

Globalization in education

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Abstract: This qualitative study aims to assess how globalization is embedded in education among different countries. Data is mined through internet databases. This study includes three main variables namely, education policies, curricular reforms and diversity, equity and inclusion initiatives. A theory was conceptualized to explain the interplay among variables.

Keywords: globalization, education, education policies, curricular reforms, diversity initiatives, equity and inclusion initiatives

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INTRODUCTION

The complicated phenomena of globalization have affected education as well as many other facets of our life. It has a significant effect on education, influencing both basic and higher education globally. All societies have serious concerns about education. Education is at the center of the transformation that is profoundly impacting our world in the fields of science, technology, economics, and culture. It is the cornerstone and vital engine of economic, social, and personal progress (Feniser et al., 2025).

When discussing education, the term "globalization" refers to the cross-border interchange of ideas, information, and resources. It has made it easier for educational systems all around the world to integrate, which has promoted cooperation, creativity, and the exchange of best practices. The goal of global education is to strengthen global industries and promote the international development of environmental sustainability by integrating teaching methods from various systems throughout the world. From elementary school through university, these educational programs place a high priority on universal access to education, fostering learning opportunities that equip students for leadership positions in international corporations. Through their shared

objective of preparing youth for prosperous futures in which their countries will become more interconnected, globalization and education subsequently have an impact on one another (Nazneen, 2024).

The foundation of this paper is World Culture Theory by Robertson (1992), which holds that broader systemic changes taking place on an international and global scale can account for the isomorphic growth and establishment of educational systems, policies, and practices inside nation-states. It aids in comprehending how the world is still interrelated and how education is viewed globally (Wilkins et al., 2024).

With the advent of globalization in education, it is imperative to understand how globalization is embedded in the education sector. Hence, this study aimed to establish data on how globalization is immersed in education policies, curricular reforms and diversity, equity and inclusion initiatives.

Problem Statement

This study aims to assess how globalization is promoted in the education sector across countries.

1. How is globalization promoted in education sector?
2. What is the impact of globalization in terms of:
 - 2.1 Education Policies;
 - 2.2 Curricular Reforms; and
 - 2.3 Diversity, Equity and Inclusion Initiatives?
3. Based on the findings, what theory can be generated?

METHODOLOGY

This study employs qualitative research to assess how countries promote globalization in education. This research considered education policies, curricular reforms.... As the major variables that affect globalization. Data was gathered through data mining (internet sites).

“The field of data mining deals with extracting new and perhaps valuable information from massive volumes of data. This definition is further expanded to include the field of scientific study concerned with creating procedures for conducting discoveries within the distinct types of data derived from educational environments” (Baker, 2010).

DISCUSSION OF FINDINGS

Globalization in Education Policies

In many instances, the globalization process has accelerated economic growth and development; nonetheless, questions have been raised about whether this trend can continue from a social perspective. The significance of globalization for the international exchange of ideas must be considered when developing policies related to education and skill development. Because they affect people's and societies' ability to adjust to change and seize opportunities brought about by globalization, education and skill policies are crucial in this regard (Woessmann, 2011).

Findings emphasize that globalization has undeniably accelerated economic growth and development, but its continuation from a social perspective hinges on addressing deep-rooted educational challenges and inequalities. As Woessmann (2011) argues, education and skills development policies are critical levers because they shape how societies and individuals can adapt to and seize the opportunities of globalization. One key recommendation across nations is the implementation of Education for All policies, which aim to expand equitable access. Countries

like the Philippines, Malaysia, Nigeria, the Democratic Republic of the Congo, and the United States are investing heavily in such initiatives, recognizing that improving educational access enhances workforce competitiveness, fosters community development, and promotes lifelong learning (Adarlo & Jackson, 2016; Sarasean, 2024; Edu & Ayang, 2011; Huguet, 2021; Rocha et al., 2023).

Additionally, decentralizing educational delivery has emerged as a global strategy to improve educational outcomes. Thailand, South Korea, Papua New Guinea, Ireland, and Colombia illustrate how devolving decision-making authority to local governments or schools can enhance accountability, responsiveness, and alignment with community needs (Kaewkumkong & Jaiborisudhi, 2021; Walton, 2019; Skerritt, 2019; Canas, 2020). These efforts have been linked to stronger educational performance and reduced inequality (Khan & Mirza, 2010).

Another cornerstone is the strengthening of support for teachers, as the teaching workforce holds the power to shape society and foster national progress. Singapore, Thailand, Nigeria, Ethiopia, the DRC, and Argentina have all emphasized continuous professional development, mentorship, and performance-based structures to elevate the teaching profession and ensure educators can navigate globalization's demands (Sarasean, 2024; Kanu et al., 2024; Abebe & Woldehanna, 2013; Locatelli, 2023; Meng, 2023).

