

Age of Globalization and Global Education

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Abstract

Globalization is a new social science concept, especially in educational research. The article presents three phases of globalization theory, namely, the hyperglobalist, the sceptical and the transformational. It focuses on the effects of globalization over education and the demands it has introduced to the field and the challenges it has imposed for structural changes.. As well as the article also focuses on the typical phenomena and characteristics associated with globalization include growth of global networking and “global village” (technology and world-wide communication).

Globalization is a complex phenomenon and the term is often confusing and conflicting inspite of plethora of definitions and theoretical interpretations to describe the complex phenomenon. Globalization has made economic life more competitive and demanding, making human expertise development more significant. Only as educated professional equipped with modern skills can compete and benefit from exploiting the opportunities created by globalization. Globalization is “ a process (or set of processes) which embodies a transformation in the spatial organization of social relations and transactions, assessed in terms of their extensity, intensity, velocity and impact, generating transcontinental or interregional flows and networks of activity, interaction, and the exercise of power”. (Held, McGrew, Goldblatt, and Perraton, 1999).The term “globalization” means integration” of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people.

Many prominent academics suggest the concept has been traditionally analysed through four phases; (1) theoretical (2) historical (3) institutional and (4) deconstructivist (Held and McGrew, 2007).

The theoretical or hyperglobalist approach views globalization as a systematic process of worldwide social change (Held and McGrew, 2007). The world is entering a “truly global age” legalising the dominance of “global capitalism” (Tikly, 2001). With advocates to education the increasing importance of information technology and the way it interacts with global markets will lead to the demise of traditional forms of schooling and educational systems (Held, 1999; Tikly, 2001).

The second phase historical or sceptical approach do not perceive globalization as a novelty and do not observe any global changes. The world is just the same. And if the reference of world-wide trade is made, they consider the most of exchange takes place at regional level rather than global. (Giddens,1999). Advocates of this view believe that there has not been any meaningful globalization of education and suggest that although various countries' national systems have become more similar, there is little actual evidence that these system are disappearing or the nation-states have ceased to control them (Held, 1999; Tikly,2001). Through policy borrowing national education system tend to resemble each other, the argument lacks solid ground that national education system do not exist any more, or nation states gave up control over them.(Nikoloz, 2009).

The third phase referred as the institution or transformational approach takes a more balanced stance towards globalization. They do agree with the hyperglobalists about an intensification of 'global interconnectedness' and recognize the all-pervasive nature of globalization process (Tikly,2001). However, they doubt the novelty of the phenomenon and view it as 'an historically contingent process replete with contradiction' (Tikly, 2001). With respect to education, globalization is seen by the institutional interpretation or 'transformationalists' as something that is irreversibly modifying the politics of the nation-state as well as its regions, domestic populations, and nationally-defined political, social, economic etc. interest groups and what distinguishes this view is most likely the idea that educational policy is not only affected by globalization, but that it is additionally becoming one of the principle mechanism by which global forces affects the daily lives of national populations (Tikly,2001). Policy borrowing and lending has become a common practice through global communication and interconnectedness between the nations. Globalization "unifies national education policies by integrating them with the broader global trends" (Sahlberg, 2006). Commonality of the problems in the education system determined the similarity of approaches and strategies.

The last phase that has evolved in recent years is known as deconstructivist or global-revisionist, the advocates of this approach recognize that there are many competing and often contradictory interpretations of the processes of globalization which are all intrinsic to the formulation of a broad understanding of the meaning of this phenomenon and they typically call an increased role of revisionist perspectives that portray this phenomenon as something that is affecting economics, political, cultural and social spheres in a multitude of highly contradictory and uneven ways, but concede that it is certainly not an inevitable, uniform or even linear process. (Held and McGrew, 2007). These deconstructivists and global revisionists also take into consideration that globalization may be more of a consequences of social change rather than a cause of it and they tend to agree with earlier arguments that the level of recent global interconnectedness is greater now than at any time in history and that it has radically altered power relations and policies at national and international global levels, yet it is not necessarily new process.

The above views and advocates shows that globalization is a difficult concept to perceive. There is a variety of attitudes and each of them is an attempt to define the phenomenon with

its own framework. Globalization is based on notions and time and space and a shift in the dimension cause re- interpretation and re-structuring of the reality around us. Thus lets consider globalization as a process that make the world a small village, ‘global village’ through time and space. This process is marked by speedy, free movement of people, services, capital, goods, ideas and knowledge. Therefore, Globalization explains the scenario whereby people of the world live in a borderless world without any geographical restrictions and the world transformed into a single global village (Mohd A.R. 2011). Let’s now see the linkage between globalization and education.

Impact of Globalization on Education

Explosion of knowledge and information in the era of information technology has somehow helped the globalization of education. The introduction of computers, internet and the emergence of technology-mediated learning has revolutionized the teaching and learning process.

Globalization is creating opportunities for sharing knowledge, technology, social values, and behavioural norms and promoting developments at different levels including individuals, organizations, communities, and societies across different countries and cultures. In particular, the advantages of globalization may include the following.(Ayyar,R.V.V.1996)

- Global sharing of knowledge, skills, and intellectual assets that are necessary to multiple developments at different levels;
- Mutual support, supplement and benefit to produce synergy for various developments of countries, communities, and individuals;
- Creating values and enhancing efficiency through the above global sharing and mutual support to serving local needs and growth;
- Promoting international understanding, collaboration, harmony, and acceptance to cultural diversity across countries and regions.
- Facilitating communications, interactions, and encouraging multi-cultural contributions at different levels among countries.

