

Acta Pedagogica Naturalis

Former Annual of Konstantin Preslavsky University

Journal homepage: <http://acta-pedagogica.shu.bg>

Received: 10.02.2021

Accepted: 31.05.2021

Globalization and geographical education

Rositsa Vladeva, Ivailo Vladev

Shumen University, Faculty of Natural Sciences, Shumen, 115 Universitetsca Str.

,Shumen, Bulgaria

E-mail: r.vladeva@shu.bg, i.vladev@shu.bg

***Abstract:** The study attempts to analyze global education and its contemporary dimensions. Its nature and features are revealed. The projections of global education in Europe and Bulgaria are highlighted. At the same time, the main directions of the globalization of education are analyzed, which are compared with the global education. The place of geographical education in the modern dimensions of global education is proved.*

***Keywords:** global education, globalization of education, geographical education*

Introduction

In the conditions of increasing globalization, the world is facing the solution of a number of geoglobal problems of our time. Attempts to solve them have a direct impact on the education system. It is one of the most important for modern society, because through it one invests in all spheres of material and spiritual life of mankind for different future periods of time depending on the importance of the realized directions of the leading educational policies.

Materials and Methods

The purpose of this study is to analyze the impact of globalization on modern education and geographical education as part of it.

The research methods used are analysis of literature sources and comparative analysis.

Results and Discussion

Globalization

One of the essential characteristics of the modern development of society is its globalization. It is known as international integration on a large scale in all areas of the economy, culture and society. Globalization is a complex process that determines the comprehensive changes in our time. Globalization presupposes relative „infinity“ and action beyond distances in seemingly divided worlds of continents and countries [2].

The processes of globalization should be studied in the context of the connection of geoglobal problems with some aspects of economic and social life in global, regional and national aspects [8]. From a socio-economic point of view, globalization is characterized by changes in economic structures, leading

to the consolidation of the international market and the creation of conditions for growth in the world economy. This is related to new aspects in the development of human resources, politics and culture, which follow the economic globalization trends.

It is especially important to analyze the individual dimensions of globalization in order to gain a more concrete idea of its essence. According to the American sociologist Chase-Dunn, five clearly identifiable aspects of globalization can be distinguished. They are visualized in Figure 1.

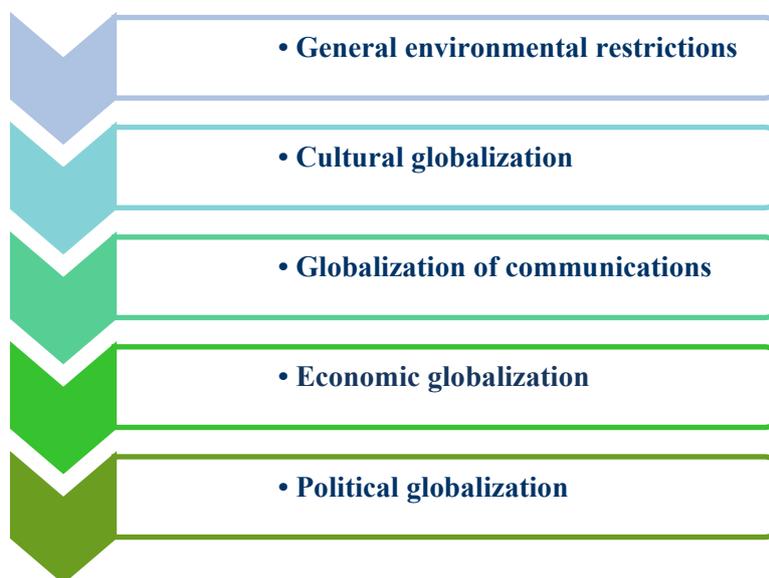


Figure 1. Aspects of globalization, Source: Ch. Chase-Dunn, 1999

Common environmental constraints include global environmental threats posed by ecosystem vulnerabilities and the globalization of environmental risk. Cultural globalization is associated with cultural phenomena for the dissemination of individual values of Western origin to all large groups of the world's population, the recognition of individual rights and identities, and efforts to protect human rights. Communication globalization is caused by the new era of information technology development, and economic globalization is formed on the basis of economic connections covering the entire earth's space between markets, finance, goods, services and networks created by transnational corporations. The essence of political globalization is in the institutionalization of international political structures [3].

