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THE IMPACT OF GLOBALIZATION ON EDUCATION

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Dedication one

In the name of Allah the most Gracious, the most Merciful, peace, Mercy and

Salutation of Allah be upon our prophet Mohamed.

I thank the almighty God who helped me to achieve this work.

I am really honored and proud to dedicate my work:

To my beloved parents, my real source of life and without them I could not realize this work. They have always brightened the down of my life.

Abdelhadi

Dedication Two

First and foremost, this paper is dedicated to whom I own everything : my dear parents for their passion, understanding and guidance in turning what seems impossible into possible.

To my brothers, to my sisters .

And also my classmates second year Master literature and civilization.

Ahmed

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ABSTRACT

Years ago, at the beginning of the nuclear age, Einstein said that the world would be completely changed by the atomic bomb. Currently, the same thing can be said about Globalization. Economy and life are especially effected by the phenomenon of globalization. Thus, the elimination of borders allows for the flow of products and goods, as well as information that took place by the advanced technology. However, this process of globalization is considered by some economists as an invasion.

It is becoming by the time obvious that globalization represents theoretically as well as practically, a challenge for education. Accordingly, globalization has to be adapted by educational concepts. The observable phenomenon that appear as part of Globalization push us to ask the following questions: How can education be effected by globalization? And is there any space for educational concepts like equal opportunities, democracy and common sense? Is there any space for the nation state and national identity ?

General Introduction

The theme of this Master Thesis is The Impact of Globalization on Education. This paper study how is education influenced by globalization? And we try to highlight both positive and negative effect . From this way, we want to expand on the concept of globalization from exclusively definitions to more a humanistic method of globalization. Thus, globalization is the most debatable subject in modern history.

Modern technology realizes the information revolution and the information age that allows an increasing amount of people to travel easily and quickly. Other units such as: tribes, nations and peoples always interacts man traveling and living abroad is more standard than an exception among students nowadays. With the flow of people, it flows also new ideas, concepts, ideologies and views. Through school and educational background, the public get the media, arts, and new views. However, only through traveling and living abroad allows individual to get the experience of things that we hear about in the classroom and on television. Traveling outside of one's national border can allows to the anthropologist who left comfort the armchair to investigate the real world. Now, individuals have the opportunity to be anthropologist and to do their own studies ,this can be done by the elimination of borders when people from all countries could move easily . In many ways, this flow of people, products , information is the principle of globalization. So, globalization influences all domains of life such as economy, education, culture, society,... (the Economist, 2000)

Globalization has many aspects, and the aim of this paper is to cover just a small part of it. Hence, we focus in our study on the impact of globalization on education. So, what is globalization? And how is it affecting education? Thus, in order to expand on this important theme, we suggest to divide our work into two chapters; chapter one: we talk about the Concept of Globalization and its Characteristics, and in chapter two: How is Globalization Affecting Education?



***CHAPTER
ONE :***

*The concept of Globalization
and its Characteristics*

1.Introduction

There has been increasing socio-economic flow in a global scale during few last decades. What is significant in such circumstances is that local barriers have to be taken away, to participate in the global games, to find place in (the global village). Advantages have been got by some nations from socio-economic global consequences of what is called globalization. The western nations for examples, because of their particular historical, cultural, political and economic characteristics, have been able to adjust with the new condition in a sustainable ways. Many other nations are being faced with big challenges in terms of how to balance between the new increasing global flows and their specific cultural, and even political and economic situations.

Therefore, globalization can be defined as a process of integration local characteristics into global flows which are mostly done by means of new communication and information technology . It is historically seen as a process integrating local economies into the world economy ; where the global and local interact it seems to refer to a space, and information and communication are means of interaction technologies(Tapper, 2000). It refers to the increasing integration of economies around the world, particularly through trade and financial flows, the term refers sometimes to the movement of people(labor) and knowledge(technology) across international borders. (Giddings, 1990)⁽¹⁾ describes globalization as the fast development in communication technology.

Globalization has lot of meanings, many institutions now include the term ‘global’ in their mission statement; most aspire to prepare ‘globally competent graduates’. For some, the term ‘Globalization’ and ‘Internationalization’ are interchangeable. Yet, globalization is a term that is not well defined, with different meanings and different groups, and globalization is a term that is value-laden and controversial. Thus, in this chapter, we try to put some common definitions of globalization, and we state the different characteristics of globalization.

2.Globalization of Economy

The development in communication and transportation technology combined with free market ideology, has given goods, services, and capital unprecedented mobility. Northern countries want to open world markets to their goods and take advantage to their abundant, cheap labour in the South, policies often supported by Southern elites. They use international financial institutions and regional trade agreements to help poor countries to 'integrate' by reducing tariffs, privatizing state enterprises, and relaxing environmental and labour standards.

The result has enlarged profits for investors but offered pittances to labourers, provoking a strong batch clash from civil society. Such as FTAA⁽²⁾,NAFTA⁽³⁾,and CARTA⁽⁴⁾ facilitate international trade , these by impacting at all levels of the economy. They make trade free for northern competitors. Such agreements tend to slow development in poor countries and drive them deeper into poverty.

2.1.Export Processing Zone

It is sometimes known as maquiladoras or Special Economic Development Zone, is usually expand from national taxes, tariff duties and a wide range of regulation, including those on wages, working conditions, health protection, environmental safety and trade union rights. Government has set up these zones in the hope of attracting investments and creating jobs. But, this process considered by critics as a violation upon national sovereignty, and even it influences badly local societies.

