

Globalization and Education

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Introduction

The concept of globalization has been introduced due to technical advancements that has made the world a global village. The world as is now has never been before; it is now a world where multicultural societies have developed, trade and transactions are made between countries, technology reaches every part of the world, and internet has connected every possible idea, opinion, person, and commodity with the rest of the world. In this world of globalization, education has taken a central role, as without education globalization cannot be germinated. Education is a national issue and as such, each country has its own educational policies that are emblems of that country's cultural values, belief system and historical realities. Nevertheless, the globalized world demands for multiculturalism, and commonalities amongst communities to be promoted so as to bring the world closer to accepting cultural diversities and celebrating commonalities. For these aims, educational institutions become institutions for promoting globalization by introducing various cultural and traditional beliefs to the new generation.

Recently, globalization has become a popular subject of debate in national and international circles. Globalization links individuals and institutions across the world through economic forces, digital technologies, and communication. It is moreover subjected to higher living standards, international affiliations, and multiple types of freedom. However, a major part of the world consists of under developed countries where technological advancements, communication, trade and commerce along with other economic activities are not enough to support them to be a part of the global society.

Effects of globalization on various levels of education

Keeping in view the effects of globalization on education, it is essential to mention the materialization in the field of education. This could be analyzed at the levels of primary education, secondary education, higher education, professional education, and vocational education.

According to Bloom (2007), in the perspective of globalization, educational policies of various countries have taken a paradigm shift and have introduced topics of international interest or texts containing information about other cultures. However, primary education reclines broadly to cover the ability to read and write, understanding basic mathematical concepts and easy to understand scientific facts and discoveries. It is the responsibility of the state to provide sufficient resources to public and private educational institutions at primary level in order to provide quality education and engage all young children in the learning process. In the global perspective, 155 countries in the early 90s agreed on a framework for action to implement the World Declaration on Education for All. It was anticipated that by the year 2000, the target would be achieved, but the goal could not be achieved. The international community still continues to work towards the universal completion of primary education and abolition of gender disparity in educational institutes by 2015 (Bloom, 2007). This shows how significant education is to promote and materialize globalization.

Unlike strong initiatives taken for primary education, secondary and tertiary education has not been the focus of global education programs. However, a number of primary schools prepare learners for the secondary level, but due to a lack of infrastructure and resources, learners have to discontinue their education (Al'Abri, 2011). The private sector nevertheless, has taken initiatives to bring secondary education up to a standardized level. In developing countries, the private sector has been active in taking education to primary and tertiary levels, as the state usually lacks resources for the said purpose.

Globalization as a source of refining better human resource

Globalization has motivated communities to educate their children so as to be part of the global economy. The expectations are so high that they put immense pressure upon schools and teachers to provide quality education. The concept of neoliberalism is worth bringing into discussion as neoliberalism encourages global capitalist expansion, and this places a compulsion on educational institutes and teachers to develop skilled and professionally competent human resources to be introduced in the international markets (Torres, 2002).

Globalization has impacted the education systems around the world in a number of ways. Globalization made it possible to introduce new teaching methodologies and pedagogies around the globe. Teachers have learnt and experimented with innovations, teaching methodologies, and reported positive learning outcomes. Due to technological advancements, teachers and learners got access to educational resources, such as websites, educational software, print resources and ebooks. It is due to globalization that ICT has been realized as a significant mode of learning in the world of telecommunication, mobile apps, and ipads (Hamid & Honan, 2012).

Globalization has increased the requirements of a common language of communication and as a result, English has become the Lingua Franca in most parts of the world. Many nonnative English speaking countries have redefined their language policy and have brought second language learning as their prime interest (Kaplan & Baldauf, 2003).

Conclusion

Globalization hence, is a domineering paradigm for the future. Global education is an additional phenomenon derived from the concept of globalization. It emphasizes upon generating awareness amongst learners regarding diverse heritage of human history, communication, relationships among people around the world, conflict resolution, economic systems, human rights and social justice, literatures and cultures, and the influence of the technological revolution.

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