

Quality Physical Education Through Globalization: A Need Of Today's Society

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Abstract

This is a state of the art survey of selected aspects of globalization and education. Education policies have long existed and have played an important role in development policy in general. Appropriate and good quality human resource development is an essential ingredient of any competitiveness strategy. (Basic) Education is also an important driver of growth and poverty reduction and is central, directly and indirectly, to achieving the Millennium Development Goals. An important policy question for donors and those involved in human resource policies addressed in this survey is how to design appropriate human resources policies that adequately respond to the changing conditions of globalization in relation to physical education and sports. Insights into appropriate policies will be based on an analysis of the links between globalization and education.

In 2008 report of the UNISECO conducted a survey highlights the importance of a balanced approach towards supporting all levels of education in India. Before this, there had been other reports. For instance, World Bank (2006) discusses the position of tertiary education in a knowledge-based global economy.

Universalization of educational reform is the process of improving public education. Small improvements in education theoretically have large social returns, in health, wealth and well-being. Historically, reforms have taken different forms because the motivations of reformers have differed. A continuing motivation has been to reduce cost to students and society. From the ancient times until the 1800's, one goal was to reduce the expense of a classical education. Ideally, classical education is undertaken with a highly-educated full-time (extremely expensive) personal tutor. Historically, this was available only to the most wealthy. Encyclopedias, public libraries and grammar schools are examples of innovations intended to lower the cost of a classical education.

Globalization envisages the withdrawal of state from its social obligations once for all. Thus, each country should decide about the nature and extent of globalization that can be constructively introduced in their socio-economic and educational systems. While it is difficult to resist the temptation of falling in line with the international community, it is necessary that while doing so, the paramountcy of national interests should be kept in view. This is more so in the field of physical education and sports, which is intimately concerned with the development of human being in all aspects. Ultimately, any hasty involvement in the global educational market can end up in harming the vital interests of students, and particularly of poor and down-trodden for generations to come.

The right to education is recognized as a human right and is understood mean a universal entitlement to education. On similar grounds physical education must be considered as human right of all human being.

KEY WORD: Globalization, Competitiveness, Universalisation, Obligations

INTRODUCTION

Historical Changes are transforming the lives of people in the developed countries and most of developing ones. National economies and even national culture are globalizing. Globalization means more competition, not just with other companies in the same city or the same region. Flowers grown in California have to vie with Costa Rican, Ecuadorian, and Chilean imports, flown up the same day from thousands of miles away. Globalization also means that a nation's borders. Everything, including relations among family and friends, is rapidly becoming organized around a much more compressed view of space and time. Companies in Europe, the United States of America, and Japan can produce chips in Singapore, keypunch data in India or the People's Republic of China, outsource clerical work to Ireland or Mexico, and sell worldwide, barely concerned about the long distance or the variety of culture involved. Even children watching T.V. or listening to radio are re-conceptualizing their 'word', in terms of the meaning that they attach to music, the environment, sports, or race and ethnicity.

This is a state of the art survey of selected aspects of globalization and education. Education policies have long existed and have played an important role in development policy in general. Appropriate and good quality human resource development is an essential ingredient of any competitiveness strategy. (Basic) Education is also an important driver of growth and poverty reduction and is central, directly and indirectly, to achieving the Millennium Development Goals. An important policy question for donors and those involved in human resource policies addressed in this survey is how to design appropriate human resource policies that adequately respond to the changing conditions of globalisation. Insights into appropriate policies will be based on an analysis of the links between globalisation and education. The 2005 report of the UK-based Commission for Africa highlights the importance of a balanced approach towards supporting all levels of education in African countries. Before this, there had been other reports. For instance, World Bank (2002) discusses the position of tertiary education in a knowledge-based global economy.

Education reform is the process of improving public education. Small improvements in education theoretically have large social returns, in health, wealth and well-being. Historically, reforms have taken different forms because the motivations of reformers have differed. A continuing motivation has been to reduce cost to students and society. From the ancient times until the 1800's, one goal was to reduce the expense of a classical education. Ideally, classical education is undertaken with a highly-educated full-time (extremely expensive) personal tutor. Historically, this was available only to the most wealthy. Encyclopedias, public libraries and grammar schools are examples of innovations intended to lower the cost of a classical education.