The analysis and comprehension of globalization as a process gives grounds for outlining its main characteristics (Fig. 2). The first main feature is related to the novelty of globalization as a phenomenon that should not be identified with previous processes in the development of human society. The complex-integrative character is substantiated with the scope of the social processes in a state of globality while strengthening the degree of integration and interdependence. As a result of its manifestation, global institutional structures of transnational character are being formed to overcome the traditional geographical, economic, political and cultural borders. The unevenness of its course is determined by the form of government, the type of political system and the degree of economic development.

Globalization manifests itself as a process in which the collective and individual identity of the people round the world is changed with the help of the mass media. It can also be characterized as an objective and dynamic process related to the expansion and interaction of economic, political, social and cultural relations between individual regions and countries in them. It acts as a process of intensification of the relations between human communities and their activities, pressing the real subjects of power to the contradiction of the market economy and social policy. This opposition is reflected in all spheres of public life [11].

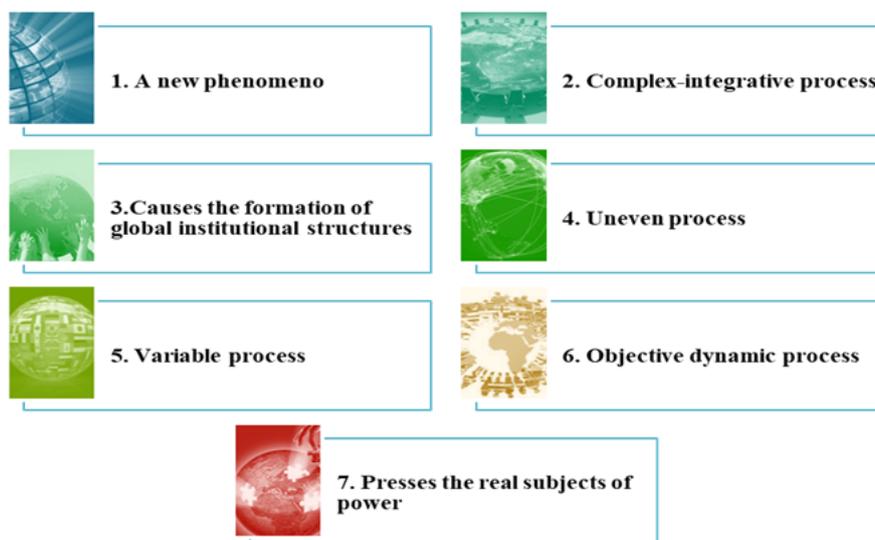


Figure 2. Basic characteristics of globalization, Source: N. Popov, 2009

Global education

In line with the globalizing world, global education is constantly changing and developing. Global education is provoked by the global society and economy with its geo-global problems, which pose new challenges to young people. They are related to the need of realizing and evaluating their role in a global aspect to take initiatives and offer sensible solutions to overcome some of the global problems in the name of a preserved future world.

On the one hand, global education aims to contribute to personal development by responding to the needs of students and young people to have social and civic competencies that are useful to them in the global world. On the other hand, insofar as education has a public function, it meets the needs of society by preparing young citizens who adequately meet the challenges, not only professionally, but also in civic and political terms and actively participate in changing society.

The term „global education“ has been used in English-speaking countries since the 1970s. Americans were the initiators of the promotion of global education, creating the American Forum for Global Education in 1970 in the form of a non-governmental organization that develops the idea of global education in the United States and worldwide.

Based on the idea of the American Forum for Global Education and under the auspices of UNESCO, an international conference entitled „Bridges to the Future“ was held in New York in 1995, at which the ideas of global education were recognized as the most important direction for the development of modern pedagogical science and practice and a goal that must be taken into account in the preparation of the young generations for life in the rapidly changing world in the conditions of growing geo-global problems and global crises.

