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Globalization, nationalization and rationalization

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Abstract

This is the era of knowledge, connectivity, information flow, regional co-operation and inter-competition. Globalization is bringing new and emerging trends in various domains including education and is obviously a path maker to the new horizons in education. The grass-roots level issues impinge the adoption of global trends in education especially for the developing countries. All these areas lead to progress as well as to challenges. This paper illustrates a case of Pakistan and an example of emerging trend of career education is presented. A comparison of global trends and local realities show that a rationalization in approach is deemed important.

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1. Introduction

Methods of career education like other areas of education receive influences from the global trends. It is generally observed that approaches of career education are adopted and adapted from the developed countries. However, in all this journey national level realities of the developing countries cannot be ignored. This paper is an attempt to highlight the challenges in mainstreaming and imparting of career education in the developing countries in light of the global trends. In light of the review, this paper offers recommendations with reference to career education suitable for the developing countries.

Globalization refers to the process in which jobs, currencies, data and ideas can be transmitted electronically without regard to national boundaries (Herr as cited in Athanasou and Esbroeck, 2010). This phenomenon or process

brings forth both inter-regional competition and co-operation in all the fields including education. As a result, globalization opens new horizons in education along with the predicted and unpredicted challenges especially for the developing countries. The inter-regional flow of information linked to the new horizons in education is well-evident from a sway of information communication and technology in education and careers education from the developed to developing countries.

Al'Abri (2011) indicates that globalization affects educational policy of the developing countries in the same way as of the developed countries. While supporting and reinforcing this stance, this paper highlights that socioeconomic factors and mind sets of the developing countries can either facilitate or hinder educational development at national level in the light of globalization. This article also sheds light upon the importance of rationalization for policy framing and implementation in response to the cultural and contextual realities. Critical reflection on career education with reference to globalization and national/local realities can help both the developing and developed countries to plan the intervention strategies suitable and appropriate for the less developed areas. This can provide the realistic strategies to facilitate globalization and uplifting of the state of the developing countries in a practical and plausible manner.

Globalization has not only opened informational exchange from developed to developing countries but has also led to the career prospects across the borders. Now, the individuals are expected to develop skills and competencies so that they can attain better job opportunities and consequently they enter into inter-regional competition. For this, individuals require to develop skills to compete with individuals from other parts of the world. Migration for work is a typical example of competition between people from various regions but against a standard criterion. Inter-regional connectedness linked to the inter-competition and rapid flow of information across the borders and a need to develop employability skills throughout our lives call for career education both in the developed and developing countries.

Our need to develop skills throughout our lives calls for the adoption of new trends in order to improve employability which is challenging especially in the developing countries. Career education as result of globalization aims at developing skills to enter, sustain and grow one's career. Though field of career education emerged in UK, England and Sweden many years back, its emergence in Pakistani curriculum can be considered as a recent phenomenon and an obvious result of globalization.

The progress with reference to career education varies in the developed and developing countries. Careers education in the curriculum of United Kingdom appeared in 1970 and 1980s in response to various career theories such as by Super (1957) and after that DOTS Framework which refers to decision learning (D), opportunity awareness (O), transition learning (T) and self-awareness (S) by Law and Watts (1977). These theories made remarkable contribution in the area of career development and career education (Hooley, Marriott, Watts, and Coiffait, 2012). However, a consistent and sound focus on career development through curriculum is still required in the Pakistani context.

The existing status of career education in the National Curriculum of Pakistan (Ministry of Education, 2006) requires due reflection. Review of English Curriculum (Ministry of Education, 2006) shows that a focus upon career education begins mainly at the secondary level whereas at primary educational level life and study skills earn a prime focus under the theme of education of vocation/ employment. In some of the renowned universities such as National University of Sciences and Technology, there is now a focus on career education for the university students through the establishment of Career Development Center ("Career Development," 2012). However, a continuous, comprehensive and research based focused on career education is required at all the educational levels. Despite of the fact that career education as a domain in curriculum earns firm position in the developed countries, its position and importance in curriculum of Pakistan still needs to be strengthened and research-based.

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