Related reforms attempted to develop similar classical results by concentrating on "why", and "which" questions neglected by classical education. Abstract, introspective answers to these questions can theoretically compress large amounts of facts into relatively few principles. This path was taken by some Transcendentalist educators, such as Amos Bronson Alcott. In the early modern age, Victorian schools were reformed to teach commercially useful topics, such as modern languages and mathematics, rather than classical subjects, such as Latin and Greek.

Many reformers focused on reforming society by reforming education on more scientific, humanistic, pragmatic or democratic principles. John Dewey, and Anton Makarenko are prominent examples of such reformers.

Some reformers incorporated several motivations, e.g. Maria Montessori, who both "educated for peace" (a social goal), and to "meet the needs of the child," (A humanistic goal.)

In historic Prussia, an important motivation for the invention of Kindergarten was to foster national unity by teaching a national language while children were young enough that learning a language was easy.

Policies that created wealth during the industrial age are leading individuals, companies, and society into dead-end traps. The industrial age is gone and we are entering the technological age. Today, narrow profit margins and fast changing technology are forcing individuals and companies to replace the status quo with continuous change. Businesses must implement a leadership style that inspires a love-to-learn and an environment where change motivates people, because continuous change means efficiency during the 21st century.

EDUCATION REFORM IN THE WORLD ENGLAND

The present education system served us well when a professional skill was good till retirement. When a skill becomes obsolete in a few years, then other methods of learning are required. A person cannot keep going back to the classroom every time new technology replaced current skill. We are entering the age where we need continuous education. Continuous education requires the ability to learn without dependency on instructors, which is, learning how to learn. Computer technicians must use self-education techniques to learn beyond the basics.

State education in England since the Second World War developed within a framework established by the 1944 Education Act, which introduced a national system of primary, secondary and further education. Although there was a thriving private sector, which contained some of the leading schools in the country, 93% of 5–16-year-olds were being educated in state schools, most of which were maintained by democratically elected local education authorities (LEAs) and most of which were, by the 1970s, non-selective comprehensive schools, at least in name. During this period, there was considerable consensus on education policy among the educational establishment in central and local government and the teaching profession. Indeed, Julian Le Grand (1997) suggests that there was a so-called 'golden age of teacher control' from 1944 to the mid-1970s, in which parents of children in state schools were expected to trust the professionals and accept that teachers knew what was best for their children. The state did not seem to want to intervene, even though effectively it paid teachers' salaries.

However, a view emerged during the 1970s that teachers had abused their de facto autonomy to the detriment of their pupils and society. Public choice theorists argued that the behaviour of public servants and professionals could be better understood if they were assumed to be largely self-interested. Many professional groups and particularly the 'liberal educational establishment' of the 'swollen state' of postwar social democracy came to be regarded as ill-adapted to the needs of the late 20th century. From the 1970s onwards, Governments increasingly felt that teachers needed to be subjected to the rigours of the market and/or greater control and surveillance on the part of the state.

After the Conservative victory at the 1979 election, the Thatcher and later the Major governments set about trying to break the LEA monopoly of schooling, which they regarded as having been captured by the educational establishment, who had brought a dull uniformity to the system and a levelling down of standards. Some of the Conservative measures were designed to make the educational establishment more accountable to the market by devolving power to parents and schools, while others sought accountability through state regulation by central government departments and their agencies

The Education Reform Act of 1988 is widely regarded as the most important single piece of education legislation in England, Wales and Northern Ireland since the 'Butler' Education Act 1944. (Scottish education legislation is separate from that of the rest of the UK.) It also forms the basis for the United States' No Child Left Behind Act of 2001.

