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## Globalization and Education for All - The Challenge of XXI Century

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### Abstract

Recently more and more talk about "globalization" with loads of semasiological variety: mainly economic but also cultural. Many perceive it as a significant progress, others as an undisputed threat. However, despite the euphoria that faces this phenomenon, globalization is an evolving process. Fact remains that this is a progressive development of economic, scientific, political, and cultural of all peoples of our planet has turned it into a big city with many differences, in particular in education and educational activities. In this paper, we will try to illuminate fundamental issues as: a) understanding notion of globalization in relation to both pedagogical principles in the field: the integrity and completeness; b) elements of globalization, as a necessary process and development factor and c) "Education for all" challenges for the XXI century. The content of global education in the scientific publication is given analytical processing, linking globalization in education with the development of democracy and human rights, global ethics, the influence of European norms, standards and the global world, the impact of European and world norms and standards, as well as the penetration of global civic cultural elements.

**Keywords:** Process, democracy, globalization, education, economy and culture.

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### 1. Introduction

One of the most current topics related to the reality of today's socio-political, cultural and economic development is certainly globalization and education. Education is a fundamental human right. It is the key to sustainable development, peace and stability within and between countries. It is an indispensable tool for active participation in the economy and society of the XXI century, which affects the rapid globalization.

Although the word "global" is outdated almost 400 years, the use of the words "globalization" appeared somewhere in the 1960's of last century (Pajaziti: 2009). According to Joseph Nye, "globalization, in its essence, describes and records no more than one world, which is characterized by networks of links that include the space of several continents and it focuses on the forces and dynamics or the rate of these changes" (Ibid.). In fact, globalization examines the events and problems on a global basis, which means - as large as a whole, so in thorough and worldwide order (Rexhepi: 2008).

In the last decades of this century, globalization is a phenomenon with great impact on all economic, social, political, characteristic. It's undoubtedly a new reality. *"It is no longer just" a phenomenon that is happening" "a challenge that is conditional and affects only large and developed countries" - says Prof. Dr. Adrian Civici - or even more, "the influence of various economic and financial nature in our daily life", to be faced as challenges"* (Civici: 2008).

In this context, globalization is not to be understood as a further market development and global economy, but as a phenomenon of the so called "world without borders" (Spivak: 2008). This means that globalization cannot be treated as a phenomenon which has a fixed starting point and a precise definition. The unequal distribution of natural resources causes all world countries to be increasingly interdependent on products and services offered by other countries, which they themselves did not possess and therefore cannot produce.

It urged greater mobility of people from one country to another country and it has to have a combination of cultures through educational adaptation, cultural and social conditions. In this context, globalization as general social process is absolutely indispensable for the general education and human rights education throughout life. Demands of globalization and trends of very rapid development of technology, technology and society in general make it very necessary for developing countries but also those developed have to create such policies for these processes to be directed towards coping with all these major changes in world (Maloku: 2012).

For all of these changes to be forwarded, the globalization of education can be considered as a tremendous challenge for all countries and for those with a high development but especially for underdeveloped countries because

transfer of these trends requires adaptation and integration of many domains or areas of society in general developments in the world.

One of the most important areas in preparing people to cope with these dynamic developments in the world undoubtedly is the immediate avail of education and education for all and in this context with special emphasis may be mentioned the tendency of orientation or training of individuals to the need for education or lifelong learning.

Reaffirming The World Declaration on Education for All (Jomtie 1990), supported by the Universal Declaration of Human Rights and comment on the rights of children, "that all children, youth and adults have the human right to benefit from an education that respond to the needs of those basic learning, meaning better and more complete understanding of words, an education that includes education to be known, lived, produced in community" (Senegal: prill 2009).

The report on "Evaluation of Education for All" of the OECD, composed in 2000, showed "that educational development is in significant progress in many countries. But it is unacceptable that in 2000, there were over 113 million children not attending primary school, 880 million adults illiterate, gender discrimination continues to permeate education systems and quality of learning and acquisition of human values and skills is far from aspirations and individual needs of the day" (Healy: 2001).

Youth and adults "were not guaranteed opportunities for knowledge and skills needed to secure employment and full participation in society. Without accelerating the progress toward the globalization of education for all universally adopted national targets for poverty reduction will not be achieved and inequalities between countries and within society will deepen even further" (Ibid, p. 14).

During the last two decades, "even more it is becoming more imperative that each individual should be lifelong learner" (Connell: 2012). This due to the fact that within a generation it estimates an average approximately 65 to 70 years for changes to occur from birth to death (Lisbonè: mars 2000).

