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Globalization and Education Correlation: Effects and Perspectives; A Critical Overview

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Abstract

There are a number of publications dealing with particular aspects of globalization. Accordingly, "globalization studies imply research that is not just limited to the most popular spheres of economic and political globalization, but also includes the study of global problems such as climatic change, cultural globalization, and so on" (Korotaev, 2013, p. xx). This paper would like to provides a wider range of overviews associated on globalization and education, mainly, the huge impact of globalization on education. It focuses on different perspectives of globalization and identifies key factors that may have an impact on education. Accordingly, this study provides an opportunity to identify and assess the impact of globalization on education.

Keywords

Education, globalization, effect, perspectives

Introduction

Nowadays, knowledge is considered as a significant element in development or progress of society, while the lack can be a huge limitation in economic and civic development of each individual nation. As it is viewed, "the growth potential of the knowledge economy depends largely on its capacity to produce and absorb knowledge. In a number of countries, the knowledge-based sectors have become engines of growth" (Varghese, 2008, p. 9). In fact, the high growth rates in economy, industry, and productivity are totally affected by the action or process of performing a task or function in the knowledge-based sectors (Chen & Dahlman, 2004). Accordingly, it means that the high progresses in knowledge-based or education sectors, the most predominant economic sectors will be activated in facilitating the development of knowledge-based productivity (Varghese, 2008).

In knowledge—based platform, the term "education" is a totally popular item which is spoken by majority of people or groups while, understood by a very few in its right perspective. In this regard, the term 'education' is considered by different people in different ways. Some ones consider education as a common and formal learning and teaching platform while, others see education as achievement of knowledge, talent, and perspectives in a huge context (Gupta & Baveja, 2014). Education is considered to be a goal, and also the path for achievement of all other Sustainable Development Goals (Rieckmann, 2017). Regarding UNESCO's attitudes toward education mention by Rieckmann (2017, p. iv), it is confirmed that "Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development".

Irina Bokova, Director-General of UNESCO as cited in Rieckmann (2017, p. 6) believes that "A fundamental change is needed in the way we think about education's role in global development, because it has a catalytic impact on the well-being of individuals and the future of our planet". As the role of education in global context, it is confirmed that education is becoming totally an international item in pedagogy which aims to support or actively encourage further the progress of the idea that every individual deserves the right to be educated regardless of his/her background. There are a number of publications dealing with particular aspects of globalization, while few papers have tried to review the effect of globalization on education. Accordingly, the present article focuses on the effect of globalization on education.

Globalization

The term globalization comes from English language, as base form of the word 'globalization' which refers to "the emerging of an international network, belonging to an economic and social system" (Online Etymology Dictionary as cited in Cuterela, 2012, p. 137). The terms "globalize/globalise" and 'globalism' first appeared in the 1940s and that globalization first entered the dictionary of American English in 1961. Finally, it was defined as a key academic and analytical tool from the early 1980s. (Scholte, 2002).

About the origins and impacts of globalization, there are varieties of attitudes. "Many believe that this 21st century version of globalization is merely another round, perhaps "over-heated," of cross-border exchanges that have occurred for centuries" (wood, 2008, p. 17) which is including trade expansion, massive migrations, growth in technology and colonization, mainly in African countries (Held & McGrew, 2003; Lingard, 2000). Regarding the history of the term globalization, there is general agreement with Harvey's (2000) point that something akin to "globalization has a long presence in the history of capitalism" (p. 54) and that from the year 1500 onwards, the internationalization of trade and commerce.

The idea of globalization has been mainly developed since the mid-1980s which caused many interests among the followers of this phenomenon. Since then, the upgrade rise in its effects and prominence moved in climbing approach, especially among those who agreed with the system of global governance.

(Robertson & Robertson, 2007). Correspondingly, there have also been a huge shift "in the nature of global production networks and the increasing penetration of multinational corporations and International Financial Institutions (IFIs) across the planet" (Robertson & Robertson, 2007 p. xi). Globalization as the critical feature of the 21st century "just as it has been a feature of previous centuries. It would be foolish to argue that it is an inevitable process today—it would have seemed an inevitable process at the same stage of the early 20th century" (McKibbin, 2000, p. 12).

