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## CHALLENGES FOR EDUCATION - FROM GLOBALIZATION TO DEGLOBALIZATION

Simona Eftimie

Petroleum - Gas University of Ploiești  
E-mail: simone\_eftimie@yahoo.com

### Abstract

*What is the meaning of education today? Which are the appropriated criteria to measure the best school quality? Or, better said, to measure the quality of educational services of a school? The best school could be defined only by students' results or we have to also consider students' progress due to quality classes, to an adequate educational environment, to the leading of well trained teachers, able to adapt to their student needs and school's conditions or educational system requests? Lately we are preoccupied about a question: what is really happening in educational field today, could classify the best schools considering that the students' results on school contests / national evaluations / selection contests represent the unique criteria for school evaluation / classification? Is it possible that besides quality educational services offered by school other factors to justify students' results (like students' selection based on their competences and potential, financial support for school – due to the donations of parents and their investments in particular meditations / classes for their kids, or to school management / staff cooperation with local community etc.)?*

*And, in this context, what pressure are putting parents on school and schools on parents? In globalization era, open boards, migration between countries, an extended labour market beyond borders, and opportunities for studying abroad are causes and consequences for nowadays educational environment's changes. So, our paper proposes a reflection on education changes in contemporary society, society which oscillates between globalization and deglobalization and bears the consequences of that (for example, family members' migration and, as a consequence, the change of psychological and relational profile of children and teens).*

**Keywords:** education, globalization, deglobalization.

**Introduction:** What is the specific of education today, in the globalization era? Which are the appropriated criteria to measure the best school quality? Or, better said, to measure the quality of educational services of a school?

The best school is often defined by its students' results. We wonder: is it enough to use that criteria or we have to also consider other criteria as students' progress due to quality classes, an adequate educational environment, the leading of well trained teachers, capable to adapt to their student needs and school's conditions or educational system requests? What is really happening in schools that are considered the best (the unique criteria for school evaluation being students' results on school contests / national evaluations / selection contests)? Is it possible that besides quality educational services offered by school other factors to justify students' results (like students' selection based on their competences and potential, financial support for school – due to the donations

of parents and their investments in particular meditations / classes for their kids, or to school management / staff with local community etc.)?

In this context, our paper proposes a reflection on the best school concept in nowadays society, society which oscillates between globalization and deglobalization and supports the consequences of that (like family members' migration and, as a consequence, the change of psychological and relational profile of children and teens).

### **Education in (de)globalization era: challenges**

*Globalization and Deglobalization. Characteristics and consequences.* Mike Collins<sup>1</sup>, citing Washington Post, said: "20 years ago globalization was pitched as a strategy that would raise all boats in poor and rich countries alike. In the U.S. and Europe consumers would have their pick of inexpensive items made by people thousands of miles away whose pay was much lower than theirs. And in time trade barriers would drop to support even more multinationals expansion and economic gains while geo political cooperation would flourish". He also notes that "there is no question that globalization has been a good thing for many developing countries who now have access to our markets and can export cheap goods. Globalization has also been good for Multi-national corporations and Wall Street. But globalization has not been good for working people (blue or white collar) and has led to the continuing deindustrialization of America." He presents the point of view of globalization's supporters: this phenomenon could solve the problem of poverty and unemployment and point with realism that there are also undesirable effects.

It is true, a lot of *positive effects* have been seen, but we have to be aware about the *negative effects* also. We could see, in Romania, the effect of young people migration, in their fertile period of life, living their families (partners and children). A lot of children (see impressive statistics<sup>2</sup> – in 2015, 85.194 children with migrant parents have been officially reported) have grown up in incomplete families, missing their parents, or even in social care system (residential centres or foster care) with consequences on their psychological and relational profile<sup>3</sup> (negative emotions and disturbing behaviours).

*Changes on education.* It is also true that an effect of parents' migration could be families' prosperity and, sometimes, investment in equipment and education of their children. The mobility of working population determined changes on labour market, more flexibility on professional profile, and, as a consequence, the raising need for *professional conversion*.

Also, globalization developed the *access to high education*<sup>4</sup> to a large population (including adults that needed a new professional qualification).