THE MAIN PROVISIONS OF THE EDUCATION REFORM ACT ARE AS FOLLOWS:

- Grant-maintained schools (GMS) were introduced. Primary and secondary schools could, under this provision, remove themselves fully from their respective Local Education Authorities and would be completely funded by central . Secondary schools also had limited selection powers at the age of 11.
- Local Management of Schools (LMS) was introduced. This part of the Act allowed all schools to be taken out of the direct financial control of Local Authorities. Financial control would be handed to the head teacher and governors of a school
- City Technology Colleges (CTCs) were introduced. This part of the Act allowed new more autonomous schools to be taken out of the direct financial control of Local Authorities. Financial control would be handed to the head teacher and governors of a school. There was also a requirement for partial private funding. There were only 15 schools that were eventually set up. The successor to this programme was the establishment of Academies.
- The National Curriculum (NC) was introduced.
- 'Key Stages' (KS) were introduced in schools. At each key stage a number of educational objectives were to be achieved.

- An element of choice was introduced, where parents could specify which school was their preferred choice.
- League tables, publishing the examination results of schools, were introduced.
- Controls on the use of the word 'degree' were introduced with respect to UK bodies.
- Academic tenure was abolished for academics appointed on or after November 20, 1987.

REFORM IN HIGHER EDUCATION IN FRANCE

The higher education reform to make the French higher education architecture more convergent to the European university systems is being progressively implemented on the basis of a new legal framework defined by a set of decrees published last April and concerning the whole French higher education system. These provisions have been recently completed and precised by an official note (or «circulaire») which the Minister of Youth, National Education and Research sent last November to the Presidents of Universities about the way the new structure of degrees called «LMD» (standing for «Licence/Master/Doctorat») is about to be made real in the facts.

THE MAJOR FEATURES OF THE REFORM CAN BE SUMMARIZED BY :

- the creation of a new degree : the Master degree which can be either professionally-oriented;
- the organization of all the higher education studies into semesters and course units;
- the general implementation of ECTS in the design and the « quantitative » meaning of new degrees : according to the basic principle adopted at the European level, the delivery of the Diploma Supplement , if international mobility is at stake ;
- and the general principle of a regular national assessment of the higher education institutions (HEI) and their educational offer as a prerequisite.
- and the broadened principle of validation of previous studies and personal experiences of the students.

EDUCATION REFORM IN US

Education in the United States is mainly provided by the public sector, with control and funding coming from three levels: federal, state, and local. Child education is compulsory.

Public education is universally available. School curricula, funding, teaching, employment, and other policies are set through locally elected school boards with jurisdiction over school districts with many directives from state legislatures. School districts are usually separate from other local jurisdictions, with independent officials and budgets. Educational standards and standardized testing decisions are usually made by state governments.

The ages for compulsory education vary by state. It begins from ages five to eight and ends from ages fourteen to eighteen.

Compulsory education requirements can generally be satisfied by educating children in public schools, state-certified private schools, or an approved home school program. In most public and private schools, education is divided into three levels: elementary school, middle school (sometimes called junior high school), and high school (sometimes referred to as secondary education). In almost all schools at these levels, children are divided by age groups into grades, ranging from kindergarten (followed by first grade) for the youngest children in elementary school, up to twelfth grade, the final year of high school. The exact age range of students in these grade levels varies slightly from area to area.

Post-secondary education, better known as "college" in the United States, is generally governed separately from the elementary and high school system, and is described in a separate section below.

The necessity for strengthening science education in the United States has been widely acknowledged in the numerous education studies conducted in the 1980s (a representative selection of reports is listed in Appendix B). Although the most powerful argument for improving the science education of all students may be its role in liberating the human intellect, much of the public discussion has centered on more concrete, utilitarian, and immediate justifications.

Most of the education reports of the 1980s have been motivated by the confluence of two different growing public concerns. One concern is America's seeming economic decline. Our domestic affluence and international power—both based substantially on our scientific and technological

preeminence—have been weakening in relation to those of other countries, especially Japan. The other concern consists of certain trends in U.S. public education: low test scores, students' avoidance of science and mathematics, a demoralized and weakening teaching staff in many schools, low learning expectations compared to other technologically advanced nations, and being ranked near the bottom in international studies of students' knowledge of science and mathematics. All of the reports and the mass media coverage of the reports have highlighted these educational deficiencies, and the nation has finally become aware that indeed there is a crisis in American education.

