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Analysis of globalization-driven reforms in education: Critical Theory Approach (CTA)

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ABSTRACT

This paper analyzes the impacts of globalization-driven reforms on higher education focused on them with reference to policy context, process and content because education and globalization are essentially interrelated to each other. Globalization is a multidimensional concept that involves economic integration; the transfer of policies across border; transmission of knowledge; cultural stability; relation and discourse of power; it is a global process, a revolution, and an establishment of global market free from socio-political control. Globalization is a phenomenon that encompasses all of these, however; it is significant that this term bring with it several hidden agendas too. We have used Critical Theory Approach (CTA) which is based on the Critical Theory. This social theory oriented toward critiquing and changing society as whole, on the contrary to traditional theory which is oriented only to understanding or explaining it. Critical theory aims to dig beneath the surface of social life and uncover the assumptions that help to discover and true facts about the real function of a system. A critical policy analysis is directed toward discovering links between policy context, process and content. This study is based on the hypothesis that Neoliberalism, globalization and higher Education are closely interlinked. The findings are based on the review of literature that reveals that the paradigm of the globalization is Neoliberalism. Therefore, the globalization-driven reforms (competitiveness-driven reforms, finance-driven reforms, and equity-driven reforms) all aim at achieving the goals of Neoliberalism. The governments need to keep their ideological, political and economic situation in view while formulating the educational policies because each government functions in different scenario.

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Introduction

This paper analyzes the impacts globalization - driven reforms on higher education. Globalization and education are essentially related to each other. We focused on globalization-driven reforms with reference to policy content, process and content. Education particularly higher education is instrumental to fulfill the emerging needs and demands of globalization. The higher education scenario is consistently changing due to changes in the global economic environment. It is imperative, therefore, for the policy analysts to analyze this phenomenon. The theorists and analyst use different approaches for studying the globalization. We have adopted the critical theory approach (CTA) to analyze the underlying philosophy of globalization and its impacts on the policy strategies for education. CTA is considered useful for unearthing the hidden and underlying facts of a socio-economic phenomenon.

Globalization is a multidimensional concept that involves economic integration; the transfer of policies across border; transmission of knowledge; cultural stability; relation and discourse of power; it is a global process, a revolution, and an establishment of global market free from socio-political control (Niktin & Elliot, 2000). Globalization is a phenomenon that encompasses all of these, however; it is significant that this term bring with it several hidden agendas too. Therefore, theorists lack consensus to offer an agreed definition of globalization.

Globalization” is primarily a *perceived* set of changes, a construction used by state policy makers to inspire support for and suppress opposition to changes because “*greater forces*” (*global competition, responses IMF, or World Bank demands, obligation to regional alliances and so on*) leave the nation-state with no choice but to play a set of global rules not of its own making” (Burbules & Torres, 2000). These set of rules are very complicated in their fabric and their underlying philosophy can best be understood using the critical theory approach (CTA).

Critical Theory (CT) is based on the work of a group of sociologists at the University of Frankfurt in Germany who referred to themselves as The Frankfurt School consisted of Horkheimer, Adorno, Benjamin, Marcuse, Fromm, and Habermas developed a sociological method that was later recognized as critical theory. This a social theory oriented toward critiquing and changing society as whole, on the contrary to traditional theory which is oriented only to understanding or explaining it. Critical theory aims to dig beneath the surface of social life and uncover the assumptions that help to discover and true facts about the real function of a system. They claimed that it was possible to reveal how social structures substitute a reason based on goals for a “thin” formal reason which is focused only on means, by demonstrating contradictions imposed upon people caught in those social structures. The members of Frankfurt school promoted the use of Marxism, both as means to

critique modern industrial, capitalist society and as an antidote to its problems because the end results of the critical theory were that so many people ended up being denied power or becoming alienated from their own lives. The social scientist of Frankfurt school rejected a mere objective observation of these conditions and they believed that social scientists should be involved with overcoming such social problems.

A critical policy analysis is directed toward discovering links between policy context, process and content (Walt & Gilson 1994, Collins *et al.* 1999). Whereas, traditional policy analysis uses the deductive evaluation of the relative merit of various policy proposals, critical analysis focus on how the interaction of the processes and contexts laid impacts on the definition of policy problems (content), agenda setting, and choice of policy instruments. Second, a critical policy analysis unveils the ideologies and values underlying policy issues and their proposed solutions, and the inclusiveness or exclusiveness of the policy debate (Forester 1993, Fischer 1995). This is based on an analysis of how issues are understood and formed by the various policy stakeholders – such as those groups of actors from private sector, pressure groups, media, advocacy, government, and academic intelligentsia, who seek to influence the course of public policy (Yanow, 2000., Pal 2001). Third, a critical analysis exposes the reality of organizational processes, particularly as they relate to how policies are experienced by people in their daily environments (Habermas 1973., Pettigrew 1987, 1988). Also fundamental to policy analysis informed by critical theory in the spirit of Habermas and others, is the ultimate aim of identifying and attending to power relations inherent in policy processes (Morrow 1994, Mill *et al.* 2001).