## 2. Globalizations' dimensions and adult education

The level of education of a nation is one indicator that affects the entire development of a state. It also determines its tendency to be even a relevant factor in policy making even more outside the country. At the time of technological revolution and massive globalization, "the knowledge and intellectual potential is a key resource that develops a country" (Rushiti: 2012). Quality education at all levels is the primary mechanism for overcoming the challenges of the postmodern world, a world with an uncertain future, subjected to a ruthless competition, fairly and equally enigmatic risks. In the year 1993, Drucker said: "The means of production are no longer capital. Capital resources are neither productive nor labor forces but knowledge" (Ibid, p. 127).

Today, struggles to find ways of technological, educational, scientific, and cultural efforts to promote the values that bring productivity and innovation in the work process are some of the factors that dictate the perspective of a country and society in general. In circumstances when the world faces a significant trend of its technological development, the outlook on its future radically change when political and economic globalization are evident, education for all is necessarily set before updating and reforming the system not only in form but also its contents and these steps will successfully challenge to new situations.

In this context, it should be underlined that education in general should not be contingent on the goodwill of the circles of power, political parties or structures that govern educational institutions. But instead, "it should be imperative of real requirements that correspond to real time, the achievements and trends in contemporary society" (Steger: 2009). Also, education should take a new look because of exposure of even more significant processes arising from the significant impact of globalization not only economic, but also cultural, religious, linguistic and political transformations of labor market requirements.

Based on European and global norms and standards and theoretical explanations, especially on globalization to education, we can rightly say that the challenges of the XXI century cannot be handled alone by governments, organizations or institutions for public or nonpublic, but more than ever needs the energy, imagination of genius in people and their full, free and strictly participation in every aspect of life. Learning for youth and adults is one of the primary tools to significantly enhance creativity and productivity, in the broadest sense of them. On the other hand, these are necessary to deal with complex and interrelated problems of a world dominated by rapid changes and increased risk.

By globalization of education, it is important to realize development and change of schools and education not only in a state or region, but also in other countries and regions in the world. Thus, problems of education cannot be treated isolated as to the size of the "Economy" and that of "Politics" but they are interwoven with each other historically. This

combination is not only made of international actors but also thematic areas relevant to the particulars made part of globalization.

The XXI century challenges require "creativity and competence of citizens of all group ages to alleviate poverty, consolidate democratic processes, reinforce and protect human rights, unfolding culture of peace to promote active citizenship, strengthen the role of civil society to ensure gender equality and justice, to promote the empowerment of women, to recognize cultural diversity (including language use and disclosure of justice for minorities and indigenous people) and a new partnership between state and civil society" (IIZ/DVV: 2002).

Various dimensions form their changeable shapes with "globalization" because in fact it is important to see what elements are parts of globalization, although globalization of education represents the beginning of a significant driving force in education. But equally important is understanding that not everything is part of globalization or set it decisively.

It should be emphasized that even globalization has its limits. This aspect should be considered as a next step for special treatment in content by academics from different countries of the world. In this context, we should keep in mind that on one hand it comes to determining the areas of content, which are mutually dependent to large main elements of this process and on the other hand, it comes to distance itself from the power of the concept and its ubiquitous use, so that we can clearly define its boundaries.

Regarding the definition of content for globalization of education, it must be said that in 20 - years, by some author or group of authors and numerous academic discussions it has led to new education concept for youth and adults - without limits.

*The dimensions of economic transformation.* Globalization changes in the way of production, growing unemployment and difficulty living safely, "requires more active employment policies and more investment to develop the skills necessary for people to participate in market labor and in profit-making activities" (Stokholm: janar 2000).

*Environmental dimension of sustainable development.* Education for a sustainable environment should be a process of lifelong learning, which considers that ecological problems exist within a socio-economic, political and cultural context. A sustainable future "cannot be ensured without addressing the relationship between environmental issues and current development paradigms" (IIZ/DVV). Adult Education in the field of environment plays an important role "to sensitize and mobilize communities and decision makers to act on the environment" (Ibid, p. 56).

Regarding these problems, by various specialists in the field of environment and pedagogy worldwide was made possible the organization of the first International Environmental Conference, in Rio de Janeiro (Brazil) in 1992, and later a whole range of global conferences held during the 1990's of the last century.

*The dimension of the right to education and the right to lifelong learning,* is more than ever a necessity. It is the right to read and write, to question and analyze, to use existing resources and develop and practice skills and individual and collective competencies (Bruksel: 2000). Providing opportunities for everyone to learn, including neglected and excluded is the main objective to create a society that teaches social justice and general welfare.

