Social Justice Education, Globalization, and Teacher Education

Edited by Lydiah Nganga and John Kambutu
Social Justice Education, Globalization, and Teacher Education

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DEDICATION

Dedicated to the memory of Edward Mwangi (1937–2014). A father whose advice regarding the importance of education to his children and grandchildren will never be forgotten. A community member whose dedication to social issues will always be appreciated.
CONTENTS

Preface
   Lydiah Nganga ............................................................. ix

Acknowledgments ......................................................... xiii

1. Theoretical Foundations of Global and Social Justice Education: An Introduction
   Lydiah Nganga ............................................................. 1

2. Teaching Globalization—What Are the Challenges for Teachers, Teacher Educators, and Curriculum Makers
   Graham Butt ............................................................... 7

3. Critical Teacher Education for Global Competence in Brazil
   Malia Spofford Xavier .................................................. 27

4. Contesting Institutional Epistemologies of Diversity: The Shift to Global/Local Framework in Teacher Education
   Amanda Richey and Leena Her ......................................... 55

5. Global and Social Justice in Teacher Education: Using Children’s Literature, Threaded Discussions and Other Instructional Strategies
   Lydiah Nganga ............................................................. 73

6. Teaching Toward Social Justice Using Text Sets as Mirrors and Windows for Local, National, and Global Issues
   Renee Moran, Monica Billen, and Karin Keith ...................... 95
7. Reading a Different Culture: The Use of International Children’s Literature in Teacher Education
   Yukari Takimoto Amos and Janet A. Finke ................................. 123

8. Data, Maps, and Critical Thinking: Exploring Global Issues Through Student-Created Cartograms
   Peter William Moran .......................................................... 143

   Debby Shulsky and Jana Willis ............................................. 157

    Lois McFadyen Christensen, Amanda Pendergrass, and Melissa Whetstone .................................................. 173

    Juliet A. Schiller ................................................................. 185

12. Human Trafficking: Focusing the Preservice Classroom on Social Justice
    Karla Eidson .......................................................... 215

13. Class Activities for Understanding Self and Others in Local, National, and Global Contexts
    Charise Pimentel and Kathleen Fite ....................................... 233

14. Internationalizing Curricula in Teacher Education: Melding Old and New Ideas to Global Citizenship
    Amy Roberts ................................................................. 253

15. Cultural Immersion Program Prepares Educators for Globalization Social Justice Teaching
    John Kambutu ................................................................. 271

16. Cultural Immersion Exposes the Positive and Negative Nature of Globalization
    Kathleen Nganga ............................................................. 291