Even while being deplored for themselves, the educational failures in the United States have come to be seen collectively as a major contributor to the economic failures. This view, whether entirely justified or not, has been implicit in most of the reports and explicit in others. Although each of the various reports has addressed the issues from a somewhat different perspective, all have been energized by the same set of disturbing economic and educational trends.

Unfortunately, post-secondary education in the U.S. is stuck in the 20th century with an Industrial Era business model that is both worn at the edges and unsustainable.

Only 40% of the U.S. adult population earns a college degree. That may have been fine when an industrial economy supplied good jobs to those without post-secondary education. It's not fine today. We need a larger percentage of the U.S. adult population to be able to earn that education at a price they can afford. Instead, the price of higher education is out of reach for many, and financial aid models are stretched to their breaking point.

EDUCATION REFORM: A NEEDED FOR THE 21ST CENTURY GOALS AND REALITY

Our high schools are designed to prepare students for college, not the world most will enter. Parents are influenced by society and they want their children to reflect the ideal for success, that is, academics with music lessons on the side, becoming a polished professional, achieving a status that can change the world. Parents want the education system to maintain high standards so their child has opportunity to achieve this ideal. This sounds great in theory - one out of a thousand will achieve that ideal. The problem is, this standard robs non-college students' job skills they need to enter the real world.

AVAILABLE OF INFORMATION

From the beginning of man to the late 1800s, an educational institution was the only source of information and attending them was the only way to acquire information. Times have changed. Today, we are an information society with hundreds of sources of information. Last year's facts, or yesterday's, may not have any value today. Skills learned today will soon become obsolete and new skills must be mastered. For this reason, knowing how to learn, search for and acquire information is more valuable than being a learner-of-facts. Because most high schools students enter the work force, their knowledge should be measured by their ability to acquire information and turn it into useful knowledge rather than their ability to memorize. For some licensed professions such as lawyers and doctors, learner-of-facts is a necessity.

FAST CHANGING TECHNOLOGY

American students score below many other countries in math and science. What is not understood, many low scoring students are technicians who continue to keep this nation a leader of technology. That is because the same students who show limited interest in learning academics demonstrate great skills and confidence in creating new concepts. Creating the new motivates technicians whereas mastering the old does not.

PRINCIPLE OF REFORM

REFORM NECESSARILY TAKES A LONG TIME

Quick fixes always fail in education, and for readily understandable reasons. Perhaps the most obvious of these is simply the size of the enterprise. Education in the United States is an enormous business, employing more than 3 million people, expending nearly \$200 billion a year, and holding collective capital assets in excess of \$1 trillion. It is quixotic to believe that elementary and secondary education in America—serving nearly 50 million students located in more than 80,000 schools and 50

states—could easily or quickly be changed. Even with great ideas, the best of intentions, an investment of resources on a scale appropriate to the job, and lots of hard work, any sweeping change in the educational system nationally is bound to take a decade or longer.

It is more than simply a problem of scale, however. Unlike the situation in most other countries, the system of education in the United States is decentralized politically and economically. Decisions on educational policy and the use of resources for education are made by literally thousands of different entities, including 16,000 separate school districts, 3,300 colleges and universities, 50 states, several agencies of the federal government, and the courts at every level. This state of affairs may have its advantages, but a capacity for rapid change is not one of them. It takes time, first of all, for a strong consensus to build among educators and the public that radical change is needed. Then more time is needed to come to some national meeting of the minds on what the main ingredients of reform should be. Still more time is needed for action plans to be drawn up, ideas tested, and action initiated in tens of thousands of different institutions.

Ultimately, reform is more about people than it is about policies, institutions, and processes. And most people—not only educators—tend to change slowly when it comes to attitudes, beliefs, and ways of doing things. Teachers and administrators bring to their jobs the full range of human views about the purposes of education, the nature of young people, and the best ways to foster learning. Their views have been derived from and reinforced by years of experience—as students, teachers, and, often, parents. Sensible professionals do not replace their strongly held views and behavior patterns in response to fiat or the latest vogue; instead, they respond to developing sentiment among respected colleagues, to incentives that reward serious efforts to explore new possibilities, and to the positive feedback that may come from trying out new ideas from time to time—all of which can take years.

