



Theme 8: Globalisation

ECSO6001: Sustainable Communities & Global Development

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What is Globalisation?

- The new land: 'scapes' of contemporary society
 - Risk society
 - 'Global' Policy
 - Impact on the
 - 'personal'
 - Social Exclusion
 - policy making

Theories of Globalisation

- Not just an economic process

- Social,
- political,
- cultural,
- technological,
- ideological,
- legal,
- anthropological,
- environmental,
- personal, I
- ocal.....

- Some doubt that there is anything 'global'

- just more intense international cooperation

- (Hirst and Thompson, in Beynon and Dunkerley, 2000)



Theories of globalisation

- Globalisation can be seen as:
 - “the blanket term to describe
 - the processes through which
 - sovereign national states are
 - crisscrossed and undermined
 - by trans-national actors
 - with varying prospects of
 - power,
 - orientations,
 - identities
 - and networks”

(Beck, 1992: 11)



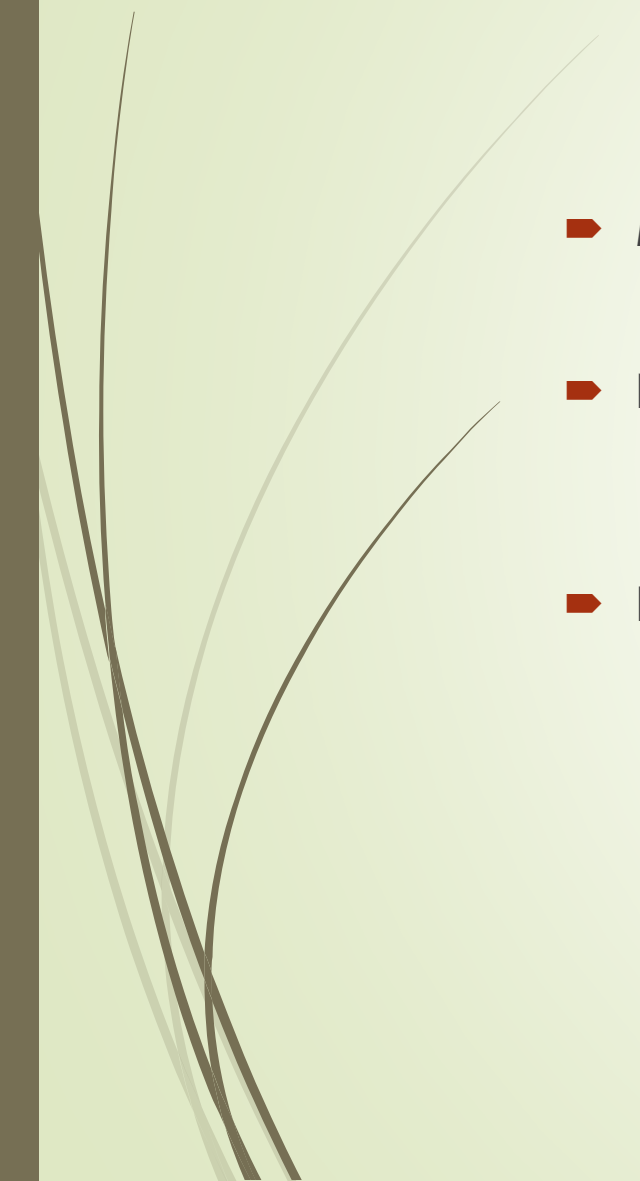
Theories of Globalisation

- Others see it as:
- “creating the conditions for
- an increasingly interdependent world,
- linked by new technologies
- and the movement of
 - goods,
 - capital
 - and people”

(Orford in, Edkins and Zehfuss, 2009: 430)



Globalisation



- More than cultural imperialism
 - MacDonald-isation
- Not homogenization
 - That is, globalisation is not one-way
- BUT:
 - It has an uneven impact
 - Intensification of social connectedness
 - i.e. social media
- Intensification of
 - 'risk' leading to
- The onset of 'risk society'
 - Global warming,
 - AIDS,
 - resistant strains of infection,
 - Covid 19
 - threat of nuclear weapons,
 - terrorism etc.



Gobalisation

- Raises questions about
 - citizenship,
 - belonging,
 - Identity,
 - national control,
 - local employment,
 - professional practices etc



Globalisation and 'Scapes'

- Anthropologist Arjun Appadurai
- Concept of globalisation as a series of 5 'scapes' which are:
 - Ethnoscapes
 - Financescapes
 - Technoscapes
 - Mediascapes
 - Ideoscapes

(Appadurai, 2006)



Globalisation and 'scapes'

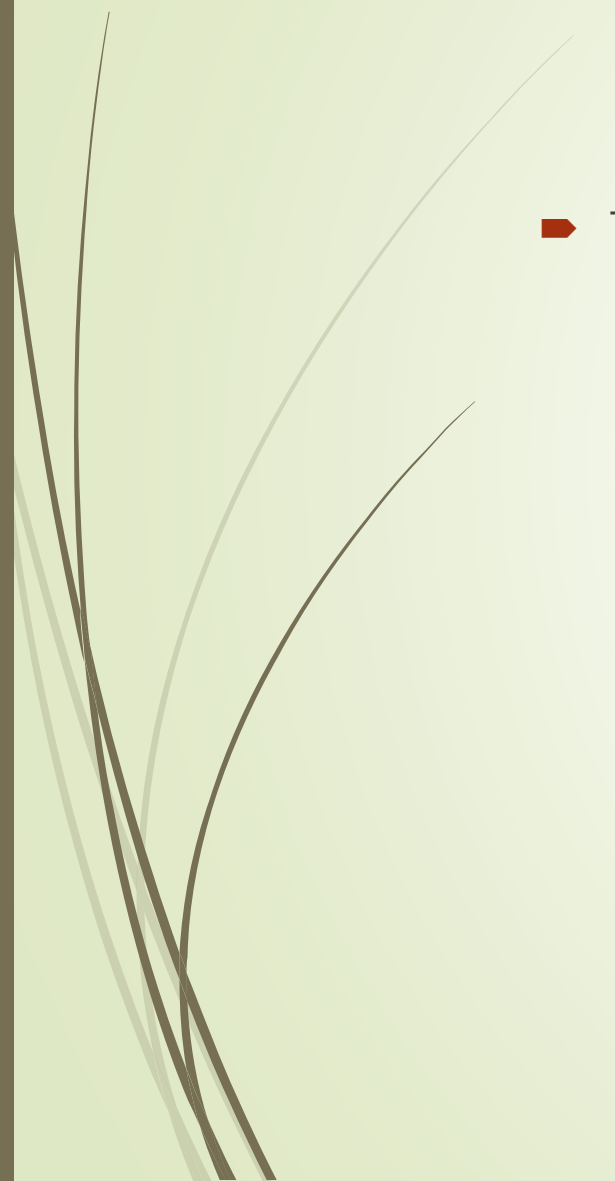
Jargon buster

- Ethnoscape
- Financescape
- Technoscape
- Mediascape
- Ideoscape
- Relating to race & culture
- Relating to capital & markets
- Relating to technology
- Relating to media
- Relating to ideology & belief