Purpose and paradigm of the Study

This study is based on the hypothesis that Neoliberalism, globalization and higher Education are closely interlinked. The policy makers are making efforts for reforming the higher education policy to meet the demands emerging from globalization agenda. This paper focuses on the analysis of the relationship between the globalization and its impacts on higher education policy. It aims at the critical analysis of competitive-driven reforms, finance – driven reforms and equity –driven reforms in education. This study has examined different perspectives on Neoliberal globalization and its implications on higher education generally and specifically on educational reforms.

This paper is also based on another hypothesis that Neoliberalism which is the main economic theory behind the globalization and higher education reforms determines the paradigm. The critical theory approach is instrumental to discover the relationship between globalization and its impacts on the educational reform strategies. Therefore, we have utilized the critical theory approach to analyze the relationship between globalization and educational policy.

Research Design

A critical theory approach (CTA) was used for this study. Critical theory as a methodological approach to policy analysis is inclusive of different forms of knowledge. Fischer (1995) describes the essence of a critical theory approach (CTA) as one of 'integrating the normative evaluation of a policy's goals with the kind of empirical work already characteristic of policy evaluation' (p. 6). The framework consists of a triangle, with the three points depicting the elements or dynamics of policy analysis as context, process and content. *Context* directs the analyst to consider political, economic, social and historical

influences of the globalization and globalization - driven reforms. *Process* includes the analysis of values associated with policy proposals and of the policy actors or communities who are part of the policy debate and agenda setting. The process of the reforms needed an analysis of the implementation of these reforms. The third point – *Content* – includes the problems and the instruments as they are proposed and implemented by governments and organizational decision-makers. The interior of the triangle represents the interaction of the three elements of context, process and content as the crux or nexus of policy analysis.

Objective of the Study

The objective of the study was to analyze the relationship between the Neoliberalism, globalization and higher educational policy.

Research Questions

This paper focused on globalization-driven reforms with reference to policy content, process and content. It was emphasized on understanding the relationship between globalization and education.

i- What is globalization? How is it understood and interpreted?

ii- What is the paradigm of globalization?

iii- What are the globalization-driven reforms?

iv- Why are impacts of globalization – driven reforms on education particularly higher education?

Review of Literature

During the review of literature, we found that there are array of studies on globalization and its impacts on education. It is appropriate to review some literature on globalization and its link to education and education policy reforms.

Globalization – Origin and Definition

The term globalization is used in a variety of ways (Gunn, 2004), therefore, the definitions tend to be multifaceted and complex. Since the debate over globalization from the conceptualization, at macro level it involves economic integration; the emergence of supranational institutions threatening the process of nation state, while at micro level change of paradigm of national policies is significant aspect of this phenomena. How one should go about defining the term 'globalization'? The literature on globalization offers a wide range of definitions come from economic, social, and cultural theorists force the analyst to be cautious in claiming that some definitions are closer to reality than others. Globalization is a *perceived* set of changes, a construction used by state policy makers to inspire support for and suppress opposition to changes because the "greater forces" (global competition, responses to IMF, World Bank demands, obligation to regional alliances and so on) leave the nation –state "no choice" but to play a setoff global rules not of its own making (Burbules & Torres, 1997).

This situation can also initiate debate about the implications of globalization in the context of a specific perspective, its "positive and negative" connotations. The globalization is analyzed through various perspectives including historical perspective, economic perspective, political perspective, cultural and social perspective, however economic perspective is more relevant and important for this study. All the perspectives have influenced the educational policies. It seems appropriate to cite the literature available on different perspectives of globalization.