The promotion of multilingualism and multiculturalism is also fundamental in preparing citizens to engage meaningfully in a globalized world. Countries such as Japan, the USA, and Canada embed foreign language instruction and multicultural policies into their education systems, fostering cross-cultural understanding, global citizenship, and international collaboration (Efron, 2020; Spring, 2017; Morozovskaia & Makarov, 2024).

Further, increasing skills training for persons with disabilities is a crucial step toward inclusivity. Thailand, Tanzania, and New South Wales demonstrate how inclusive education not only empowers marginalized groups but also strengthens social cohesion and economic growth (Leong, 2024; Riddell et al., 2018; Tinta & Kolanisi, 2023). Inclusive policies are essential for creating a learning environment where all students feel a sense of belonging and respect (Cai, Cui, & Chang, 2024).

Lastly, improving school infrastructure systems is central to delivering equitable and quality education. South Africa, Nigeria, and Argentina show that investing in physical infrastructure—classrooms, libraries, laboratories, and technology—can dramatically enhance learning outcomes, narrow inequalities, and boost global competencies (Engelbrecht, 2020; Kani et al., 2024; Meng, 2023). As Barrett et al. (2019) highlight, the alignment between infrastructure design and educational practices, combined with stakeholder involvement, amplifies the impact of such investments.

Overall, the evidence shows that by implementing inclusive, decentralized, teacher-supported, multilingual, and infrastructure-strong educational systems, countries can convert the challenges of globalization into opportunities for equitable development, enhanced human capital, and resilient social progress. This approach underscores the global responsibility to ensure no nation or group is left behind in the race toward a more interconnected and competitive world (Williams, 2017; Feniser et al., 2025).

Globalization in Curricular Reforms

The results reveal a global movement toward transforming educational systems to align with the demands of an interconnected, rapidly evolving world. Central to this transformation is the globalization of curriculum, which calls for embedding intercultural and interdisciplinary

elements into teaching, research, and service to prepare students for the global economy (AS, 2019). This broad, quality-driven approach emphasizes not only specialized knowledge but also adaptability to global paradigm shifts, particularly as shaped by the rise of new information and communication technologies (ICT).

A key component of this transformation is the integration of innovative pedagogies in STEM education. Countries such as the Philippines, Thailand, Singapore, Japan, South Africa, and France have been reshaping their STEM curricula to focus on inquiry-based, problem-solving, and project-based learning approaches (Rogayan, Rafanan, & de Guzman, 2021; Sarasean, 2024; Teo & Choy, 2021; Yamada, 2017; Chinenye Nwokocha & Legg-Jack, 2024; Deák et al., 2021). These strategies are designed to cultivate critical thinking, creativity, and innovation, ensuring that students possess the competencies required to address global challenges and drive technological advancement.

The integration of ICT into education further amplifies the capacity of schools to deliver flexible, accessible, and globally relevant learning experiences. Nations like the Philippines, Thailand, Singapore, Japan, the USA, and Argentina are leveraging ICT to break geographic barriers, support hybrid and online learning models, and enrich classroom instruction with multimedia tools (Tomari, 2018; Sarasean, 2024; Elfaki & Ahmed, 2024; Luyt, 2013; Tosi, 2015). By doing so, they prepare students for a digitalized workforce where collaboration, innovation, and adaptability are key.

In parallel, internationalization of education has become a major policy direction, particularly in Japan, Canada, Nigeria, and Brazil, where institutions actively foster student mobility, global skill acquisition, and cross-border academic partnerships (Ota, 2018; Finardi & Rojo, 2015; Samuel, 2018). This movement reflects the need for students to navigate global labor markets, embrace cultural diversity, and develop comparative perspectives that enhance their employability and social impact.

Moreover, educational reforms are emphasizing interconnectedness and global perspectives, as seen in Nigeria, Papua New Guinea, and the USA, where curricula now explicitly address international interdependence, global citizenship, and cultural awareness (Kanu et al., 2024; Hualupmomi, 2015; Spring, 2017). By integrating diverse viewpoints and cultural dimensions, these programs promote inclusivity, empathy, and democratic values, which are foundational for nurturing socially responsible and globally conscious citizens (Zalli, 2024).

Finally, the development of employability skills and competencies is a unifying goal across Nigeria, the USA, Canada, and Ireland, where curricula are being reshaped to balance technical expertise with soft skills such as communication, teamwork, entrepreneurship, and digital literacy (Kanu et al., 2024; Rocha et al., 2023; Guo, 2012; Confederation, 2018). As highlighted by Roxas (2022) and Fajaryati et al. (2020), these competencies are essential for equipping graduates to navigate the uncertainties of a globalized labor market and sustain lifelong adaptability.

In summary, the convergence of these global educational strategies—spanning curricular reform, pedagogical innovation, ICT integration, internationalization, global awareness, and employability development—underscores a shared international commitment to transforming education as a powerful tool for economic competitiveness, social cohesion, and sustainable development. These efforts collectively aim to produce graduates who are not only technically capable but also culturally attuned, globally minded, and ready to thrive in a complex and interconnected world.