(Appadurai, 2006)



Ethnoscapes



- The movement of people through
 - travel,
 - immigration,
 - seeking refuge
 - or asylum

- Movement is
 - faster,
 - more frequent
 - and further
- for
 - pleasure,
 - work
 - and survival



Ethnoscapes

- Consequently,
 - “The established links between
 - place,
 - state
 - and notions of nationhood
 - are being disrupted”

(Beynon & Dunkerley, 2000p 37)



Financescapes



- Speed and volume of the
 - movement of capital in a global network
- Global markets have an increasing impact on
 - national
 - and local economies
- Increasing importance of
 - currency markets,
 - commodity speculation,
 - stock exchanges
- Challenge to
 - national governments'
 - ability to control the economy



Technoscapes



- Instantaneous messages

- telephone,
- WWW,
- texts,
- X (was Twitter),
- Facebook,
- Skype
- Zoom
- Teams
- and in greater volume

- Impact on

- money flows,
- political movements,
- work
- and the economy

- Geographical and political boundaries

- are rendered 'porous'



Mediascapes

- Positive and negative effects of
 - global media
- Can be
 - informative and emancipatory
 - human rights campaigns,
 - access to expert knowledge etc.
- Can be controlling and restrictive
 - global media such as Murdoch group?

- Appadurai talks about
 - “image-centred,
 - narrative accounts of strips and bits of reality”

(Appadurai, 2006)



Ideoscapes



- Globalisation of ideas about
 - citizenship,
 - freedom,
 - democracy
 - and representation
- The United Nations can be seen as
 - an early example
- Ideas,
- knowledges,
- ideologies,
- counter-ideologies
- and religions
- 'global university'

Globalisation

Positives and Negatives.



- Uneven impact
- Empowering and disempowering
- Is about the
 - 'local' and 'personal'
 - as well as the global
- [Is globalization good or bad for mankind?? - YouTube](#)
- Robertson and Glocalisation:
 - “The (re)construction and invention of diverse localities (and identities) through global flows of ideas and information”
(Beynon & Dunkerley, 2000, p.47)
- [The Rifkin view: 'Glocalisation' is the new globalisation | Euronews](#)



Global 'Scapes'

- Can challenge
 - local and personal
 - identities,
 - habits
 - and cultural symbols,
 - but
 - They can give communities
 - the means to reassert their cultural difference
- NOT about
 - cultural homogenisation
 - although there are power differences between MacDonalds and 'Joe's Local Café'
 - [Special McDonald's menu items from around the world | lovefood.com](#)
- But about
 - local assimilation
 - or even rejection



A Global Village

- Probably not!
 - “We do not live in a global village where
 - a mythic,
 - all-encompassing,
 - technology-based super-society
 - replaces outdated
 - and unwanted local social systems
 - and cultures.

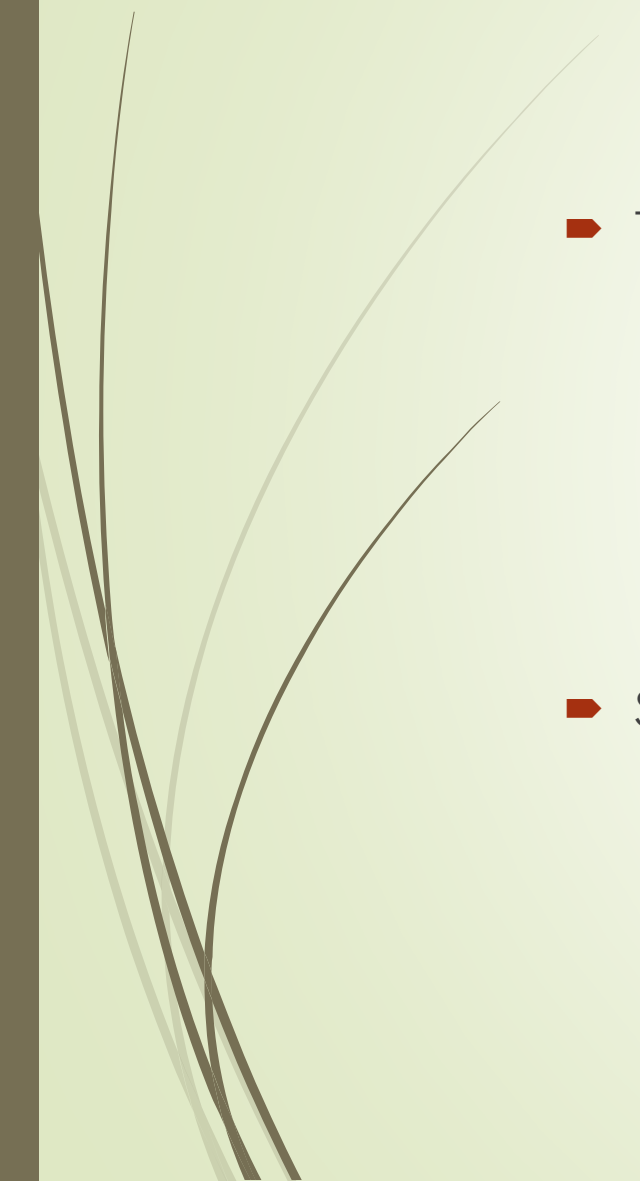
- Despite technology's reach,
 - we have not,
 - and will not,
 - become one people”

(Beynon & Dunkerley, 2000:41)

- HOWEVER....
 - globalisation does change human experience!