Professions may change mostly in response to turnover. Young physicians and engineers, for instance, carry new knowledge, techniques, and attitudes into those professions. Successive generations of teachers and school administrators can serve in the same way, but only if they come bearing different attitudes, knowledge, and skills than the ones they replace. Reforming teachers' education, therefore, is the sine qua non of school reform, but it will necessarily be slow to make its impact felt.

COLLABORATION IS ESSENTIAL

Monolithic approaches to educational reform are not the American way, and with good reason: No group or sector is in sole possession of wisdom, inventiveness, resources, and authority, and few educational problems of consequence have only one possible solution. But diversity of effort can lead to little impact on a national scale if those who are striving to change things are all heading in different directions without regard for each other. Lockstep in education is neither possible nor desirable, but a commitment to collaboration is. Operationally, such a commitment means sharing ideas and information with others who are addressing the same or related problems. In the context of the reform of science education, this observation applies to the scientific community itself to the degree it wishes to make significant contributions to the process of reform in education.

Project 2061 constitutes, of course, only one of many efforts to chart new directions in science, mathematics, and technology education and to bring about significant improvements in the current system. Here and there across the nation, individual teachers and schools are striving, often against heavy odds, to change things, and in some school districts and states, vigorous reform is now the order of the day. Moreover, on a national scale, there are projects—many of them funded by foundations and government agencies and centered in professional associations, universities, and independent organizations—that are focusing on various aspects of reform. There is a need for these various reform efforts to link up to bring coherence to the movement.

TEACHERS ARE CENTRAL

Although creative ideas for reforming education come from many sources, only teachers can provide the insights that emerge from intensive, direct experience in the classroom itself. They bring to the task of reform a knowledge of students, craft, and school culture that others cannot. Moreover, reform cannot be imposed on teachers from the top down or the outside in. If teachers are not convinced of the merit of proposed changes, they are unlikely to implement them energetically. If they do not understand fully what is called for or have not been sufficiently well prepared to introduce new content

and ways of teaching, reform measures will founder. In either case, the more teachers share in shaping reform measures and the more help they are given in implementing agreed-upon changes, the greater the probability that they will be able to make those improvements stick.

Although teachers are central to reform, they cannot be held solely responsible for achieving it. They need allies. Teachers alone cannot change the textbooks, install more sensible testing policies than are now in place, create administrative support systems, get the public to understand where reform is headed and why it takes time to get there, and raise the funds needed to pay for reform. Thus, school administrators and education policymakers need to support teachers. Teachers also need academic colleagues—scholars who are experts on relevant subject matter, child development, learning, and the educational potential of modern technologies. And they need the help and support of community leaders, business and labor leaders, and parents—for in the final analysis, educational reform is a shared responsibility. It is time for teachers to take more responsibility for the reform of education, but that in no way reduces the responsibility of others to do their part too.

COMPREHENSIVE APPROACHES ARE NEEDED

Piecemeal reform measures beget piecemeal effects, if any. At the school district level, reform efforts should be inclusive: all grades, all subject domains, all streams. It is less demanding to concentrate on, say, improving third-grade reading, junior high school social studies, and biology for vocational students. But such unrelated changes are not likely to add up to curricula that are any more integrated, coherent, and effective than the fragmented, overburdened ones that now exist. Without a more sweeping approach, change will be constrained by having to fit within the boundaries of class periods, school subjects, sequences, and tracks that themselves may be a large part of the problem.

Nationwide, reform needs to be comprehensive in the sense of addressing all aspects of the system. Reform in science education depends on changing existing curricula from kindergarten through high school. But to make new curricula work, changes must also occur in the preparation of teachers, the content of textbooks and other learning materials, the use of technologies, the nature of testing, and the organization of schools. Furthermore, the changes need to be compatible, lest they cancel each other out. Comprehensive reform does not imply going off in all directions at once. Rather, it demands that some steps occur before others, that some problems take precedence, and that resources be deployed strategically. Careful systemwide planning should precede action, and no aspect of planning is more crucial than setting priorities. Failure to set priorities can result in only a little change; setting the wrong priorities may leave the students worse off than before reform was undertaken.