In Central European countries, for global education has been spoken of since the early 1990s. At the beginning of the 21st century, activities intensified and in 2002 the first European Congress on Global Education was held in Maastricht (Netherlands), at which a strategy for its development was adopted [6].

According to the definition in the Declaration on Global Education adopted at the Congress, it opens the minds and hearts of young people to realize the realities of the globalized world and encourages them to build a fairer and more sustainable future. Global education includes education for development, education for human rights, education for sustainable development, education for peace and conflict prevention and intercultural education, and is a global dimension of civic education [16].

The North-South Center for Global Education, also known as the European Center for Global Interdependence and Solidarity, is identified as the organization that coordinates activities with the Council of Europe. It was created by the Council of Europe to promote cooperation and solidarity between the northern and southern countries on the continent and to improve opportunities for realization of global education and public awareness. Its headquarters is located in Lisbon.

In May 2011, the Committee of Ministers of the Council of Europe adopted the Recommendation on Education for Interdependence and Solidarity, which is the first European normative standard for global education [12].

Important guidelines for the development of global education in Europe are set out in the Declaration on the Promotion of Citizenship and the Common Values of Freedom, Tolerance and Non-Discrimination through Education, adopted in Paris in 2015 by EU Education Ministers and the Commissioner for Education, culture, youth and sports. It promotes intercultural dialogue through all forms of learning in cooperation with other policies and stakeholders, quoting EU documents with good reason for it - the Europe 2020 strategy, Horizon 2020, Erasmus + and others.

The declaration emphasizes the urgent need for cooperation, coordination, exchange within the EU for the acquisition of social, civic and intercultural competences by children and young people through the promotion of democratic values and fundamental rights, social inclusion, non-discrimination and active citizenship [5].

In 2015, the third European Congress on Global Education was held in Zagreb. It discusses the idea of using the term „global civic education“ instead of the term „global education“ and sets goals to achieve linked to:

- Analysis of competencies and methodological framework in global civic education;
- identifying priorities and mechanisms for strengthening of global civic education;
- identifying the contribution and benefits of global civic education to achieve the Sustainable Development Goals in Europe.

The period of development of global education in Europe after 2015 is associated with the realization of international initiatives and the implementation of international directives. One such initiative is the Global Schools project, which started in 2015 as a European project implemented in 10 EU countries by 17 partners, led by the Autonomous Province of Trento and co-financed by the Development Education Program and Awareness Raising of the European Commission. It aims to integrate global education as a horizontal theme and approach for all existing subjects in primary school curricula in the partner countries.

Important guidelines for the realization of the ideas of global education are also indicated in the UN Program for Sustainable Development until 2030, adopted in September 2015. It is the first global strategy agreement of its kind and includes a set of 17 global goals for sustainable development (Fig. 3) and 169 related sub-objectives, which mobilize all countries and stakeholders in their efforts to achieve them by updating the domestic policies of all countries to accomplish common global priorities.

1. Poverty eradication	7. Renewable energy	13. Combating climate change
2. End of hunger	8. Secure work and economic growth	14. Life under water
3. Good health	9. Innovation and infrastructure	15. Life on earth
4. Quality education	10. Reducing inequalities	16. Peace and justice
5. Gender equality	11. Sustainable cities and communities	17. Partnerships for the purposes
6. Clean water and sanitary conditions	12. Responsible consumption	

Figure 3. UN Global Goals for Sustainable Development, Source: Transforming our world: the 2030 Agenda for Sustainable Development

The UN Development Program is based on an approach that respects human rights, as well as the principles of universality, comprehensiveness and shared responsibilities. The focus of development policy is to intensify the interconnections between the three „pillars“ of sustainable development: economic, social and environmental in all countries and is globally oriented. A number of new activities

for social and economic change are included in the implementation of a more holistic approach to achieving the transformative effect of development policy on a horizontal level [17].

In order to achieve global goal 4 for quality education in 2015, the Education 2030 Directive was adopted, which is an integral part of the sustainable development agenda and gives a comprehensive vision of the new educational agenda. In the document the global goal of education is formulated and the seven sub-goals related to it - 4.1, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 and means of implementation proposed by the Working Group of Sustainable Development goals at the General Assembly of the United Nations. What is new in the strategy is the emphasis on greater and wider access, equality and inclusion, quality and learning outcomes, and lifelong learning.