Historical Perspective – Origin of Globalization

The historical perspective presents some interesting facts about the origins of the process of globalization and suggests that either ancient, medieval or contemporarily, the main notion of the process of globalization has largely been economic hegemony through the mobility of goods and products. Gunder (1998) argues that *Archaic Globalization* began with the rise of trade links between Sumer and Indus Valley Civilization in third Millennium B.C.E. in the Hellenistic age. K.N. Chaudhry (1999) expound that next phase of globalization often referred as *Proto-Globalization* characterized with the rise of maritime European Empires during sixteenth and seventeenth centuries. Hobson (2004) explores that the advent of Islam and rise of the Islamic Empire during the medieval time expanded its economic and cultural links with Asian, African and European countries laid economic and cultural impacts on the global economy and civilization. O'Rourke and Williamson (2000) finds that the age of exploration added the new equation. The modern phase of globalization was decisively shaped by the Nineteenth century imperialism in Asia, Africa and Latin America when more nations embraced international trade. Historically the modern form of globalization took a giant leap after the World War-I, The Great Depressions and World War-II following the Industrial revolution and Fordism which necessitated the marketplace for the marketization of industrial goods and meeting the needs of skilled workers and professional for growing economies of Europe and North America. Burbules and Torres (1997) point out a "central dilemma" about the whether to place the origins of contemporary globalization around the oil crisis occurred in 1971 to 1973? The oil crisis prompted the technological and economic changes directed toward finding for new forms of production that would consume less energy and labour. The invention of communication technologies, migration patterns and flows of capital led towards the change of classical liberalism to Neoliberalism. The change of paradigm of capitalism invented discourse and rhetoric of "globalization". Diverse perspective of the discourse of Globalization came forth since the 1980s onward.

Economic Perspective

The theorists with economic perspective view globalization as a process that encompasses economic integration, free market economy, the onset of borderless world and interdependence of countries globally. "Globalization represents the triumph of a capitalist world economy tied together by a global division of labour" (Wallerstein, 1974), it is the growth or more precisely accelerated growth of economic activity across national and regional political boundaries. "Globalization is thus a centrifugal process, a process of outreach, and a micro-economic phenomena" (Oman, 1996), this process leads to "the integration of world economy" and the "world societies" (World Bank, 2002). Another protagonist of globalization, International Monetary Fund (IMF, 1997) seems supporting the World Bank stance viewing the globalization as "growing economic interdependence of countries worldwide through the increasing volume and variety of transactions in goods and services of international capital flows, and also through the more rapid and widespread diffusion of technology". Henderson (2004) implores that globalization aims at "...free movement of goods, services, labour, and capital thereby creating a single market in inputs and outputs; and full national treatment for foreign investors (national working abroad) so that, economically speaking, there are no foreigners".

Political Perspective

Some theorists point out the political ideology of globalization aims at the erosion of nation-state and setting up an international political economy to satisfy the capitalism's need for free market. Steingard & Fitzgibbons (1999) finds out "globalization as an ideological construct devised to satisfy capitalism's need for new markets and labour sources and propelled by the uncritical 'sycophancy' of the international academic business community." Harvey (1996) is more critical to analyzing to view it "... a spatial fix for a capitalism and an ideological tool with which to attack socialism". Spic (1995) identifies that "globalization is a conceptualization of the international economy which suggests and believes essentially that all economic activity, whether local, regional, or national, must be conducted within a perspective and attitude that constantly is global and worldwide in its scope". He maintains that "it is a mind set, an ideal visualization, a popular metaphor, and finally a stylized way thinking about complex international developments." Khor (1995) is more critical to view the phenomena as new form of colonization defining "globalization is what we in the third world have for several centuries called colonization". Walck and Bilimoria (1999) considers "...globalization is not an output of the real forces of markets and technologies, but is rather an input in the form of rhetorical and discursive constructs, practices, and ideologies which some group are imposing on other for political and economic gain." The imposition of this mind set to evolve an integrated global economy obviously needs a social and cultural change also. It is imperative to analyze the social and cultural perspective as well.

Cultural and Social perspective

No ideology can flourish in the vacuum; it definitely needs to be practiced in a social and cultural entity. Culture is sum total of life. Featherstone (2000) reveals that "the process of globalization suggests simultaneously two images of culture. The first image entails the extension outwards of a particular culture to its limit, the globe. Heterogeneous cultures become incorporated and integrated into a dominant culture which eventually covers the whole world. The second image points to the compression of cultures. Things formerly held apart are now brought in to contact and juxtaposition". Therefore, Albrow (1998) identifies "all those processes by which the people of the world are incorporated into a single world society", and to Ohmae (2000) "globalization means the onset of the borderless world", Harvey (1998) strengthen this view point viewing it as "the compression of time and space". The cultural and social approach finds out that either economic or socio-political ideas inevitably require inculcation into the mind of the individuals that undoubtedly needs cognitive process. It is possible only through education. The relationship between education globalization is inevitable. The pertinent issue rather question is, has current form of globalization actually Neoliberalism? So, it is important to have brief but comprehensive review of some literature to find the answer.