Despite debates about the origins of globalization, "whether it is a new phenomenon, a recurrence of earlier patterns or merely a myth, the collection of meanings that are encapsulated in the term "globalization" reflect changes in the world system over time". Accordingly, it is believed that "globalization pushes toward institutional uniformity, but considerable local adaptation and modification of overall trends mark the actual processes of globalization" (Astiz, Wiseman, & Baker, 2002, p. 68).

Definitions on Globalization

Regarding this universal phenomenon, some definitions are mentioned. Many authors have attempted, with relative success, to define globalization in a variety of ways. In reviewing current definitions, it is apparent that some are rather narrow and exclusive in explanation, while others are broad and inclusive accordingly. Many authors have attempted, with relative success, to define globalization in a variety of ways. Some claim that it cannot be done; others claim that it would constrain the meaning to do so, and still others have defied these two beliefs and have constructed a working definition. Kumar (2003) argues that "the debate about what to do about globalization is still very much a debate about what globalization is" (p. 87). In the following definitions, the varieties of concepts regarding "Globalization" are discussed.

As Jan Aart Scholte (2002, p. 2) mentioned, globalization is defined as "A muddled or misguided core concept compromises our overall comprehension of the problem. In contrast, a sharp and revealing definition promotes insightful, interesting and empowering knowledge, an understanding that helps us to shape our destiny in positive directions". According to Al-Rodhan and Stoudmann (2006, p.6). "Globalization is a process that encompasses the causes, course, and consequences of transnational and transcultural integration of human and non-human activities." According to Wallerstein (1974 as cited in Holton, 1988) "Globalization represents the triumph of a capitalist world economy tied together by a global division of labor" (p. 11). Albrow (1990 as cited in Holton, 1988) believed that globalization means "…all those processes by which the peoples of the world are incorporated into a single world society" (p. 15). Regarding Giddens' (1990, p.64) prospective, "Globalization can thus be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa."

Education

The word education comes from the Latin world e-ducere, mean "to lead out". According to Reddy (1978), Education is considered as a constant process of becoming. Relating to its etymology, In English the term "Education" has been derived from Educare. "Educare means to train or mould. It again means to bring up or to lead out or to draw out, propulsion from inward to outward. The term "Educatum" denotes the act of teaching" (Kumar & Ahmad, 2008, p. 1). The term 'Education' is "widely acknowledged as a basic human right and a critical prerequisite for successful contemporary democracy and for thriving, sustainable, and just economies and societies" (Marshall, 2018, p. 184). Education, in the narrower sense, "is regarded as equivalent to instruction. It consists of the "specific influences" consciously designed in a school or in a college or in an institution to bring in the development and growth of the child" (Kumar & Ahmad, 2008, p. 4). Education in wider sense is "the total development of the personality. Education consists of all those experiences, which affect the individual from birth till death" (Kumar & Ahmad, 2008, p. 5). To put in the nut shell "in its narrow sense, education is a formal conservative process mainly confined to school campus. In its wider sense, education becomes a vague and informal process aiming at nothing but allowing the child uncontrolled freedom for arbitrary activities" (Kumar & Ahmad, 2008, p. 6).

Education, in particular, is key and must prepare people to utilize the new technologies, which are knowledge- and skill-intensive. Education in science, mathematics and technology is critical but training also needs to prepare people for new ways of working together (collaborative, team orientation) and develop their adaptability to change. "Being adaptable in a flat world, knowing how to 'learn how to learn,' will be one of the most important assets any worker can have, because job churn will come faster, because innovation will happen faster" (Friedman, 2005, p. 239). In relating to education, there is a controversy attitude whether education is a process or a product. "Mostly, we consider education as a product, that is, something that has been produced as a result of certain inputs which in this case is instruction or experiences" (Gupta & Baveja, 2014, p. 6).

Globalization and Education Correlation

Globalization as an inevitable process in the Twenty-First Century (1990s) has received lots of attention from researchers, and considered as one of the principal tasks of the education system (Yingqin, 2012). The implications of globalization for education, and its focus on the greater use of information technology, are critically concerned in order to establish an effective tool (Jahanian & Soleymani, 2013). According to Bola (1998, p. 489), education is considered as "an instrument of economic productivity, politicization, and enculturation can play an important part in the humanization of the process of globalization". Carnoy (2000, p. 43) believes that "If knowledge is fundamental to globalization, globalization should also have a profound impact on the transmission of knowledge". One of the clearest perceived forms of globalization on education in what Pennycook (1994) mentioned as "the spread of English as the 'global lingua franca'" (as cited in Dodds, 2008, p. 510). The

acceleration of 'Global English' all around the world is the clear example of globalization on education (Chang, 2006).