REFORM MUST FOCUS ON THE SCIENCE LEARNING NEEDS OF ALL CHILDREN

When demographic realities, national needs, and democratic values are taken into account, it becomes clear that the nation can no longer ignore the science education of any students. Race, language, sex, or economic circumstances must no longer be permitted to be factors in determining who does and who does not receive a good education in science, mathematics, and technology. To neglect the science education of any (as has happened too often to girls and minority students) is to deprive them of a basic education, handicap them for life, and deprive the nation of talented workers and informed citizens—a loss the nation can ill afford.

To reach all students means reforming the education of every strand of the student body—vocational, general, and college preparatory. For students who expect to go right to work after high school, a narrow focus on trade skills will no longer do; they need to acquire a strong base of scientific knowledge and of reasoning, communication, and learning skills. All college-bound students, quite apart from what they believe their majors will eventually turn out to be, need to enter college with an understanding of science, mathematics, and technology that they can build on and that will make it possible for them to elect a technical field. And undecided students need the knowledge, skills, and attitudes to enable them to move in any direction. The recommendations in this report, therefore, apply equally to all students.

Meeting the science learning needs of all children requires that society as a whole recognize that learning is, in a sense, the chief occupation of childhood. Play is important for its own sake and because it often leads to learning, and work for money can be instructive for children, but neither play nor employment can substitute for systematic study. Parents and citizens in general, therefore, must

understand that a substantial portion of the energies of childhood have to be devoted to the task of learning.

RIGHT TO EDUCATION SHOULD BE STRICTLY IMPLEMENTED

The right to education is recognized as a human right and is understood mean a universal entitlement to education. According to the International Covenant on Economic, Social and Cultural Rights the right to education includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses the obligation to rule out discrimination at all levels of the educational system, to set minimum standards and to improve quality of education.

ASSESSMENT OF FULFILMENT

The fulfilment of the right to education can be assessed using the 4 As framework, which asserts that for education to be a meaningful right it must be available, accessible, acceptable and adaptable. The 4 As framework was developed by the former UN Special Rapporteur on the Right to Education, Katarina Tomasevski, but is not necessarily the standard used in every international human rights instrument and hence not a generic guide to how the right to education is treated under national law.

The 4 As framework proposes that governments, as the prime duty-bearer, has to respect, protect and fulfil the right to education by making education available, accessible, acceptable and adaptable. The framework also places duties on other stakeholders in the education process: the child, which as the privileged subject of the right to education has the duty to comply with compulsory education requirements, the parents as the 'first educators', and professional educators, namely teachers.

THE 4A'S HAVE BEEN FURTHER ELABORATED AS FOLLOWS:

▪ **Availability** – funded by governments, education is universal, [free](#) and compulsory. There should be proper infrastructure and facilities in place with adequate books and materials for students. Buildings should meet both safety and sanitation standards, such as having clean drinking water. Active recruitment, proper training and appropriate retention methods should ensure that enough qualified staff is available at each school.

▪ **Accessibility** – all children should have equal access to school services regardless of gender, race, religion, ethnicity or socio-economic status. Efforts should be made to ensure the inclusion of marginalized groups including children of refugees, the homeless or those with disabilities. There should be no forms of segregation or denial of access to any students. This includes ensuring that proper laws are in place against any child labour or exploitation to prevent children from obtaining primary or secondary education. Schools must be within a reasonable distance for children within the community, otherwise transportation should be provided to students, particularly those that might live in rural areas, to ensure ways to school are safe and convenient. Education should be affordable to all, with textbooks, supplies and uniforms provided to students at no additional costs.

▪ **Acceptability** – the quality of education provided should be free of discrimination, relevant and culturally appropriate for all students. Students should not be expected to conform to any specific religious or ideological views. Methods of teaching should be objective and unbiased and material available should reflect a wide array of ideas and beliefs. Health and safety should be emphasized within schools including the elimination of any forms of corporal punishment. Professionalism of staff and teachers should be maintained.