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<sup>1</sup> Mike Collins, *The Pros and Cons of Globalization*, Forbes, May 6th, 2015, <https://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/#477e4435ccce>

<sup>2</sup> Salvați Copiii, *Raport anual 2016*, p. 9, [http://salvaticopiii.ro/upload/p00060005\\_Raport\\_anual\\_SCR\\_2016.pdf](http://salvaticopiii.ro/upload/p00060005_Raport_anual_SCR_2016.pdf)

<sup>3</sup> <http://copiisinguriacasa.ro/pentru-specialisti/interventie-psihologica/>

<sup>4</sup> Vivien Stewart, *A World-Class Education: Learning from International Models of Excellence and Innovation*, Chapter 1. Globalization and Education, <http://www.ascd.org/publications/books/111016/chapters/Globalization-and-Education.aspx>

Higher income for families could raise the *investment in their children's education*. But would be also important that the educational politics to support lower-income students and equalise educational opportunities<sup>5</sup>.

An important principle of educational system in a democratic contemporary society is the *equality of chances to education*. One quality management's principle indicated the role of beneficiaries' needs as landmarks for educational organizations decisions; and it's important to find the way to do that, to identify and satisfy beneficiaries' needs.

Globalization offer opportunities to know *models of educational practices* for different categories of beneficiaries. Romania was involved in a lot of projects that facilitate the access to these models. And still, inequality is more than present in Romanian education system. A lot of issues are unsolved yet. For example, let's think only if we can talk about the equality of education in rural schools and in urban schools, the equality between central schools and neighbourhood schools, and, in the context of globalization, about the equality of chances for children that are studying in Romanian schools and go abroad to continue their studies / or study abroad and continues their studies in Romania. The concept of quality of education includes this principle of the equality of access and chances to education.

The quality of educational services could not be the same in different schools in Romania if we consider only the criteria – unjust criteria – to become titular / definitive teacher: for a job as teacher in an urban school, the minimum mark is 7, but this limit is not necessarily for rural schools. Is this difference tolerable? Statistics for rural education<sup>6</sup> indicates a discrepancy between qualification for teachers from rural area and urban area (there are more unqualified teachers in rural schools). Children from rural area do not have the same rights as children from urban area? Fortunately, empirical observations during special inspection for first degree gave us the opportunity to meet exceptional teachers, really dedicated to their profession, especially teachers from primary schools (as we didn't always find in urban schools).

We could not tolerate with this situation, and we agree with Șerban Iosifescu that since 2007 brings some arguments for that: „The right to education is constitutional and public education, financed by contributors' money, have to respect their right to an appropriate level for every contractor and not only to those that are living in big cities and learn (or sending their children to learn) to <prestigious schools>. Quality understood as <added value> have to produce and, we have to underline, is effectively produced also in rural schools or <neighbourhood schools>, even more than in <central schools>”<sup>7</sup>.

Other directions of research have been concerned about *the impact of globalization on cultural identity*. Liz Jackson, citing Roland Robertson that “pinpointed the occurrence of globalization as part of the process of modernity in Europe”, get to the conclusion

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<sup>5</sup> *Idem*

<sup>6</sup> Mihaela Jigău (coord.), *Învățământul rural din România: condiții, probleme și strategii de dezvoltare*, București, 2000, p. 197, <http://www.ise.ro/invatamantul-rural-in-romania-conditii-probleme-si-strategii-de-dezvoltare>.

<sup>7</sup> Șerban Iosifescu, *Calitatea educației. Concept, principii, metodologii*, Educația 2000+, București, 2008, p. 4.

that “through identifying their own societies as akin to those of outsiders, people began measuring their cultural and political orders according to a broader, international schema, and opening their eyes to transnational inspirations for internal social change.”<sup>8</sup>

Another important effect of globalization phenomenon was also the exchange of students, teachers between schools, changes in curricula, the trend to use the same criteria and standardized test to evaluate students’ achievements / effectiveness of educational system, and, based on that, *promote best models for educational systems* (for example, East Asian of Finland’s models).

