Education and Globalization: conceptual and visionary approach
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ABSTRACT
The current paper attempts to explore three main aspects of education and globalization. First is to shed light on the concept and the historical origins of globalization. Second is to investigate the different dimensions of globalization including economic, political, cultural, and social dimensions. Third is to investigate and discuss the challenges and manifestations of globalization. Emphasis will be made on the conceptual and visionary aspects of educational transformation and its role in enhancing education globally.

Keywords: Educational transformation; globalization; educational concepts and visions.

1. Introduction

Knowledge is greatly recognized as the most important element in creating and sustaining more effective performance of nations. The applicable creation of comprehension depends upon knowledge transfer, knowledge sharing and organizational learning in universities play a vital role, as they are intrinsic drivers for a government’s economic and modernization agendas; including enhancing innovation, internationalization, competitiveness, and improving quality of life (Li-Hu et al., 2011). Accordingly, education considered as a template, which formulated the character of the nation, and formed its philosophy of existence by working to mentor and extend the individuals' practices in the line with general trends and the best benefits for the nation. In order to declare continuity of education, it is obligated to consider its developments in order to be a tool for the social transformation in harmony with the renovated accumulation of knowledge and technical and other developments, which help to expedite the economic growth and cultural prosperity (Noureddine, 2007).

The Higher education systems in every country, developed and developing, are submitting to diverse types of changes, which are often interrelated. Globalization one of these changes which widely influences higher education systems. The globalization of professions and mobility of experts both create stronger pressures on institutions to deliver qualifications to the international
labour market and concern over the comparability of educational standards (UNESCO, 2008). Moreover, in the company of increasing pressures to adapt to a rapidly changing social, technological, economic and political force emanating from the instantaneous as well as from the broader post-industrial external environment. The unprecedented growth, complexity and competitiveness of the global economy with its socio-political and technological effects, have been influencing higher education institutions to rapidly respond to the environment changes (Bartell, 2003). In the contemporary knowledge economy and globalization combination, these rankings have added pressure on university leaders to compete and cooperate internationally (Horta, 2009). Furthermore, the growth of globalization and of the knowledge society has led to systemic and institutional changes in higher education systems, and has required universities to adapt their character and functions to meet elaborate societal claims and anticipations (Mok & Welch, 2003). Therefore, the theme of internationalization in higher education has gained increasing relevance and attention by researchers and policy makers analogously. For higher education institutions, and more concretely, prominent national universities oriented to research activities, the dynamic environment has meant a new challenge: having activities increasingly performed cooperatively and competitively at the global level (Teichler, 2004).

Thus, the importance of globalization cannot be denied whether it will eventually lead to a greater common good, or tend to increase the level of human misery, might largely depend on how well and to what ends people apply the connections nowadays being established (Landes et al., 2010). Nevertheless, the globalization in its broadest appreciation supplies fully individuals in whole around the world in the company of major challenge and pose significant implications for how optimum to prepare future world citizens to meet these challenges (Adams & Carfagna, 2006).

2. The Historical Origins Of Globalization

Origins of Globalization draw vastly on ancient sources and modern economic theory to detail the concept of “known world” globalization, arguing that a mixed economy existed in a variety of forms throughout the ancient world. By analyzing the business practices of the ancient world the authors provide readers with a unique historical interpretation of the contemporary globalised economy and a strong theoretical framework for future historical economic analyses (Moore & Lewis, 2009).

Thomas Friedman (2000) points out that the history of globalization divides into three periods: Globalization 1 (1492-1800), Globalization 2 (1800–2000), and Globalization 3 (2000–present). He states that Globalization 1 involved the globalization of countries, Globalization 2 implicated the globalization of companies and Globalization 3 involves the globalization of individuals.

Via the another point of view, Robertson (1992) Identifies the stages of the emergence of globalization by the following five stages; The embryonic stage, which lasted in Europe given that the beginning of the fifteenth century until the seventeenth century; Stage of evolution, which have lasted in Europe since the eighteenth century until 1870; Start-up stage, which lasted
from 1870 to the twenties of the twentieth century; Stage of the struggle for hegemony, which lasted from the twenties of the twentieth century until the mid-twentieth century; uncertainty stage, which started in the second half of the twentieth century and led to trends and crises in the nineties.