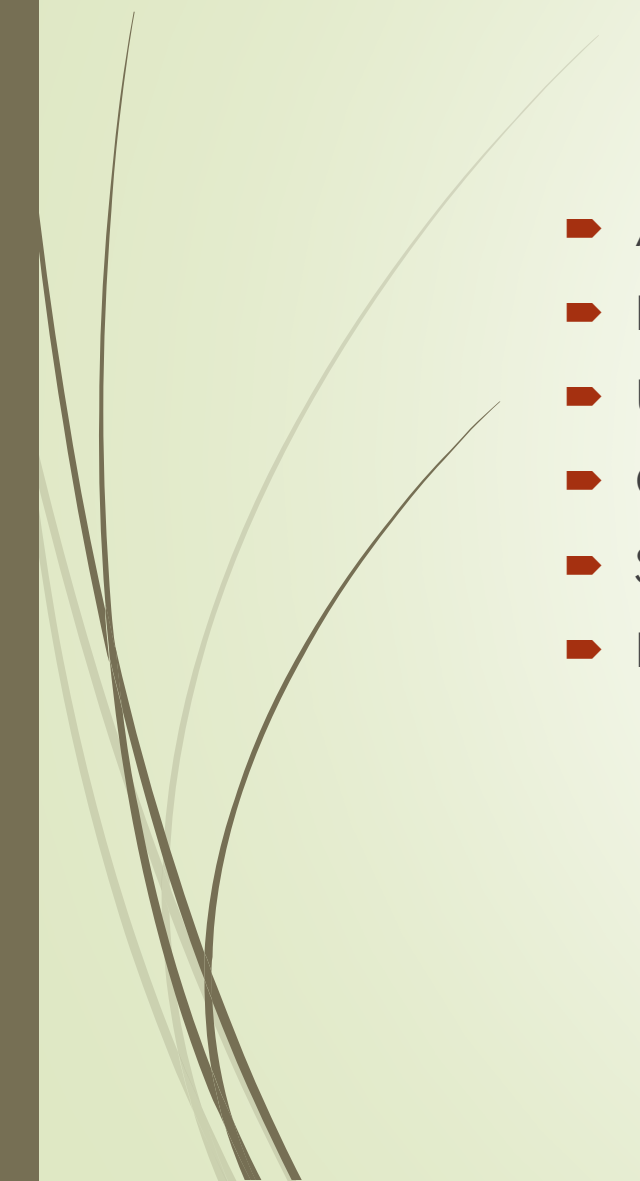
Globalisation



- Take some time to reflect on what globalisation means for you.
 - Where does the food you eat come from?
 - Where was your car, TV, cooker, washing machine made?
 - Where does your news come from (on TV, Facebook, Twitter etc.)
 - How far does your family and 'actual' social network reach?
- So, what does globalisation mean for us?
 - [Google Earth](#)



World System Theory



- A critical analysis of globalisation
- Developed from the work of Immanuel Wallerstein from the 1970s onwards
- Unequal balance of power and benefit inherent in globalisation
- Core, Semi-periphery and periphery countries
- Supports the wealth of the developed nations
- Distribution of resources from the periphery to the core
 - [World Systems Theory - Explained – YouTube](#) (SHORT)
 - [World Systems Theory – YouTube](#) (LONG)

➤ (Wallerstein)



World System Theory: Core

- Core countries control and benefit most from the global market
- Industrialised economies: USA, UK, Germany, Japan
- They have strong
 - state institutions,
 - a powerful military
 - and powerful global political alliances.
 - e.g. The EU, NATO, SEATO



World System Theory: Semi-Periphery

- Industrialising and mostly capitalist
- Play a major role in mediating
 - economic,
 - political,
 - and social activities
 - that link core and peripheral areas
- These regions and nations allow for the possibility of
 - innovative technology,
 - reforms in social and organisational structure,
 - and dominance over peripheral nations.



Examples: Semi-Periphery Countries

- Jim O'Neil the Chairman of Goldman-Sachs bank coined the phrase B.R.I.C.S. in 2001
- Five largest and most industrialised of the non-Core nations;
 - Brazil
 - Russia
 - India
 - China
 - South Africa



Examples: Semi-Periphery Countries

- This concept has now been extended by the creation of the term M.I.N.T. to cover four more emerging economies:
 - Mexico
 - Indonesia
 - Nigeria
 - Turkey



Examples: Semi-Periphery Countries

- A more countries are being added to the 'semi-periphery' as their economies develop:
 - Bangladesh
 - Egypt
 - Iran
 - Pakistan
 - Philippines
 - South Korea
 - Vietnam

GDP at purchasing power parity (PPP) rankings

2009 rank		GDP at PPP*	2050 rank		Projected GDP at PPP*
1	US	\$14,256bn	1	China	\$59,475bn
2	China	\$8,888bn	2	India	\$43,180bn
3	Japan	\$4,138bn	3	US	\$37,876bn
4	India	\$3,752bn	4	Brazil	\$9,762bn
5	Germany	\$2,984bn	5	Japan	\$7,664bn
6	Russia	\$2,687bn	6	Russia	\$7,559bn
7	UK	\$2,257bn	7	Mexico	\$6,682bn
8	France	\$2,172bn	8	Indonesia	\$6,205bn
9	Brazil	\$2,020bn	9	Germany	\$5,707bn
10	Italy	\$1,922bn	10	UK	\$5,628bn
11	Mexico	\$1,540bn	11	France	\$5,344 bn
12	Spain	\$1,496bn	12	Turkey	\$5,298bn
13	South Korea	\$1,324bn	13	Nigeria	\$4,530bn
14	Canada	\$1,280bn	14	Vietnam	\$3,939bn
15	Turkey	\$1,040bn	15	Italy	\$3,798bn
16	Indonesia	\$967bn	16	Canada	\$3,322bn
17	Australia	\$858bn	17	South Korea	\$3,258bn
18	Saudi Arabia	\$595bn	18	Spain	\$3,195bn
19	Argentina	\$586bn	19	Saudi Arabia	\$3,039bn
20	South Africa	\$508bn	20	Argentina	\$2,549bn

Projected average annual real growth in GDP, 2009-2050

Vietnam	8.8%
India	8.1%
Nigeria	7.9%
China	5.9%
Indonesia	5.8%
Turkey	5.1%
SouthAfrica	5.0%
SaudiArabia	5.0%
Argentina	4.9%
Mexico	4.7%
Brazil	4.4%
Russia	4.0%
Korea	3.1%
Australia	2.4%
US	2.4%
UK	2.3%
Canada	2.2%
Spain	1.9%
France	1.7%
Italy	1.4%
Germany	1.3%
Japan	1.0%

