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Additional Material: Sustainable Communities

Theme 4: Globalisation & Individual Action

What is globalisation?

What do you understand the phrase globalisation to mean?



Share your thoughts with the larger group



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Theories of globalisation

- Not just an economic process
- Social, political, cultural, technological, ideological, legal, anthropological, environmental, personal, local.....
- Some doubt that there is anything ‘global’ – just more intense international cooperation (Hirst and Thompson, in Beynon and Dunkerley, 2000)

Different theories of globalisation

Globalisation can be seen as:

“the blanket term to describe the processes through which sovereign national states are criss-crossed and undermined by trans-national actors with varying prospects of power, orientations, identities and networks”

(Beck, 1992: 11)

Different 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 homogenisation. 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, threat of nuclear weapons, terrorism etc.
- Raises questions about citizenship, belonging, identity, national control, local employment, professional practices etc.

Globalisation and 'scapes'

Jargon buster



Appadurai took the element 'scape' that is used in words such as landscape and seascape and added prefixes:

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



Ethnoscapes

- The movement of people through travel, immigration, seeking refuge or asylum
- Movement is faster, more frequent and further for pleasure, work and survival
- Consequently, “The established links between place, state and notions of nationhood are being disrupted” Beynon & Dunkerley, 2000: 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, Twitter, Facebook, Skype – 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”

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
- Recent example are the various manifestations of the 'Arab spring'
- Other concepts include the 'global university'

Globalisation.....

- Positives and Negatives
- Uneven impact
- Empowering and disempowering
- Is about the 'local' and 'personal' as well as the global
- Robertson and Glocalisation:
“The (re)construction and invention of diverse localities (and identities) through global flows of ideas and information”

Beynon & Dunkerley, 2000: 47



In other words, the 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')
- 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!

Our own experience of 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?



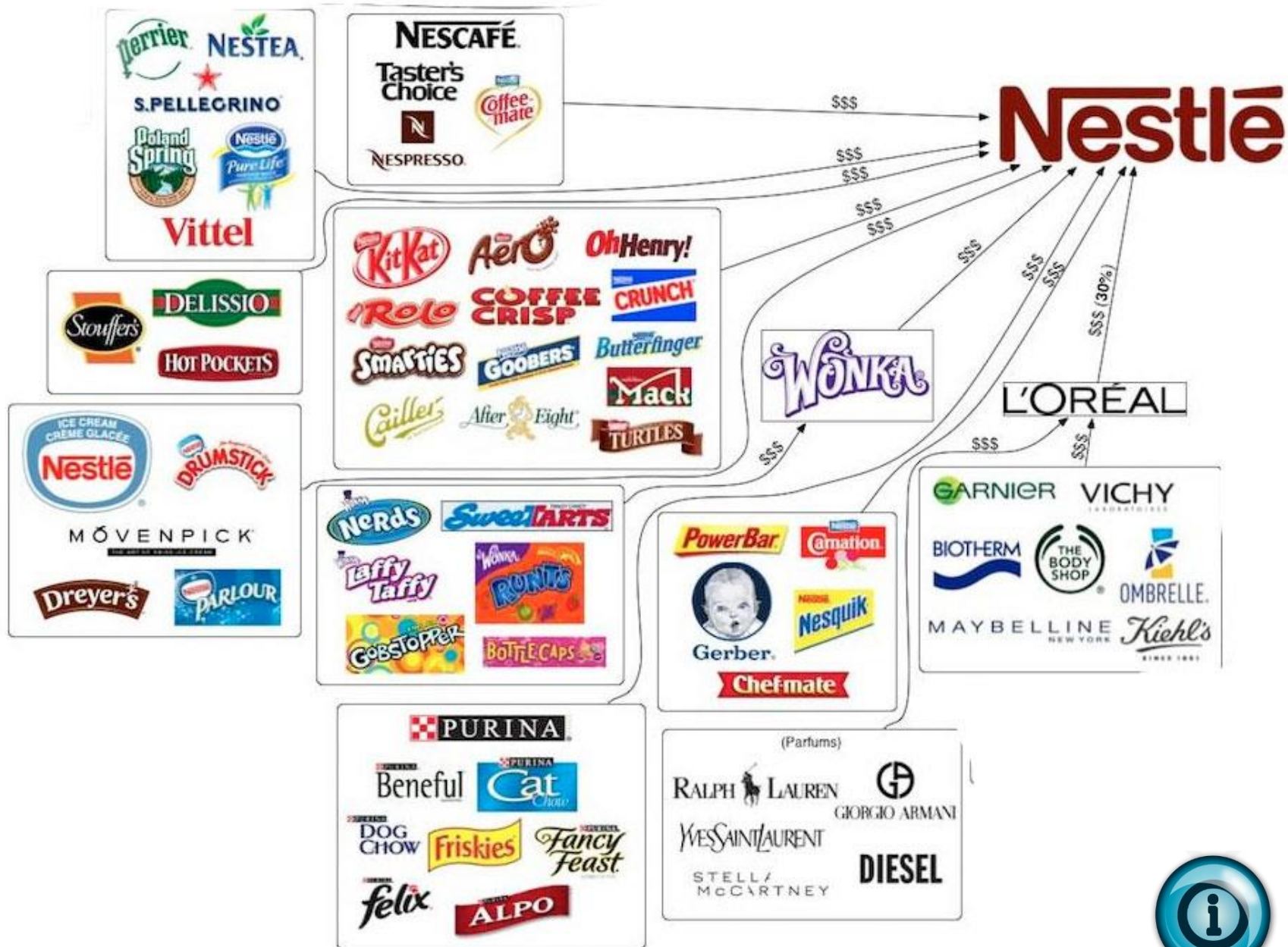
Globalisation and 'Choice'