Transnational corporations and private individual invest more money abroad than ever before ; foreign direct investment has increased tenfold over the last two decades. While many poor countries see foreign capital as a tool for growth, it has often caused instability and inequality as well.

2.2. World Trade Organization

It is intergovernmental sets its role to enforce the rules of international trade. It has become a target of civil society's criticism over its opaque, undemocratic operating procedures and neo-liberal ideology. Thus, there is other economic institution like the World Bank whose mission is to eradicate poverty by loaning poor countries for economic development, and the IMF or the International Monetary Fund Which was originally envisioned as a "lender of last resort" for countries experiencing economic crises. Now, however, the IMF conditions assistance on neo-liberal reforms that exacerbate poverty.

2.3. Dollarization

In many countries, the United States dollar become the national currency. In others, the national currency has been pegged to the United States dollar. In still others, major transactions like real states unusually take place using the dollar. Dollarization eliminates the possibility of independent national monetary policy and it exposes countries to policies set in Washington.(Financial Times times, 2007)

Capitalist economic theory holds that a completely liberalized global market is the most efficient way to foster growth, because each country specializes in producing the goods and services in which it has a comparative advantage. Yet, in practice, cutting trade barriers and opening markets do not necessarily generate development. Rich countries and large corporations dominate the global marketplace and create very unequal relations of power and information. As a result, trade is inherently unequal and poor countries seldom experience rising well-being but increasing unemployment, poverty, and income inequality.

An additional problem is that free trade is not equally free. Agricultural subsidies and other trade barriers in the US and the EU prevent poor countries from gaining access to the most important markets. Meanwhile, poor countries open up their own markets to US and EU exports. Critics of free trade point out that many of the world's richest countries sheltered their economies by protection when they were at the start of

their own growth. Further, trade is so dominated by transnational corporations that new trade rules mainly benefit those companies. A number of NGOs have started to promote "fair trade," arguing that trade can promote development if it is environmentally sustainable and includes respect for human and labor rights. This page provides information on trade issues, including how to make trade contribute to development.

2.4. Multilateral Agreement on Investment

In May 1995, the OECD⁽⁵⁾ began negotiations on a Multilateral Agreement on Investment (MAI). The United States eager to avoid helping poor countries, considered the OECD council a 'safe' body since only rich countries are members of the organization. Secret negotiations took place from 1995 until 1997 when an OECD reference leaked a copy of the draft agreement to a Canadian citizen group. The leak revealed that the M.A.I sought to establish a new body of universal investment laws. (Asia Times, April 8, 2003)

3. Globalization of Culture

The word culture comes from the Latin, *cultura* or *cultus*. *Cultus* means to cultivate. The original means of *cultus* was closely linked to the cultivation of soil. The understanding of the word culture has changing from its root meaning as an activity to a condition, a state of being cultivated. Thus, the meaning of culture was originally tied to activity, the question of activity of what and to what end is inevitable.

From the perspective of globalization, culture should be seen as the process of the cultivation of an intricate inner life that take on from and Manning in social action on a global scale. Inner life in this context refers to the knowledge of the mankind as a single and inseparable species common to earth. From the perspective of globalization, the individual and humanity on a collective level, are facing a challenge; to understand mankind's interconnected reality on universal level and cooperate to cultivate this diversity to serve humanity on a global scale.

Technology has now created the possibility and even the likelihood of a global culture. The internet, fax machines, satellites and cable TV are sweeping away cultural boundaries. Global entertainment companies shape the perceptions and dreams of ordinary citizens, wherever they live. This spread of values, norms and cultures tends to promote western ideals of capitalism. Local culture inevitably falls victim to this global consumer culture. So, will a common culture lead the way to bigger shared values and political unity? (Kroeber & Kluckhohn 1952).

3.1. Localizing Cultures

Globalization is a declaration of war upon all other cultures, cultural, social and religions are inseparable companions of economic globalization in the attempt of the leaders of globalizing world to colonize the whole planet in their own image. (Korea Herald, January 13, 2004)

Hence, the International Herald Tribune⁽⁶⁾ article reports on university, globalization refers to the trend of United States universities creating campuses beyond borders. For instance, students in Doha, Qatar can pursue a degree in international affairs from Georgetown University. However, the development raises a number of questions, it is merely a way for students to access higher education. (International Herald Tribune, October 18, 2007)

3.2. Globalization versus Local Cultures

Many people consider the globalization of production and distribution of goods and services as a good development because it offers them entry to products that they would not otherwise have. However, some are concerned that the changes provided about by globalization threaten locally made products and the people who produce them. For example, the new availability of foreign foods in a market—often at a cheaper price than of local farmers who have traditionally lived by working their small plots of family.

Globalization, of course, does more than simply change the availability of foreign-made consumer products and disrupt traditional producers, it is also increasing

international traders in cultural products and services, such as movies, music, and publications. The spread of trade in cultural products increase the exposure of all societies to foreign cultures. And the exposure to foreign cultural goods frequently brings about changes in local cultures, values, and traditions. Although, there is no doubt of the consequences of globalization on local cultures, many people believe that a people's join to foreign culture can influence their own cultural identity.(David Lothrop, June 22,1997)

3.3.Cultural Challenges of globalization

a.Globalization versus Asian Values

Apart from trade disputes there are many other particular aspects to the cultural concerns that individuals and local activists around the world share. Although of some of these concerns also emerge to the level of government policy, many of a much more esoteric and sensitive nature.