Globalization has two main effects on education. According to Carnoy (2005), "the first is that globalization increases the demand for education, especially university education, and this increases pressure on the whole system for higher quality schooling, often producing perverse educational consequences, particularly from the standpoint of equity" (p. 2). As the second effect, Carnoy (2005) believe that "the globalization produces a reaction which "takes many forms, but it seems in the current historical conjuncture to be increasingly focused on ethnic-religious nationalism/regionalism. The implications of the reaction for the transmission of knowledge are also important" (p. 3). One of the great effects of globalization on education is its critical effect on women's increased rate of education all around the world. It is believed that this rate is high for women in comparison to men in many countries (Ryoo, Nam, & Carnoy, 1993). The global movement toward equal education for all has developed the women's rights regarding the globalization in education at an international scale. This "has created increased demand for education by women at higher and higher education levels. So globalization is accentuating an already growing trend by women to take as much or more education than men" (Carnoy, 2005, pp. 11-12).

According to Yingqin (2012, p. 95), It is clear that "the researchers in higher education worldwide are aware of the influences and changes in education and culture brought about by globalization in a broad sense and by the status of English as a global language in a narrow sense".

Accordingly, Carnoy, Hallak, and Caillods, (1999) believe that the changes or alternates happening in today's global based financial affairs or economy has established three types of responses in the education affairs sectors of most countries. Respectively, they are considered as the competitiveness-driven, finance-driven, and equity-driven responses. In line with same perspective, Mundy (2005, p. 3) posits that most people have come to acknowledge that "globalization is making newer demands on states education systems which calls for critical reforms for the present situation". As Carnoy (1999) considered, competition-driven reforms "aim primarily to improve economic productivity by improving the 'quality of labor" and of educational institutions which focuses on improvement in educational resources and management. (p. 37) Regarding finance-driven reforms, the main purpose is to reduce the amount of fee or financial related costs which common people spending on education affairs sector. Wood (2008) confirmed that "Globalization in its several forms--economic, political, and cultural—has had major impacts on education. It has required a rethinking of education's purpose, structure, content and pedagogy, methods of delivery and assessment of outcomes" (p. 31). "The need for different societies to compete in a world where knowledge is a principal currency has turned the organization and purpose of education systems into key factors for relative competitiveness" (Welmond, 2002, p. 39). It is noticed that the "need to expand educational opportunities to meet the social demands for more education and the economic demands of the global economy for

better-educated workers means that governments need to increase their expenditures on education" Wood (2008, p. 32).

Discussion and conclusion

Globalization in Education is considered as the mean of broader opportunities for all group of people (Lam, 2010). According to Lam (2010, as cited in Butucha, 2012) "globalization of education enhances the diversity of learning chances to people globally, regardless of the difficulty of measuring the content, quality, and reliability of higher education beyond national boundaries" (p. 3). Globalization also can pave the way for creating a platform to conduct a cooperation or partnership in teaching and learning with different agencies in international level (Twiggs & Oblinger, 1996). Regarding globalization in higher education "will contribute not only through the intellectual development of students and by preparing them for work, but also by adding to the world's store of knowledge and understanding," (Gordon, 1999, p. 09). There is a wrong idea that globalization does not have any effect on education because of traditional education system in national and local level (Makule, 2008). however, "it has been observed that while globalization continues to restructure the world economy, there are also powerful ideological packages that reshape education system in different ways" (Carnoy & Rhoten, 2002, as cited in Makule, 2008, p. 14).