Globalization in Diversity, Equity and Inclusion Initiatives

These global perspectives reveals that globalization has reshaped educational systems not only through expanded opportunities but also by intensifying the challenges around Diversity, Equity, and Inclusion (DEI). Across continents, education systems are grappling with how to balance international competitiveness, local cultural preservation, and social justice, creating shared patterns despite differing historical, political, and cultural landscapes.

In Asia, the Philippines illustrates the tension between maintaining local cultural identity and aligning with global standards (Bernardo, 2020), while Thailand's "glocalization" (Chayanuvat, 2019) blends global practices with Thai values. China's "controlled openness" (Yang, 2018) in higher education reflects a deliberate embrace of global trends within strict ideological limits. These cases show that Asian education systems face complex negotiations between tradition and modernity, innovation and control.

In North America, the United States struggles to reconcile standardized testing regimes with culturally responsive teaching (Ladson-Billings, 2021), while Mexico's intercultural policies seek to blend indigenous knowledge systems with global competitiveness (Dietz, 2018). Canadian frameworks, though outwardly multicultural, still privilege Western epistemologies (Guo & Guo, 2017). Despite differing national narratives, all three countries wrestle with embedding authentic inclusion within dominant educational structures.

The Philippines and Canada, as comparative examples, reveal how DEI implementation often stalls between formal policies and deeply ingrained cultural attitudes (Santos & Dryden-Peterson, 2021). Both nations have built strategic DEI frameworks and institutional commitments, yet the gap between policy design and practical change persists, reflecting a global pattern of aspirational inclusion constrained by social realities.

In Thailand and China, efforts to address educational inequality converge on reducing rural-urban disparities. Thailand's multifaceted approach—combining funding, community engagement, and technology—parallels China's "Two Basics" program for compulsory education and literacy (Zhao & Qiu, 2012; Fry & Bi, 2013). As Zhou (2023) notes, shared geographic, economic, and historical pressures drive parallel strategies, underscoring how common development challenges shape national responses, even across different political systems.

In the Pacific region, New Zealand and Fiji exemplify the embedding of indigenous knowledge and culturally responsive pedagogy into national curricula (Thaman, 2021). Both countries strive to balance the legacies of colonialism with modern educational imperatives, focusing on inclusivity that honors local identities while preparing students for global engagement. This distinctive Pacific approach reflects a commitment to cultural integrity within educational modernization.

Looking at legal and policy frameworks, countries as varied as Samoa, Libya, Egypt, and Norway align under the global push for inclusive education through legislation addressing marginalized groups' rights, gender equality, and human rights conventions like CEDAW and CRPD. While contexts differ, the shared pursuit of equity through legal structures highlights a universal recognition of education as a social equalizer, even as resource constraints and sociopolitical instability pose ongoing obstacles.

Finally, in supporting ethnic and linguistic minorities, Kenya, Germany, and Belgium show converging efforts to reform curricula, pedagogy, and school environments to reflect multicultural realities. Kenya's Competency-Based Curriculum, Germany's intercultural pedagogy, and Belgium's intersectional reforms all attempt to address underrepresentation, improve teacher training, and break down systemic barriers. Yet each country struggles with fragmented policies

and uneven implementation, reflecting the global challenge of moving from symbolic inclusion to substantive equity.

Overall, the synthesis reveals that across Asia, North America, Africa, Europe, and the Pacific, education systems are engaged in parallel DEI efforts shaped by globalization, historical legacies, and contemporary social demands. Despite differences in political governance, economic scale, and cultural context, nations increasingly face common tensions: how to deliver culturally responsive, equitable, and inclusive education in a world that demands both global competitiveness and local authenticity. These parallel journeys highlight a growing convergence of educational values, where the pursuit of diversity, equity, and inclusion becomes not just a national challenge, but a shared global imperative.

CONCLUSION

The impact of globalization on educational policies, curricular reforms, and diversity, equity, and inclusion initiatives has been both profound and transformative. As education systems across the globe respond to interconnected economic, cultural, and political influences, policies increasingly emphasize global competencies, cross-cultural understanding, and inclusive pedagogies. Curricular reforms reflect a shift towards integrating international perspectives, critical thinking, and 21st-century skills, fostering learners prepared for a globalized world.

Meanwhile, diversity, equity, and inclusion initiatives have gained momentum as essential elements of equitable education, seeking to address systemic disparities and promote representation and belonging for all learners. Anchored on World Culture Theory by Robertson (1992), while globalization on education presents opportunities for innovation and collaboration, poses challenges in balancing global standards with local contexts and cultural identities. Therefore, it is essential for policymakers and educators to harness the benefits of globalization while preserving local contexts, ensuring that reforms promote equity, diversity, and uphold inclusive, culturally responsive education for all.

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