About the Contributors .......................................................... 307
Our goal for writing *Social Justice Education, Globalization, and Teacher Education* was to explore the curricula strategies that teacher preparation programs are using to inculcate preservice teachers with various social justice skills within the contexts of globalization. Because public school teachers are charged with the all-important responsibility of preparing children for “publicness” (Goodlad, Mantle-Bomley, & Goodlad, 2004), all teacher education programs should examine continually if, and how they are helping their preservice educators to acquire pertinent skills. Although a variety of skills are needed, an education that prepares learners for social justice and global inclusiveness is invaluable. We define social justice and global inclusive education as curricula that promote an appreciation of democratic and social justice ideals. Thus, an education that takes into account the fact that advanced technologies and information age have transformed the world into a “global village,” that is, a “virtual” place of interdependence and interconnections, vis-à-vis a physical place governed by rigid cultural, economic, and political boundaries is offered. Such an education promotes active engagement in a social and political democracy (Goodlad, 1984). Also promoted are skills in collaboration, critical thinking, problem solving, social justice, global mindedness, ethical practice, and lifelong learning. An education for social justice and global inclusiveness, therefore, provides all learners with favorable conditions to achieve academically, and to participate fully in the advancement of the “common good.” To accomplish this goal, chapter authors address how they conceptualize teaching for global education and social justice.
In Chapter 1, Lydiah Nganga explores the basic tenants of globalization and the relevance of a curriculum that prepares learners for global awareness and social justice. Graham Butt provides a detailed theoretical outline of the conception of globalization and the need for a balanced understanding while teaching for global education and social justice in Chapter 2. This is followed by a chapter by Malia Spofford Xavier’s on critical education for global competence in Brazil. In Chapter 4, Amanda Richey and Leena Her discuss teacher education in the context of institutional epistemologies and the need for teacher education programs to support preservice teacher candidates in exploring global and local contexts. In Chapter 5, Lydiah Nganga discusses key instructional strategies used in a methods course to help preservice teachers develop skills in global and social justice awareness. The following chapter by Renee Moran, Monica Billen, and Karin Keith explores struggles they have encountered with preservice teachers and ways in which they have engaged these future teachers in social justice oriented activities. Chapter 7, by Yukari Takiumoto Amos and Janet A. Finke discusses the use of international children’s literature in teacher education. This is followed by Pete William Moran’s chapter which discusses the use of data, maps, and critical thinking. Chapter 9, by Debby Shulsky and Jana Willis explores infusion of technology to teach for social justice. The following chapter by Lois McFadyen Christensen, Amanda Pendergrass, and Melissa Whetstone discusses the Convention on the Rights of the Child as transformative education. Chapter 11, by Juliet A. Schiller examines promoting human rights as pedagogy for social justice. In Chapter 12, Karla Eidson examines human trafficking in an effort to foster social justice awareness and global mindedness. Charise Pimentel and Kathleen Fite explores class activities for understanding self and others in local, national, and global context in Chapter 13. Chapter 14, by Amy C. Roberts discusses internalization of teacher education curriculum through the use of simulations. The last two chapters explore internalizing curriculum in teacher education. In Chapter 15, John Kambutu discusses the use of international service learning as a forum to expand global mindedness and social justice. Kathleen Nganga, in Chapter 16 discusses why participation in international service learning is critical. The 16 chapters included in this book represent a wide array of ideas that are being used in teacher education programs to help prepare preservice teachers who are well equipped to teach for global mindedness and social justice. Through the use of different instructional strategies and materials, teacher educators have detailed how they help future teachers think critically, challenge existing paradigms as well as gather tools that will help them educate the future citizens in a more globalized world.
REFERENCES

We would like to acknowledge the efforts and contributions of all authors who helped to make this project become a reality. We would also like to thank the peer reviewers who did a blind review and made invaluable suggestions on how to improve the work. Appreciation to William Russell III, series editor for Information Age Publishing’s Teaching & Learning Social Studies series, for his guidance. Thanks also to Evans, Tim, and Kathleen for their encouragement and who gave a listening ear when the writing road was tough. Kathleen, may you find this book particularly intriguing in your pursuit of social justice.

—Lydiah Nganga and John Kambutu
CHAPTER 1

THEORETICAL FOUNDATIONS OF GLOBAL AND SOCIAL JUSTICE EDUCATION

An Introduction

Lydiah Nganga

The necessity to teach for global and social justice education in teacher education programs is becoming more relevant than ever before due to rapid globalization. Teachers have a responsibility to prepare students for an increasingly interdependent world. Additionally, an education for global awareness and social justice requires an understanding of global and social issues. This chapter, therefore, explores the basic tenants of globalization and the relevance of a curriculum that prepares learners for global awareness and social justice.

