

An Analysis on Increasingly Global Manifestation of Education: A Study of Views of Faculty and Scholars of HEIS of Pakistan

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Abstract

Globalization has created the need for global citizens that have a keen awareness of the political, economic, social, and environmental concerns of our time (Bonk 2009). Rapid advancements in technology have made for profound paradigm shifts in almost every arena especially in education. The notion of global citizenship can take place as a result of both global education and the globalization of education in developing an international curriculum standard (Spring 2009). Purposes of this study were: (i). to investigate the demands of education as a business in response to globalization. (ii). to highlight the role of civil society and international organizations in the expansion of global education. (iii). to find the role of global pedagogy and curriculum in the globalization of education and global citizenship. The study was delimited to Allama Iqbal Open University Islamabad. Population of the study was consisting of teachers and students. 05 teachers of department of teacher education and 50 students of PhD were taken as a sample. The mixed method approach was used for this study. A questionnaire was used as research tool for the both population. Collected data were analyzed through SPSS by running frequencies, mean score, percentage and standard deviation. The main findings of the study revealed that global education through a business perspective, both for-profit and not-for-profit affects at the individual, local community, national government, and international organization level. With the help of new technologies, we see increased interaction between these realms, fostering new partnerships, initiatives, and standards. The clear advantage to involve organizations is that learners can experience new and better types of communication and interaction. The role of global pedagogy and curriculum is largely accepted goal for global education to help students develop an understanding of the interdependence. It was recommended that schools and institutions of higher education should work to provide students with increasingly global perspectives while teaching those highly desirable 21st century skills.

Keywords: Globalization, global education, expansion, pedagogy

1- INTRODUCTION

Implications of globalization for the process of development are fundamental. It has changed the status of relations between states, so the need for the global citizens that have an intense sense of political, economic, and social conditions of the world, has created (Robertson, et al, 2007). To understand the implications of changes as a result of education in development, it is necessary to understand the process of globalization first. These changes involve different claims in terms of skills and knowledge.

Interdependence among nations in the world is the main theme of globalization which develops reflective identifications with the world community and clarifies attitudes toward other nations (Banks, 2003). Impact of global happenings on the local and international community is the reality of the world, so students must be able to place global happenings in proper context.

A holistic and inter-disciplinary approach in which students become able to learn those skills that are fit with a new range of challenges is a challenge for education systems. The role of the civil society and international organizations is now larger in the advocacy and development of global education (Labi, 2009). Organizations such as the World Bank and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) are providing funds and their expertise with the developing nations.

In this paper, an attempt has been made to analyze the global manifestation of education through particular lenses such as the role of civil society and international organizations and global pedagogy and curriculum in the globalization of education.

2- REVIEW OF RELATED LITERATURE

In this era of globalization and technological revolution, the development of human capital can only be enhanced through education. Education is the only source which provides opportunities to citizens for better living and links it with an individual's well-being (Battle & Lewis, 2002). The acquisition of knowledge and skills can only be ensured through education. It also enables individuals to increase their productivity, improve their quality of life and enhance the economic growth of a country (Saxton, 2000).

2.1 Globalization and Global Education:

Cogburn (2000) describes globalization as “the enormous structural changes occurring in the processes of production and distribution in the global economy”. The magic word “Globalization” identifies and expresses change in every field such as economy, politics, social policies and culture (Santos in Dale and Robertson 2004: 149). Thomas Friedman, the New York Times columnist and author of the *The Lexus and the Olive Tree* (2000), explored many contradictions in the more scientific literature. According to him “Globalisation is everything and its opposite”. It can be amazingly authorize and amazingly coercive, democratizes opportunity and democratizes panic, leaves you behind faster and faster and catches you up faster and faster, enables us to reach into the world as never before and enables the world to reach into each of us as never before (p. 406).

The process of globalisation has changed the role of education in development, as it is generally argued that knowledge and skills become more important for economic development due to the competition between countries in knowledge-based goods and services. Education and skills determine that what kind of knowledge can be transferred and what kind of technologies can be absorbed in the society (Amsden, 2002). In 1981, the National Council for the Social Studies (NCSS) described global education as "efforts to cultivate in young people a perspective of the world which emphasized the interconnections among cultures, species, and the planet." The purpose for engaging in those efforts was “to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence.” So it can be assumed that global education is an activity to guide and prepare individuals for global responsibility and communal global responsibility and make them learn the ethic of a world citizen which in turn develop fairness and respect of human rights.

Global education is a broad concept and the teacher who accepts this broad concept, faces so many challenges regarding practices and materials so a sound, realistic pedagogy must be used to plan instruction that claims to serve the goals of global education. By considering researches on global education, a list has been found that comprised of some of the components of global education.