SOURCE: WORLD BANK ESTIMATES FOR 2009, PWC MODEL ESTIMATES FOR 2050

Constant 2009 US\$

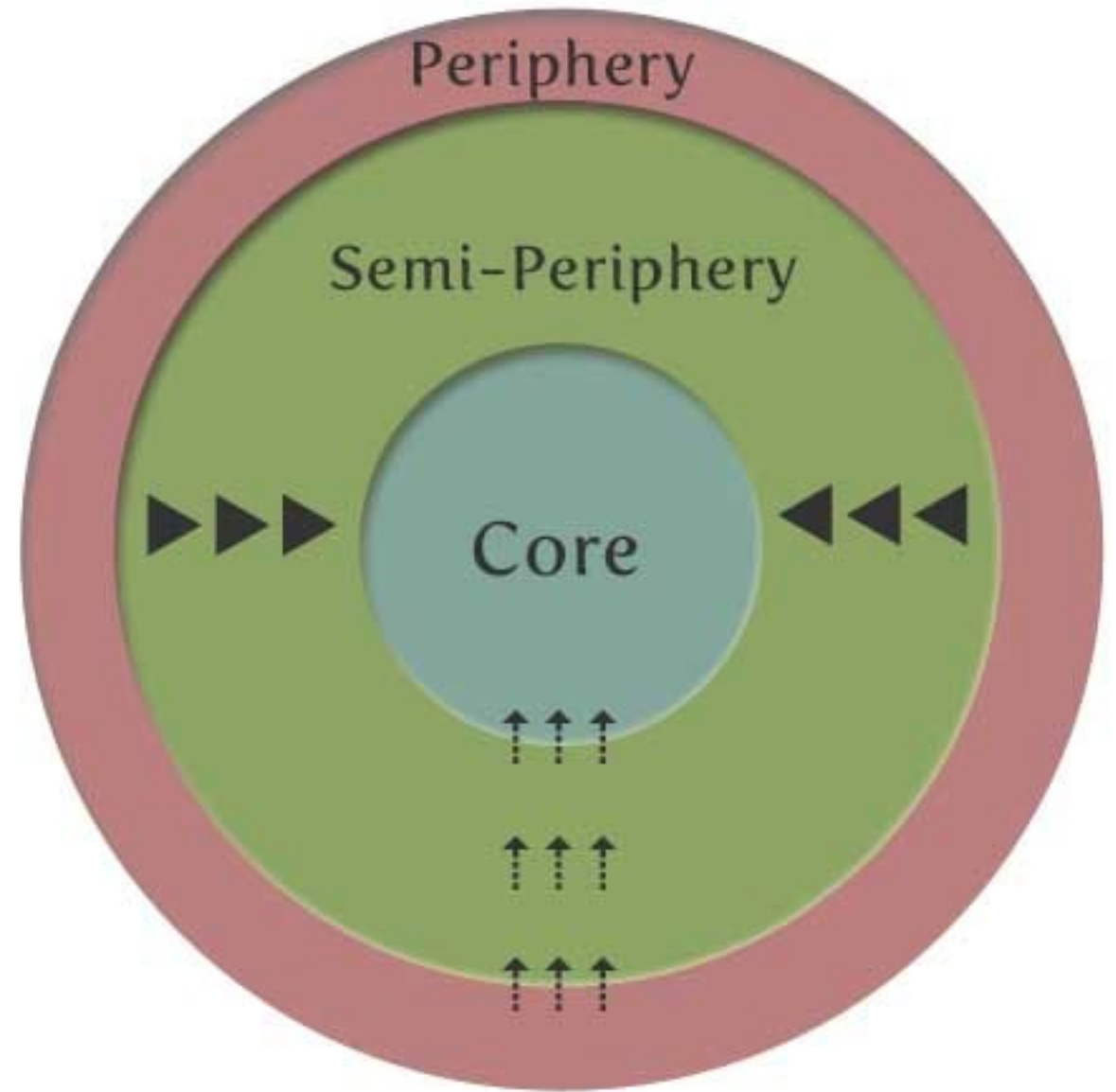
SOURCE: PWC MODEL ESTIMATES



World System Theory: Periphery

- ▶ Periphery countries less developed politically and economically:
 - ▶ e.g. Sub-Saharan African countries
- ▶ Receive a disproportionately small share of global wealth
- ▶ Weak state institutions and are dependent on, and exploited by,
 - ▶ more developed countries.
- ▶ These countries are usually behind because of obstacles such as lack of
 - ▶ technology,
 - ▶ unstable government,
 - ▶ and poor education
 - ▶ and health systems.
- ▶ They are crucial to core countries holding power and wealth....
 - ▶ Impact on 'global' justice?

World System Theory



Wallerstein's World Systems Theory



Globalisation and the 'Risk' Society

- Relates to the increasing accessibility of
 - knowledge through the emergence of
 - the 'information society'
- Knowledge based technologies make
 - scientific knowledge,
 - previously confined in institutions,
 - increasingly available for public consumption
- Risk...
 - a consequence of the intensification of risk
 - and the heightened perception of risk

- "a society increasingly preoccupied with
 - the future,
 - and also with safety,
 - which generates the notion of risk"

(Giddens and Pierson 1998, p.209)

Patient catches disease after blood transfusion

AIDS VIRUS KILLS MAN IN BRITAIN





The Risk Society is.....

- “likely to be experienced as dislocating,
 - and may produce uncertainty and loss of identity.
- The order associated with traditional forms of life give way to
 - the disorderliness of modern conditions
 - in which the rootedness of place,
 - the comforting weight of history
 - and a belief in the divine or the cosmic are all threatened”

(Axford, 1995, p.13)



Risk Society

- Increasing
 - speed and volume of the movement of
 - goods,
 - messages,
 - symbols,
 - peoples (i.e. the 'SCAPES')...
- impacting at
 - political,
 - economic,
 - social,
 - local
 - and personal levels



Risk Society

- Shrinking space
 - and perception of space
 - in terms of time of
 - travel and communication
 - Permeable borders,
 - satellites,
 - environmental disasters,
 - global warning,
 - economic crises,
 - oil prices.....
 - the death of the nation-state
- Reflexivity,
 - as we increasingly (re)orient ourselves to the world as a whole....
 - global human rights,
 - movements of capital,
 - thinking globally...
- Helps to respond to the everchanging world



Globalisation and the 'Personal'