INTRODUCTION

The term globalization has been defined in many ways by different scholars. For example, Kambutu and Nganga (2008) defined it as increased interconnectedness and interdependence. In the context of this chapter, I
will define globalization as a phenomenon that affects global communities everywhere irrespective of their geographical or political location. To understand the impact of globalization therefore requires one to be knowledgeable of what is happening locally and nationally, around the world, world political systems and economies, world health issues, movement of populations and the impact of political and geographical boundaries among others global issues. Dale (2000) argued that globalization is a result of capitalism and global competition, at most resulting in economic or sociopolitical regions of influence. In addition, globalization affects education systems and policies (Dale, 1999). “In fact nations are borrowing educational policies, comparing educational systems, and setting educational benchmarks based on recommendations from an international agenda” (Rutkowski & Rutkowski n.d). To that end, Apple (2011) noted that education today cannot be understood without recognizing that educational policies are integrated with global economies and crises. Furthermore, reforms and crises in one country have significant effects in others; and that immigration and population flows from one nation or area to another have tremendous impact on what counts as official knowledge, what counts as responsive and effective education, what counts as appropriate teaching. (Apple, 2011, p. 223)

Notwithstanding, globalization affects different countries and nations differently. Consequently, Kirkwood-Tucker (2013) argued that globalization is the primary reason that global awareness education is a more practical concept today than it has been in the past.

As more countries embrace capitalism, it is clear that the impact of globalization on education has far-reaching consequences. Education institutions are looked upon as preparers of human capital, thus they must provide knowledge, learning and skills in new technologies that are required to function in a globalized world (Landorf & Nevin, 2007; Nganga, 2013). In this sense, educators can play a critical role in mediating and challenging the differential benefits of globalization. For example, educators can explore power differential between nations that are former colonizers, formally colonized nations and those with neocolonial histories (Apple, 2011; Nganga & Han, 2013). Such an approach then, requires teachers who have a global awareness and those who can teach for social justice.

What Does it Take to Implement a Curriculum With a Global Education and Social Justice Focus?

To answer this question, we must look at world systems that make global education and social justice awareness necessary components of
teacher education. Technologically, the world is at our fingertips. The global economy, political and cultural systems are ever changing. With these changes, our education system needs to prepare students who are global minded thus, teaching global and social justice education is inevitable. Our children need to understand the world in which they live in more than ever before. They need to learn about other cultures and to respect the diversity that the world presents to them. This can only be accomplished if teacher educators prepare teachers who are global citizens and who can teach for social justice.

To that end, colleges of education in the United States are increasingly utilizing a variety of instructional strategies in order to prepare globally minded teachers who are able to work well with international and diverse communities (Alfaro, 2008). Indeed, "the American Association of Colleges for Teacher Education (AACTE) and the National Council for the Social Studies (NCSS) have long called for global education in both K–12 classrooms and preservice teacher education programs” (Zong, 2009, p. 71). For teachers to offer an education that embraces global perspectives, a commitment to social justice must be embedded in their instruction. Subsequently, a clear understanding of what teaching for global education and social justice means is crucial.

**Global Education Defined**

Tye and Tye (1992) defined global education as

(1) The study of problems and issues that cut across national boundaries and the interconnectedness of systems involved—economic, environmental, cultural, political, and technological. (2) The cultivation of cross-cultural understanding, which includes development of skills of perspective taking—that is, being able to see life from someone else’s point of view. Global perspectives are important at every grade level, in early curricular, subject area, and for all children and adults. (p. 6)

To Merryfield and Wilson (2005, p. 141) global education should include the following elements:

- local/global connections;
- perspective consciousness/multiple perspectives;
- the world as a system;
- global issues;
- power in a global context;
- nonstate actors;
- prejudice reduction;
- cross-cultural competence;
• research and thinking skills;
• participation in local and global communities; and
• use of electronic technologies.

Social Justice Education Defined
According Philpott and Dagenais (2011)

the ideals of social justice education have been referred to as: culturally relevant teaching; teaching against the grain; improving the life; chances of all children; teaching for diversity; multicultural education; antioppressive education and addressing generic issues influenced by privilege and power. (pp. 87–88)

Nonetheless, the most widely held definition of social justice education has been the “explicit recognition of the marked disparities in educational opportunities, resources, achievement, and long-term outcomes among minority and low-income pupil groups and their White, middle-class peers” (Shakman et al., 2007, p. 7). Thus, social justice education is curriculum for students to examine power and privilege and how it is used in education to reproduce inequality either purposefully or unintentionally.

