Globalization may be defined in several ways, and from different perspectives. One can talk about globalization as the widening and deepening of international flows of trade, finance and information in a single, integrated global market. An alternative would be to describe it as the increasing linkages between the world’s people (including the international spread of cultures...as well as diseases and crime) as natural and artificial barriers fall. Or, one can refer to it as the transformation (shrinking) of the world into a global village, as borders disappear, distances shrink, and time shortens. The impact of globalization on culture and educational system is a major concern. Some people saw it as a treat for traditional institutions such as the family and the school, another argument saw benefits in overturning traditional and developing modern attitudes. These papers will analysis the positive and harsh realities of globalization on education for developing countries. Effective education systems are the foundation of opportunities to lead a decent life. Ensuring that all children have adequate access to education is essential public sector function for countries at all income level. The paper argues that education is a core element of society, and the foundation of democratic choice. The large difference in opportunities in education between countries is one of the basic causes of global inequality. People can only contribute and benefit from globalization if they are endowed with knowledge, skills, and values and with the capabilities and rights needed to pursue their basic likelihoods.

Key Words: Globalization, Inhabitants, livelihoods, communication, migration, Global Economy, Collaboration, Marginalization, Human rights, Global sharing
INTRODUCTION

Globalization is a complex phenomenon that has had far-reaching effects. Not surprisingly, therefore, the term “globalization” has acquired many emotive connotations. At one extreme, globalization is seen as an irresistible and benign force for delivering economic prosperity to people throughout the world. At the other, it is blamed as a source of all contemporary ills.

UNDP in Human Development Report (1999) describes globalization as the increasing interdependence of the world’s inhabitants, on an economic, technological, cultural, as well as political level. It is seen as a general tendency towards the liberalization of economic trade, a wider circulation of capital, goods and products, and a quasi-abolition of national borders. The speed of communication and the relatively low cost of processing information have caused distances to be eliminated. The categories of time and space have been completely overturned. Models of consumption, values, and standardized cultural products thus tending to make behaviors and attitudes more similar and wipe out differences across the globe.

To meet the challenges of globalization, it would in fact appear necessary to prepare individuals for a workplace where responsibilities are constantly changing, where vertical management is replaced by networking, where information passes through multiple and informal channels, where initiative-taking is more important than obedience, and where strategies are especially complex because of the expansion of markets beyond national borders. Therefore, education must help individuals to perform tasks for which they were not originally trained, to prepare for a non-linear career path, to improve their team skills, to use information independently, to develop their capacity for improvisation as well as their creativity, and finally to lay the basis of complex thinking linked to the harsh realities of practical life.

GLOBALIZATION, EDUCATION AND LIFELONG LEARNING

People can only contribute and benefit from globalization if they endowed with knowledge, skills and with the capabilities and rights needed to pursue their basic livelihoods. They need employment and incomes, and a healthy environment. These are the essential conditions which empower them to participate fully as citizens in their local, national and global communities. These goals, can only be reached if national governments allocate adequate resources to education, basic infrastructure and the environment, and create the institutional framework which ensures broad access and opportunity.

Education is a major concern for all societies. As the foundation and essential driving force of economic, social, and human development, education is at the heart of the change that is dramatically affecting our world in the areas of science, technology, economics, and culture. It is the reason behind social change and scientific progress, and in its turn, it is subjected to the results of progress that it itself has engendered, both with regard to content as well as methods and established aims.
In order to integrate into the world economy, people must not only acquire the knowledge and tools of traditional knowledge, but above all, they must be capable of acquiring new skills demanded by a knowledge society. Indeed, the resulting rapid change in technological and scientific knowledge make learning a permanent process, a lifelong learning process in the words of the Report of the International Commission on Education for the 21st Century to UNESCO, entitled: Learning, the treasure within.

Lifelong learning is based on the following four fundamental precepts:

- Learning to know, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

- Learning to do, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with a large number of situations and work in teams. It also means learning to do in the context of young people’s various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses alternating study and work.

- Learning to live together, by developing an understanding of other people and an appreciation of interdependence, - carrying out joint projects and learning to manage conflicts – in a spirit of respect for the values of pluralism, mutual understanding and peace.

- Learning to be, so as to develop better one’s personality and be able to act with increasingly greater autonomy, judgment, and personal responsibility. To that end, education must not disregard any aspect of a person’s potential: memory, reasoning, aesthetic sense, physical capacities, and communication skills.