Directly related to global education is sub-objective 4.7. According to her, by 2030 it is necessary to ensure that all learners acquire the knowledge and skills needed to promote sustainable development through education for sustainable development and sustainable living, human rights, gender equality, promotion of the culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development. It states that the knowledge, skills, values and attitudes required of citizens to lead productive lives, make informed decisions, take an active role at local and international level in addressing global challenges can be acquired through education for sustainable development and global civic education, which includes education for peace and human rights education, as well as intercultural education and education for international understanding [10].

Through the mentioned basic competences, the global education helps to realize the differences in the living standards of people on the planet and raises issues for social responsibility in order to minimize existing differences (Figure 1). It points to a self-assessment of everyone's personal participation in activities that are the cause of some of the geo-global problems and awareness of personal responsibility for the development of civic consciousness. In this way, global education closely linked to the human rights, sustainable development, peacekeeping, conflict prevention and tolerance between cultural differences. It provides an opportunity for young people to realize and understand the nature of geo-global problems, their direct impact on individual countries and the personality of each person to realize and be ready to exercise their civil rights and obligations to preserve peace and resources on the planet and establishment of Sustainable Development.

The main goal of global education is to help students form the following competencies:

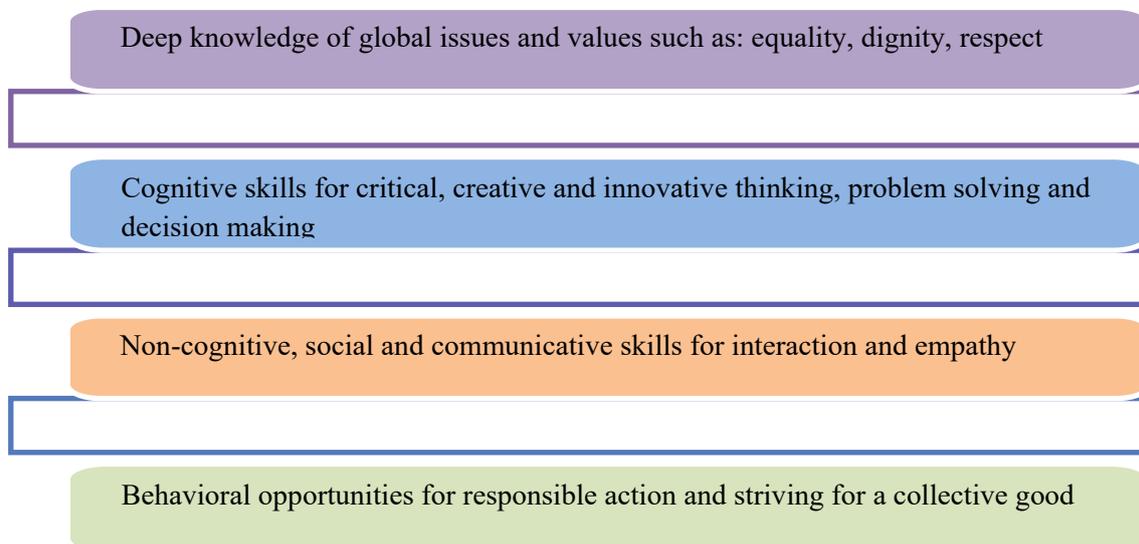


Figure 4. Basic competences formed through global education, Source: Obrazovanie 2030. Ramka za deistvie, 2015

The basic approach underlying global education differs from traditional approaches in that it offers cognitive and emotional learning opportunities. The originality of the approach to global education is confirmed by its dimensions, which can be defined as: thematic, spatial, temporal and dimension of teaching as a process (Figure 5).

The thematic dimension of global education is reduced to the content range of the main groups of analyzed topics: poverty and social justice, human rights and cultural diversity; peace and environment.

Their discussion helps to establish the leading regularities and realize the impact that the daily choices of students have on them in a regional and global aspect.