Adams, Bell, and Griffin (1997) stipulated that an education for social justice should begin with people’s lived experiences and move toward fostering critical perspectives and actions that are directed toward social change. For educators, therefore, a pedagogical approach that acknowledges and respects all learners is critical.

GLOBAL EDUCATION AND SOCIAL JUSTICE

Social justice is a fundamental concept in global education (Landorf & Nevin, 2007). Thus, global education exemplifies constant questioning and reflections of social justice issues. Banks (2005) put teaching for social justice in the forefront of the goals of global education. Nonetheless, the primary goal of both fields is to facilitate the teaching and learning of respect for oneself and the other (Landorf & Nevin, 2007). A key tenet is “the importance of developing awareness of oppressive social conditions, termed as critical consciousness. Awareness of oppressive conditions (whether affecting oneself or another), are presumed to be necessary and conducive for social action” (Torres-Harding & Meyers, 2013, pp. 214–215). Additionally, education for global and social justice requires a great sense of self-awareness that includes knowing one’s own attitudes,
beliefs, values, and cultural worldview. Such an education also encourages learners from traditionally marginalized groups to express themselves.

In conclusion an education for global awareness and social justice requires enhancing the critical consciousness of learners. It requires educators to willingly challenge their students, to use a curriculum that helps learners confront sometimes difficult information about social injustices and inequalities. Additionally, global issues such as imbalance of power between developed and developing nations, distribution and control of global resources, immigration, terrorism, availability of clean water, world hunger, and health issues among others should be in the forefront of such a curriculum. Such an education is likely to provoke strong resistance in students that may be manifested through verbal challenges in the classroom, challenging the credentials of faculty, denial and even disengagement from classroom assignments (Goodman, 2001). Thus, educators for social justice and global awareness should support their learners though the use of different strategies that promote perspective taking. In this book, authors will address instructional strategies and activities that they have used to teach for issues of global education and social justice.

**REFERENCES**


CHAPTER 2

TEACHING GLOBALIZATION

What Are the Challenges for Teachers, Teacher Educators and Curriculum Makers?

Graham Butt

This chapter explores 3 issues related to the teaching of globalization, each of which has implications for the work of teachers, teacher educators and curriculum makers. Here the analysis sits within a framework which acknowledges the importance of education for social justice as the foundation on which most aspects of globalization can be successfully taught. Achieving social justice is generally understood to involve establishing the conditions necessary for individuals to realize their potential to lead fulfilling lives. This implies that we must all aim to contribute positively to society, in various ways, and take responsibility for our membership of that society; this has notable ramifications politically, economically, socially and in terms of the focus of educational provision. The achievement of social justice—in itself a contentious issue—is viewed as only being possible with the support of societal institutions (for health care, welfare, employment rights, justice, social security, education, etc.) which protect the equality of opportunity of the individual and sustain their development. With reference to these institutions, both formal and informal, John Rawls (1971) correctly asserts that they should ensure:

“the appropriate distribution of the benefits and burdens of social cooperation” (p. 4).
Unfortunately, there is neither the space here to return to the question of whether this is ever possible, nor to debate whether the desire to achieve social justice is counter intuitive (because, for some, the establishment of a socially just society involves elements of injustice for certain members of that society). However, this apparent tension should be recognized.

