



Globalization, Globalizing and its Effects on Education

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ABSTRACT: This study aimed to investigate globalization, globalizing and their effects on educational systems. Statistical population included papers, documents, books, and electronic sources. Data was collected from documentary sources approved by scientists and theorists. Targeted sampling method was used. The present study is developmental considering objective of the study while it is descriptive considering the method. Library studies and experts' viewpoints were used to collect data. In addition, qualitative methods were used for data analysis. Review of documents and sources showed that the process of globalization and globalizing have significant effects on both educational systems and higher education. All countries around the world aligned with process of globalization and globalizing. Therefore, educational context, technology and systems as well as teaching methods and management should be compatible with educational systems at international level unavoidably. Educational systems pivotally shape and modify culture of a society. Changes in both macro and micro levels of educational system, content of curriculum in harmony with varied and diverse changes in the digital world, professional development for owners steering the educational system such as teachers, provision of educational infrastructure, such as electronic facilities are cited as the measures, which should be taken to align educational systems with international levels. Therefore, those who take benefit from output of educational system can trust universities and educational institutions. In this regard, comparative studies can identify weaknesses and opportunities and clarify the improvement process.

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INTRODUCTION

Educational management monitors all levels of educational system, such as teachers, students, educational content, structure, rules and regulations, technology, culture and environment. Therefore, it ensures sustainable development of society. The ultimate goal of this management lies in perfect human development. This system, with minor differences in method rather than philosophy and essence, is extended across the world. It is already developing. Human needs encompass other's services. It also includes the need for convergence in various fields of culture, science, art. This necessity leads to collective thinking. This kind of thinking creates globalization term and global thinking. The globalization term refers to process of open society or global village where all people have equal rights such as freedom of speech, intellectual development, and ideal of integration. Scientific, cultural and industrial associations are also equipped with qualified managers and effective training leaders who are engaged in economic activities and trade. Group and collective dialogue among them are based on logic, social appropriateness of speech and teachings of Mental Health. They also take benefit from positive cooperation and effective interaction in their mutual relations. They also take benefit from lifelong learning and all-comprehensive development of their own selves in a world in which information and communication technology is rapidly developing and

changing. They think beyond selfishness and seek others' thoughts (Karamipour, 2003).

Although terms such as "globalization", "globalize" and "globalizing" emerged about 1960, the universal term of "global" goes back to over four hundred years ago. "Webster" Dictionary is one of the first valid dictionaries, which provided several definitions for terms such as "globalism" and "globalization" for the first time in 1961. Doherty (2010) believed that concept of globalization is a process in which economy, cultures and communities are combined through a global network of communication and commerce.

Anthony Giddens defined globalization as development of social and economic relations throughout the world. In a global system, various aspects of people's lives are affected by organizations and social networks, which are thousands of miles away. In this case, the world should be viewed as a single system (Akhtar Mohagheghi, 2006). McGraw believed that globalization refers to establishment of diversified and mutual relations between states and societies, which leads to creation of current global system by which events, decisions and activities in one part of the world could have important implications for other individuals and societies in other parts of the Earth (COMESA, 1999). Knight believed that globalization (1993) affects ongoing process of

technology, economy, knowledge, people, values and ideas across borders and every country regardless of history, traditions, culture and expectations (Knight, 2004).

Globalizing with trade mechanism triggers close and overdependence economies of most countries. Globalizing particularly includes financial transactions since it allows perfect and free circulation of money. Then, the financial sector dominates economic spectrum. Globalized companies tend to contract and purchase around the world. These countries may believe they possess transnational characteristics, which allow them to be independent; moreover, their behaviors are less controlled by others. Hence, globalizing is addressed as a massive economic, political and cultural dissociation. Globalizing dominated all citizens by a single command: "adapting to new conditions." Globalization is a term that was popularized around 1960. When globalization and globalizing are discussed, Herbert Marshall Mac Lohan comes to mind who is a Canadian scientist and sociologist in the field of communication who raised the theory of globalization and globalizing for the first time in its present form (William, 2004).