*Educational dimension and indigenous cultures.* Indigenous and nomadic people have a right to be involved at all levels and forms of education offered by the state. But they will not be denied the right to develop their culture or use their own languages. Awareness for such cultures falls exactly in the accompanying phenomena of globalization and for such reason it is much debated in the scientific term displayed as "Glocalization". It should be emphasized that education for indigenous people and nomads must be appropriate to their needs, both in terms of linguistic, cultural, and assisting in their integration of further education and training efficiency.

*Dimension of the differences and equality.* Globalization is the process of education of adults, which we think it should reflect the richness of cultural diversity and to appreciate traditional education systems and indigenous people's knowledge and respect the right to learn in their mother tongue. Education for all faces today's "sharp challenges to preserve and transmit documented culture of minorities and national minorities, indigenous people and nomads" (UNESCO: 1999). But on the other hand, intercultural education should encourage them to support peace, human rights and fundamental freedoms, justice, freedom, coexistence and distinctiveness.

*Cultural dimension of peace and civic education with democratic norms.* Referring to the Declaration of Hamburg for the education of adults, one of the major challenges of our time is "eradicating the culture of violence and creating a culture of peace based in justice and tolerance within which dialogue, mutual acceptance and discussion of opinions will enable the replacement of domestic violence in communities, between ethnicities and nations" (CONFITEA: 14-18 korrik 1997).

*The dimension of integration and empowerment of women.* Women have the right to equal opportunities and in turn society depends on their full assistance in all areas of employment and aspects of life. Policy learning for all, should

respond to local cultures and to give priority to expansion of education opportunities for all women, while respecting their being different and avoiding prejudices and stereotypes, which limit them to be involved in education for youth and adults and reduce their benefits. It should be emphasized that any attempt to restrict the right of women to read and write, education and training "should be regarded as unacceptable and should be taken specific measures and actions against these efforts" (SOC/019 final).

*The dimension of information opportunity.* The globalization of new information technologies and communications has brought with it the risks of social exclusion or otherwise stated, the exclusion from the workplace for groups of individuals e.g. such phenomena is particularly evident to businesses, which often were unable to comply with new contents. Therefore, one of the roles of adult education in the future we think it should be in trying to limit the risks of unemployment, so that the new information society may not lose its human dimension.

### 3. Globalization and its directions today

Beginning of the millennium has been presented before us many challenges, problems and issues, whose impact are enormous on education and culture taking a global view. There are several global trends that affect the lives of citizens which can be grouped in several areas:

- *Globalization and competition in a local economy, provides the opportunity of limitation to national policy*, allowing many problems in education to be treated appropriately only in international or global level. In this context, it has been founded step by step "forms and other policy arenas" (Bruksel, dhjetor 1997). Thus, we can confidently say that "European integration is defined as a pan European promising process to the challenges of globalization of education". (Ibid, p. 36).
- *Building inclusive society which offers equal opportunities to benefit from quality learning throughout life and for all*, where the provision of appropriate education and training is based, first and foremost on the needs and requirements of individuals.
- *Adaptations of a guide and the ways in which education is given and ways of organizing lucrative professional life*, so that people have the opportunity to participate in the processes of learning throughout their lives and plan how to manage and align learning, work and family life.
- *High achievement levels, higher education and training in all sectors and providing education and high quality training*, which recognize the assets and abilities of people to respond to increasing demands of work, occupation, organization of the country, work and working methods.
- *Encouraging and enabling people to participate actively in all spheres of modern public life*, especially in political and social life at all levels of the community, including the European level and the world.

Key to the success of globalization of early childhood education for all, will be "building a structure in the sense of rational distribution of responsibilities for lifelong learning among all major actors - Member States, international institutions, social partners and business world, local and regional authorities, those who work in education and training of any kind, civil society organizations, associations and groups, and lastly but not least, the citizens as individuals" (EUCEN: Liege, July 2000). In this context, the shared goal for all as Europeans "is building a new Europe, where everyone can be given the opportunity to fully develop its potential, to have a sense of belonging and to share experience" (COM; 97, 563 incl.).

### 4. Conclusions

We can say that the process of globalization of early childhood education for all, at the present time is a phenomenon which has not clearly defined its origins. But the important thing is that the dimensions of this phenomenon will continue to penetrate deeper and deeper into all cultures and spaces. Despite the phenomenon of globalization, in its entirety has also negative aspects, but especially in its core field of education and development is positive.

The globalization of politics, economy, society and culture remains inevitably seen as the nations and states being part of this universal phenomenon. Globalization and the adjustment of all Albanian structures at the same level with those of the world appears as a necessity for integration and inclusion of our country in political, economic and socio-cultural global bodies.

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