My aim in this chapter is to offer a theoretical outline of the concept of globalization which will help educators, at whatever level, to achieve a firmer purchase on its place in education. This outline will explore how globalization is commonly viewed as a set of processes, rather than a singular condition, which owe much to the emergence of interregional networks, improved systems of interaction and better means of financial exchange (Held, McGrew, Goldblatt, & Perraton, 1999). Globalization is also often conceived of as a set of complex networks of relationships between international institutions, nongovernmental organizations and transnational corporations (TNCs). How the processes associated with globalization affect many aspects of life across the globe—be they cultural, economic, political, legal, military or environmental—and how globalization has led to a shifting of ideas about the territoriality of socioeconomic and political space, is acknowledged. I conclude with comments for teacher educators about the practicalities of establishing a curriculum for global mindedness and social justice, aware of the expectations of both the school curriculum and teachers themselves.

The spatial shift which sits at the heart of globalization has been achieved by “cutting across” political frontiers and by reforming “local,” “regional,” “national” and “continental” space. In essence, globalization has led to an expansion of the scale and spatial reach within which power is organized and exercised by countries, TNCs and other organizations; as a consequence our increasingly interconnected global system reveals that the exercise of power through the decisions and actions of agencies on one continent can have significant consequences for nations, communities, households and individuals on another. In this context the significance of adopting a theoretical lens which also allows us to focus on aspects of social justice, as a principle that should underpin any consideration of globalization and education, becomes clear.

CONCEPTS OF GLOBALIZATION

The first issue to be considered concerns the conceptualization of globalization held by those who educate children, train teachers or devise school curricula. Many educators still experience difficulty in pinning down what the term “globalization” actually means—a problem which largely stems from the fact that it is a word regularly used to describe a
Teaching Globalization

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A wide range of multifaceted, complex, processes and outcomes. This definition issue is not helped by the actions of governments who regularly assert that globalization benefits their citizens, but at times choose to attribute any number of problems facing their nations to the forces of globalization (Garrett, Evans, & Williams, 2006). To complicate matters further, we know that some of the processes associated with globalization may have rapid and significant impact in certain places at specific times, but almost no effect elsewhere—indeed, globalization may cause considerable short term change within a particular location, while at other times its impacts are almost negligible (Apple, 2010). The concept of globalization is therefore difficult to pin down precisely, not least because it is used so expansively to cover a plethora of social, political, economic and cultural issues, processes and conditions occurring at the global to local scales. It is also a term that is used by a wide variety of agencies (political leaders, the media, academics, businesses, trades unions, etc), each with reference to their own contexts and in subtly different ways. The sociologist Anthony Giddens (2002), in his introduction to *Runaway World*, notes the popularity of the term while also acknowledging the problems associated with achieving its concise definition. Amin (1997) similarly draws distinctions between the definitions applied by different commentators, which he believes often reflect their particular political or philosophical positioning:

Globalization is [either] the triumph of capitalism on a world scale over national and local autonomy … [or] Less dramatically, it is nothing more than the intensification of exchange between distinct national social formations and, as such, still governable through the interstate system. (Amin 1997, pp. 123–124)

He alights on a description of globalization that locates the term somewhere near the middle of available definitions, as he considers globalization to be a process which blurs traditional territorial and social boundaries through the interpenetration of local and distant events. It is not difficult to find proponents on each side of these positioning arguments—Guttal (2007), for example, weighs up the opinions of the proponents for globalization (who claim that it is both a “natural” and an inevitable outcome of technological progress, which creates positive economic and political convergences), with those against (who argue that globalization is hegemonic and antagonistic to local and national economies); Guttal eventually chooses to side with the latter—stating that globalization is a form of capitalist expansion that entails the integration of local and national economies into a global, unregulated market economy. Identifying its driving forces as the institutions of global capitalism—particularly the actions of TNCs—he also acknowledges the role of
the state in constructing the enabling environments in which globalization can flourish. Kitching (2003) also observes that many commentators “take sides” with respect to globalization, either “to commend and celebrate it, (or) to decry and denounce it” (p.6) and that such positioning is often an expression of personal political intent. For example, neoliberals tend to be enthusiastic supporters of globalization, seeing the desirability of free markets and the inevitability of the rise of globalizing forces.