Globalization is classified into two important categories, which are as follows. In the first category, which is based on globalization shaping factor, there are three perspectives. In the first perspective, globalization is a natural and spontaneous process, which is the product of communication technologies as well as human development and consciousness. It is compatible with globalization. In the second perspective, a project or a plan is designed. This means that those who discuss globalization to accomplish their goals have actually a conspiratorial view of globalization. In the third perspective, globalization is a combinational phenomenon. Considering the first two perspectives, globalization is characterized as being spontaneous at first. Secondly, the designers who are equipped with up-to-date technologies take benefit from their own ideas to accomplish their goals. In the second category, globalization is classified in terms of content, which deals with what is the nature of globalization and what is happening. Again, there are three perspectives. In the first perspective, religious believers in various religions perceive globalization as beginning of the promised era in which a traditional view of the world is adopted. In the second perspective, globalization is discussed as reconstruction or expansion as well as universality of western modernity. In this perspective, those like Fukuyama and Hangnikton argue that the globalization is the same as development of modern Western liberal democracy. However, in the third perspective, globalization is viewed in terms of postmodern perspective. In

postmodern perspective, it is believed that human beings should not be viewed as the same as each other in which a particular idea is imposed on every one of them. Anyone anywhere around the world can have his own idea. In this perspective, the schools give rise to globalization and impose different interpretations on it (Sadra, 2004).

Time of origin of changes in education goes back to two major historical events. The first one is alarm on global crisis in France in 1968. This arose from rooted intellectual movement, which questioned the existing educational system. This event is known as "Event in May" originating from universities, schools and generally individual and social preoccupations of any individual who was somehow related to education or was unsatisfied with the educational system on that time. This movement was actually a rebellion against the French educational system started by the younger generation in France. The source of much discontent stemmed from the fact that University faculty sent several proposals to the education ministers to change the education in 1959. However, all proposals were rejected. Then, the students published a pamphlet entitled as "what high school students have to say". They actively wanted to participate in decision-making, planning and managing activities in school. The French Government was threatened to collapse. However, after law and order was established, the French Government admitted that focusing on education is a barrier to progress. Nevertheless, the French Government continued to rule regardless of existing needs and international competition. Then, the French Government adopted new rules for education reform (Raooff, 2000).

The second event referred to meeting of the National Commission on America to promote education. It was held in 1981 and resulted in a striking report published in 1983 entitled as "A Nation at Risk". This report reviewed and proclaimed risk signs. Then, it warned education officials and bound them to eliminate weaknesses in this context.

Review of documents and written books (mostly in developed countries) clarified that the educational system has gone astray up to mid-twentieth century. Then, a deep gap was observed between education and life. The gap between realities of life and education caused troubles and failures as well as painful and burdensome frustrations. For example, it kept detached academics from what happened out of school and kept them alienated from external events and changes. Meanwhile, the Twentieth General Conference of UNESCO held in Paris in the early '70s announced, "Education has expanded unprecedentedly since 1960s. In this regard, the number of students increased to more than 70 percent

while the number of teachers increased to more than 100 percent and the number of adults who could read and write increased to more than 30 percent over the past 15 years" (UNESCO, 1984). In November 1980, an international group of scholars, cultural and educational experts in 20 countries including Denmark, China, Hungary, the Soviet Union, Mexico, Thailand, France, Yugoslavia, India, Brazil, America, etc. gathered as consultants for UNESCO Secretariat in Paris. They reviewed basic teaching subjects. Then, the second international meeting of thinking about the future of education was held in December 1981 in Paris. Then, the efforts made in this context were summarized to make conclusion. The main results were as follows.

- Paying attention to the role of teachers and prolonging training and re-training periods for teachers
- Quantitative and qualitative development of teacher proportional to training and education
- Changes in curriculum, contents of textbooks and additional resources of knowledge and information including newspapers, libraries, museums, film, radio and television programs, theater, computers, microelectronics, etc. (UNESCO, 1984).