SOME POSITIVE AND HARSH REALITIES OF GLOBALIZATION

Although globalization seems to be unavoidable to many countries and numerous initiatives and efforts have been made to adapt to it with aims at taking the opportunities created from it to develop their societies and people, in recent years there are also increasing international concerns with the dangerous impacts of globalization on indigenous and national developments. Various social movements have been initiated against the threats of globalization particularly in developing countries. The negative impacts of globalization include various types of economic, political, and cultural colonization by advanced countries on those developing and under-developed countries. Inevitably, how to maximize the opportunities and benefits from globalization to support local developments and reduce the threats and negative impacts of globalization will be the major concerns of developing countries.

As mentioned above, globalization is creating opportunities for sharing knowledge, technology, social values, and behavioral norms and promoting developments at different levels including individuals, organizations, communities, and societies across different countries and cultures. In particular, the advantages of globalization may include the following.
Global sharing of knowledge, skills, and intellectual assets that are necessary to multiple developments at different levels;

Mutual support, supplement and benefit to produce synergy for various developments of countries, communities, and individuals;

Creating values and enhancing efficiency through the above global sharing and mutual support to serving local needs and growth;

Promoting international understanding, collaboration, harmony, and acceptance to cultural diversity across countries and regions.

Facilitating communications, interactions, and encouraging multi-cultural contributions at different levels among countries.

At the same time, globalization, potentially creating serious negative impacts for developing and underdeveloped countries. This is also the major reason why there have been so many ongoing social movements in different parts of the world against the trends of globalization particularly in economic and political areas. The potential negative impacts of globalization are various types of political, economic, and cultural colonization and overwhelming influences of advanced countries to developing countries and rapidly increasing gaps between rich areas and poor areas in different parts of the world. In particular, the potential negative impacts include the following:

- Increasing the technological gaps and digital divides between advanced countries and less developed countries;
- Creating more legitimate opportunities for a few advanced countries for a new form of colonization of developing countries;
- Increasing inequalities and conflicts between areas and cultures; and
- Promoting the dominant cultures and values of some advanced areas.

GLOBALIZATION AND UNBALANCED ACCESS TO EDUCATION

Many people believe that, education is one of key local factors that can be used to moderate some impacts of globalization from negative to positive and convert threats into opportunities for the development of individuals and local community in the inevitable process of globalization. How to maximize the positive effects and minimize the negative impacts of globalization is a major concern in current educational reform for national and given the phenomenon of “globalization”, economic growth of the last decades has been accompanied by a worsening of inequalities in the world and in particular, inequalities of access to knowledge.

Integration into world economy today’s implies not only mastery of traditional knowledge but also the capacity to acquire the new skills required by a knowledge society. It is therefore evident that an unequal sharing of the new communication and information technologies only serves to reinforce existing inequalities.
While education deficits are obviously greater in developing countries, this is a major issue in developed countries as well. In many industrialized countries there is a persistent problem of illiteracy and low skills, which is an important source of social exclusion. Unequal access to education also fuels growing wage inequality and worsen the income distribution. The uneducated and unskilled in industrialized countries face severe disadvantage in an increasingly competitive global market.

However, the provision of both primary and secondary schooling increased during the 90s across the globe, but progress is inadequate and hides the differences between countries and regions. The OECD countries, for example, spend 100 times more per pupil in primary and secondary education than low-income countries. There are many evidences indicate that the more rapid progress is possible if the political will and the resources exist, in high- and low-income countries alike.

All countries which have benefited from globalization have invested significantly in their education and training systems. Today women and men need broad based skills which can be adapted to rapidly changing economic requirements as well as appropriate basic skills which enable them to benefit from information technology, increasing their ability to overcome barriers of distance and budgetary limitations. While Internet technology is not particularly capital-intensive, it is very human capital-intensive. Sound education policy also provides an important instrument to offset the negative impacts of globalization, such as increasing income inequalities, with effects which may ultimately be stronger than labour market policies.

Education is a core element of society, and the foundation of democratic choice. The large differences in opportunities in education between countries are one of the basic causes of global inequality. Furthermore, international migration allows rich countries to benefit from the investments in human capital made in poor countries – giving them a responsibility to support the education systems where those investments are made.

The development of a national qualifications framework is also an important foundation for participation in the global economy, since it facilitates lifelong learning, helps match skill demand and supply, and guides individuals in their choice of career. Access to training and skills development for women is often hindered by family commitments, indicating a need for childcare facilities and possibilities for distance learning. Other priorities include recognition and upgrading of skills for workers in the informal economy and the adaptation of training to accommodate workers with no formal education.