The spatial dimension allows understanding the connections between geoglobal problems and processes at local, regional and global level. In this way, through the expanding territorial scope can address issues in a global context and emphasize the need for change, starting from the local level to the global level. Linking the spatial with the time dimension allows the analysis of geoglobal processes and problems not only in territorial terms, but also in time, to identify trends, search for causes and realization of projections in the future.

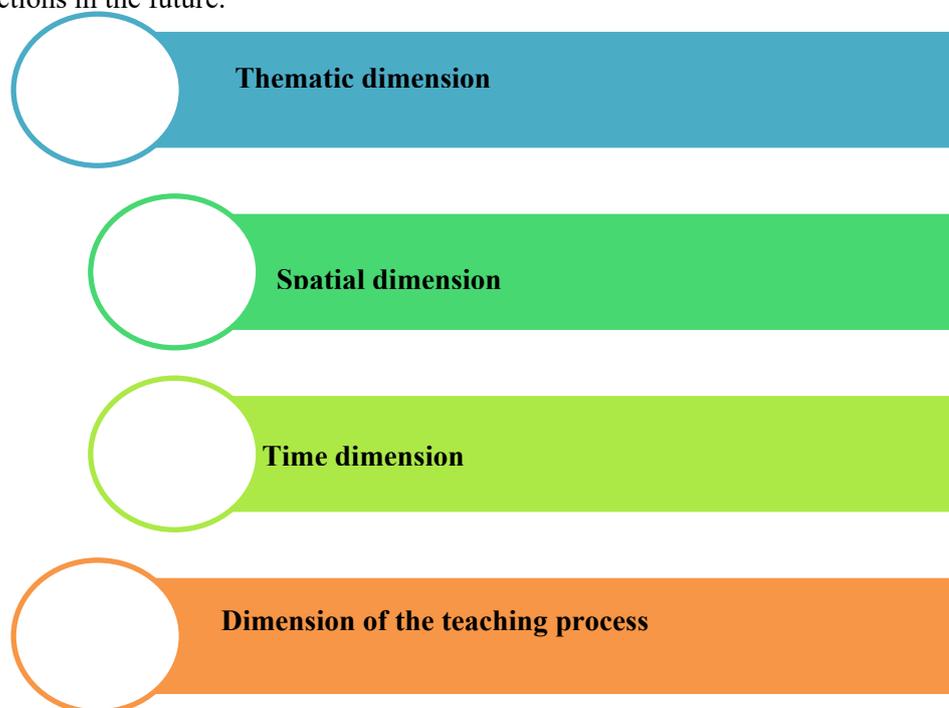


Figure 5. Dimensions of the educational approach to global civic education, Source: Xiks, D., K., Holdan, 2007

The dimension of teaching as a process is related to the methodology of training on the geoglobal issues of the modernity. The functions of the teacher should be reduced to the activity of a moderator who directs discussions, stimulates research and shares knowledge with students. It requires equality between teacher and students, as well as the active participation of students through creative research, critical analysis, teamwork, development of presentations and projects [19].

The analysis proves that the ideas embedded in global education are important, relevant and innovative, but even more important is the experience of individual countries in their implementation. This is mostly related to designing according to educational traditions and policies, cultural-historical and economic differences.

In most countries in Europe, the ideas of global education are realized in the form of school subjects. In the UK, a new school subject, Education for Citizenship, was introduced in 2000, containing many elements of global education. In Russia, 10 national centers of global education are being established, consisting of pedagogical institutes, schools and training centers.

The ideas of global education are also being implemented in Asian countries. In Japan, this was at the request of leading corporations in the period 1980-1990 and took the form of „Education for Global Competitiveness“. This helps to understand the ideas of global education and improve the methods of learning a foreign language. At the same time, the deep-rooted traditions of the national culture in the country do not allow the rapid spread of an independent school subject.

In South Korea, in 2001, an optional subject „Education for International Understanding“ was added to the national curriculum under the influence of the established Asia-Pacific Center for International Understanding under the auspices of UNESCO.

