ROLE OF GLOBALIZATION IN INCLUSIVE EDUCATION

Prof. Mumtaz Shaikh & Miss. Shaikh Bushra Vazir Ahmed

Azam College of Education

Abstract

This paper tries to Role of Globalization In Inclusive Education. This review begins with the concept of Globalization which is transmitted in societies throughout the world are now passing through the process of profound and rapid change. This change is closely related with the process of globalization. The review then analyses concept of inclusive education. The review then examines educational reforms in school. The review then examine role of globalization in inclusive education and policies for inclusive learners.

***Keywords**: Globalization, inclusive education, inclusion, inclusive school, Neo liberalism, policies.*

GLOBALIZATION:

At the most general level, globalization refers to a process of change, which affects all regions of the world in a variety of sectors including the economy, technology, politics, the media, culture and the environment. According to Held et al. (1999: 2) 'globalization may be thought initially as the widening, deepening and speeding up of worldwide interconnectedness in all aspects of contemporary social life, from the cultural to the criminal, the financial to the spiritual'. There is a general agreement among the scholars on the 'interconnectedness' dimension of the process of globalization. But they differ from each other on other dimensions of globalization.

It refers to the tendency for human activities which occur at places geographical remote from each other nonetheless to interact with each other so that local practices- in terms of culture, politics, or economics. The development of communication technologies that have changed modern understandings of time and space as people increasingly have instantaneous access to events that are unfolding on the other side of globe.In globalization, it is not simply the ties of economic exchange and political agreement that bind nations and societies, but also the shared consciousness of being part of a global system. That consciousness is conveyed through ever larger transnational movements of people and an array of different media, but most systematically through formal education. The inexorable transformation of

consciousness brought on by globalization alters the content and contours of education, as schools take on an increasingly important role in the process.

CONCEPT OF INCLUSIVE EDUCATION

Inclusive education means the social-cultural approach system used to facilitate students' learning abilities during the process of change in education. Inclusive education does not mean the end of the services and supporting systems, but the shift of changing individuals to changing the curriculum and pedagogy. 'To these educators, inclusion would mean the end of labelling and segregated education classes, but not the end of necessary supports and services, which would follow students with special needs into the regular classroom.' (Wade, 2000). Inclusive education is the celebration of a class which has multiple students with multiple characteristics (Loreman, Deppeler and Harvey, 2005). In this case, teachers help the students to adapt and to meet the changing needs during the inclusion. Numerous changes within society have appeared before the inclusive education. Just to remind that A. Toffler in The Third Wave (Toffler, 1983) defined three types of civilization through which the humanity had been going through (1) First Wave civilization – pre-industrial age, (2) Second Wave civilization – industrial age, and (3) Third Wave civilization –post-industrial age. In the Second Wave civilization, the teachers were mainly treated as producers, whereas the pupils were raw material. The teachers' job was to give lectures, ask questions and give instructions aiming to produce a pupil of a certain profession and citizens' characteristics. The model of education and schools in the Third Wave civilization is no longer seen as a model of a factory, but as of a learning community. The community is composed of teachers, pupils, school staff, parents, management, local community and all the others who share the same goals and objectives – learning" (Paasalic Kreso, 2003, p. 5). The aim of the learning is thus not just to collect and attain factual knowledge, but primarily to provide for development of the critical thinking abilities, problem solving as a kind of knowledge application, research and understanding of relations amongst phenomena, as well as the learning process itself.

EDUCATIONAL REFORM AND INCLUSIVE EDUCATION

The educational reform represents transformation and restoration of education. It is at the same time a social and pedagogic process. Firstly, it thoroughly changes the educational policy and position, status of pupils and teachers within education, educational system organization and its contents (Vigman, 2005; Krivsenko, 2005; Milenovic, 2009c, p. 88). On the other hand, the educational reform requires a Inclusive education as a consequence school organization, application of contemporary and verified methods, application of new teaching

technologies, inclusion of optional subjects, guidance of talented pupils, but also provision of greater support to the pupils with development and learning difficulties (Gonev and associates 2002; Milenovic, 2009a, p. 494). Through its activities, the school, thus, is to pay greater attention to shortcomings and weaknesses in performance, especially when it comes to pupils with special needs. Failures to do so are, actually, reasons for divisions and paralyses of the inclusive education. In the past, such practice was called segregation practice (Sizic, 2008). However, the new schooling system respects the special educational needs of pupils. Therefore, the society entrusts the school to conduct inclusive education in order to ensure systematic knowledge attained by active learning of each pupil in accordance with individual ability.

Inclusive education is an inevitable aspect of social inclusion. It is also the strategy and philosophy of education which enables everybody, regardless of differences, to have equal rights to participate in society (Bouillet, 2009). It foresees development and simulative inclusion of children and youngsters with obstacles to learning and participating, or the so-called special educational needs (with development problems or gifted pupils), and all other pupils into: permanent optimal individual learning (perception, imagination, conclusion, feeling, memorizing); attaining and deepening of knowledge; improving the skills; fostering habits; forming value orientations and life attitudes; communication of creativity and action (Ilic, 2009, page 17). From a wider standpoint, inclusive education is a comprehensive educational concept, a permanent and unique educational policy. The inclusive education also foresees adjustment of all conditions, environment, expected outcomes, contents, tasks, forms, methods and all other things that a pupil needs in order to advance in education and learning, i.e. in development of all personality potentials.

The international development targets for education set out in the UN standard rules on Equalization of Opportunity for persons Disabilities (United Nations 1993: rule 6) states that: States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system in its framework for action, emphasis is placed on the importance of a correspondence between basic education and the actual needs,interests and problems of the participants in learning.