- Heightened perception of risk:
 - terrorism,
 - anti-biotic resistant strains of bacteria,
 - crime;
- Loss of tradition and certainty
 - Divorce,
 - Extended families,
 - relationships and therapy,
 - loss of community
- Access to 'expert' information at
 - the touch of a button
 - But much 'fake news' and 'fake information' available too



Globalisation and 'Choice'

- One aspect of globalisation links with
 - the concept of ethical consumerism
- More 'brands' are
 - owned by fewer companies
- Therefore, if a consumer wishes to shop ethically,
 - they need to be very well informed
- 'Ethical consumerism'
 - is increasingly popular but increasingly complex

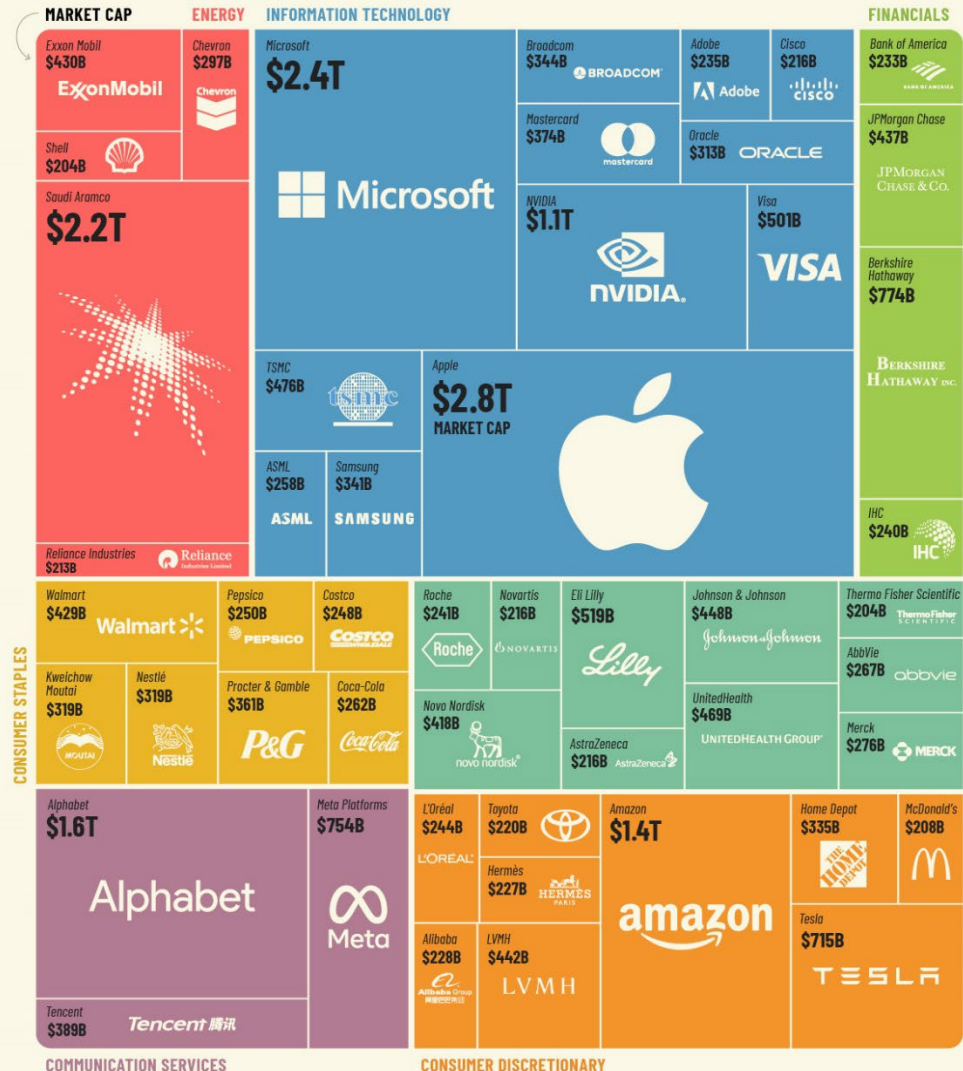
Unilever



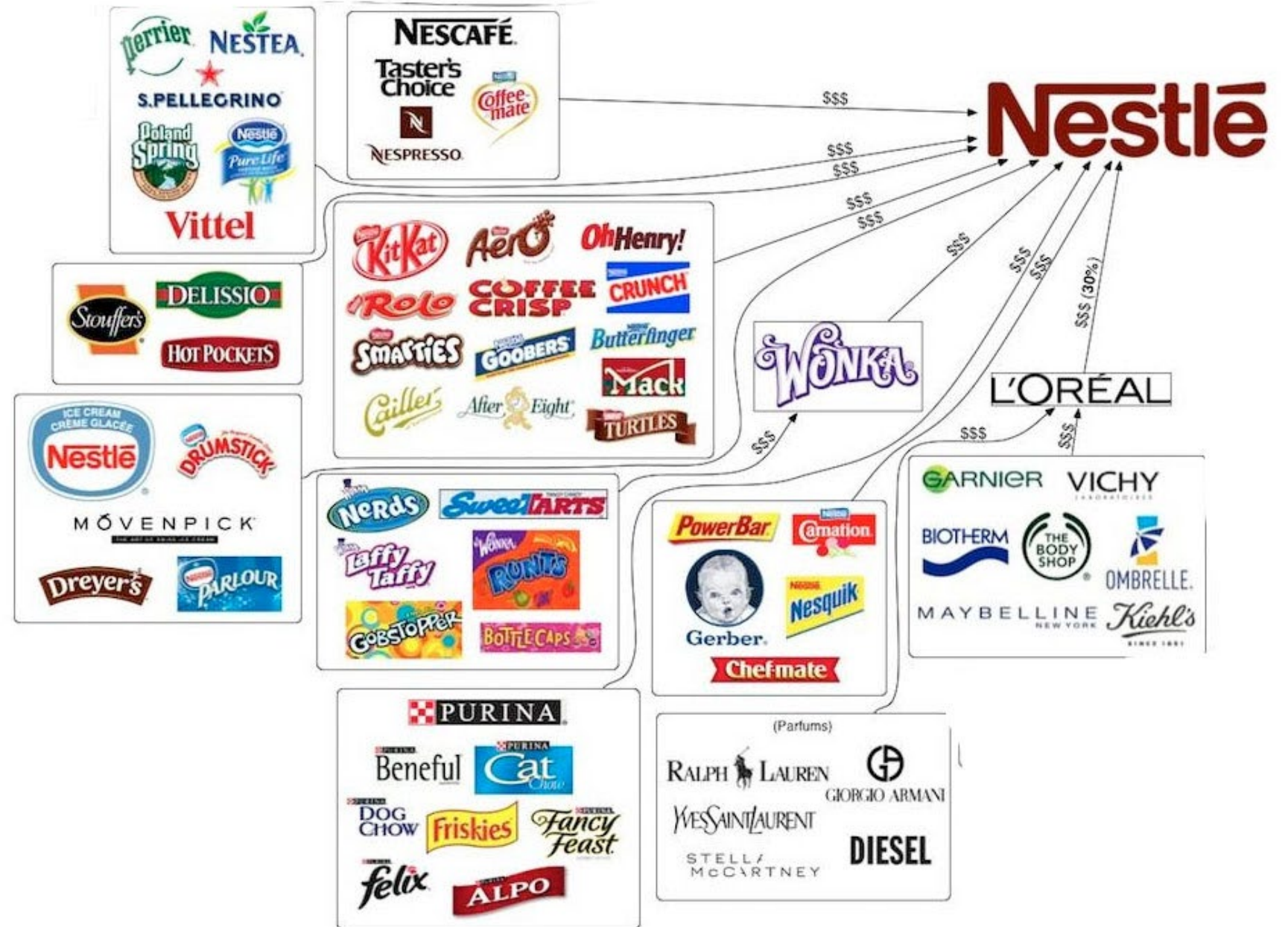
THE WORLD'S TOP 50

2023

MOST VALUABLE COMPANIES



Nestlé



Kraft



Kraft Heinz Merger



Proctor & Gamble



Pepsico





Impacts of Globalisation: Examples

- Leitch Review (2004) – ‘Prosperity for all in the global economy - world class skills’
 - [Prosperity for all in the global economy - summary.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- Joseph Rowntree Foundation (2011) – ‘Globalisation, UK Poverty and Communities’
 - [investigations-globalisation.pdf \(jrf.org.uk\)](http://jrf.org.uk)
- UNESCO Salamanca Statement (1994) – inclusive education for all
 - [The Salamanca Statement and Framework for Action on Special Needs Education - UNESCO Digital Library](#)



Leitch Review:

[Prosperity for all in the global economy - summary.pdf](http://publishing.service.gov.uk)
(publishing.service.gov.uk)

- “Demographic, technological and global changes
 - present enormous challenges and brilliant opportunities
- The population continues to age
- Technological developments are
 - occurring faster than we dreamed,
 - dramatically altering the way we work.
- Competitive pressures on all sectors of the economy are increasing.
- Manufactured goods, and increasingly services,
 - are traded across the world.
- Developed nations are relying more and more on
 - their capacity to innovate to drive economic growth.
- The ability to do this depends upon the skills and knowledge of their people”.



Leitch Review:

[Prosperity for all in the global economy - summary.pdf](https://publishing.service.gov.uk)
(publishing.service.gov.uk)

- Our nation's skills are
 - not world class
 - and we run the risk that this will
 - undermine the UK's long-term prosperity
- Productivity
 - continues to trail
 - many of our main international comparators
- Despite recent progress,
 - the UK has serious social disparities
 - with high levels of child poverty,
 - poor employment rates for the disadvantaged,
 - regional disparities
 - and relatively high-income inequality
- Improving our skill levels
 - can address all of these problems.



Leitch Review:

[Prosperity for all in the global economy - summary.pdf](http://publishing.service.gov.uk)
(publishing.service.gov.uk)

- “How is the UK placed to respond to this challenge?
- We have many important strengths
 - an excellent higher education system
 - where more people than ever are studying for degrees;
 - many good initiatives on vocational training;
 - an increasingly effective school system;
 - and a strong record of improvement over the past decade”.



Leitch Review:

[Prosperity for all in the global economy - summary.pdf](https://publishing.service.gov.uk)
(publishing.service.gov.uk)

- “We also have very considerable weaknesses”
 - one third of adults
 - do not hold the equivalent of a basic school-leaving qualification
- One half of adults (17 million)
 - have difficulty with numbers
 - and one seventh (5 million) are not functionally literate.
- This is worse than our principal comparators
- Over 70 per cent of our 2020 workforce
 - have already completed their compulsory education”



Leitch Review:

[Prosperity for all in the global economy - summary.pdf](http://publishing.service.gov.uk)
(publishing.service.gov.uk)

- Future prosperity of advanced economies increasingly depends on
 - their skills bases
- Emerging economies
 - are growing rapidly
- Technological change and global migration flows
 - are increasing
- These changes are breaking down the barriers
 - between what can and cannot be traded
 - and increasing skills requirements across the economy



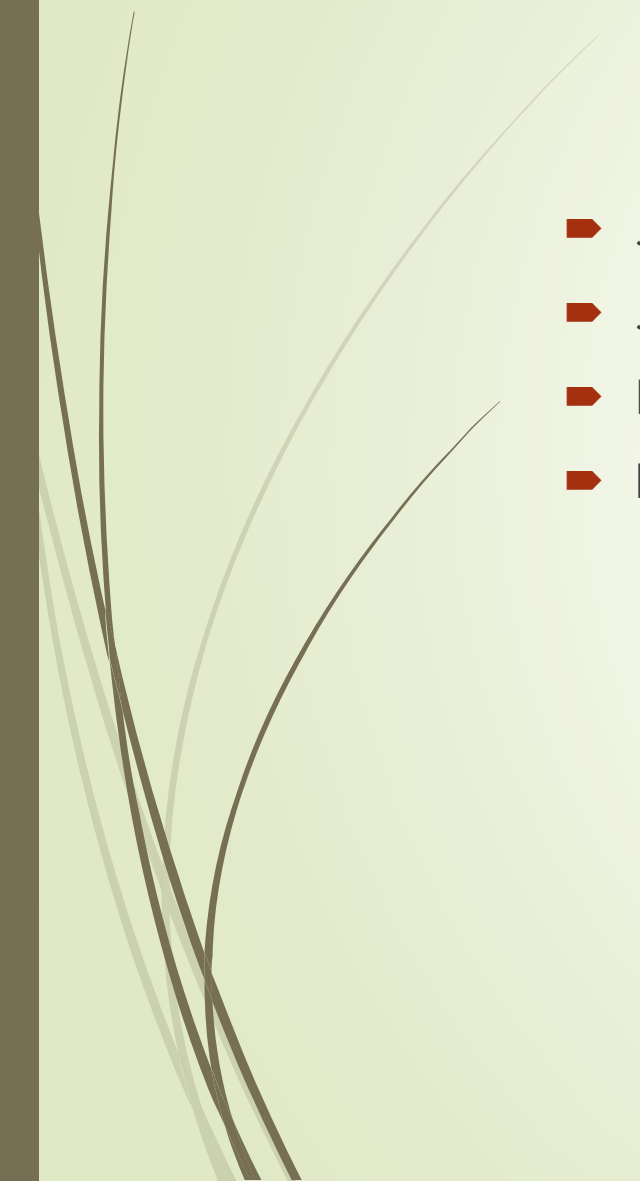
Leitch Review:

[Prosperity for all in the global economy - summary.pdf](http://publishing.service.gov.uk)
(publishing.service.gov.uk)

- Skills are also a key determinant of fairness
- In the new global economy,
 - people's economic security
 - cannot come from trying to protect particular jobs,
 - holding back the tide of change
- Instead, it comes from
 - enabling people to adapt to change,
 - and this relies upon equipping people with the skills
 - to be flexible and take advantage of new opportunities
- In the new century,
 - improving and updating skills
 - is the best way to help people make the most of change
- To achieve world class prosperity and fairness,
 - the UK must have world class skills



Thus Globalisation Equals

- Job mobility
 - Job insecurity
 - Need to re-skill, learn new jobs
 - Importance of life-long learning
- 



Joseph Rowntree Foundation

[investigations-globalisation.pdf \(jrf.org.uk\)](https://www.jrf.org.uk/publications/investigations-globalisation.pdf)

- Research into impact of globalisation on local communities
- 'Globalisation is key
 - to the environment
 - where UK antipoverty policy is implemented
- There is limited evidence of how globalisation
 - affects communities and poverty in the UK
- Evidence that does exist
 - is fragmented and rarely multi-disciplinary'.



Joseph Rowntree Foundation

[investigations-globalisation.pdf \(jrf.org.uk\)](http://jrf.org.uk/investigations-globalisation.pdf)

- Reported on 3 key themes:
 - the uneven impacts of globalisation within and between localities;
 - the role of globalisation in shaping local labour markets;
 - the effects of globalisation on community relations.



Joseph Rowntree Foundation

[investigations-globalisation.pdf \(jrf.org.uk\)](http://jrf.org.uk/investigations-globalisation.pdf)

➤ Point 1

- There is a clear gap between the concepts and discourses of globalisation
 - used by elite policy-makers
 - and the understandings of people on the ground
- Respondents had a sense of the broad global processes that affect their lives,
 - but these are understood in terms of particular local impacts
 - and experiences,
 - such as increased unemployment
 - and competition for work.



Joseph Rowntree Foundation

[investigations-globalisation.pdf \(jrf.org.uk\)](http://jrf.org.uk/investigations-globalisation.pdf)

- Point 2
 - These local impacts of global processes are
 - highly uneven
 - Some groups within communities
 - generally more educated and skilled workers
 - have benefited,
 - whereas others
 - particularly the unemployed and less skilled
 - have been left behind.
- Confirms UK governments own research

➤ (Government Equalities Office, 2010)



Joseph Rowntree Foundation

[investigations-globalisation.pdf \(jrf.org.uk\)](http://jrf.org.uk/investigations-globalisation.pdf)

- Point 3
 - Uneven impacts of globalisation
 - increase precarity for many groups of workers
 - as well as for the unemployed.
- In some case studies respondents clearly expressed
 - increased insecurity related to global commercial competition,
 - outsourcing,
 - the use of agency and non-permanent staff,
 - and the perception of being undermined by the migrants willing to work for below-subsistence wages.



Joseph Rowntree Foundation

[investigations-globalisation.pdf \(jrf.org.uk\)](http://jrf.org.uk/investigations-globalisation.pdf)

➤ Point 4

- The recession
 - is exacerbating inequalities produced by
 - the differential effects of earlier processes of global integration

➤ Point 5

- While some global flows such as I
 - n-migration
- can create new social divisions and tensions,
 - our research highlights examples of 'ordinary multiculturalism'
 - which strengthen social cohesion in multi-ethnic communities,
 - despite the prevalence of 'them' and 'us' discourses in wider society and the media



Joseph Rowntree Foundation

[investigations-globalisation.pdf \(jrf.org.uk\)](http://jrf.org.uk/investigations-globalisation.pdf)

- Meaning.....
 - Globalisation is a concern to UK policy-makers
 - The focus tends to be economic
 - Has implications, however, for social justice and well-being
 - Impact uneven....
 - and not a homogenising force
 - Example of a policy trying to become global in its reach



UNESCO Salamanca Statement (1994)

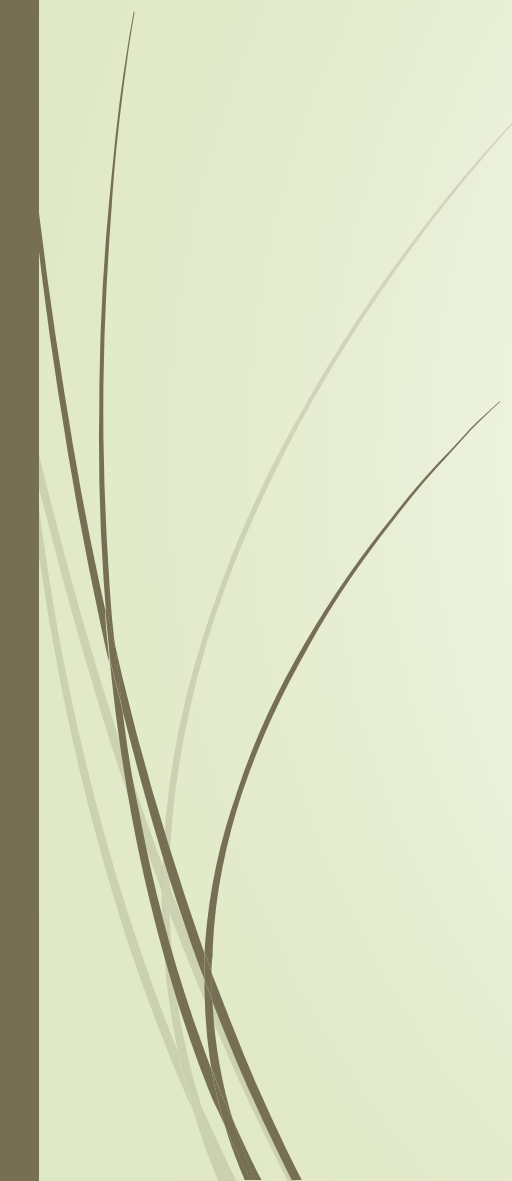
The Salamanca Statement and Framework for Action on Special Needs Education - UNESCO Digital Library