In the Australian Union, global education is supported by the government and a number of non-governmental organizations and activities are limited to the development of teaching materials, inclusion

in curricula of leading topics within the subject of global education - future, thinking, communication and others.

Globalization of education

The impact of globalization on modern society is measured not only with the global education, but also by the process associated with the globalization of education. In the field of education of individual countries, the process of globalization has a wide range of impacts on national educational policies and is defined as the *globalization of education*. This process can be manifested in the following areas:

- Emphasis on education as a mechanism for economic growth;
- Joint activities of intergovernmental, governmental and international non-governmental organizations in the field of education;
- Influence of information technologies and the global information network;
- International evaluation in the field of education;
- The influence of multinational corporations on global and regional education policies [14].

Thus, the globalization of the world economy puts before young people the need of their active participation in the growing process of globalization of education [13].

At the same time, countries around the world are striving to develop a knowledge-based economy and this has a direct effect on educational policies and university and school curricula. In this way, the role of education in promoting economic growth is assessed by paying increasing attention to educational institutions that form specific practical competences for development of potential to facilitate future economic growth. This leads to the convergence of curricula and their adaptation to specific scientific aspects with opportunities to influence economic growth.

Computerized and mobile technologies, pharmaceutical and biotechnologies and others can be mentioned as globalizing sectors of the economy, which have a technological or scientific basis and require specific scientific knowledge and skills. For countries that develop or intend to invest in the development of these technologies should know the latest developments in science and their impact in curricula as a medium or long-term strategy for successful participation in these sectors.

Another aspect of the manifestation of global education is related to the growing role of information technology and the global network over the science and education. The potential impact of this resource on scientific and educational programs comes down to the rapid sharing of scientific information and ideas across a wide range of universities and educational institutions, as well as multinational corporations that provide educational services and curricula and resources to schools and educational ministries across world.

ICT helps to increase the amount and accessibility of learning resources and to realize personalized learning tailored to the needs of the individual student. They provide opportunities for rapid information sharing and interaction between learners regardless of their location.

The impact of ICT on the globalization of education is expected to continue to increase, as traditional fact-based curricula are being replaced by more flexible curricula focused on the acquisition of specific skills [4].

Another important area of globalization of education is the development of large-scale international assessment projects such as the Trends in International Mathematics and Science Study in 4th Grade (TIMSS) and the Program for International Student Assessment (PISA).

The International Mathematics and Science Skills Survey for 4th Grade Students (TIMSS) is supported by the International Association for the Assessment of Educational Achievement (IEA). TIMSS takes into account trends in student achievement and studies the differences between national education systems in more than 60 countries to help improve teaching and learning around the world.

The Program for International Student Assessment (PISA) was developed by the Organization for Economic Cooperation and Development (OECD) in the 1990s as a periodic internationally standardized assessment of 15-year-old students. It arises in response to the need to develop indicators to compare the quality of education in different countries. It was launched in 2000 and includes 43 countries. PISA is conducted over period of three years and the assessment covers three areas of knowledge: reading, mathematics and science.

By reporting the results of the international evaluations outlines the global trend towards greater emphasis on the standardization of education in the studied areas and convergence of the objectives of the curricula in different countries [1]. This, in turn, can act as a catalyst for change and convergence with countries to make changes to their educational systems in order to overcome the weaknesses or shortcomings identified as a result of their participation in international evaluations [15].

Despite of the considered directions that drive the globalization of education, there are other factors that oppose this process, such as educational traditions and different interpretations of centralized curricula based on local culture.

Design in geographical education

In the conditions of development of the Bulgarian education the ideas of the global education can be realized through various types of activities such as development of curricula for obligatory and elective courses, which include topics from the global education [18].

Apart from being independent courses, topics from global education that concerns certain geo-global issues can be successfully integrated into the curriculum of school subjects such as world and personality, geography and economics, history and civilization, biology and health education and others. Example topics related to the global education with application in geography and economics training can be: social justice, responsibility for environmental protection, tolerance of differences, rational use of exhaustible natural resources, global citizenship, intercultural communication, sustainable development and other.