- One aspect of globalisation that 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

For example:

Unilever





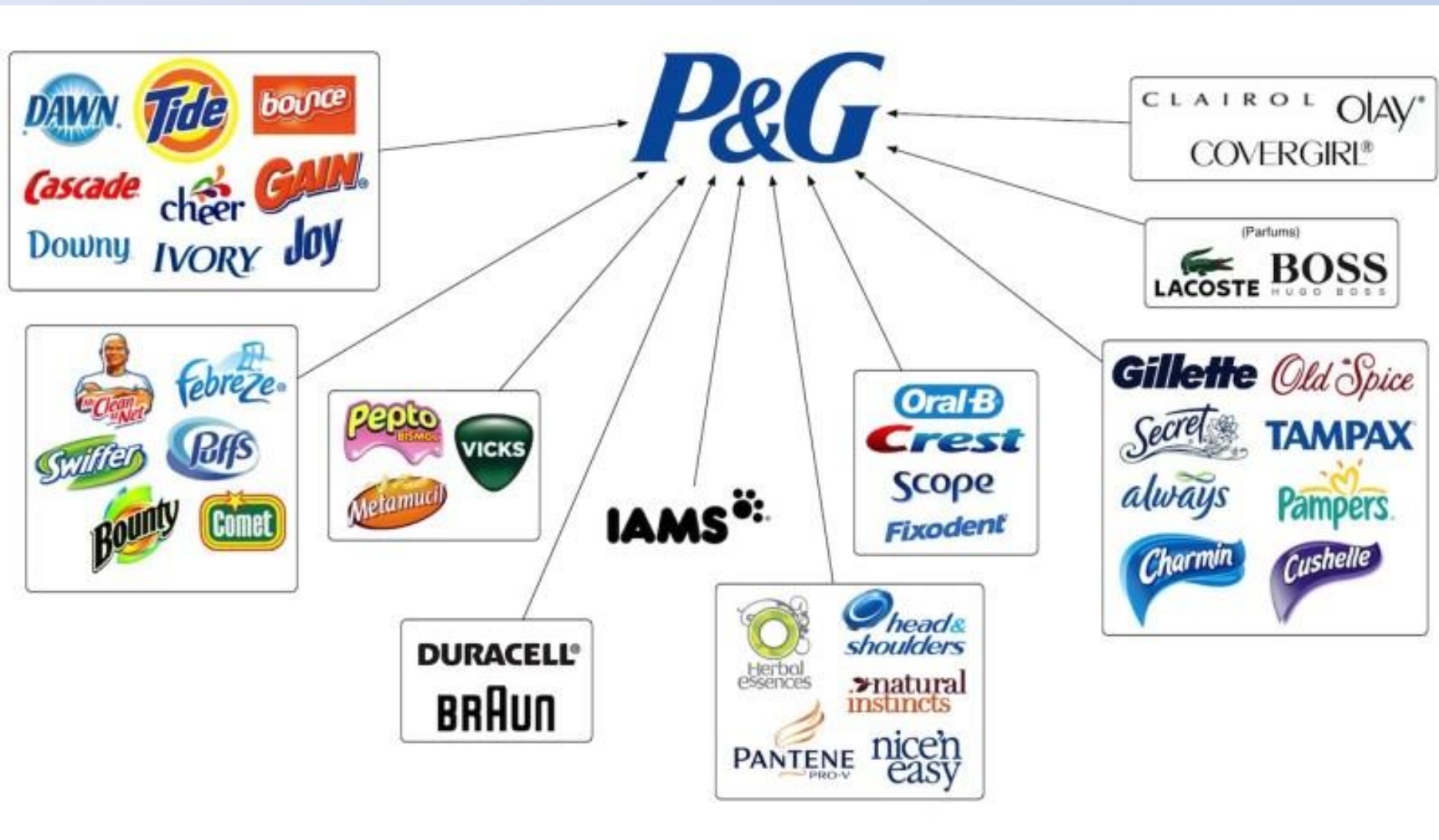
Kraft



Kraft/Heinz Merger



Proctor & Gamble



Pepsico



Impacts of globalisation – some case studies

Leitch Review (2004) – ‘Prosperity for all in the global economy - world class skills’



Joseph Rowntree Foundation (2011) – ‘Globalisation, UK Poverty and Communities’



UNESCO Salamanca Statement (1994) – inclusive education for all



Leitch Review

- “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

- 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

- “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”.

Issues

- “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

- 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

- 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 =

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

Joseph Rowntree Foundation

- 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

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

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.

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)

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.

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 in-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.

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)

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

Salamanca Statement

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

The Salamanca Statement

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

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'

Salamanca Statement: Commitments

- 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'

Salamanca Statement

- 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

Salamanca Statement

- 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

15 years on....?

- Salamanka 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!

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



*Remember that, as an **ethical consumer**, you can choose to make changes at any of the points of the production and consumption process outlined in the video that we looked at earlier in the Module.*

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