Globalization is creating opportunities for "sharing knowledge, technology, social values, and behavioral norms and promoting developments at different levels including individuals, organizations, communities, and societies across different countries and cultures". Globalization is considered as an item which re-monitors the global economy in a large scale along with its main elements including knowledge and information with the help of educational centers or institutions (Castells, 1994). There is a mutual correlation between globalization and education institutions in which both reorganize each other. As a result, the elements including globalization, knowledge and educational institutions are in cooperation with each other (Arnove, 2003; Carnoy & Rhoten, 2002). Accordingly, the purpose of education "has been transformed in order to meet the demands of the new market place which rely on investment in and productivity of the knowledge" (Carnoy 1999, p. 24). Carnoy noted that "a well-organized public administration will therefore be the key to educational improvement in the globalized economy" (1999, p. 83). Relating to well—established management of education, De Grauwe (2000) that the quality of education depends on "the way schools are managed, more than the abundance of available resources, and that the capacity of schools to improve teaching and learning is strongly influenced by quality of leadership provided by the head teacher" (p. 1). "Since education is the source of knowledge, then globalization reshape the whole system of education of the specific country so as to meet its demand" (Makule, 2008, p. 38).

Recently, some nations all around the world have considered their curricula in global scale for the sake of international education in their own countries. In this regard, researchers such as; Moon and Koo (2011) in South Korea; O'Connor and Faas (2012) in England, France, and Ireland; and Schweisfurth

(2006) in Canada have studied the global education which oriented under the title of Global Citizenship Education (GCE) (Davies, 2006). Accordingly, Brown (2003) Believes that the educational contents associated with GCE are designed to response to education systems of countries in global or international scales for the sake of encouraging critical thinking (Monaghan & Spreen, 2016; Myers, 2016).

In global and knowledge-based economy, higher education institutions play an effective role. Accordingly, it is demand that higher education should pave a way for development of local and national factors in educational platform (Popescu, 2015). As Marginson (2006) uttered "Higher education is now situated in an open information environment in which national borders are routinely crossed and identities are continually made and self-made in encounters with diverse others" (p. 1). According to Hirsch (2005), Higher education is the main source of producing 'positional goods' which paves the way for development of high valued social and economic style of living. Many groups of scholars (e.g., King & Bjarnason, 2003; Scott, 1998) believed that higher education is considered as the sense of globalization as "the widening, deepening and speeding up of all kinds of world-wide interconnectedness" (Held et al., 1999, p. 14).

Although national education is typically activated for its citizen in each country but international or global citizenship education is also most activated in some countries all around the world which consider global curricula in their own educational system (see Chong, 2015 for China; Hahn, 2015 for the UK and Canada; Moon & Koo, 2011 for South Korea; Schweisfurth, 2006 for Canada).

From global citizenship education perspective, there are two main approaches with clearly different goals. First, the global competencies approach which helps students to deal with global society skills in global scale; and second, the global consciousness approach which focuses on humanistic values that encourages student's empathy and cultural sensitivity in international contexts. In this regard, teachers and instructors instruct their students with one of mentioned approaches relating students' future educational perceptions which are totally prevalent for specific candidates (Dill, 2013). Generally, global citizenship education is comprehensively active in the counties with high range of foreign immigrants or refugees, and is considered as a common platform for establishment of common global identity for all individuals (O'Connor & Faas, 2012). However, in some countries with high nationalism consideration such as China (Law, 2007), the movement toward global citizenship education is serving national based interests. Same as other terms, global citizenship education also deals with some criticisms. These critical notions pave the way for development of specific classifications for the sake of global citizenship education.

The relationship between "globalization" and "cation", and in this case this relationship is related to the idea of "development", is dependent upon how we define and understand them. It is significant to understand their relationship to find the effective ways to use them in the most fruitful way for the sake of development (Robertson & Robertson, 2007). Accordingly, "globalization is primarily an exogenous process which means that ideas and information arising from outside a system have the potential to

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produce fundamental change in that system" (Thomas, 2005, p. 138). Globalization also affects education in other ways. As Spring (1998) explains, "Competition in the global economy is dependent on the quality of education, whereas the goals of education are dependent on the economy. Under these circumstances, education changes as the requirements of the economy change" (p. 6).

The spread of globalization in education "has tended to force nations with different academic needs and resources to conform to structures designed to service the interest of rich nation's academic systems and international institutions" (Geo-JaJa 2008, p. 96). Education in global scale can "provide the knowledge that will help people have an equal opportunity to live longer and be happy" and "contribute to feelings of control, self-esteem, and optimism" (Spring, 2007, p. 12).

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