

redesigning AI, as these factors have shown success in redirecting technological change towards socially beneficial areas in the past. This is correct; however, as some of the responses from the forum commentators highlight, these three approaches are too focused on the technicalities of AI research and do not address the current problems. At present, there is a need for stronger labour policy proposals, a rethinking of the connection between employment and economic growth, and a discourse on the issue of wages instead of a focus on the detrimental effects of automation, which are arguments recently put forward by Daniel Susskind, Aaron Benanav, and Erik Brynjolfsson, respectively.

The book's greatest strength is its forum of comments, which provide a well-balanced and nuanced perspective on AI and automation and includes topics such as colonialism, racism, and gender bias in AI, the future of jobs, and surveillance. The various questions discussed in the forum emphasises the importance of redesigning the current trajectory of AI. It is immensely beneficial that the book is written in a way that is easy to understand, as it makes the book accessible to a wide audience. The book is an essential read for anyone interested in understanding the implications of automation and AI for the future of work, society, and democracy. Even though some of Acemoglu's arguments about automation are less persuasive, the book as a whole does manage to put forward a convincing case for how crucial it is to change the current path of AI and automation.

Selina Dzafic
University of Southern Denmark
selina_dz@live.dk

Nuno Crato: *Improving a Country's Education PISA 2018 Results in 10 Countries*

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This book begins with a discussion on the influence of the results from PISA (Programme for International Student Assessment) 2018 on different countries. For example, some countries decided to make changes to their respective education systems based on the PISA results. The editor, Nuno Crato, further seeks to understand what makes countries improve their PISA scores. Additionally, he describes the 10 conclusions he arrived at when gathering contributions for this book. This leads to the second part of the book, in which several authors have contributed chapters about different countries, namely, Australia, Chile, England, Finland, Poland, Estonia, Spain, Portugal, the US, and Taiwan, and discuss how PISA has influenced these respective education systems.

These chapters delve into what PISA has shown about the respective countries' vulnerabilities and challenges with respect to the education system. The start of each chapter includes a description of how the education system functions in the particular country and how the curriculum is or is not influenced by the national government. It further provides readers with a sense of the reason PISA has an influence on the country.

Here is a short summary of country findings. In Australia, the central authorities developed the standard framework; however, schools are given the autonomy to decide the curriculum details. Nevertheless, collaboration between the federal government and the territorial governments has increased. The PISA results from 2018 showed how the country may need to allocate resources to those schools that educate a greater proportion of diverse students, as results differ depending on the socioeconomic characteristics of the students.

In Chile, the results from PISA in 2018 showed little improvement compared to previous results as well as performance below expectations. To meet these results, the organisation and strategies of the education system have been changed to target the diverse student populations. Moreover, the PISA results have given Chile the opportunity to explore other learning areas, such as digital competences.

Estonia's high ranking in the PISA 2018 results was a surprise for many. They placed Estonia in the spotlight, as people from across the world were curious about what was being done so successfully in the education system. One of the factors that the author highlights is the strength of preschool education in Estonia and the degree of autonomy that different schools have.

In the chapter about Finland, the authors highlight how the country is a role model in education and generates students with high performance. However, the authors also focus on the substantial decline Finland has experienced in recent PISA waves. They suggest that the increase in the number of low performers in all areas could be the reason for this.

In contrast, Poland has moved from being below the OECD average to being a high-performing country in PISA tests. Polish politicians have increased school autonomy, provided broader access to preschool and higher education, and introduced external examinations, as policymakers have found that PISA is not the only source for determining the areas in which students' skills and competences can be improved.

In the chapter about Spain, the author questions the reliability and accountability of PISA, as the results for PISA 2018 in reading were withdrawn for Spain due to changes in the methodology. This chapter highlights how the Spanish education system does not include any evaluations, so teachers have difficulty in providing essen-

tial support for students who perform at a lower level than their classmates.

The US results highlight how essential money is for the country's education system. The most remarkable aspect is how the more resources a student has, the better their access to better programmes and therefore the greater their academic performance.

What is notable about this book is how much power PISA has. Although the OECD has no formal power in its member countries, this book reveals that it has strong informal power. PISA highlights both the weak and strong aspects of different education systems as well as their entire viewpoint on whether or not education is essential. The book shows the complexity of implementing changes in education systems and offers a clear perspective on how and what PISA has influenced as well as the importance placed on education by the policymakers in each country. Hence, it highlights an important facet of education, namely, how many other aspects also influence changes in the education system in a country.

*Nanna Rahbek Jørgensen
Kontoret for Frie Skoler, Denmark
nannarahbek@live.dk*

Bertel Nygaard: *History and the Formation of Marxism*

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Marxism must be reexamined critically whenever critiques of capitalism reemerge on an intellectual or political level. The Marx, Engels, and Marxisms series published by Palgrave Macmillan introduce peer-reviewed works present such reexaminations in the form of monographs, edited volumes, critical editions, and translations of previously published books. Several series have addressed Marx and Marxisms from a variety of perspectives, geographical locations, academic disciplines, and subject