Some government officials in East Asian nations have boldly proclaimed an alternative to the Western cultural model by declaring an adherence to traditional 'Asian Values'. Asian Values are typically described as embodying the confusion ideals of respect for authority, hard work, thrift, and the belief that the community is more important than the individual. This is said to be a preference for economic, social, and cultural rights rather than political rights. The most frequent criticism of these values that run contrary to the universality of human rights and tend to condone undemocratic undercurrents in some countries, including the suppression of dissidents, and the bad use of national security law. Asian Values have been critiqued by Some commentators as contributing to the stunning economic emerge of several countries in East Asia. It is also suggested that Asians have to protect and nurture their traditions in the face of utilitarian modernity, lax morals, and globalization (suh,1997). But critics argue that the concept of Asian Values is merely an excuse of aristocratic governance and sometimes corruption.

Martin LEE, the democratically elected leader of the opposition in Hong Kong, has severely critiqued of the concept, calling it a "permissions myth". LEE declares

that the Asian financial crisis of 1997-1998 and ensuing economic collapse should mark the death of the principle of Asian Values arguments, and the “related thought that economic progress can or should be made independent of the establishment of democratic political institutions and principles”.

Hung San Sui Kyiv, Burmese democracy advocate and winner of the 1991 Nobel Peace Prize⁽⁷⁾, said “those who hope to deny us some political rights try to pursue us that these are not Asian Values. In our struggle for democracy and human rights, we would like more help from our fellows Asian”(Suh,1997).

4.Globalization of Law

Law is traditionally the province of the nation state, whose tribunal and police enforce legal rules. By contrast, international law⁽⁸⁾ has been comparatively weak, with little effective enforcement powers. However, globalization is changing the direction of law and creating new global institutions and norms. The International Criminal Court⁽⁹⁾ have promise to bring to justice any person who commit genocides or/and crimes based on a worldwide criminal code, while inter-governmental cooperation increasingly bring to trial some of the most notorious international criminals.

Business is the global fattest of all, as nations agree to standard regulations, rules and legal practices. Thus, diplomats and jurists are creating international rules for banks, intellectual property, banking procedures and many other areas of corporate law. In answer to internationalization, and in order to serve giant, transnational companies, law firms are globalizing their practice. The biggest firms are merging across borders, creating mega practices with several thousand professionals in dozens of countries. (Washington Post, July 30, 2004)

4.1.International Justice

The United Nation tribunal of Rwanda and the former Yugoslavian⁽¹⁰⁾ address the legal responsibilities of individuals who have committed crimes of war and crimes against humanity. National Court, too, have exercised jurisdiction over world leaders, and some, such a former Chilean dictator Augusto Pinochet⁽¹¹⁾, charged by court in

many countries. The International Criminal Court will unit this process to draft one, internationally accepted ruling. This page tracks these and other developments that bring hope of a more just international order.

4.2. Alien Tort Claims Act (ATCA) and Universal Jurisdiction

The ATCA allows any individual to sue another individual or entity in the United States Federal Court for violation of the ‘Laws of Nations’, including human rights law. There are recent efforts to use ATCA sue transnational exportations for violations of international law in countries outside the United States. From this way, universal Jurisdiction allows national courts to try cases of the gravest crimes against humanity, even if these crimes are not committed in the national territory and even if they are committed by government leaders of other states.

4.3. United States, United Nation and International Law

The Bush⁽¹²⁾ administration has embarked a strategy of hard line Unilateralism, discarding the United Nation International Law. Washington has ignored, blocked, violated and even unsigned international treaties, including the Kyoto Protocol⁽¹³⁾, the Comprehensive Test Ban Treaty on the Nuclear Disarmament⁽¹⁴⁾, the Anti- Ballistic Missile Treaty⁽¹⁵⁾, the Geneva Conventions⁽¹⁶⁾, and the Rome Treaty establishing the International Criminal Court⁽¹⁷⁾.

In the other side, to provide a selection of articles on the globalization of Law Firms and in response to the globalization of Business Law and in order to serve giant, Transnational Companies Law Firms are globalizing their practice, creating practices with several thousand professionals. (BBC online, January 21, 2003)

4.4. The Impact of Globalization on International Law

Globalization challenges many of the traditions of the International Law, and its relationship to the domestic law, the ways in which it is created and the approaches of its enforcement. The law department is initiating in cutting edge research and study of the normative and institutional implications of the challenges and of its theoretical and

practical ramifications in a variety of field ranging from organizing the trade investment.

Human Rights Law⁽¹⁸⁾ has always a central role in International Law in recent years, and currently this involves areas such as central rights. Other areas of international law where professors has strong competencies and active research engagements contain International Environmental Law⁽¹⁹⁾, the Law of International Adjudication⁽²⁰⁾, Art and Heritage Law⁽²¹⁾, International Organization Law⁽²²⁾, International Economic Law⁽²³⁾, the Law of Treaties⁽²⁴⁾, the Law of Armed Conflicts⁽²⁵⁾, and the History of International Law⁽²⁶⁾. (Reuters, January 23,2003)

5. Conclusion

Globalization, may indeed, mean the end of the nation state which brings a new way of life and individuals in global world are expected to evaluate events in a holistic approach. It has become quite widespread, globalization is about monumental structural changes occurring in the processes of production and distribution in the global economy and it is affecting the entire social, political and economic structures and processes that emerge from global structuring. Hence, the financial sphere is the one in which the internationalization of markets is not developed the one which the operations of capital have arrived at the highest degree of mobility.