But not always adopting models without discernment is not the most appropriate action; globalization allows us to identify and understand other societies educational models, to open our cultural horizon, we have to be also aware about the own values, of our specific, of our identity.

And, sometimes, the open access to education could lead to *low standards*. We see how nowadays society is trying to fight against the culture of mediocrity, against the consumption culture, against the domination of *quantity in spite of quality*. We are mostly *consumers* (often without discernment) as sign of prosperity; we measure our performances reporting to the number of diplomas or evidences of our activities; we measure our family life quality reporting to the incomes... All these are (or seem to be) privileges of capitalist society, of globalization...

And the price of all these is too high sometimes. Children are growing without their parents; they have nannies instead of parents, TV / computer / many after school hours instead of family activities, private teachers even if they do not need support for doing their homework etc. Parents are mostly preoccupied to earn money and buy with them education, houses, cars, expensive games and vacations etc. (as a compensation for their absence, for their alienation), and, in exchange, parents want performance and respect from their (unknown) children.

So, as Madeline Levine emphasize in *The Price of Privilege*<sup>9</sup>, parental pressure and material advantages are developing a *generation of alienated and unhappy adolescents*. Her ideas are quite intriguing; she emphasises the danger of mental disorders’ epidemic among teenagers, the role of good relations between family members, and the role of adults’ maturity before requesting children’s maturity etc.

*Deglobalization* is a phenomenon that causes debates between specialists. Defined as historical period with diminished integration and interdependence between countries / unites of the world, with diminished economical trade, deglobalization could be considered the opposite of globalization. Both phenomena have implications in social, economic, cultural, politic, technological areas; some specialists consider deglobalization as destructive<sup>10</sup>, but in a historic analyse we could see that globalization

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<sup>8</sup> Liz Jackson, *Globalization and Education*, Oxford Research Ecyclopedia of Education, online publication October 2016, accessed in December 2017, p. 2, <http://education.oxfordre.com/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-52>, DOI:10.1093/acrefore/9780190264093.013.52

<sup>9</sup> Madeline Levine, *Prețul privilegiului*, Editura ASCR, Cluj Napoca, 2016.

<sup>10</sup> Harold James, *Deglobalization as a Global Challenge*, Centre for International Governance Innovation, 2017, [https://www.cigionline.org/sites/default/files/documents/Paper%20no.135WEB\\_1.pdf](https://www.cigionline.org/sites/default/files/documents/Paper%20no.135WEB_1.pdf), p. 7-8.

and deglobalization have naturally alternated. Deglobalization is considered a way to reduce inequality and returning to regionalization.

“The dynamics of freer circulation of goods, capital and people has lost steam. Trade protectionism is on the rise. Multilateral institutions such as the International Monetary Fund, the World Bank and the World Trade Organization provide slow and often insufficient responses to contemporary challenges. There are indeed various forces of ‘Deglobalization’ operating around the world today. (...) It is not necessarily a world of renewed nationalisms, but rather a global juncture in which nation-states are particularly selfish, individualistic, acting according to an ‘every-nation-for-itself’ mode.”<sup>11</sup>

This could be a chance to rediscover our own identity, to a new reflection on our values and integrate progress into our culture without destroying what really define us.

*Criteria for quality education: The impact of education and the quality of staff*

In this context, an important measure is to change the vision, the philosophy of education and the society to invest in teachers training, to make them understand the new philosophy, the new characteristics of scholar population and meet their needs. Cultural exchanges are really important and the competence for cultural expression and sensitivity remain an important key competence.

*The quality of educational activity* is defined by the characteristics of school institution (structural, organizational and functional) that confers it the possibility to satisfy scholar population’s needs. The control of quality has the purpose to evaluate in order to a continuous process of educational services’ improvement.

For example, in educational system from Finland, there are two criteria for quality in education<sup>12</sup>: *the impact of education* (90%) (defined by the employment level of graduates, admission to superior education and the rate of school abandon) and *the quality of staff* (10%) (evaluated by professional competences and investment in personal development). An interesting idea in that of *investment in personal development* which in Romania is considered, too, in evaluation criteria, but the motivation for that investment (from empirical observations) is rather extrinsic than intrinsic (note that almost all professional and personal development training costs are supported by teachers and rarely by schools).