GLOBALIZATION, EDUCATION, AND TECHNOLOGICAL GAP

In today’s global economy and information society, knowledge and information are the keys to social inclusion and productivity, and connectivity is the key to global competitiveness. Yet in our unequal world the networked economy is able to incorporate all that it regards as valuable, but also to switch off people and parts of the world that do not fit the dominant model.
Technological capability is essential. Countries need the communications infrastructure and the production system which can process and use information for development; and people must have access to the knowledge and the ability to use it, in order to participate, take advantage of and be creative in the new technological environment. That puts education and skills at the centre of a fair and inclusive globalization.

Online distance learning could become a powerful tool for developing countries – reducing the need for expensive physical infrastructure for tertiary and vocational educational facilities and enabling investments to be made instead in communications equipment, with curricula and teaching provided through regional initiatives. The Global Distance Learning Network (GDLN) is one such initiative. It is a worldwide network of institutions which are developing and applying distance learning technologies and methods with a focus on development and poverty reduction. Such networks are likely to play an important role in building technological capabilities by:

- Increasing the technological gaps and digital divides between advanced countries and less developed countries that are hindering equal opportunities for fair global sharing.
- Global sharing of knowledge, skills, and intellectual assets that are necessary to multiple developments at different levels.
- Creating more legitimate opportunities for a few advanced countries to economically and politically colonize other countries globally.
- Mutual support, supplement, and benefit to produce synergy for various developments of countries, communities, and individuals.
- Exploiting local resources and destroying indigenous cultures of less advanced countries to benefit a few advanced countries.
- Creating values and enhancing efficiency through the above global sharing and mutual support to serving local needs and growth. Increasing inequalities and conflicts between areas and cultures.

ILO argues that promoting international understanding, collaboration, harmony, and acceptance to cultural diversity across countries and regions by promoting the dominant cultures and values of some advanced areas and facilitating multi-way communications and interactions, and encouraging multi-cultural contributions at different levels among countries. Clearly, the management and control of the impacts of globalization are related to some complicated macro and international issues that may be far beyond the scope of this paper.

The increase in poverty in the world is the most tragic phenomenon in this era of abundance. It is the cause of marginalization and the exclusion of increasingly bigger groups of the world
population and in particular, affects children, the young, and women. As a consequence, we see
the development of cultures of poverty and marginalization that lock the same people into the
cycle of poverty and reinforce their exclusion.

But it is still the inequality with regard to knowledge that constitutes one of the biggest
challenges of our societies. The traditional raw materials and non renewable natural resources
under threat of extinction no longer occupy the most important place in the process of production
and development. It is knowledge in itself that has become one of the key resources of economic
growth. We thus see a new category of workers appearing on the scene, “knowledge workers”.
Without knowledge, you are subject to marginalization and progressive exclusion, but the
 corollary is also true. “The higher the level of education and training of a country’s population,
the more chances a nation has of seizing opportunities and minimizing the social cost of
technological change and the transition towards a more open economy”.

GLOBALIZATION, EDUCATION AND HUMAN RIGHTS

Education has been proclaimed an integral part of human rights. It must be free and compulsory
with regards to basic, elementary teaching. Vocational and technological teaching must be
widely available and access to higher education available to all equally, on the basis of merit.
Education is also the driving force behind economic growth and human and cultural
development. The application of policies of compulsory basic education for all and investment in
quality teaching have meant governments and experts have been able to measure the impact on
populations and the society as a whole. That impact can be seen in improvement in health,
lowering of the rate of demographic growth, reduction of child mortality and increase in life
expectancy. Education also means that populations become aware of their rights and obligations
as citizens and are thus able to participate actively in the construction and management of life in
their communities.

According to studies undertaken by UNESCO as well as by UNDP, the world economic crisis,
which dominated the eighties, spread in virtue of the constraints imposed by economic
globalization. It was also pointed out that “the process of restructuring and social adjustment that
have taken place in most countries and are still taking place in some, seem to have had a lasting
effect on national politics at the expense of education.” The education sector has not yet acquired
the right to benefit from special treatment or to be exonerated from the application of policies
limiting public expenditure in general.

CONCLUSION

In analyzing the impact of globalization on education the researcher agrees that it has some good
and bad effect on the people in the developing and underdeveloped countries. Education should
not be separated from its lofty ideals that aim at producing good individuals as well as good
citizens who will have a good relationship with God Almighty, fellow human beings, with the
environment. These countries should invest more in education. Governments in these countries
must monitor all institution of higher learning especially the ones established by the West so that they offer affordable education for the people to gain tertiary education.

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