However, the characteristics of globalization contain the internationalizing of production, the new international division of labour, new migratory movement from South to North, the new competitive environment that generates this procedure , and the internationalizing of state. Globalization is a vast concept that this paper is not able to cover all its aspects. Whereas, the aim of this paper is to analyse just a small part of globalization, that is why, in the second chapter we try to mention the Impact of Globalization on Education.

Notes

(1)Giddings :is the fourth and final poem of T.S Eliot's four quartets, a series of poems That discuss time, perspectives, humanity and salvation.

(2)FTAA : the Free Trade Area of the Americas.

(3)NAFTA : the North American Free Trade Agreement.

(4)CARTA : Charleston Area Regional Transportation Authority, it is a foundation which offers information on bus routes, passes, rates, news ;and special services.

(5)OECD :organization for economic co-operation and development.

(6)The International Herald Tribune :it is a newspaper which established on August 1869,and it is still published in Jonesborough in Tennessee in the United States of America.

(7)The Nobel Peace Prize : (Norwegian and Swedish: Nobles fredspris) is one of the five Nobel Prizes created by the Swedish industrialist, inventor, and armaments manufacturer Alfred Nobel, along with the prizes in Chemistry, Physics, Physiology or Medicine, and Literature since 1901.

(8)International Law : is the set of rules generally regarded and accepted as binding in relations between states and between nations.

(9)The International Criminal Court :is an intergovernmental organization and International Tribunal that sits in the Hague in Netherland.

(10) United Nation Tribunal of Rwanda and the former Yugoslavian: it is established by the security council for prosecuting persons who are responsible for genocides and other crimes against humanity.

(11)Augusto Pinochet :(1915-2006), was a dictator of Chile between 1973-1990)

(12)Bush: U.S republican president for two mandates,(2000-2004)and(2004-2008).

(13)The Kyoto Protocol : is an international agreement linked to the United Nations framework Conventions on climate change.

(14) The Comprehensive Test Ban Treaty on Nuclear Disarmaments: is a multilateral treaty by which states agree to all nuclear explosions in all environments for military or civilian purposes.

(15)The Anti -Ballistic Missile Treaty :(ABM Treaty or ABMT) was a treaty between the United States and the Soviet Union on the limitation of the anti-ballistic missile (ABM) systems used in defending areas against ballistic missile-delivered nuclear weapons.

(16)The Geneva Convention s: comprises four treaties and three additional protocols that establish international law for humanitarian treatment of war.

(17)The Rome Treaty Establishing The International Criminal Court : is an international agreement that led to the founders of the European Economic Committee.

(18)Human Rights Law : is the body of International Law designed to promote and protect human rights at the international, regional, and domestic levels.

(19)The International Environmental Law : began in 1970's with the Stockholm conference in 1972.

(20)The Law International Adjudication : is a common International Law against a background of proliferation and fragmentation methods.

(21)Arts and Heritage Law : database provides survey of current national legislation for the protection of cultural heritage in the 27th member states of the E.U union.

(22)International Organization Law : review purports to a discussion forum of academics and practionners in the domain of law.

(23)International Economic Law : is a field of International Law that regulates the behavior of states, international organizations and firms operating in the international arena.

(24)The Law of Treaties : Vienna convention on Law of treaties concluded at Vienna on May 1969.

(25)The Law of International Conflicts : or Private international law (both terms are used interchangeably) concerns relations across different legal jurisdictions between persons, and sometimes also companies, corporations and other legal entities.

(26)The History of International Public Law : examines the evolution and development of public international law in both state practice and conceptual understanding.



***CHAPTER
TWO :***

*How Is Globalization Affecting
Education ?*

1.Introduction

Globalization is an important development that changed deeply the world in modern history. It is seen that a new era starts and nations face huge changes in their social, economic and cultural ways, and it is obvious that it comes into our society new concepts and values and they carry new problems and perspectives for the nations in the process of globalization.

In global world, information society is another important concept, it needs creative individuals, and governments should only train in school the individuals to adopt the new values and developing student's ability to acquire, and use knowledge gains importance in the process of globalization. However, Learners can develop their critical thinking skills, obtain democratic values and ethics and apply their knowledge independently in an effectively designed teaching-learning environment. Additionally, 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, this is inevitable in the globalized world. Therefore, how is globalization effecting education ? and how can institutions benefit from the positive effects of globalization and avoid its negative ones?(Vehbi CELIK ,Mehmet Nuri Gomli Ksiz,2000)

2.Globalization and Education

Globalization has a close relation with education. As education has an important place in shaping a society, globalization has to be connected with education and the global activities have a deep impact on it. Globalization of the world economies is leading to increase emphasis on internationalization of the subjects included in a course of study in school. It also creates the opportunities for new partnerships in research and teaching with agencies and institutions across the world (Twiggs and Oblinger,1996).

Globalization is one of most powerful worldwide forces that are transforming the basis of business competition, paradoxically harkening an era in which small, local communities of practice may lead to a prominent structural form. Communities of

practice impeach organizations to build, share and apply deeply of competence required to compete in a knowledge-based global economy (Drucker, 1993).

In every area, humanity lives an increase and rapid change. New challenges force social, economic and cultural values. In the field of education a lot of changes are expected duties of schools is to ameliorate the individual's appropriateness with the concept of globalization that changes traditional structure of education, which is one of the main rapid changes today in universities and other institutions that are redoubling their efforts to respond to social change. They have to implement society's expectations(Benking ,1997).