The ideas of global education can be projected into geographical education in a variety of extracurricular activities. Regardless of the organizational form, the following aspects of it, visualized in Figure 6, should be taken into account when implementing the exemplary topics from the content scope.

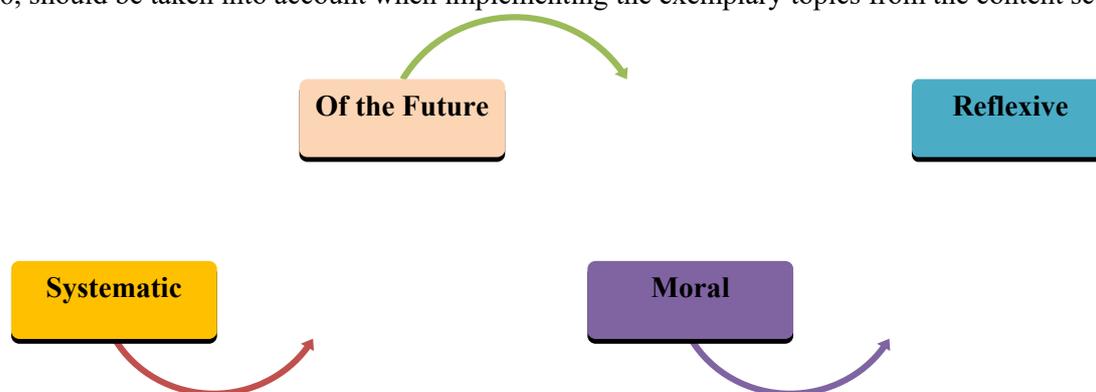


Figure 6. Aspects in the implementation of global education, Source: I. Kurdyumova, 2010

The system aspect is based on the geoglobal problems of the interconnected systems of ecological, cultural, economic, political, technological nature in different territorial dimensions and is very close to the topics related to the geography of the continents and countries.

The aspect of the future binds current actions and consumption patterns that determine the future and proves the present-future relationship. In this way, students can discover a new point of view over geo-global problems and to establish new alternatives for solving them. It could be taken into account when forecasting the studied natural-geographical and socio-economic processes through project activity.

The moral aspect is particularly important because it is at the heart of global education and is linked to the common moral values of people who are not influenced by their cultural identity, gender, religion, nationality or socio-economic status. This aspect must be taken into account when developing topics from the curriculum concerning the person and his activity in different territorial scope.

The reflective aspect allows young people to get closer to reality and realize that the world consists of diverse views, values and perspectives for solving global problems. Its implementation contributes to the formation of skills for analyzing problems from different position and for the formation of patterns of behavior for decision-making by adapting to change and significant participation in civil global society [9].

Geographical education has the potential to realize all dimensions of global education. The activities for designing global education can be applied in the development of geographical content in connection with its thematic dimension in: consideration of the problems of poor countries in the world, disrespect for human rights and freedoms and proving the rich cultural and historical heritage and the contemporary cultural diversity, in analyzing the need to preserve world peace and the ideas of sustainable development regarding natural and demographic resources.

The holistic nature of geographical science provides opportunities in front of geographical education to realize the spatial dimension of global education and prove geographical patterns at the global, regional and local levels. When synchronizing with the time dimension of global education, certain trends and patterns in the development of socio-economic geographical processes can be established. The dimension related to the teaching process and methodology of training on the geo-global problems of modernity is in the process of development. In it, the leading role is played by the geography teacher, who realizes his new role, creates conditions and directs the students' activity to creative research, critical thinking, project activity for overcoming the geo-global problems of the modernity.

The indicated opportunities for realization of changes in the educational discourse in the process of geography and economics training with an emphasis on the importance of values, attitudes and communication skills contribute to the value development of students in the context of globalization.