As one might expect, the concepts of space and scale are central to our understanding of globalization. Here the work of geographers has been helpful in advancing our understanding, although some have criticized their rather restrained contributions to debates about globalization (Dicken, 2004). By contrast sociologists have often led the way. John Holmwood (2007), a British sociologist, helpfully draws attention to the local–global nexus within globalization choosing three geographical phenomena to illustrate his point (the tsunami in the Indian Ocean on December 26, 2004, the Kashmir earthquake of October 8, 2005, and Hurricane Katrina’s impact on the southern coast of the United States on August 25, 2005). The global mass media’s coverage of these events had “the paradoxical effect of rendering others as both immediate and remote” (p. 86) (Holmwood, 2007)—a recognized effect of globalization which can help to portray the global, as local. This conceptualization sits easily with elements of Amin’s (1997) notion of “out there—in here” connectivity.

In summary, there are obvious dangers when using the term “globalization” given its very slippery nature—indeed Bonefeld (2006) refers to both the word and its associated concepts as being “spongy.” We must therefore be prepared to avoid the temptations of using it loosely as a “catch all” to describe almost any process, or condition, that is observable at the global scale. This has prompted some commentators, for example Susan Strange (1995), to comment that the word “globalization” is often employed by “woolly thinkers” who lump together common trends without making much attempt to distinguish those which are important from those that are trivial. In essence, she argues, if globalization is used as a term to say everything, it says nothing. This was recognized almost two decades ago by Hirst and Thompson (1996), who believed at the time that the concept of globalization was neither as significant, nor as important, as many commentators were claiming. As educators we have real problems when handling such complexity—there are obvious dangers of seeking to apply definitions that are either too narrow and selective, or too broad and embracing, for young learners. This issue is acknowledged by Kambutu (2013), who recognizes that the impacts of globalization are largely lauded by neoliberals who perceive the superiority of already dominant Western economic and education systems, which they believe should
be replicated globally (despite obvious injustices that are visited upon the less advantaged). The difficulties involved in understanding globalization (as a set of processes, a concept, or a theorization) arise from the discourses that surround it, masking its essential elements. Interestingly, Hay and Marsh (2000) argue that the most successful application of the concept of globalization is not achieved through seeking a new, prima facie explanation, but by regarding it as a reframing of existing processes.

STUDYING GLOBALIZATION

The second issue considered will be the studying of globalization in the school curriculum. The opportunities and challenges faced by young people growing up in our rapidly globalizing world should certainly be appreciated by curriculum makers. We have already seen how the complexities of globalization can create dilemmas for educationists, whose aim is hopefully to help learners achieve a clearer appreciation of the ideas that underpin it. Many educators (as well as academics interested in globalization as a concept) choose to focus on its economic aspects, while others may seek to highlight a variety of social, political, cultural, ideological and technological drivers and consequences. Within this context aspects of social justice must also come to the fore. Some have observed that students are experiencing their lives in a “supercomplex” (Lambert, 1999) and “risky” world (Lambert & Machon, 2001), where the factors of economic, social and cultural change are increasingly globalized. We are, therefore, not presented with a straightforward, curriculum-making proposition when we aim to teach about globalization through different school subjects and disciplines.

Because curriculum makers lack a single, agreed, comprehensive definition of globalization there is some sense in starting the process of curriculum construction by considering statements that outline its broad components (while acknowledging that these statements are also contestable) (Butt, 2011). Below are six statements about globalization, based on the work of Lauder, Brown, Dillabough, and Halsey (2006), which might be employed to underpin the construction of a curriculum unit on this theme:

• people and countries are becoming more interdependent globally, and as a consequence national and cultural boundaries are (for many) becoming less significant;
• national and regional economies are generally declining in importance, compared to the influence of global trade and markets;
• information technology (including the Internet) has achieved greater connectivity between people globally;
• travel (particularly cheap air travel) has achieved greater connectivity between people globally;
• global networks (of money, goods, services, migrants, students, knowledge, information, music, ideas, technology, etc.) are growing, and the flow within these networks is increasing rapidly;
• time and space are being compressed.