Three effective books were published in 1991, which was known as the year of thought, theorizing and encouragements. This event had a significant effect on global developments of education. In this period, Alexander King (the first president of the Club of Rome) and Bertrand Schneider (Secretary General of the Club of Rome and a member of the World Academy of Art and Science) developed and published a book titled as "The First Global Revolution" in two parts. In the first part, a complete description of problems in contemporary society was addressed while in the second part solutions to resolve these problems were discussed. The authors believe that "the world is mismanaged and countries are worse in the case of management". They cited following reasons as evidences to prove this mismanagement.

- The governments resisted to change and avoided creativity; however, current crisis cannot be solved without changing, innovation and creativity.
- Most governments pay attention to issues that are involved with presents status and not the future. As a result, they neglect addressing fundamental issues.

Requirements in the world nowadays necessitate that those people who are able to innovate and adapt with innovations, deal ethically and fairly with issues and possess high learning power be managers. These people believe that improving the ability of government (increasing the power of government) depend on incorporating three other factors, which may act as levers that enable the government to take issue into his hands. These factors are as follows.

- **Education in its modern sense**
- **Using new science and technologies**
- **Appropriate application of media**

Global Challenges of Education in the twenty-first century can be due to new approaches in educational functions. These approaches certainly discuss different approaches to problems of education, educational capabilities and variety of topics in education in various countries such as Iran. Unlike the past, today and future education mean a constant process of learning by every individual and every society. Learning how to change is one of new goals of education. Acquiring knowledge, nurturing intelligence, talent, recognizing ourselves and being aware of our talents, activating creative and imaginative mental forces, overcoming adverse and destructive incentives, playing a responsible role, etc. can be cited as several goals of modern education (King and Schneider, 1990). Some believe that globalizing and accessing global education can lead to growth of multi-dimensional characters who acquire skills and knowledge in various fields. Hence, there is a high possibility that they will be successful in different jobs. They can also change their working area if it was necessary. They can rely on their own multi-dimensional knowledge and skills to survive in the face of international competition (Sundaran, 2001). On the other hand, some believe that globalization of education like other aspects of globalization is influenced by neoliberal philosophy. Then, it may result in privatization of education. This contradicts with the idea of nurturing multidimensional capable people because in this case, capable individuals with no capital cannot take benefit from the private sector. Then, they cannot survive in the arena of international competition (Vargas, 2000).

In his comprehensive analysis, Martin Carnoy argues that evaluation of globalization is beyond its impact on classroom. Although the method to present knowledge in the classroom is an important part of knowledge production, various external forces affect production of knowledge and globalization. Accordingly, Carnoy referred to five basic factors in the path to identify how globalization affects education as follows.

- 1- Changing organization of work and emergence of knowledge-based economy and importance of manpower's skill**
- 2- Nurturing superior skills to attract foreign investment**
- 3- Politicizing educational reform**
- 4- Development of influence of Internet and virtual learning**
- 5- The need for greater orientation of educational systems towards intercultural education**

In a learner society, each learner should be spontaneous and create a self-learning and self-assessment cycle. Learners are networked teachers and parents who form classroom for learning. Classes are also the network that shape learning in school. Schools and communities are the networks that form societies. Finally, societies are a learner network among nations. Then, the teacher's role lies in developing individual attitudes and abilities of the learners. In these circumstances, utopian vision of global education will be realized. Therefore, according to above material, global knowledge is only a part of globalization process. Global education should increase capabilities of the global citizen. In other words, the citizen who possesses technical, economic, human, social, cultural and educational intelligence is engaged in his learning network and plays an important role in the modern developed world (Molayi Nejad, 2003).

In this study, researchers sought to investigate the effect of two contemporary phenomena (globalization - globalizing) on dimensions of educational systems to identify challenges and opportunities of this effect. At the end, the basic mechanisms for aligning with and crossing the challenges and threats are presented. Thus, the objectives of this study are as follows.

A. A review of features considered in process of globalization and globalizing

B. Challenges of globalization of higher and public education

According to review of the theoretical basics and practical definitions of globalization and globalizing, questions of this study were developed as follows.

