

4. GLOBAL EDUCATION

4.1 Globalization in Education

Universities are by their nature global institutions and favoured with actions that remove barriers for mobility of people and ideas. With this approach it sure that the term for universities is well known and define.

In recent years, unfortunately, the term “globalization” has been used in so many ways that it has lost the precise meaning it once might have had and as a result, discussions regarding globalization can become confusing.

For some people globalization is a reality that they cannot do anything about it and some other people imply globalization as the transformation of cultures, nations and even the change of attitudes and ideas about society and religion, which are transformed by cultural diffusion brought by globalization.

Yet today globalisation implies a world driven by economic forces and in which public sector activities, including Higher Education are perceived in market terms.

Universities are faced with a major challenge to shift from traditional to modern through a relationship between them and globalization. During the last ten years, universities have become progressively more "international" in focus, scope and strategy. The number of international students studying all over the world has risen to great levels, student exchanges have become more important activities for institutions, and international activities of an entrepreneurial nature have assumed a significance far beyond that which could have been predicted a decade ago.

Globalization challenges the rigid and monolithic face of university in contrast to the opportunities for development that can be possibly result from issues like competition, quality, and connection with marked needs.

These issues will hold universities to increase their presence not only in local but also in national and international environments retain them a priority for the improvement of the regional and national needs.

Universities are by their nature global organisations.

One of the most important effects of globalisation is the competition across the nations. In order institutes to become more competitive and internationalised, the integration of a global dimension into their operations and strategy is essential. With the global competition comes the potential danger of a highly stratified market dominated by the “brand name” Institutions that prosper as they increase their reach worldwide

With this global competition some countries, which have history in education such as UK and USA, will be in advanced position compared to other countries. Similarly, institutes such as the Harvard University or the alliance between France’s European Institute for Business Administration and the University of Pennsylvania’s Wharton School of Business, have the advantage based on their prestigious name compared to other same level Institutes. Therefore, there is the fear that countries like US and UK will undermine others countries national higher education systems and transform Higher Education to a more internationalised education. Some people view internationalisation as a response to globalisation. [47]

Globalisation brought competition but also contributes to stratification of the market, which means sometimes danger.

4.2 New subject or teaching principle

Global education should enable students, by means of appropriate knowledge and abilities, to act with responsibility in the complex interconnections of global society. Global education is not a new subject, but a comprehensive guiding principle for teaching at all levels.

Global education is learning for the future. Being fit for global society does not only mean having a knowledge of English and computers to be able to enter the labour market.

Global education will encourage people and empower them to be active in forming world society, creating conditions world-wide for solidarity in thinking and acting. It aims at the development of that cognitive, social and practical competence which we need in order to lead a fulfilled and responsible life, even under the complex conditions of a world which is becoming ever more interwoven.

Global education has its roots in various approaches, especially in education concerning development and peace, the environment, and intercultural matters. According to its manifold educational orientation, there are various approaches in theory and practice. All of them are focused on a viable development in the future according to Agenda 21 which was also signed by Switzerland in 1992 in Rio. Global education shares this aim with other educational areas such as the environment, health and intercultural education. The specific interests of global education in this respect are values for human development on the basis of social justice.

Global education is oriented towards an integral and participative process of learning. A variety of methods and change of perspective should help towards a better comprehension of complexity, to the acceptance of uncertainties and insoluble contradictions and help in learning how to deal with them.

*Global education is oriented towards
participative process of learning.*

The students immediate realise of daily life should, whenever possible, be at the mid-point. From their local experience (e.g. wearing a T-shirt), a global dimension can be deduced.

There are three levels of learning in this process:

- Learning to understand the global correlations of our daily life (knowledge), e.g. how do the children live who work in garment factories?
- Learning to develop personal behaviour and attitudes concerning individual topics (values), e.g. I condemn child labour under shameful conditions.
- Learning to apply lessons learnt (capabilities) .e.g. I change my behaviour as a consumer and buy fair-trade products.

It is clear that global education is not a subject, but a dimension that runs through curriculum, an extra filter to help students to make sense of all the information and opinion of the world. It combines methodology – active and experimental discussion based activities, a caring, co-operative and open outlook on the classroom experience, and core concerns finding out about all the cultures.

Higher education has to play major role for the future society.

4.3 What does Globalization mean for Higher Education?

UN-Secretary General Kofi Annan, has made strong appeals for seeking ways to make “globalisation benefit all”, and UNESCO has designated the year 2002 as its year for *Globalisation with a Human Face*.

It is clear that all education, but in particular also higher education has to play a major role. Higher education in particular, as a player of a major role in training teachers and developing and regularly updating school curricula. Also, because of its role in training doctors and staff of health care organization and provision, and its role in providing the experts and support for the legal system, the administration, business and industry.

Beyond this, higher education has a crucial role to play in sustaining and further developing the intellectual and cultural base of society, helping to preserve cultural identity and give inspiration and justified pride to citizens in the achievements over time of their own society. However: how is higher education itself impacted by globalisation?

How can higher education optimise its performance in serving society in our age of globalisation? What does globalisation really mean for higher education?

It is clear that globalisation has increasingly become a complex concept. Modern information and communication technology is the key to the present state of rapid and profound change.

In the past, the exchange of the ideas required our actual physical displacement, and this could only be achieved at a single place and a single time.

At the present, we interact with many different people in many different places around the world at the same time and this gives new dimension to the education.

Better understanding of globalisation also could be through its elements. One such a dimension is the geographical and is related to exploration and discovery, other dimensions are economic, the cultural, the social and of course political. Is visible that each dimension of the globalisation can be placed front and centre stage in combination with one or more of the other dimensions.

Globalisation could have a human face.

We have to take into consideration that for this type of world we are educating new generation.

We took responsibility to prepare the next generation not only for a different world, borderless world, or at least a world in which many borders have lost much of their meaning. All these facts will present universities with a numbers of challenges and opportunities as we already mentioned.

Universities have to see themselves not only as a part of a national system, protected by the state and bound by the rules on the programmes which are provided and the research which has to be done.

Universities must rely on their own performance in order to secure sufficient funding for high quality of teaching and research and they have to understand then very fast they will find themselves in extremely unprotected and highly competitive world. And this will start to be a rule also for state-run university system under which individual universities have to compete for students, research and adequate funding. So they have to redefine their modes of governance, their internal structures, their financing and external relations, as well as their modes of operation.

Without any doubts the performance of the higher education sector is too important for the future of the state and for the society because society not only needs well – educated people but also needs to generate an adequate intellectual elite to reflect on and give guidance to the future of humankind.

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