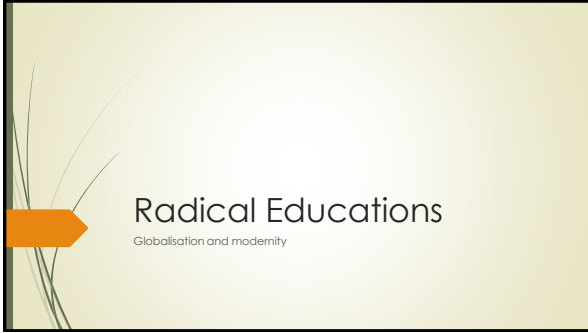
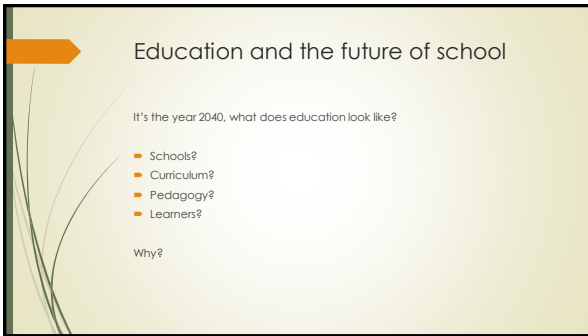




Radical Educations

Globalisation and modernity

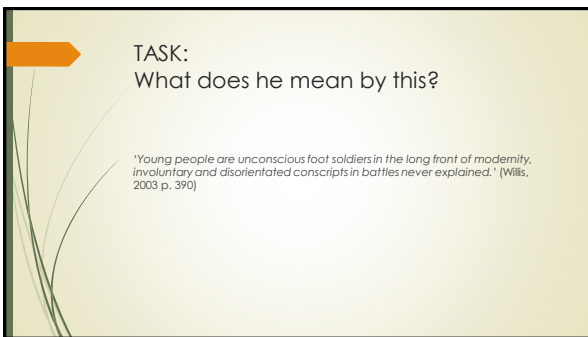


Education and the future of school

It's the year 2040, what does education look like?

- Schools?
- Curriculum?
- Pedagogy?
- Learners?

Why?



TASK: What does he mean by this?

'Young people are unconscious foot soldiers in the long front of modernity, involuntary and disorientated conscripts in battles never explained.' (Wills, 2003 p. 390)

Waves of modernisation (Willis, 2003)

- First wave – post WWII
- Second wave – 1980s onwards
- Third wave – modernity



...globalisation is entering a new phase. Already our Asian rivals are competing not just in low-skilled manufacturing but in high tech products and services. Once we worried about a global arms race. The challenge this century is a global skills race and that is why we need to push ahead faster with our reforms to extend education opportunities for all.

Some argue that in this next stage, the mature economies of Europe and America can only lose and that all the benefits will flow only eastwards. I disagree. We are about to see a doubling of skilled jobs in the global economy. This heralds a world-wide opportunity revolution, bringing chances of upward mobility for millions...in a globally competitive national economy there will be almost no limits to the aspirations for upward mobility.

(The Observer, 10.2.08).

The Global Auction: three key elements:

- The rise of China and India
- MNCs as Conduits
- Quality = Price

Lauder, H. (2011) *The Global Auction*. Oxford: OUP

Quality and price

The lever which is driving the present phase of globalisation is that of quality=price:

'We have to drive innovation, we have to be at the leading edge at reasonable cost...That's it. And this can be transferred to the labour market. We have...to try to get higher skills at reasonable cost and high flexibility.'

Germany, Telecommunications MNC.

How is this achieved?

The Role of MNCs and a Theory of Skills Capture:

1. Standardisation of: Process; People and Products
2. The Supply of high quality graduate labour in China, India, Russia and Eastern Europe
3. Increasing R&D work in China and India

The War for Talent

- The upturn for those in the top 10 per cent of income earners is in part due to the ideology of the War for Talent
- MNCs across the globe typically recruit from the elite universities in any country or beyond.
- This creates the pull factors in creating a global elite

Three kinds of knowledge workers

- Developers (creators)
- Demonstrators (executioners)
- Drones (digital routine)

- Segmentation of High Skilled Labour;
- Performance Not Simply Skills;

'It's more important to get great talent, since the differential value created by the most talented knowledge workers is enormous.' McKinsey Consultants.

Consequences for universities

- The competition between universities for students will intensify globally.
- As power in the global economy shifts so we are seeing universities in East Asia competing and out-competing the elite universities in the West.

- Until 2005 the idea that a global transnational class might be created was plausible because the West was driving economic globalisation
- Now the situation looks quite different, the rise of India and China has reintroduced the possibility of a nationalism which means a conflict between national elites and MNC elites.

The work of Pierre Bourdieu

- The educational curriculum and the way in which educational institutions are organised can be analysed in relation to culture.
- Educational institutions are not based on the culture of all students but are based on the cultural capital of dominant groups in society
- Middle Class children succeed.
- There is a great distance between the culture of working class students and the culture of the institution

Some opinions from a teacher

- Toxic culture of education