A. What are effects of globalization and the globalizing on educational system?

B. What are challenges of globalization of higher and public education?

MATERIAL AND METHODS

The statistical population included papers and documents in literature both in Iran and in the world. Targeted sampling method was used. In this study, the researcher discussed cases, which were scientifically consistent and valid. This study is descriptive and analytical. Hence, this study was conducted using qualitative methods with emphasis on quantitative processes, understanding and interpretation. For data collection, library and observatory methods were used to take benefit from existing documents.

RESULTS

A. What are effects of globalization and globalizing on educational system?

Globalization, which is sometimes regarded as a social theory and some other times as a fact (Lewellen,

2002), expresses that humans are now experiencing a life different from what it was in the past. Emergence and development of communication facilities extended the interactions between human societies and public people. It uncovered the face of "new world system" by which a system is established in which each event, decision and action in every part of the world can provide important results for other nearest and farthest parts of the world. According to experts, all universities are influenced by globalization. Globalization has profound effects on all levels and dimensions of higher education. Knight (2003) and Delanty (2002) cited some of the most important aspects of globalization in higher education as follows:

- Placing knowledge in cyberspace and eliminating exposure time and distance as barriers to knowledge and communication
- Ease of displacing teachers and students and increasingly holding international conferences
- Increasing communicational networks and organizations among universities
- Increasing group activity in researches and publishing books and articles
- Standardization of teaching and research elements in higher education

Education scientists believe that there is a tension between essays in higher education and inevitable effects of globalization nowadays. Furthermore, universities are national and local institutions, which are expected to be constantly aware of national and local needs. On the other hand, competitive challenges and opportunities arising from globalization has encouraged the universities to look beyond the surface and deepen their actions and horizons. Some believe that solutions to resolve these global-local tensions are not hidden in globalization of higher education. However, internationalization of higher education can better resolve this problem (Beck, 2008).

B. What are challenges of globalization of higher and public education?

Educational systems pivotally shape and change culture of a society. Changes in macro and micro levels of educational system, the contents of curriculum compatible with varied and diverse changes in the digital world, professional development for owners steering the educational system such as teachers and instructors, provision of educational infrastructure, such as electronic facilities are considered as the measures, which align educational system with international level. Then, those who take benefit from output of educational system can trust educational institutions and universities. In this regard, comparative studies can identify weaknesses and opportunities and

clarify the improvement process. The main challenges are as follows.

- Management: Moving from bureaucratic management to transformational leadership
- Changes in structure, rules and regulations of educational system
- Poor infrastructure of E-learning hardware and software platforms
- Knowledge-oriented educational system and limited attention to research and service
- Students should learn creative problem solving and thinking in primary and secondary education.
- Teachers: core expertise and paying attention to teachers' salaries
- Curriculum: The curriculum lack necessary credibility in terms of paying attention to specialized areas of knowledge as well as improvement of values, norms and ideals (Smith, 2013).
- Giving credit to role of teachers and prolonging training and re-training periods for teachers
- Quantitative and qualitative development of appropriate teacher training and education
- Development of training programs, content of textbooks and adding knowledge and information resources such as newspapers, libraries, museums, film, radio and television programs, theater, computers, micro-electronics, etc." (UNESCO, 1984)
- Laboratory and workshop facilities: not using or misusing the existing facilities, laboratory equipment, etc.

DISCUSSION

Globalization may simply be defined as increasing global and integration processes. However, several number of the complex and interrelated processes are fundamentally economic, technological, cultural, environmental and political, which were theorized as globalization. Globalization involves flow of goods, capital, people, information, opinions, ideas and risks across national boundaries combined with advent of social networks and political institutions, which limit nation - government. Globalization of culture is associated with other aspects of globalization. The concept of globalization involves the fact that national factor gradually loses its function in process of political culture. Then, feeling of belonging to a national culture is fading. In other words, globalization in various aspects such as cultural sphere has led to a divergence and convergence simultaneously.

Therefore, according to above material, global knowledge is only a part of globalization process. Global education should enhance capabilities of the global citizen. In other words, the citizen who possesses technical, economic, human, social, cultural and educational intelligence is engaged in his learning

network and plays an important role in the modern developed world (Molayi Nejad, 2003).

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