Gordon 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 principal to the social, economic and cultural health of the nation . It 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)

In this quotation, Gordon said that Higher Education is very important in different domains and it contributes in the promotion of student s' knowledge; and helping them to integrate in job fields.

In the future universities and other institutions are not thought only for the young. People of all ages who wish to further their education, these universities and institutions are expected to become open to them. Universities and other institutions will be open to anyone who has acquired the motivation to learn and the ability to notice issues through social experience or involvement in volunteer and other activities. Besides, the increase in the number of student, both part-time and full-time, with greater depth is expected and this is thought to lead to the formation of an academic environment. 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 fast social and economic change, it is especially important that universities and other institutions of higher education consider their contribution to

society from abroad long- term perspective.(Ministry of Education, Science, Sport and Culture,1995)

3.Information Society and Education Consumers

Students are both consumers of provided classes and partners in the process of learning. They evaluate their experiences in higher education and may thought of its quality simply in terms of what it was available of them. They might neglect the degree to which they were obliged to study material that would later be of value, or the extent that they were actually encouraged to take responsibility for their learning For the employer, the totality of attributes of the higher education experience that were important to the student's learning recede to the background, and it is the totality of student's attributes that are important to the satisfaction of perceived needs. (York, 1999)

The emphasis learning systems should be on the future and costumers expect their learning systems to have some idea of what they will look like. At the same time the focus of learning systems should be on both the local and global society. To know the circumstances, consumers expect the learning system needs and opportunities in both. Educators who accept their special responsibility for the future they are needed by consumers to study and 'know about' the future, while leading positive, proactive change by modeling it.

Preparation and practice are needed by education consumers for life-long learning the skills for continuous, self-directed learning, a consciousness of learning opportunities; methods for managing their own learning and awareness of their rights and responsibilities as consumer of education and training services. Consumers want a system that is a system of coherent, coordinated system resources, processes and outcomes for learning opportunities and knowledge of all form of learning.

New challenges are facing the consumers or the learners of education, old or primitive ways of teaching and schooling changed deeply. In maintaining learning activities, students have different choices.(Barker, 1999)

4.Global Education versus Globalization

Globalization has become a wide spread idea in national and international dialogue in recent years. Global Education has become a widespread idea at Fairleigh Dickson University⁽¹⁾. But what do we mean when we invoke each of these terms, and is there indeed any meaningful difference between the two? Globalization's shifting and controversial parameters make it difficult to define. It is obviously a dominant force, both positively and negatively, shaping the multiple environments in which we live. Economic forces motivate globalization and digital technologies and communications drive it, individuals and institutions are linked by globalization across the world with unprecedented interconnection and immediacy.

Besides, in doing so, in some ways it democratizes and intensifies interdependence, and in other ways creates new forms of local reaction and self-definition. While it may spread certain freedoms, higher living standards, and a sense of international relatedness, it also threatens the globe with a conformist "universal" economy and culture rooted in North American and Western ideas and interests. Despite the ambiguities in definition and meaning, and the anxieties and backlashes it generates, globalization will remain a dominant paradigm for the foreseeable future. We have seen this fact reified in our national challenges over the past several years. Especially in America, which is so closely associated with economic and cultural globalization, the task of higher education must include the examination of and reflection on globalization as a force shaping the world in which we live. Global education, as a distinct construct from globalization, does what higher education has traditionally aimed to do: extend students' awareness of the world in which they live by opening them to the diverse heritage of human thought, action, and creativity.

Global education places particular emphasis on the changes in communication and relationships among people throughout the world, highlighting such issues as human conflict, economic systems, human rights and social justice, human commonality and diversity, literatures and cultures, and the impact of the technological revolution. While it continues to depend on the traditional branches of specialist knowledge, global education seeks to weaken the boundaries between

disciplines and encourages emphasis on what interdisciplinary and multidisciplinary studies can bring to the understanding and solution of human problems. Hence, global education also implies, and our students should be taught, that not everyone around the world in fact views global education with indifference – some people may see it as a vehicle for development of globalization, which might itself be seen as the western effort to destabilize fragile balances in world economic and political systems. At a time, such as this, when we feel increasingly and often indiscriminately awash with information, and when we sense a decentralization of the traditional forms of political and intellectual authority, global education places on the ability to think critically and ethically.

Next, the ability to effectively access, interpret, evaluate and apply information is important for facing a constantly changing work environment, for continuing self-education, and for participation as an ethical and responsible member of a global society. A global education can also be an antidote to the sadly universal human tendency to lose track of the experiences of others as seen through their eyes.

In attempting to clarify the concepts of globalization and global education, what needs to be recognized is that to show the contrast between them, to someone, it is understood in wrong way. Globalization is an inter-national and intra-national force, while global education is a teaching/learning paradigm. Thus, their areas of emphasis are in different fields. Yet global education to many around the world merely invokes the idea of globalization with all its potentially American-centric and negative attributions. Thus, one of the biggest challenges in realizing the difference is that, unlike with global education, globalization is an inherently anxiety-provoking term. While it frames the world in communal terms, it also, and more explosively, threatens many with a loss of individuality. (Cogburn,D.L.2000)

Over 80 per cent of students said it was very or somewhat important that colleges and universities offer opportunities to interact with students from other countries. Almost three out of four students said that they believe it is important that their college

offer courses on international topics. Over 70 per cent of respondents said it is important that their college offer study abroad programs. Almost nine in ten students said they were interested in gaining exposure to another culture. Just over 60 per cent said they are interesting by international education to acquire career-related experiences(ACE)⁽²⁾.