- Multiculturalism, diversity, and culturally responsive teaching
- Teaching universality and common core ideals
- Teaching with themes like war, poverty, or human rights
- Standards-based teaching and assessment
- Humanities-based instruction that is cross-cultural
- International studies with a social science orientation
- Expansion of foreign language studies
- Bilingual education
- Pedagogy for social justice
- Integration of service learning and study abroad opportunities
- World perspective studies as a way to understand local issues
- Local issues studies as a way to understand the world

2.2 Global Education as Business

To meet the growing demands of education, global education as a business focused mostly on the response of the private sector and higher education. In a globalized world, it is necessary that technology is welcomed by every country, as the essence of global education is not about who is running the classroom rather what students are learning within it (Silva, 2008). There must be collaboration between businesses, schools, and governments as they all play fundamental roles in prevailing over regional skills gaps. But it is observed that they rarely engage with each other in meaningful ways. Connecting education to employment is actually a major aim of global education that requires standards and curricula that align with labor market needs. For this companies should connect specific job needs to changes in policy and partner with educators. Relevant curricula can extend access far beyond isolated workforce development programs.

2.3 Role of Civil Society and International Organizations

Effective cooperation between government, civil society and international organization is needed to assure the best and most effective global education possible. For this it is essential that organizations involved are well aware of all the necessary components of this partnership. This will build up confidence of these parties in providing their resources appropriately and prevent overlapping in allocation of resources. For the development of global education, it needs systematic funding which is not possible for the single party so a systematic and a well organized funding is required to achieve effective objectives of global education. For achieving this global agenda, it demands planned cooperation between different parties.

Different international organizations and civil society are playing their significant role in enhancing global education. The role of these different organizations is as follow:

- World Bank

Developing world is facing inimitable economic, political, and social challenges nowadays. Educational institutions of these developing countries are trying to produce a competitive global workforce. International organizations such as the World Bank are providing financial assistance to the institutions of different countries in this regard (The World Bank Group, 2010) by providing scholarships to study abroad and for research work as well. World Bank is also supporting primary, secondary, and information communication technology (ICT) financially.

- The United Nations Educational, Scientific, and Cultural Organization

The World Economic Forum and UNESCO's program Education for All by 2015 (EFA) cooperate with other multinational firms to connect and help to achieve its goal of bringing education to all. Different projects have been launched for students to share their research work with other countries in the field of science (Draxler, 2008).

- Educational International

EI works for the improvement in status of teachers and those who work in education around the world. This organization also advocates for the welfare of students by providing funds and exchange of recourse persons and materials (Draxler, 2008). This organization also provides opportunities for teachers to visit different institutions of the world to get to know about the educational culture of these institutions and develop an interaction with them which is the main aim of global education.

- Global LAB: Learning Across Borders

The main goal of Global Learning Across Borders is to provide students and educators with cultural captivation. Its services include providing opportunities of cultural engagement such as globalization, sustainable expansion, knowledge customs, harmony and divergence studies, and literary, visual and performing arts. For this purpose conferences and seminars are conducted to share each other's views.

- Women's Global Education Project

The main theme of the Women's Global Education, Founded in 2002, that regardless of gender or economic status, everyone is entitled to an education. Women's Global is working to empower women and girls by providing them access to education and training programs to build better lives and foster equitable communities (Women's Global, n.d.). They are also providing scholarships for girls to attend school which is the global education system's biggest challenge.

2.4 Global Pedagogy and Curriculum

The officially and ideologically selected knowledge is usually reflected by curriculum which is also a vehicle for change and it also reflects social change (Apple, 1982; Paechter, 2000, p.5). Social transformation might be realized by implementation of proper curriculum (Young, 1971). Global education and its aims is a challenge for today's teacher as selection of best practices and appropriate materials to enlarge students' perspectives is a very important process.

Curriculum and pedagogy for global education involves understanding a range of learning outcomes in the global perspective, learning processes, educational and psychological theories, and more important collaboration rather than individualism and utilises advances in media and technology (eg. social software) to enhance educational outcomes and experiences. Students' academic success must be a main aim of a sound and a realistic pedagogy and curriculum but its concern must be central to the evaluation of materials and programs designed to serve global education. It should provide resources related to both content information and teaching strategies, incorporate questions related to character and ethical behaviour, accommodate the diverse ability levels of students who will be involved and encourage students to consider the perspectives of others (Jorgensen, 2000; Lebler, 2004).

2.5 Teacher Training

Teacher training institutions may include multicultural content to diversify the training as a pilot project in some institutions. However it should be available in all teacher training institutions in future. Theme of Global education should be included in-service training and staff development programmes as well.