In Romania, the evaluation of quality, in conformity with ARACIP (Romanian Agency for Quality Assurance in Pre-university Education) methodology, is analysing the indicators that measure specific elements for *institutional capacity* (instructional structures, logistics and human resources), *educational efficacy* (curricula, learning outcomes, scientific / methodical activity, and financial activity) and *the management of quality in school*. We have to note that in our country the trend is to measure more the

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<sup>11</sup> Marcos Troyjo, *The Clash Between Deglobalization and Relocalization*, 2017, [https://www.huffingtonpost.com/entry/the-clash-between-deglobalization-reglobalization\\_us\\_586e8e2de4b0a5e600a78907](https://www.huffingtonpost.com/entry/the-clash-between-deglobalization-reglobalization_us_586e8e2de4b0a5e600a78907), accessed in December 2017.

<sup>12</sup> Constantin Șerban Iosifescu, Alexandra Cornea, Ligia Palade, Levente Vadasz, *Ghid de bune practici*. Lucrare elaborată în cadrul Proiectului Împreună pentru calitatea în educație. Dezvoltarea resurselor umane din învățământul preuniversitar prin parteneriat educațional, 2013, pp. 46-47, [http://www.fsli.ro/Resure%20pentru%20invatare/Ghid\\_de\\_bune\\_practici.pdf](http://www.fsli.ro/Resure%20pentru%20invatare/Ghid_de_bune_practici.pdf).

quantity as an equivalent for quality, so that many teachers become lately more preoccupied about conceiving documents than focusing on their effective activities. This is why, sometimes, paradoxically, the best schools obtain good classifications based on these quantitative measures, although, to a deeper analysis could be noticed that good teachers are looking for a job in these schools, based on the school fame, parents are trying to guide best students to these schools, and with best teachers and best students (selected students) and with their parents' financial support (inclusive for supplementary classes) it is more easy to obtain best results.

And, a visible consequence for these schools, is the raising number of students in a classroom (because of parents' pressure, managers accept oversizing the number of students in a class). And we wonder: how good could be a teacher to offer equal chances for education, equal attention to every child in an oversized class?

Today, in Romania, a raising number of populations are graduating high schools. But, as Marcos Troyjo, director of BRICLab at Columbia University notes, "Having a large contingent of students coming out of high schools or technical institutes is not enough. Education should be both a civic requirement and an opportunity for all. In the meantime, however, innovation cannot be measured in terms of hours of schooling, but by what is actually being done with the teaching that has been received, in concrete and innovative terms. In this regard, innovation is produced by elites and elites are the product of innovation. Innovative elites lead their countries to a combination of 'four virtuous founding elements' of creative destruction: angel investment, knowledge, entrepreneurship, and business environments that are conducive to innovation."<sup>13</sup>

So, quality training for teachers, good selection based in effective criteria for teachers and students, based on their abilities and interests, innovative behaviours could a good sign for a quality school.

**Conclusions:** *Challenge for education: what kind of school we are looking for*

We propose a school open to educational alternatives or a school orientated for a unique, national curricula? Could Romanian education system afford to satisfy the needs for tomorrow society and to train and motivate teachers and students for that?

It is a big challenge – we have to invest in education to train properly people for tomorrow society. Japanese management, a successful management model, have discovered that years ago. Education should focus on discovering and developing innovative behaviours for a competitive world.

"Indeed, Klaus Schwab, founder of the Davos Forum, identifies 'talentism' as the successor to capitalism. Imagination and the ability to innovate – not weapons, natural resources, or capital – would be the drivers of what he calls the 'Age of Adaptation.' Along these lines, education can also be seen as one of the differentials between the dynamism of Asia and the rest of the developing world.

According to these new paradigms, education has to interact with a pro-market environment, ample access to venture capital, and entrepreneurship. So the coming

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<sup>13</sup> Marcos Troyjo, *The Clash Between Deglobalization and Relocalization*, 2017, [https://www.huffingtonpost.com/entry/the-clash-between-deglobalization-reglobalization\\_us\\_586e8e2de4b0a5e600a78907](https://www.huffingtonpost.com/entry/the-clash-between-deglobalization-reglobalization_us_586e8e2de4b0a5e600a78907), accessed in December 2017.

competition goes beyond just 'knowledge,' and is therefore a function of 'institutional ecosystems' more or less able to provide innovation – and therefore prosperity and power.

