as part of a unified system rather than compartmentalised, as is often the case in Western contexts. Thus most of her findings and recommendations are applicable to secondary (even primary) education as well as higher education discourses.

A lecturer at the Constantiner School of Education at Tel Aviv University, Israel, Yemini studies globalisation and internationalisation in education, entrepreneurship in education, and project management in education. Though originally focused on the natural sciences, earning a Ph.D. in Biotechnology from Tel Aviv University, Yemini developed an interest in the sociology of education and in 2011 shifted her research to international education. Her research examines the role of education as a conduit for social change, particularly in the reduction of inequality and the promotion of global-mindedness. Much of her research has been conducted within Israel and European contexts, yet the findings are usually broadly applicable.

This short book serves as an excellent primer to key internationalisation issues for newcomers to educational research. Simultaneously, it provides established scholars with a topically diverse consolidation of current trends related to global citizenship education, a concept that will only become more important to human flourishing and cooperation as globalisation continues to reshape all education

systems. Her stated aim for the book is to identify certain tensions in education discussions related to

“popular discourse, policy, curriculum, pedagogy and students’ identity, and to connect, or reconnect, the process (internationalisation) with its outcomes at an individual level (global citizenship).” (p. v)

Yemini explores these empirical dimensions of internationalisation through six of her own recent research projects. The studies respectively analyse 1) educational mobility, 2) contextual perspectives on education within the press, 3) primary and secondary school global citizenship education, 4) a contextual comparison of teacher perceptions toward global citizenship in two countries, 5) perceptions of International Baccalaureate (IB) schools, and 6) a case study of an innovative international school in Israel. Each chapter serves to fill in the gaps that discussions of internationalisation have often overlooked. Yemini concludes by offering a novel and very practical new definition of internationalisation; one that could shift the academic discussion and challenge accepted norms of globally oriented education.

Though this book is limited in its geographic scope, it ultimately presents a hopeful and useful new approach to discussing internationalisation at all levels of education. The book illuminates fascinating insights into the trends and tensions of internationalisation within Europe and Israel, but it does not include perspectives from other regions of the world. Yemini also rightly laments the Euro-centred and monolingual nature of international educational systems, but few tangible solutions are suggested here aside from an urged emphasis on multilingualism as a core aspect of internationalisation policy. The new definition of internationalisation proposed is the most useful and innovative contribution of this book and will likely help to shape future research related to international education.

The discussion of global citizenship education at all learning levels is of paramount importance as humanity faces the challenges of the 21st century. With this book, Yemini has contributed a valuable survey of key internationalisation studies within education and helped to refocus our attention on the learner. The concept of global citizenship, as well as its promise, currently seems out of favour in many Western contexts. But Yemini offers here a hopeful reminder: educators, scholars, and many policy makers continue to recognise and discuss the importance of educational internationalisation toward building—for the present and the future—a more peaceful and united world.