The Islamic Golden Age was also an important early stage of globalization. A globalization of crops, trade, knowledge and technology has yielded when Jewish and Muslim traders and explorers established a sustained economy across the Old World. Globally significant crops such as sugar and cotton became widely cultivated across the Muslim world in this era, while the necessity of learning Arabic and completing the Hajj created a cosmopolitan culture (Hobson, 2004). Nonetheless, the phenomenon of globalization began at the end of the fifteenth century, after the defeat of the Arab Islamic state in Andalusia and the emergence of Kingdom of Spain, Portugal, Holland, and Great Britain, and a shift in the values of the World Trade (Haseeb, 2001).

3. The Concept Of Globalization

The term globalization has abundant definitions and concepts, some positive and other negative (Beck, 2000; Carnoy and Rhoten, 2002; Friedman, 2000; Held et al., 1999; Striano, 2009).

According to Thomas Friedman (2000), globalization is (everything and its opposite. It can be incredibly empowering and unbelievably coercive. It can democratize opportunity and democratize panic. It departs from you behind more rapidly, and it catches up to you faster and faster. While it is homogenizing cultures, it is also enabling people to share their individuality farther and wider. It makes us want to chase after the Lexus more intensely than ever and grip to our olive trees more tightly than ever).

However, globalization is a set of processes which embodies a transformation in the spatial organization of social relations to generate transcontinental flows and networks of activity (Held, et al. 1999). Consequently, this process is leading toward the development of trans-world or trans-border relations that result in deep-seated transformations in the way people live, experience, and understand social space, and these changes are having a very strong impact on social and political practices (Striano, 2009).

On the one hand, globalization is a force reorganizing the world's economy, where knowledge and information have become increasingly the main sources of this economy (Carnoy & Rhoten, 2002). Likewise, Beck (2000) gave a definition of globalization as Live and acts with override the barriers of distance and every national, religious and even continental.

4. Manifestations Of Globalization

Globalization is laborious to clarify and has described as being contradictory. However, is a term that illustrates the increased movement of people, knowledge and ideas, and goods and money across national borders that has led to raise the interconnectedness among the world's
populations, economically, culturally, socially, and politically? Furthermore, it cannot be denied that globalization is playing a major role in reshaping economic, political, social, and cultural.

5. Economics Manifestations

Increasingly, economic activity has become more globally oriented and integrated over the past two centuries. Some economists argue that it is no longer meaningful to conceive in terms of national economies; international trade has become central most regional and domestic economies around the world (Feser, 2007).

One of the most important manifestations of globalization is providing new ways for higher education institutions to stay connected globally. This definition covers more concepts rather than traditional forms of global engagement; such as study abroad, receiving international students and scholars, and working in partnership with institutions in other countries. Colleges and universities are seeking to have a global occupancy or a global footprint by demonstrating a physical presence abroad and offering instruction to students in their home countries. The previous decade has seen the rapid growth of the United States of America, the United Kingdom, and Australian higher education institutions offering degree programs and establishing branch campuses overseas (Becker, 2009). This cross-border or transnational activity, provides educational possibilities for students to have access to a Western education in their home countries.

The education systems of many countries, particularly developing ones, often experience first-hand the manifestations of globalization. Maharaj (2011) asserts that education decentralization is one of the most significant public policy manifestations of globalization. However, it suffers from an even greater lack of understanding, particularly in terms of implementation and impact. This issue is an unsettling distinctive of decentralization and improvement since decision-makers have confidence the implications of acts that have bitten precedence-aware remedies based on little empirical knowledge, and few decisions are created reflectively and with insight by decision-makers (Jones, 2010).