The key element of innovation is high quality human capital, a rare resource called talent. To a certain extent, the great global race of the 21st century is therefore nothing but a major competition among elites.”<sup>14</sup>

And, starting from the new profile of students (in ICT era, with unsatisfied emotional needs but intellectual capacities beyond media, with mindless thoughts and difficulties to communicate in real world), we wonder what kind of school could offer quality education. Reflect to Constantin Noica's ideas about school: “I am dreaming about a school where nobody, properly speaking, teaches anything. To live quit and decent, in a city's edge, and young people, some young people of the world, to come there in order to get rid of teachers' tyranny.”<sup>15</sup>

Maybe the school for future is a school where teachers and students are learning from each other, in which motivated students are happy to learn without effort (or without knowing that they made efforts); and their meetings to a real joy and build together the knowledge (without the vanity that teachers or students knew more, but with the joy that every moment they learn something), and, graduate, children learn to take responsibly their own decisions.

We consider a good sign for Romanian education could be regaining the trust in school capacity to educate children for the future, responsible future adults. And every school to be considered a good school, with competent teachers and well educated students, where teachers (and not parents) are the competent specialists able and free to decide what is the best way to satisfy children's needs.

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<sup>14</sup> Marcos Troyjo, *The Clash Between Deglobalization and Relocalization*, 2017, [https://www.huffingtonpost.com/entry/the-clash-between-deglobalization-reglobalization\\_us\\_586e8e2de4b0a5e600a78907](https://www.huffingtonpost.com/entry/the-clash-between-deglobalization-reglobalization_us_586e8e2de4b0a5e600a78907), accessed in December 2017.

<sup>15</sup> Constantin Noica, *Jurnal filozofic*, Editura Humanitas, București, 1990, p.7.

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## Provocări pentru educație - de la globalizare la deglobalizare

### Rezumat

Ce (mai) este astăzi o educație bună? După ce criterii măsurăm calitatea unei școli? Sau, mai bine spus, calitatea serviciilor educaționale ale unei școli? O școală bună este definită prin prisma rezultatelor copiilor și atât sau luăm în calcul progresul înregistrat de copii în urma parcurgerii unor cursuri de calitate, într-un mediu educațional adecvat, sub îndrumarea unor profesori bine pregătiți și capabili să se adapteze cerințelor elevilor și condițiilor oferite de școală sau condițiilor impuse de sistemul educațional? Ne frământă întrebarea: ce se întâmplă cu adevărat în educația contemporană, oare școlile pot fi cotate ca fiind foarte bune dacă le evaluăm exclusiv după criteriul rezultatelor elevilor la concursurile școlare și la examenele naționale / de selecție la sfârșit de ciclu? Oare notele obținute de elevi reflectă cu adevărat calitatea serviciilor oferite de școală sau intervin alți factori mai puțin conștientizați (cum ar fi: competențele și potențialul elevilor la intrarea în școală, aceștia fiind acceptați pe baza unui examen de selecție, susținerea financiară a școlii – oficial, prin sponsorizări sau donații și neoficial, prin investiția în industria meditațiilor – de către părinți, relația școlii / managerului sau staff-ului cu comunitatea / reprezentanții comunității locale etc.).

Și, în acest context, ce presiuni exercită părinții asupra școlilor și școlile asupra părinților? În era globalizării, granițele deschise, migrația între țări, o piață a muncii extinsă dincolo de granițele proprii țării și oportunitatea de a studia în străinătate sunt cauze și consecințe ale schimbărilor din mediul educațional contemporan. Astfel, lucrarea de față propune o reflecție asupra educației în societatea actuală, societate care oscilează între tendința spre globalizare și, mai nou, spre deglobalizare și suportă consecințele acestui fenomen (de exemplu, migrarea familiilor și, în consecință, schimbarea profilului psihologic și relațional al copiilor și tinerilor).



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