5.The Aim and The Importance of Global Education

The main duty of a government in the field of education is to design the educational activities that have been developed according to strategic aims and to direct them with policies suitable for the aims. Besides education is a major area of government expenditure and is a significant potential target for human resources. The local authorities of each country can state the local goal of education. Their aims can change according to the local needs and necessities and may show differences from each other. But the global education has many goals in common for every country. The aims and importance of global education can be stated as follows:

- Let those who participates in educational process obtains skills of new cultures.
- Develop the ability of distinguishing intercultural differences.
- Aiding the people for criticizing events from global perspective.
- Explain how different cultures impact the activities of organizations.
- Help students realize how attitudes are shaped and how they influence the behaviours.
- The language and harmony skills of the managers who will work in different cultures should be developed .
- Provide the ability of working together with the people coming from different cultures.
- Develop the skill of multi-sided thinking by causing them gain the cultural sensitivity and experience.
- Teach how to behave according to cultural differences.
- Teach how to manage multinational groups .
- Develop the way of thinking from individuality to globalized . (Deniz,1999)

a.Strategic Intentions for Schools in Global World

Globalization not only shapes economy or other institutions but it affects schools as well. The traditional method used in schools will be left and school leaders will have to take quite new and different responsibilities.

Caldwell (1998) expresses the duties and responsibilities of school leaders in globalized world as follows:

- a- Leaders will create opportunities for themselves and their colleagues to obtain knowledge and understanding of societal change and of the way schools will make a contribution to well- being in a civil society.
- b- In all these matters, the driving force and cause will be the provision of a quality education for every student, and every strategy and every intention will be weighed against those norms.
- c- Sound approaches to annual planning and longer-term strategic planning are pre-requisites for successful school management but a wider range of approaches in matters related to strategy will be required to continue the journey ‘beyond the self-managing school’.
- d- A capacity for strategic thinking will be deeply fixed in a school, with a continuing strategic conversation the means by which shared understandings are developed as a prelude to formal planning.
- e-There is a high level of turbulence in the environment for education, as a result, it will be difficult to make strategic schemes and plans in many matters, so, under these circumstances, obvious strategic intentions based on the best available information will be formed by schools as the basis for action.
- f-There will be recognition that sound strategy will take account of past, present and expected or preferred futures, therefore, a commitment will frame the effort to take these into account in strategic management.
- g-There will be a high level of harmony between learning, teaching and management cultures in the school, as detailed by a commitment to empower the individual in all related matters, thus helping to create a better world.

h-Leaders will be aware that times of great success are also times of great risk, and to ensure high level of performance in achieving the mission of the school, they will work with all in the school community to search for, even with some mistakes, new opportunities .

i-It should will be known that success in leadership in times of continuous and often turbulent change in as much a matter of discovering self as discovering strategy, individually and collectively, there will be commitment to address to emotional well-being of the leadership team.

j-There will be commitment to leadership and management of opinions, these as part of the heroic quest for learning in a civil society in which all in the school community are engaged and empowered.

6. Teaching and Globalization

a. Education Systems in the Global Context

Using economic, political and cultural terms, Globalization has typically been interpreted. Depending on the perspective, it has been seen as a transition from a florist workplace orientation to internationalized trade and consumption. The role of nation-state is also going to be diminished by globalization, sovereignty will be lost, and the emergence of global hegemony of international media and entertainment corporations. As a consequence, standardization in economies, policies and culture has become a new norm for competitive corporations, ideas, and media.

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From recent attempts to examine and understand the multiple and difficult effects of globalization on education it is clear that there is no single straightforward view of the consequences of the globalization process on teaching and learning in schools and other education institutions new opportunities to change education, this article emphasizes on

some counterproductive implications that are becoming evident in reversion of individuals. At the same time it creates a tension between those who are benefiting more and those who may be neglected by the market values and consumer cultures that are typical to many societies, especially in the areas that suffer from poverty or slower development. (Burbules and Torres,2000)

The challenge for future public education is to give priority to teaching ethics and a sense of global responsibility that go beyond the bounds of the knowledge economy. Second, globalization promotes competition although strategic alliances between competing parties are becoming a condition of success. Economic markets have become more open and flexible because of diminishing obstacles of trade and lowering of labor and trade regulations. The mobility of goods, services, money and intellectual capital has increased due to sub-regional and global agreements. Competition to expand markets, promote innovations, and develop highly skilled workforces is shifting the focus of work from quantities to qualities and from mastery of facts to professional flexibility and continuous renewal of personal capacities. Competition is increased by Globalization because productivity and efficiency have become key descriptors of successful economies. Corporations and service organizations are regularly using quality assurance policies and committing themselves to management strategies that are based on assessment of performance of both staff and managers.

As a consequence, similar doctrines have emerged in education. Standards, testing and alternative forms of financing have come to challenge conventional public education in many countries. In the name of accountability and transparency, schools, teachers and students are more often than before measured, tested and asked to perform under the Global Managing, Transitions Teaching and Globalization⁽⁴⁾ serving eyes of external inspectors. Even ministers of education today compete to determine whose students can perform the best in international student assessment programs. Indeed, introduction of international test comparisons, such as (Program for International Student Assessment)⁽⁵⁾ and (Trends in International Mathematics and Science Study)⁽⁶⁾, has been one of the strongest pretexts for school reforms in many countries including many of the transition economies (Hargreaves,2001). The

emerging perception seems to be that making schools, teachers and students compete will itself improve the quality of education, as it has vitalized corporations in market economies. Various forms of educational standards have been created to help these competitions to become fairer and more comparable.