2.6 Implementations of strategies of globalization

Strategies to promote well being and cooperation at educational institutions can be implemented. Diversified language skills should also be developed at early age which is one dimension of global education. Instruction of different languages will promote interest in different cultures and consequently interaction between different cultures will also be promoted.

Research in the field of global education and globalization of education is not very extensive; it is essential to investigate the manifestation of globalization of education as this field is indispensable with regards to curricula and pedagogies and the quality of learning materials. As solid foundation is needed for the development of global education, it requires a future oriented approach and it needs to be a long-term, organized,

diverse, interdisciplinary and source-critical attempt.

3. THE STUDY

The main purpose of the study is to investigate the demands of education as a business in response to globalization, to highlight the role of civil society and international organizations in the expansion of global education, to find the role of global pedagogy and curriculum in the globalization of education and global citizenship.

3.1 Methodology

The study was descriptive, therefore survey method was considered appropriate for the study. Public sector universities of Pakistan were taken as population of the study while 05 faculty member and 50 PhD students from these universities were taken as sample through random sampling technique. In this survey, a questionnaire was developed on five point (Likert) to know the opinion of teachers and students. In the questionnaire items were developed to investigate the demands of global education as business, to highlight the role of civil society and organization and to find the role of global pedagogy and curriculum were included. A numerical value was assigned to every option in the following way: Strongly agree =1, Agree=2, Uncertain=3, Disagree=4, strongly disagree=5. The finalized research tool was administered personally on the respective sample of Faculty of education in their classes and respective sample of students for the collection of data. Collected data were analyzed through percentage, mean score and t value. Responses of 05 out Of 05 teachers and 50 PhD students were interpreted and presented in percentage.

3.2 Survey Results and Discussion

The following section presents data analysis and results of the study.

Table 1.1 *Descriptive results of Global Education as business*

Global education as business				
		Percentage	Mean	SD
1. Fosters economic competitiveness	Teacher	60%	3.6	1.14
	Students	88%	4.2	.66
2. Ensures equity and respect for all cultures	Teacher	60%	3.8	.83
	Students	80%	4.1	.86
3. Ensures open economic opportunity to all	Teacher	80%	4.2	.83
	Students	84%	4.1	.80
4. Encompasses a wide range of modalities from face-to-face instruction to distance learning (through a range of technologies including e-learning)	Teacher	80%	4.0	.70
	Students	92%	4.3	.61

Majority of teachers and students viewed that the demand of education as a business in response to globalization is increasing day by day. They agreed that it fosters economic competitiveness, ensures equity and respect for all cultures and ensures open economic opportunity to all. 60%of teachers are agreed with the statements with mean score of 3.6 while 80% (Mean=4.20) students showed their positive attitude towards the statement that global education as business fosters economic competitiveness, similarly 60% of teachers (M= 3.8) and 80% of students viewed agree with that global education that it ensures equity and respect for all cultures. Another aspect of global education is that it ensures open economic opportunity to all which is accepted by 80% (M=4.2) and 84% of students with mean score of 4.1 while 80% of teachers with mean score 4.0 and 92% of students with mean score of 4.3 of students were agreed that global education encompasses a wide range of modalities from face-to-face instruction to distance learning (through a range of technologies including e-learning) (Amsden, 2002).

Table 1.2 *Descriptive Results of role of Civil Society and International Organizations: (World Bank, Education International, Women's Global Education Project)*

Civil Society and International Organizations: (World Bank, Education International, Women's Global Education Project)					
			Percentage	Mean	SD
5.	Increase the quality of teaching and research in universities through funding	Teachers	80%	4.2	.83
		Students	94%	4.3	.59
6.	Develop competencies for workforce success to expand educational opportunities using technology	Teachers	80%	4.0	1.2
		Students	88%	4.2	.75
7.	Advocate global issues such as education, human rights, and poverty reduction	Teachers	60%	3.6	1.14
		Students	88%	4.1	.95

As it examined that global education requires the commitment and collaboration of different organizations for its promotion; it also requires funding to increase the quality of education, this research revealed evidence that teachers and students showed positive attitude about the statements that civil society and international organizations like (World Bank, Education International, and Women's Global Education Project) play their role to increase the quality of teaching and research in universities through funding. They also contribute to develop competencies for workforce success to expand educational opportunities using technology and advocate global issues such as education, human rights, and poverty reduction. 80% (Mean =4.20) of teachers and 94% (Mean=4.3) of students were of the view that civil society and international organization increase the quality of teaching and research in universities through funding. 80% (mean=4.0) of teachers and 88% (4.2) were of the view that civil society and international organizations play a positive role in developing competencies for workforce success to expand educational opportunities using technology while more number 88% (M=4.1) of the students as compared to teachers 60% (Mean=3.6) were agreed to the statement that civil society and international organizations advocate global issues such as education, human rights, and poverty reduction.