6. Political Manifestations

The main effect of globalization is on the political field, although an agreement between social scientists about the nature and extent of impact on national and international politics. Some political scientists argue that globalization weakens the nation-state and global institutions that gradually takes over the functions and power of the nation-state. Other social scientists believe, but certainly increasing global inter-connectivity as a result of significant changes in world politics, especially in international relations which mean the way states relate to each other. The nation-state will remain at the centre of international political activity (Mandaville, 2007). Wallerstein (1998) indicates the transformation of the world system assets have been affected by several regression crises.
7. Social Manifestations

In fact, the procedure of globalization has two aspects. The first refers to those considerations are such as flows of information, investment, trade, technology, cross-border production systems, and communication, which bring societies and citizens near together. The second refers to policies and institutions, such as trade and capital market liberalization, international ethics for labour, the environment and other issues. Agreements on intellectual property rights and alternative policies at national and international levels, pursuing the mixing of economies and countries supported. Within the latter context, the prevailing pattern of globalization isn't an inevitable development - it's a minimum of partly the merchandise of political choices. Whereas technological amendment is irreversible, policy is modified. Technological advances have broadened the political decisions obtainable (Lynch, 2000).

The social dimension of globalization refers to the impact of globalization on the life and work of the individuals, their families and their societies. Issues and considerations are usually raised concerning the impact of globalization on employment, operating conditions, income and social security. Beyond the globe of labour includes the social dimension of security, culture and identity, integration, exclusion and cohesion of the family (Gunter & Hoeven, 2004).

8. Cultural Manifestations

The global media system (which includes education) is one a part of cultural globalization. Internationalization is another term widely used by educators these days that usually refers to either 1) the inclusion of international and intercultural parts within the numerous aspects of the domestic instructional system (curricula, teaching and learning processes, research, extra-curricular activities, etc.), or 2) the event of transnational or cross-border instructional opportunities, that involve students, teachers, scientists, programs, courses, curriculum, and comes moving between countries and cultures (Knight, 2004).

Technology has currently created probability the chance and even the likelihood of a world culture. The web, satellites, fax machines, and cable TV are sweeping away cultural boundaries. World entertainment corporations form the perceptions and dreams of normal voters, wherever they live. This expansion of values, norms, and culture tends to push Western ideals of capitalism (Tassey, 2008).

The impact of globalization on culture has largely been viewed in an exceedingly pessimistic approach. Typically, globalization has been related to the destruction of cultural identities, the overwhelming power of sure cultures that are ready to export their image, as well as, at its paroxysm, the accelerating of the homogenized, westernized shopper -or capitalist- culture. Critics of globalization contend that, though cultural loss, running over the worlds' distinctive cultures and threatening to show the world into one distinctive cultural supplier (Pieterse, 2009).

Zhenzhou and Postiglione (2008) stated that a lot of the international students learning in China are literally members of ethnic minorities within the countries from which they come. Globalization not solely results in a lot of internationalization of universities, but also makes
ethnic minorities and ethnic minority cultures salient. This trend of internationalization is removing, voluntarily or forcibly, the boundaries of the many original units within the economic, cultural, and political fields.

9. The Challenges Of Globalization In Higher Education Sector

Higher education, at the side of the remainder of the globe, is facing a significant crisis. Although the knowledge world has become “flat” (Friedman, 2006), higher education has not. Higher education bears responsibility for manufacturing an informed population with the data and skills to achieve success in an exceedingly “flat world” however isn't fulfilling that responsibility. To fulfill the challenges of the worldwide data economy, higher education leaders have to be compelled to modification their priorities (Mihel, 2010). Over decades of time, the education system has witnessed a dramatic shift on account of the structural changes within the society. Within the recent years, huge changes in policy, governance, structure and standing of upper education are taken place everywhere the globe. Environmental changes, like privatization, diversification, decentralization, globalization and increased competition are common to most countries. These changes have a control on how higher education establishments operate currently days and that they are seen because the driving forces for the marketization of higher education (Manish, 2010).