Considerations of environmental, political and ideological factors are largely absent from this list, but may legitimately be introduced by curriculum makers. The six statements above would arguably also benefit from the inclusion of the concepts of deterritorialization and reterritorialization of socioeconomic and political space, and from consideration of the ways in which the spatial reach of different aspects of power has increased.

Most significantly, from the perspective of the theme of this chapter, this list does not explicitly draw reference to aspects of social justice—although it is clear that each of the points could be viewed through such a lens. The role and function of social justice education in this context should therefore be explored—not least to ensure that the aims of social justice are closely allied to those of economic development in the curriculum. The interplay between the forces of globalization and the key components of social justice (such as health care, employment rights, education, social security and public services) are obvious, while the issues of equality of opportunities, fair distribution of wealth, and social mobility also need to be addressed in schools.

We must strive to achieve balanced and sophisticated understandings of the concept of globalization—too often school curricula demonize globalizing processes as degrading environments, reducing wages, destroying welfare, worsening social conditions, and weakening cultures without providing any counter arguments. These pressures may certainly be apparent across the world, but they are by no means universal—globalization implies both winners and losers, not just losers. It is also simplistic to assume that all the pressures associated with globalization will fall upon the traditionally disadvantaged. Some lower waged workers in developing countries may actually benefit from enhanced employment prospects, subsequently forcing workers in the developed world to experience more challenging employment prospects (such as lower wages, contracted work, poorer conditions of service, less job diversity). This situation is neither uniform, nor absolute (Butt, 2011). Here, the motives and actions of TNCs tend to be heavily criticized and although there are many questions that large corporate bodies need to answer with reference to social justice
issues, the impacts of their actions are often nuanced and diverse. So, just as we must not ignore (say) the human rights abuses of workers, the banning of trades unions, the payment of low wages to impoverished workers, or the use of child labor by some TNCs, we must also recognize that the lives of many people (in both the developed and developing worlds) would be poorer without their existence. The outrages perpetrated by certain corporations must be documented, taught about and denounced from the perspective of social injustice—but we must also acknowledge that many governments, and indeed workers and consumers, see only opportunities associated with these organizations (Norberg, 2004; Shipman, 2002). The imagined power of many TNCs can be overplayed, despite the economic might of the biggest corporations being both well documented and often breathtaking. Giddens (2003), for example, argues that although the ways in which countries interact with each other has been changed forever by globalization, the notion that TNCs are now more powerful than nation-states is largely fanciful. When acting collaboratively countries have much greater influence than any TNC—these corporations do not yet ‘run the world’, despite having much control and influence.

GLOBALIZATION AND EDUCATION

The final issue concerns the wider impacts of globalization on education. We can readily observe that the forces of globalization are influencing education policies and practices worldwide. In a number of jurisdictions the national curricula, national standards, modes of teaching and forms of assessment are all tending toward uniformity as a result of globalization. Additionally, the negative effects on schools of “competition, public sector downsizing and creeping privatization” are all recognized by Kelly (2009), who draws a contrast between these issues and the supporters of globalization who focus on the longer term gains of “bringing nations together through trade and greater efficiency in the provision of better public services” (p. 53). Apple (2010), in his introductory remarks to Global Crises, Social Justice and Education, similarly observes that education policy and practice is now affected by an increasingly integrated global economy, which is itself subject to crises that impact on the economies and societal institutions of many countries. The ripple effect is tangible, not least on educational provision:

social and ideological dynamics … are now fundamentally restructuring what education does, how it is controlled, and who benefits from it throughout the world. (p. 1)
In these circumstances governments have regularly found themselves weakened, with politicians and policymakers facing dilemmas about whether to adopt a laissez faire approach to the forces of globalization or to swim against a tide of seemingly inevitable, uncontrollable change. The tension is between those who seek to manage the impact of globalization in the democratic interest of their citizens, and those who believe that markets should be allowed to promote longer term prosperity (without too much concern for the inevitable side effects). With respect to education, Burbules and Torres (2000) note the effects of globalization both on the adoption of education policies and the reduction of national influences on educational practice; here the consequences of globalization are often being used to justify greater performance management, deregulation of education services and the marketization of school choice. Smith (2002) also recognizes how education policymakers increasingly look to adopt market-led solutions to problems, accepting the refocusing of education as a private, rather than a public, good. The privatization of education in developed countries, often complicit with the direct involvement of large corporate interests, therefore comes with the blessing of many policymakers (Butt, 2011). Politicians on the political right often borrow educational ideas and policies from other developed countries, and view education (particularly higher education) as primarily providing a competitive edge for their nation in the global economy (Butt, 2007). Within the globalized economic system, education is therefore now charged with the responsibility of increasing international competitiveness and delivering economic growth, but without the concomitant prioritization of issues of social justice and inclusion. This can have a profound effect on the construction of school curricula, not least through a tendency toward the creation of uniformity. Here is a direct link to governments investing in their nation’s human capital through education, specifically with the aim of producing highly skilled workers who will promote economic growth and competitiveness (Spring, 2009).

Additionally, the direct influence of TNCs within schools is a cause for concern—both through brand promotion in the classroom and the sponsoring of educational programs and curricular content. For TNCs, schools have the distinct advantage of already organizing their students along key demographics such as age and academic ability—making it possible for companies to easily target their advertising and marketing to young consumers (Smith, 2002). The possibilities of engaging with, and indeed capturing, young consumers through educational inputs is an attractive prospect for many companies. Even more appealing is the prospect of holding onto these young consumers as they progress into adulthood. Bottery (2006) realizes the implications of the globalized educational marketplace and describes educational professionals as being at an
important crossroads with respect to their response to globalization. His fear is that many educators are choosing to retreat from the influences of globalization (toward the “parochial and insular”), rather than embracing and shaping them to their (educational) advantage. He asserts that at the very least educators should recognize the growing influence of global factors and appreciate that education is increasingly a globalized phenomenon—hence the connection with concepts of “knowledge economy” and “intellectual capital,” and their relationship with training and education, come to the fore. The paradox is that knowledge economies tend to emphasize the importance of the flexibility of workforces and organizational structures, at a time when educational systems are often becoming more standardized and inflexible. As Bottery (2006) observes: “educators [are] conditioned in ways which make them singularly ill-equipped to help their students deal with these challenges” (p. 104).

The impact of globalization can also be seen on teacher education. Furlong (2013) describes how the influences of globalization are increasingly apparent in education and teacher preparation, but that most governments imagine that a sensible response is the pursuit of neoliberal policies. He notes that education policy making (in England, at least) has been driven by neoliberal influences, whatever the political stripe of the government in power. As such, teacher education policies are now developed along very similar lines by all political parties.

Educational provision, policy making and reform do not exist in a vacuum. It has always been important to realize the social, economic and political contexts in which education (in schools, universities and teacher training institutions) takes place—these increasingly relate to the forces of globalization. In essence, it is foolish to assume that one can alter educational provision in schools (or elsewhere) simply by concentrating and legislating for change in the schools themselves.

**Suggestions for Teacher Educators**

I write from the perspective of a university-based teacher educator who currently works in the English system of initial teacher training and who has over 20 years’ experience of training preservice geography teachers (for the postgraduate certificate in education). This 1-year qualification, awarded alongside Qualified Teacher Status, enables postgraduates who already have a first degree in geography (or another discipline) to become qualified to teach their subject in state secondary schools in England. My career background may therefore color my suggestions for other teacher educators whose aim is to prepare new teachers to “teach globalization” through their own education systems—for example, there