Table 1.3 *Descriptive results of role of Global pedagogy and curriculum in the globalization of education*

Global pedagogy and curriculum in -the globalization of education					
			Percentage	Mean	SD
08.	Fosters opportunities for students to study abroad	Teachers	80%	4.2	.83
		Students	92%	4.2	.72
09.	Encourages faculty and student exchanges	Teachers	60%	3.8	1.3
		Students	90%	4.2	.87
10	Increases international student recruitment efforts, and exporting or importing programs	Teachers	80%	4.2	.83
		Students	84%	4.1	.90
11.	Increases the exposure of traditional learners to international experiences	Teachers	60%	3.6	1.14
		Students	84%	4.2	.93

Global education contents must be included in curricula at all levels as it will help students to make them adjust in other cultures when they get opportunity to study or work abroad. Both respondents (80% of teachers and 92% of students) were agreed that global pedagogy and curriculum in the globalization of education fosters opportunities for students to study abroad, 60% of teachers and 90% of students were of the view that encourages faculty and student exchanges, 80%, teachers Mean=4.2 and students 84%, Mean=4.1 were agreed that it increases international student recruitment efforts, and exporting or importing programs, increases the exposure of traditional learners to international experiences. While 60%, Mean=3.6 of teachers and 84%, Mean=4.2 were agreed that global pedagogy and curriculum in the globalization of education increases the

exposure of traditional learners to international experiences.

Table 1.4 Mean differences in views of teachers and students regarding global manifestations of Education

Group Statistics							
Dimensions			Groups	N	Mean	Std. Deviation	Std. Error Mean
Global Education as Business			Student	50	4.2	.38	.05
			Teacher	5	3.9	.37	.16
Civil society and International Organizations			Student	50	4.2	.41	.05
			Teacher	5	3.7	.36	.16
Global Pedagogy and Curriculum			Student	50	4.2	.44	.06
			Teacher	5	3.9	.44	.20

Table 1.4 showed $t = 1.762$ at $p < .08$ that there was no significance difference between the views of students and teachers that global education as business fosters economic competitiveness, ensures equity and ensures open economic opportunities while there found a positive significant difference between teachers and students about the role of civil society and international organizations with $t = 2.665$ at $p > .01$ and no significant difference was found between teachers and students about the role of global pedagogy and curriculum in the globalization of education with $t = 1.591$, $p > .117$.

Independent Samples Test t-test for Equality of Means							
	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Global education as business	1.762	53	.084	.31500	.17879	-.04362	.67362
	1.770	4.846	.139	.31500	.17793	-.14678	.77678
Civil society and international organisations	2.665	53	.010	.51333	.19259	.12705	.89962
	2.959	5.088	.031	.51333	.17348	.06970	.95697
Global pedagogy and curriculum	1.591	53	.117	.33500	.21051	-.08724	.75724
	1.596	4.843	.173	.33500	.20984	-.20971	.87971

3.3 Conclusion and Implications

In recent decades, the demand of the education of globalization and globalization of education has increased so much and it has become means and ends itself. The study respondents believed that globalization has fostered economic competitiveness among the people. Global education and education for globalization develop respect for all cultures while mutual dependency and responsiveness have become the parts of globalization. New solutions and new challenges in learning through new technologies have emerged in the education structures which are addressing issues of education, poverty and human rights simultaneously. Global education is motivating students to share their own ideas and creating opportunities to exchange programs to get to know different cultures. Peace education, respect of human value and human rights, cooperation and tolerance can also be promoted through joint projects, problem-solving and democratic decision-making (Saxton, 2000). So it can be concluded that internationalism should be an object of teaching and learning.

Study results confirmed that global pedagogy and curriculum is the demand of our new world, it creates opportunities for students to gain global experiences and create a fascinating transformation of education systems. It is also observed that school curricula should define the role of global education in different subjects. International themes can also be inculcated through the work of the Youth Parliament and school clubs to increase the rate of cooperation among students. While blending of public and private, national and international organizations such as World Bank, Education International, and Women's Global Education Project foster new partnerships in improving the standards around the world. This mutual partnership can play its role to bring about changes in higher education system and in bringing different countries close to each other.

On the basis of the present study and especially students' views, it is critical that as teachers, educators and mentors, we need to prepare students for a world where borders between continents are blurred, where companies will be formed over the Internet and where learning about other cultures in classrooms will be as ubiquitous as learning to read.

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