The ICT revolution has in many ways facilitated and sped up the method of globalization. However, ICT cannot take sole credits for the phenomena. Education and R&D don't seem to be spared from these pressures and have capitalized on the opportunities of globalization. The growing trends towards transnational higher education, where developed countries like UK and Australia export their instructional programs to countries in Asia, are manifestation of this. These programs not solely equip native students with the data and skills however additionally transmit foreign values and attitudes (Yahaya & Abdullah, 2003).

Lutz (2011) argues that technology, if used inappropriately, will decrease students’ capability for drawback solving, freelance thought, and analytical thinking. Acceptable use of technology needs that technological resources be used to facilitate an education that goes beyond a content-based curriculum. Globalization needs graduates with over mastery of technology and material.

In the face of the increasing international competition for college students, a key challenge for universities is to work out a way to attract and retain students. Above all, identifying and then satisfying students’ expectations has become the key in competing against alternative establishments (Durvasula et al., 2011).

The fast demand for higher education has created it troublesome for any country to satisfy the aspirations of students and their families (Karmokolias & Maas, 1997). the rise in demand for higher education and its rising prices has caused the general public sector to either be unwilling or unable to accommodate this demand, each in developing and developed countries (Patrinos, 2000). This phenomenon has resulted in an exceedingly “crisis of affordability” (Morgan-Klein & Murphy, 2002).
In globalised knowledge-based surroundings, analysis and innovation is significant to the core of a country’s competitive advantage. Thus, one among the challenges to analysis and innovation within the international world is that the issue of funding further as international competition. Research in the present time should ultimately cause tangible outcomes or has impact in terms of improving the socio-economic well-being of the state. This remains a significant challenge associated with the challenges of globalization for universities across the world (Yahaya & Abdullah, 2003).

Universities are facing one of the most exciting times, since globalization implies the likelihood of taking advantage of necessary opportunities; however additionally it bring challenges and poses serious issues for the longer term, by created lecturers additional mobile, prompting the migration of skilled labour and fostering the brain drain (Vandamme, 2000).

Another challenge of globalization in relation to higher education is that the issue of quality. As education becomes additional of a worldwide commodity and access to education being borderless, there's a desire to make sure that the standard of education that a university provides matches those of “competitors” globally. Not solely can university be ranked and compared intra-nationally however additional and therefore the want for international benchmarks become necessary (Yahaya & Abdullah, 2003). Therefore, as a consequence of globalization and a contest for well-paying international students, the pressure on quality of education can intensify. Additionally can doubtless lead to increasing demand for educational coaching? At an equivalent line, this may be any complemented by additional demand for prime quality education for

Altbach et al. (2009) outline the internationalization as the type of policies and programs that universities and governments implement to respond to globalization. Internationalization as a challenge of globalization additionally meant that education has got to be viewed from a worldwide context as global commodity. Internationalization additionally meant that curriculum got to be international. Another facet of internationalization that is expounded to the problem of quality is the need for academic reviews and also Board of Studies from international panel in order that the programs have reputable international benchmarks and standing. The search for international accreditation and world standards are a part of the internationalization efforts towards meeting the challenges of globalization (Yahaya & Abdullah, 2003). Thus, Malaysia is one of the countries in South East Asia. It’s additionally been reported that several countries are unable to fulfill the growing demand for higher education. The challenge was the increasing of access to higher education and maintains standards. The enrolment rates within the public tertiary educations establishments are increasing since 2000 (Benjamin et al. 2011).

10. Conclusion

The purpose of this paper has been to contribute to the debate and provide concise picture on the impact of globalization on higher education sector and focus on the issues of globalization in Higher education systems. In addition, to assisting higher education institutions to develop suitable strategies aimed to enhancing their ability to confront the challenges of globalization.
In order to overcome these challenges, colleges and universities must ensure that curriculum and teaching methods must be relevant in today's global marketplace, as the effects of globalization require not only new academic subjects, but they also present new ways of pedagogy. In the same manner, the higher education institutions should discard academic traditions, using technology more effectively, and emphasizing critical-thinking and problem-solving skills may help institutions of higher education better prepare students for the global knowledge economy.

References