▪ **Adaptability** – educational programs should be flexible and able to adjust according to societal changes and the needs of the community. Observance of religious or cultural holidays should be respected by schools in order to accommodate students, along with providing adequate care to those students with disabilities.

A number of international NGOs and charities work to realise the right to education using a rights-based approach to development.

POSITIVE CONDITIONS FOR REFORM MUST BE ESTABLISHED

Reform requires creating conditions for change. There is no sense in exhorting educators to change what they are doing and then ignoring the obstacles in their path. Not surprisingly, a major barrier to reform is the same barrier that gets in the way of good education in general: the working circumstances of teachers and administrators.

In all too many schools, physical, administrative, and psychological circumstances militate against undertaking major curricular reform efforts. Typically, teachers lack time to think, study, organize materials, confer with colleagues, counsel individual students, and attend professional meetings. What is more, they do not have private offices, computers for word processing and recordkeeping, laboratory assistants, access to expert consultants, or the other kinds of support that professionals in other fields expect. And principals are scarcely better off. The press of such demanding matters as public relations, personnel management, budgets, student attendance, and safety leave principals with little time, energy, or inclination to engage in program matters at all—let alone in major reform activities.

At the same time as barriers to reform are being removed, positive conditions for change must be established. They need to emphasize creating an environment for teachers and administrators that encourages experimentation, focus on long-term gains rather than on such immediate goals as raising test scores, and recognize and reward innovation.

The need for positive conditions for reform goes well beyond the schools. What schools can accomplish for many children is very limited as long as a quarter of the students are raised in poverty, drug use and violence go unabated, racism persists, and commercial television remains vapid or worse while educational television stays chronically undernourished. It is an admirable notion that better education is necessary for and can lead to a better America. But only if some of today's worst social problems are ameliorated will the schools be able to take the sweeping reform steps that will enable them to have extensive positive effects on society. The reforming of education and the reforming of society need to go hand in hand.

To help ensure that reform does happen, continuing community support for education is essential. Such support is not easy to sustain in the face of changing demographics and changing social priorities. Therefore, informed and determined political leadership at every level and in every sector—government, business, labor, and education—is crucial for achieving reform. Without such leadership, community support for educational reform will fade away long before lasting results can be achieved.

ANATION OF LIFELONG LEARNERS

Don't get me wrong. Investment in discovery research is important and must be sustained. But we need to rethink the national entrepreneurship support system. We need to experiment with new approaches designed to create more serial entrepreneurs, enhance the entrepreneur's experience, and accelerate new venture creation. And we must also improve our ability to translate discoveries into solutions. We focus far too much of our national innovation conversation and investment on the inputs (invention) and nowhere near enough on the outputs (innovation). Colleges and universities have an important role to help correct the imbalance.

We need our country's higher education system to help create a citizenry of passionate, lifelong learners. It should also enable the translation of new ideas and technologies into new ventures, higher wage jobs, and solutions for the big social issues of our time. Tweaking the current system will not work. We need to experiment with new higher education system approaches designed around the student and the entrepreneur. Wake up, colleges and universities. Tear down those Ivory Tower walls.

CONCLUSION:

Colleges and universities are some of the world's most important assets. We need these institutions to enable citizens to be passionate, lifelong learners and doers. We need them to help advance the world's thought capital and catalyze the translation of ideas into solutions. We need them to produce innovators who can solve the big social problems we face related to issues of health care and energy.

Reforms envisage the withdrawal of state from its social obligations once for all. Thus, each country should decide about the nature and extent of globalization that can be constructively introduced in their socio-economic and educational systems. While it is difficult to resist the temptation of falling in line with the international community, it is necessary that while doing so, the paramountcy of national interests should be kept in view. This is more so in the field of education, which is intimately concerned with the development of human capital. Ultimately, any hasty involvement in the global educational market can end up in harming the vital interests of students, and particularly of poor and downtrodden for generations to come.

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