In the world new economic, educational systems are reacting differently to the changes, political and cultural orders. Globalization has become an effect in nation-states' social reforms as education sectors adjust to the new global environments that are characterized by flexibility, diversity, increased competition and unpredictable change.

According to (Carnoy,1999) , the approach which governments take in reforming their education sector and its responses to globalization depends on three key factors:

a- The government's objective financial situation.

b-Its interpretation of that situation .

c-Its political-ideological position regarding the public sector in education.

These three factors are normally spelled out in the macro-economic structural adjustment policies and related large-scale education reform strategies through which countries adapt not only their economies but also their education systems to the new realities. The key aim of structural adjustment policies in the education sector is a transition towards "global educational standards". This is often done by benchmarking the entire systems of under-developed countries to those of economically more developed ones. Unfortunately, governments often think that there is one correct method to the reform of education and that certain 'global education standards' need to be met if the system is to perform in an internationally competitive way.

Research on education reforms and experiences on structural adjustment suggest that governments need to realize that there is more than one way of proceeding on the way to the amelioration educational system. The major condition for sustainable promotion of public education and cultivation of democratically functioning nation-states is the kind of reform that is based on the principle of development rather than creation. In creation, according to(Sarason, 2002) , new externally designed solutions are being introduced to solve the existing local problems.

In development, on the other hand, the key questions are:

- a- What is the past of the system?
- b-What kind of institutions do we want the schools to become?
- c- What capabilities do individuals and the system needs to implement the expected reform?

This tension between development and creation is appeared in most educational system reforms in Europe and Central Asia region today. More specifically, there are three educational policy directions within the more general structural adjustment of state economy and public service that are typical of today's large-scale education reforms.(Belfield &Levin ;Ladd & Fisk, 2002)

7.The Impact of Globalization on Higher Education

Under the effects of globalization, education is driven to important changes. The effects of Globalization on education bring faster developments in technology and communications are foreseeing changes within school systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialization towards an information-based society. It reflects the impact on culture and brings about a new form of cultural imperialism.

It gives quick developments in technology and communications are foreseeing changes the rise of a global society, driven by technology and communication developments are shaping children, the future citizens of the world into 'global citizens', intelligent people with a broad range of skills and knowledge to apply to a competitive, information based society. The nature of delivering education to students is being changed by the introduction of technology into the classroom, is gradually giving way to a new form of electronic literacy , more programs and education materials are made available in electronic form, teachers are preparing materials in electronic form; and students are generating papers, assignments and projects in electronic form'. Video projection screens, books with storage device servers and CD ROMs as well as the rise of on-line digital libraries are now replacing blackboards. Even exams and grades are gradually becoming available by electronic means and notebooks are starting to give way to laptops. also, Students can be examined through

computer managed learning systems and do tutorial exercises on a computer rather than in classroom.

Such developments in education portray that there has been a shift from industrialization to information-based societies. Hence, technology is predicting in the education environment towards a reliance on electronic sources to deliver material. With such changes and the emergence of video conferencing and the Internet, the barriers of distance are being broken down at a fast rate, due to the key aspect of globalisation. Children and adults can now learn in a variety of ways and no longer have to be physically presented in an education institution in order to learn, a definite advantage of flexible delivery systems. It allows for exploration of new areas of learning and thinking. The rapid growth of television services, with their immense influence as media of mass communication, has very relevant in the technological shift. Other large contributions to this shift contain the transistor and space satellites. Communication and information technology based over the years in Internet, which is a massive network of computers located throughout the world.

These computers maintain libraries of text, images, computer software, and other forms of information that anyone can access it, anywhere, at any time. This implementation of technology and communication to be successful and to educate a society, both the students and teachers need to be technologically literate. Communication technology is offering new challenges for students of all abilities as they can discuss problems of concern with their fellow students from around the world. Thus, advanced communication and interpersonal skills, fostering a mutual understanding across countries and cultures.

Developments in the delivery of education is allowing for individuals to explore new areas of learning and thinking that could not be done with pen and paper. Knowledge is being discovered through inquiry and experimentation rather than memorizing facts in a teacher dominated classroom setting. Indeed, students no longer need to be physically present to learn as education material is becoming readily available over the Internet, by video conferencing, and tape recordings. Institutions are now turning towards the use of the Internet to deliver courses to students.

Just because of technology and communication seems to be creating in human life between the 'haves' and the 'have not's', resulting in a bifurcated society of those who can afford such information technology and those who cannot, so too does globalization. While education institutions in Western societies are adopting technology, less developed countries are once again left behind, very weak and fragile to implement development programs for education. While less developed countries motivate their citizens to seek more education, severe limitations in delivering basic services are a problem. A lack of infrastructure and funding makes it difficult to implement any technological and communication development.

However, although differences in economy, political, culture and society, developed and less developed countries have adopted educational ideals from western thought and are anxious to rise modern and therefore promote education as a symbol of modernity and development to their own population and the foreign countries. The spread of education internationally, as a result of globalisation, has effects on cultures worldwide. The capitalist society is gradually becoming global with a strong focus on free trade emerging. Educational institution obviously have reacted accordingly, by becoming more market oriented, focusing their energy more on creating capitals rather than providing sufficient education for students.(Benking,1997)

8.Thoughts for the Future

With the meaning of globalization new attitudes and values are coming into force. People need to learn new concepts and have to adopt themselves new ways of life. Each country makes new rules in order to educate the students according to the necessities of global world. For example remarks that as internationalization progresses, Japan needs, for instance, to make an international contribution in education and research that matches its expanding economic power and the emerging level of its scientific research.