Globalization is affecting all of the social, political and economic structures that emerge from the central role of knowledge. New information technologies fosters people to reach out for more and more information they need in any field and discipline. The more internationalised the use of knowledge, the more information and the easier ways of learning the individual reach. Thus globalization lets the individuals reach to a richer source of knowledge in the new global world. Students are increasingly mobile using information technology in global process of education. A new information-intensive economy is gaining importance in the era of globalization. (Vehbi C and Hehmet G. 2000).

The benefits of Globalization according to Cogburn (2000) are as follows:

1. In globalization period some of the challenges for knowledge, education and learning will be ability for today's learners to be more familiar and comfortable with abstract concepts and uncertain situations.
2. Information society and global economy requires a holistic understanding of systems thinking, including the world system and business eco-system. Globalization uses a holistic approach to the problems. The interdisciplinary research approaches are seen as critical to achieving a more comprehensive understanding the complex reality currently facing the world system.
3. It enhances the student's ability to manipulate symbols. Highly productive employment in today's economy will require the learner to constantly manipulate symbols, such as political, legal and business terms, and digital money.
4. Globalization enhances the student's ability to acquire and utilize knowledge. Globalization enhances the ability of learners to access, assess, adopt, and apply knowledge, to think independently to exercise appropriate judgment and to collaborate with others to make sense of new situations.
5. Globalization produces an increased quantity of scientifically and technically trained persons. The emerging economy is based on knowledge as a key factor of production and the industries demand the employees remain highly trained in science and technology.
6. It encourages students to work in teams. To be able to work closely in teams is the need for employees. Working in teams requires students to develop skills in-group dynamics, compromise, debate, persuasion, organization, and leadership and management skills.
7. Globalization breaks the boundaries of space and time. Using advanced information and communications technologies, a new system of knowledge, education and learning should apply a wide range of synchronous and asynchronous activities that aid teacher and student in breaking boundaries of space and time.
8. Globalization meets the knowledge, education and learning challenges and opportunities of the Information Age. Knowledge based businesses often complain that graduates lack the capacity to learn new skills and assimilate new knowledge. Globalization makes it easier for businesses.
9. Globalization creates and supports information technologists, policy makers, and practitioners for the purpose of rethinking education and supports mechanisms for the exchange of ideas and experiences in the use of educational technologies.
10. Globalization encourages explorations, experimentation to push the frontiers of the potential of information technologies and communications for more effective learning.

As education has an important place in shaping a society, it has to be connected with globalization and the global activities have a deep impact on education. In short as Delong

(1999) expresses “globalization leads to a richer world, and to a more vibrant and tolerant world as well”.

Humanity lives an increasingly and rapid change in every area. Social, economic and cultural values are forced new challenges. With the concept of globalization a lot of changes are expected in the field of education. Traditional structure of the education has to be changed.

One of the main duties of schools is to enhance the individuals’ appropriateness for the rapid changes. As Benking (1997) remarks today universities and other institutions are redoubling their efforts to respond to social change. They have to implement society’s expectations. Gordon (1999) outlines the importance of higher education in the learning society by attributing the report of the National Committee of Inquiry into Higher Education as follows: Higher education is fundamental to the social, economic and cultural health of the nation. It will contribute not only through the intellectual development of students and by equipping them for work, but also by adding to the world’s store of knowledge and understanding, fostering culture for its own sake, and promoting the values that characterize higher education: respect for evidence; respect for individuals and their views and the search for truth. Equally, part of its task will be to accept a duty of care for the well being of our democratic civilization, based on respect for the individual and respect by the individual for the conventions and laws which provide the basis of a civilized society (p.2).

In the future universities and other institutions are not thought only for the young. They are expected to become more open to people of all ages who wish to further their education. Universities and other institutions will be open to anyone who has acquired the motivation to learn and the ability to perceive issues through social experience or involvement in volunteer and other activities. Besides, an increase in the number of students, both part-time and full-time, is expected and this is thought to lead to the formation of an academic environment with greater depth. Graduate study is also likely to become more available to non academic members of society. As higher education is an investment in human progress and prosperity, during rapid social and economic change, it is especially important that universities and other institutions of higher education consider their contribution to society from a broad, long-term perspective (Ministry of Education, Science, Sports and Culture, 1995).

Conclusion

Globalization brings a new way of life. Individuals in global world are expected to evaluate events in a holistic approach. Globalization enhances student’s ability to manipulate symbols and it lets them focus on abstract concepts. Students get the opportunity of enhancing their ability to acquire and utilise knowledge. They can also find the chance of producing an increased quantity of scientifically and technically trained persons. Besides in global world they can make distinctions between mental and physical labour. Globalization encourages students to work in teams. This is yet an another important aspect of globalization because employees need people who can work in groups. There are no boundaries of space and time in global world. It is a world that there are no borders between people. New technologies make it possible to communicate more effectively across cultural boundaries by providing

options that are effective and efficient. Globalization forces human mind to develop a new vision. In today's global economy and information society, knowledge and information are the keys to social inclusion and productivity, and connectivity is the key to global competitiveness. Technological capability is essential. Global economies need the communication infrastructure which can process and use information for development; and people must have access to the knowledge and ability to use it, participate, take advantage of and be creative in the new technological environment.

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