- World Conference on Special Needs Education
 - 92 Governments represented
 - 25 international organisations
 - UNESCO: United Nations Educational Scientific and Cultural Organisation
 - June 1994, Salamanca, Spain
- 



UNESCO Salamanca Statement (1994)

The Salamanca Statement and Framework for Action on Special Needs Education - UNESCO Digital Library

- Dynamic statement
 - Education to **ALL** children with disabilities
 - Inclusive education to be the 'norm'
 - Global framework for action
- 



UNESCO Salamanca Statement (1994)

The Salamanca Statement and Framework for Action on Special Needs Education - UNESCO Digital Library

- International Community to endorse the approach of inclusive schools by implementing:
 - Practical changes
 - Strategic changes



UNESCO Salamanca Statement (1994)

The Salamanca Statement and Framework for Action on Special Needs Education
- UNESCO Digital Library

➤ Framework for action

➤ Ordinary Schools

- to accommodate all children regardless of their
- physical,
- intellectual,
- social,
- emotional,
- linguistic
- or other conditions

- All educational policies should stipulate that
- children with disabilities attend the neighbourhood school
- 'that would be attended if the child did not have a disability'



UNESCO Salamanca Statement (1994)

The Salamanca Statement and Framework for Action on Special Needs Education - UNESCO Digital Library

- Commitment to Education for All,
 - recognising the necessity and urgency of
 - providing education for all children, young people and adults
 - 'within the regular school system'
- Children with SEN
 - 'must have access to regular schools'



UNESCO Salamanca Statement (1994)

The Salamanca Statement and Framework for Action on Special Needs Education - UNESCO Digital Library

- Highest policy and budgetary priority
 - to 'improve education services
 - so that all children could be included,
 - regardless of differences or difficulties'
- To adopt as a matter of Law or policy the principle of
 - 'inclusive education'
 - and enrol all children in ordinary schools
 - unless there were compelling reasons for doing otherwise



UNESCO Salamanca Statement (1994)

The Salamanca Statement and Framework for Action on Special Needs Education - UNESCO Digital Library

- Develop demonstration projects and encourage exchanges
 - with countries with inclusive education systems
- Ensure organisations representing people with disabilities, along with parent carers and community bodies,
 - are involved in planning decision-making
- Greater effort re:
 - pre-school strategies and vocational education
- Teacher training should
 - embody the principles of inclusion

UNESCO Salamanca Statement (1994)

The Salamanca Statement and Framework for Action on Special Needs Education - UNESCO Digital Library

- 15 years on....?
 - Salamanca Conference 2009
- Again:
 - shows uneven impact and likelihood that
 - ideas will not take over
 - but will be 'indigenised' into their local/ regional/ national setting
- Nonetheless opportunity to
 - share ideas,
 - practices and policies globally through websites,
 - YouTube,
 - conferences,
 - research,
 - exchange visits....
 - globalisation is facilitating globalisation!



UNESCO Salamanca Statement (1994)

The Salamanca Statement and Framework for Action on Special Needs Education - UNESCO Digital Library

- 30 years on....?
 - Paris Accord on Climate Change 2015
- Once again:
 - shows uneven impact and likelihood that ideas will not take over
 - but will be 'indigenised' into their local/ regional/ national setting
- Nonetheless opportunity to
 - share ideas,
 - practices and policies globally through websites,
 - youtube,
 - conferences,
 - research,
 - exchange visits....
 - globalisation is facilitating globalisation!

The Story of Stuff

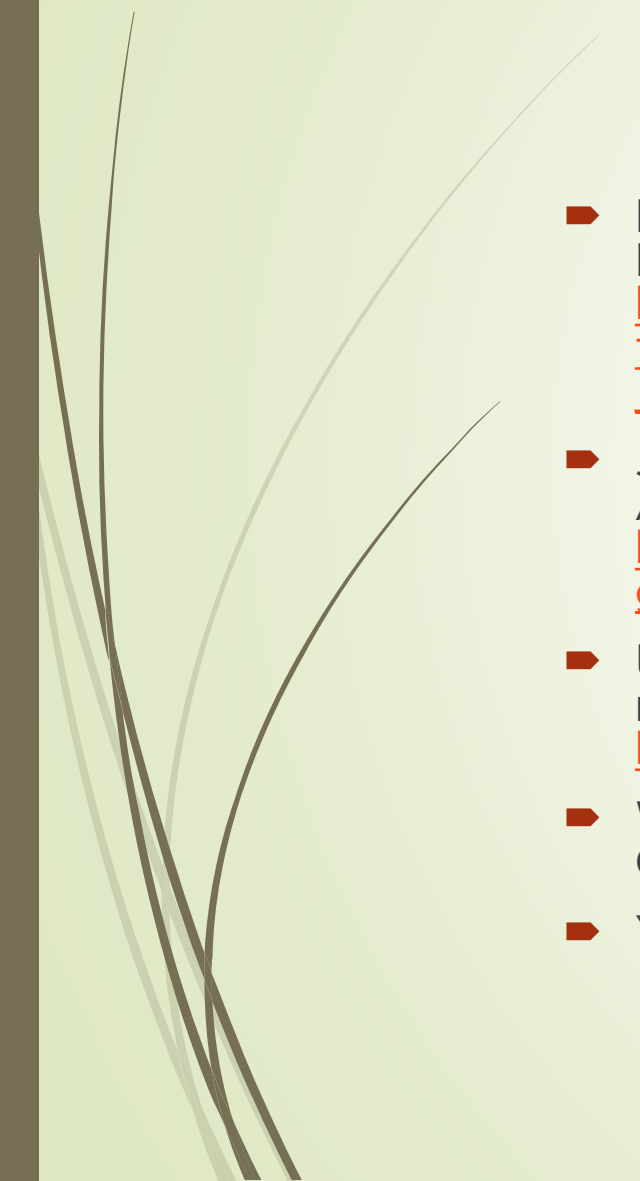


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