By conducting vigorous educational and research activities in line with the progress of scientific research, universities are expected to inform the world of their original research achievements and to train people who can work successfully in the international community. When taken into consideration from that point of view it can

clearly be seen that to develop exchange programs of teachers and students and to improve admission systems for foreign students gain importance. (Benking,1997)

Inter-American Education Program⁽⁷⁾ sets important and major progressive objectives for future programs in the framework of globalization.(Kuehn,1999) writes that the objectives are to:

a-Support for policies to ‘generalize access to a quality education to all sectors of the population, with special concern for at-risk groups.

b-Develop programs that support “socio-economically at-risk boys, girls, youth and adults.”

c-An educational policy should be promoted that considers human rights, education for peace and democratic values, equality of opportunity and rights between men and women, and gender quality.

d-Develop collaboration of institutions dedicated to educational development as related to citizenship, multicultural societies and sustainable development.

e-Promote the consolidation and collaboration of institutions dedicated to indigenous education.

f-Provide support for the development of the educational systems of countries with especially difficult economic circumstances.

From the point of teacher education in globalized world teacher education reforms are thought to have the competence to overcome resistance from the ancient structures and conditions which shape practice and destabilize them.

According to new perspectives of global learning, teacher education program will have to be designed. Teacher education reforms have to be in harmony with the policy formation regulations. The main goal is human resource development to meet the manpower needs of a growing economy. Within the global learning conditions, it is also aimed at helping. (Editorial,1999)

9. Conclusion

Globalization has had many obvious effects on educational and communication systems change the way education is delivered as well as roles played by both teachers and students. The development of this technology is facilitating the transition from an industrial based society to an information-based one. At the same time, there is a dark side to globalization and to the very openness of the new information systems; while the richest countries grow richer, the poor are becoming poorer. Thus, information and education gaps between the rich and the poor are widening not narrowing; economic crises, trade imbalances and structural adjustments have caused a moral crisis in many countries, damaging and cutting the basic social and cultural fabric of many families and communities apart, resulting in increasing youth unemployment, suicide, violence, racism and drug abuse and antisocial behaviour from schools.

In the 21st century, education systems face the dual challenge of equipping students with the new knowledge, skills and values needed to be competitive in a global market while at the same time producing graduates who are responsible adults, good citizens both of their country and of the world. Thus, globalization challenges us to rethink not only how much education is needed but also its final goal.

Notes

(1)Fairleigh Dickenson University : is a private, coeducational and non-sectarian university founded in 1942. Fairleigh Dickinson University is the first American university to own and operate an international campus and currently offers more than 100 individual degree programs to its students.

(2)ACE : or Aggregative Contingent Estimation, a program of the Intelligence Advanced Research Projects Agency.

(3)World Bank : it's mission is to eradicate poverty in the world.

(4)Ob-Managing Global, Transition Teaching and Globalisation2(1) 65-83

(5)Programme for International Students Assessment : The Program for International Student Assessment (PISA) is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy every three years. First conducted in 2000.

(6)Trend in International Mathematics and Service Study : or(TIMSS) is a series of international assessments of the mathematics and science knowledge of students around the world.

(7)Inter-American Education Program : Adopted at the IV Inter-American Meeting of the Ministers of Education on August 12, 2005, the Inter-American Program on Education for Democratic Values and Practices aims to promote a democratic culture through education by encouraging research, professional development and educational resources, and information exchange throughout the Americas.

General Conclusion

Since future development can only be estimated, the present shows that we are on track to achieve the so much spoken “Universal Passport”. Aware or not, to a lesser or greater extent, we are all affected by globalization. Nowadays, teenagers are wearing Nike, regardless of their nationality, ladies use Channel, whether or not they are French, the men celebrate major events with Jack Daniel's all around the globe. Barriers raised by nationality, race, culture or religion are marginalized by new consumer habits, tastes and preferences which are becoming increasingly similar worldwide. And what better proof we need than the reality that the number one symbol in the world is the notorious M from McDonald's, far in front of the Christian Cross ?

However, global interactions have enriched the world over millennia (Sen. 2006) and thus, a one-sided criticism of globalization phenomena ignores the enormous opportunities that globalization offers to both individuals and nations in increasing their ability to act (Mohn, 2005). It would be a great mistake to reject globalization in favour of insularity and isolation (Sen. 2007).

The possibility to think globally is of essential significance, but to be concerned with thoughts that are relevant to the whole world does not by itself qualify as global thinking. Instead, global thinking is an inclusive way of thinking using knowledge of and sensitivity towards the whole of humanity and the earth itself. Enough answer to the question of how people can peacefully live together ? can only be reached via a dialogue between thinkers from several parts of the world (Munshi, 2006).

Today, in an age of mass innovation, it is very likely to find profitable ways to provide solutions to the 21st century's big problems. In the field of education , less developed countries receive all which is produced in the developed ones. However, deep studies should be started before any new experience. For instance, many countries have adopted a new educational systems without any study of it, and after it causes many troubles in universities and institutions.

That is why, many critics said that the great challenge for the third world countries is how to benefit from the positive aspects of Globalization ? And how to avoid its negative effects? And even how to adopt an appropriate educational system and preserve the national identity and local values?

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