Conclusions

Based on the above we can summarize:

- Globalization is one of the essential characteristics of the modern development of society.
- Global education is provoked by the global society with its geo-global problems, which pose new challenges to young people.
- Global education includes education for development, education for human rights, education for sustainable development, education for peace and conflict prevention and intercultural education and is a global dimension of civic education.
- The basic approach underlying global education differs from traditional approaches in that it offers cognitive and emotional learning opportunities.
- The globalization of education emphasizes education as a mechanism for economic growth, stimulates the joint activities of organizations in the field of education, explores the impact of the information technology and the global information network.
- The globalization of education contributes to the introduction of international evaluation in the field of education and strengthens the influence of multinational corporations on global and regional educational policies.
- Geographical education has a content basis and potential for realizing all dimensions of global education.

Acknowledgment

The present article is a result of the work on a project № KP-06-MNF/21/22.10.2020 г. „Third scientific conference with international participation „Geography, regional development and tourism“ at the Konstantin Preslavsky University of Shumen, co-financed by the Bulgarian national science fund of the Ministry of Education and Science of Bulgaria.

References

- [1]. Astiz, M., A. Wisemand, D. Baker. Slouching towards decentralization: Consequences of globalization for curricular control in national education systems.//*Comparative Education Review*, **2002**, 46 (1), p. 66–88.
- [2]. Bek, U., *Shto e globalizatsiya?*, C., **2003**.
- [3]. Chase-Dunn, Ch. Globalization: A World-System perspective.//*Journal of World-Systems Research*, **1999**, No 2, p. 186-215.
- [4]. Cornali, F., Tirocchi, S. Globalization, education, information and communication technologies: What relationships and reciprocal influences?//*Procedia-Social and Behavioral Sciences*, **2012**, Vol. 47, p. 2060–2069.
- [5]. *Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education* Paris, **2015**, http://ec.europa.eu/education/news/2015/documents/citizenship-education-declaration_en.pdf, (25.04.2020)
- [6]. *European strategy framework for improving and increasing global education in Europe to the year 2015*, 2002 http://www.nscgloaleducation.org/images/Resource_center/ (23.03.2020)
- [7]. *Global citizenship education: an emerging perspective*, UNESCO, **2013**, <http://unesdoc.unesco.org/images/0022/002241/224115E.pdf> (14.04.2020)
- [8]. Kazakov, A., Choveshkiyat capital v usloviyata na globalizatsiya//*Ikonomicheski alternativi*, **2009**, №4, p. 53-65.

- [9]. Kurdyumova, I., Globalnoe obrazovanie: novy uchebnoy predmet v sredney shkole za rubezhom. // *Problemy sovremennogo obrazovaniya*, **2010**, №5, c. 61-66.
- [10]. *Obrazovanie 2030. Ramka za deistvie*, **2015**
https://www.mon.bg/upload/7802/Framework_for_Action_Education_2030_23.April.2015.pdf
(18.05.2020)
- [11]. Popov, N., *Glovalizatsiya i regionalizatsiya*, UNI „Neofit Rilski“, Blagoevgrad, **2009**.
- [12]. *Recommendation of the committee of ministers to member states on education for global interdependence and solidarity*, **2011**,
https://www.coe.int/t/dg4/highereducation/Resources/Recommendations_EN.asp (25.03.2020)
- [13]. Sellar, S., Lingard, B. The OECD and the expansion of PISA: New global modes of governance in education. // *British Educational Research Journal*, **2014**, Vol. 40, 6, p. 917-936.
- [14]. Spring, J. Research on globalization and education. // *Review of Educational Research*, **2008**, 78, 2, p.330-363.
- [15]. Stacey, O., G. De Lazzari, H. Grayson, H. Griffin, E. Jones, A. Taylor, D. Thomas. *The Globalization of Science Curricula*, IEA Springer, **2018**.
- [16]. *The Maastricht Global Education Declaration*, <https://rm.coe.int/168070f089> (20.03.2020)
- [17]. *Transforming our world: the 2030 Agenda for Sustainable Development*, <https://sustainabledevelopment.un.org/post2015/transformingourworld> (15.05.2020)
- [18]. Valchev, R., *Globalno obrazovanie. Kniga za uchitelya. Vtora chast, S.*, **2013**.
- [19]. Xiks, D., K., Holdan, *Teaching the global dimension. Key principles and effective practice*, Routledge, London, **2007**.