ROLE OF GLOBALIZATION IN INCLUSIVE EDUCATION

This is not the first era in history with a global interchange of ideas, goods and services, people, and even diseases, the most recent wave of globalization has pushed economic,

political and social relations in new direction. The term globalization to refer to the transformation in social, economic, political, and governance structure that have occurred throughout the world in the last two decades. The two concept plays an important role in education. These two concepts, globalization and neo- liberalism, have immediate relevancy for constructing and sustaining inclusive education agenda within nations. First, globalized population mean that school must prepare for new students who may detach their identities from particular times, place, and traditions. Many transnational students today are staying in ever closer contact with their home nations, thus preserving cultural practice, creating hybrid national identities, and cultivating a steady flow of economic and cultural exchanges among nations. Accessible mass communication means that events at home countries and in the host society continuously affect the daily routines of students and the communities in which they participate.

Second, neo-liberalism means that governments have new interests in schooling both in how investments are mad in schooling infrastructures and the results that are achieved. Labaree (1997) argued that social mobility once dominated much of U.S education system, the ideology of neo- liberalism emphasizes social efficiency. The social efficiency view suggests that education plays a fundamental role in the production of capable.Globalized economies have pursued an agenda that redefines the purposes of education to focus on developing the capacity of productive workers who have a strong grounding in basic literacy and numeric skills and who are flexible and creative, multiskilled, and competent in information and communication technologies. In globalized societies, social efficiency has been endorsed by intergovernmental organizations, large corporations, and individual citizens, as well as increasing numbers of national governments. The emerging market-driven educational paradigm has important implications for students who are considered outliers in a homogenizing system, such as students with disabilities. Unfortunately, this emerging educational paradigm does not consider the historically rooted systems of disadvantage that structure access and opportunity for various groups in globalized societies. In the United States, for example, the rapid racial (re)segregation of schools and the concomitant unequal distribution of resources between minority and nonminority schools (Orfield &Eaton, 1996) shape access to curricula and technologies that apprentice learners into the literacy and numeric skills required for successful participation in the emerging globalized societies. To conclude, the processes of globalization in conjunction with neo-liberal economic theory have changed the landscape of educational thought so that social efficiency has become an overriding goal of education policy makers in many countries at a time when student

populations are becoming increasingly culturally and linguistically diverse. These policy directions, with an emphasis on production of knowledgerich citizens who can become flexible, efficient workers in a competitive global environment, have profound implications for students with disabilities and inclusive education. There is emerging evidence, for instance, that English-language learners (ELLs) (immigrant and non-immigrant) are disproportionately placed in special education in some regions of the United States.

Implementation of policies for full inclusion in education for students with disabilities is a continuing challenge globally. It is one faced by many European countries, particularly those effluents. It is also a significant challenge for developing countries

Inclusive education practices for students with disabilities in secondary schools with a particular emphasis on the influence of global policies. In recent years, the inclusion movement has accelerated as a global political rhetoric that provokes debate about how to ensure rights of children with disabilities in education (Barton & Armstrong, 2007). Global policies continually influence the governments of different countries to undertake various measures to include children with disabilities in the mainstream education system. This effect of globalization is creating an enormous challenge for the education system of many developing countries, including Bangladesh, and also changing the dynamics of inclusive education practices for the students with disabilities For instance, alike the countries of European Union, by signing the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), Bangladesh was obligated to initiate inclusive education at all levels of its education system. As a result, the country prepared policies in support of full inclusion, although evidence suggested that most of the schools not be ready to embrace the full inclusion for students with disabilities (Hill &Rahman, 2013). The global policies' influence on inclusive education practices for children with disabilities is aligned with the focus on education and transition. In future direction of inclusive education practices would take place in the line with global interest without losing local interest would be reflected. The European Agency for Development in Special Needs Education (2012) asserts, "There is now a need to move on from the 'what' and 'why' of inclusive education to the question of 'how' – what policies and strategies are the most effective in raising the achievement of all learners.Therefore, inclusive education should be considered according to specific needs and demands of the society.

CONCLUSION

An analysis of views of learning in inclusive education requires understanding of the changing nature of education, the transforming communities served by school, and the rapid

economic and technological changes underway in global scale. Inclusive education cannot ignore the demographic imperative of the new millennium. Because a sizable proportion of students have been marginalized, social justice must be a focal consideration of any inclusive programme.Inclusive education, in a time of globalization, has the potential to offer places for teachers and students to explore their individual and collective identities as learner.by doing so, the opportunities to cross the boundaries of location, voice, knowledge and learning are vast. This potential is the best of what a world in which space and time have been compressed can offer.

REFRENCES

Ann Cheryl Armstrong, Derrick Armstrong & Ilektra SpandagouInclusive
Education: International policies & Practice, Sage Publications Ltd

oseph Zajda: Globalization, Education and Social Justice,springer publication   Ltd

Manfred Steger, Paul Battersby, Joseph Siracusa: Globalization, Sage Publications
*   Ltd*

Ž. M. Milenović: Inclusive education as a consequence Metodički obzori 12, vol.   6(2011)2

https://www.researchgate.net/publication/265051334_One_nation_globalization_and_inclusive_educ
*   ation*

Journals.sagepub.com/doi/pdf/10.3102/0091732X030001065

http://www.eera-ecer.de/ecer-programmes/conference/20/contribution/34101/

https://www.wto.org/english/res_e/booksp_e/glob_soc_sus_e_chap9_e.pdf

http://www.csnlg.com/blog/the-concept-of-inclusive-education-and-
understanding-children-with-special-needs/

http://www.specialeducationguide.com/pre-k-12/inclusion/