Neoliberalism – A Paradigm of Globalization

The term Neoliberalism is largely used to refer to economic liberalization, free trade and open markets, privatization, deregulation, and enhancing the role of the private sector in modern society. Currently the term is mostly used as a general condemnation of economic liberalization of policies and its advocates (Tylor and Morse, 2009; Mirowski, 2009; Chomsky, 1997). Neoliberalism has emerged as a dominant hegemony in the United States since 1970s (Harvey, 2005). The term

Neoliberalism is utilized to encompass a variety of economic, social and political ideas, policies and practices, functioning on both individual and institutional levels (Pelhwe et al. 2006).

The Neoliberalism is a complex amalgamation of different ideas, policies and practices, policies and discursive, however, it is rooted in classical liberalism which has been altered to meet the increasing demand of market during last three decades. The Neoliberalism is a paradigm that changes in form but consistent in content. The classical Neoliberalism that defined the United States economic and social policy during nineteenth and early twentieth century has been revitalized, redefined, intensified and its scope has been extended (Baez,2007; Turner,2008) during last three decades. This change of paradigm has resulted in drastic cuts to the state supported social services and programs, the rationality to the cultural, social, and political spheres, and the redefinition of the individual from a citizen to rational actor (Lemke,2001;Turner,2008).

The colossal amount of power has shifted from the state to multinational corporations (MNCs) and global financial institutions (Dunmill & Levi, 2005; Harvey, 2005; Palley, 2005). Since then the individual's common sense, commodification and marketization, market logic, and prioritization of economic outcomes have redefined the purpose and role of cultural, social and political institutions (Apple, 2001; Aronowitz, 2000; Giroux, 2005; Slaughter and Rhoades, 2004). As neoliberal policies, practices and ideas developed in the United States, a parallel process of neoliberal development occurred in the United States public higher education.

Neoliberalism a socio-economic theory that rejects governmental intervention in domestic economy and promulgates materialism, consumerism, and the commodification of many public goods, is a powerful force that has come to dominate the discourse and behaviors of many aspects of the United States (Giroux, 2004). While Noam Chomsky's (1998) investigation of the political impact of Neoliberalism as well as its effect on the news and media and Sheila Slaughter and Gary Rhoades (2004), an increasing number of researchers have begun to investigate the rise of academic capitalism, a manifestation of Neoliberalism in colleges and universities. They describe the fundamental changes occurring within higher education but their examinations do not connect is covered changes to the larger construct of Neoliberalism. Neoliberalism relies on privatization and commodification as means to attain its ends, and seeks to transform or destroy most all public spaces and services (Harvey, 2005).

The privatization, commodification, and general marketization of higher education have been both implicitly and explicitly discussed by a variety of scholars, most notably Sheila Slaughter and Gary Rhodes (1997, 2004), but these scholars do not connect these radical reconstructions of higher education to the larger Neoliberal agenda that has posed huge challenges to education policy makers.

Globalization-driven reforms and Educational Policy

"Globalization-driven reforms" in education commenced to appear in the mid –to late 70s as government began to believe that their stagnating national budgets and rising deficits could not support continued educational expansion. Since then educational policy makers are facing the challenge of a complicated debate about the political choice and new kinds of policy action stemming from the deterritorialization of all domains including our system of knowledge and learning

because the policy makers so far responding typically in a simplified domain(March & Simon,1963). The globalization has been defined in education policy circles as first and foremost an economic challenge demanding a straight forward and easily replicable set of educational reforms that will raise the international competitiveness of domestic economies(Mundy,2005). *Globalization-driven reforms* are *Competitiveness-driven reforms*, *Finance-driven reforms* and *Equity driven reforms*. All three have laid impacts on higher education. The review of these three reforms may be useful.

Competitive -Driven Reforms

The critical analysis of the development of education systems is useful to understand the current challenge of globalization *and competitiveness-driven reforms*. The massive systems of education of today were predominantly developed in the period after the French Revolution, when sovereign and popularly legitimized nation-state system founded. Schooling was first utilized by modernizing absolutist governments (Prussia, Austria); and later by post-revolutionary governments (France, USA) to produce new forms of social conformity and identification with nation (Green, 1997, p.133). Mass systems of schooling travelled with Western colonial powers to their colonies, and became truly global phenomena after World War II, when the development of national educational systems in the post -colonial world became indispensable part of nation building and state formation (Mundy, 2005).

In post war period, the national education systems in West switched over to emphasizing civic integration and pluralism rather than cultural nationalism. Thus after World War II national education systems took a critical place in the construction of the social compromise that held the modern, territorially based capitalist welfare state together, promising both modernization and social equality (Carnoy & Levin, 1985; Dale,1997). Governments around the world, including newly independent (post-colonial) states largely borrowed these educational ideas and approaches (McNeely & Cha, 1995). They also used educational development to legitimate their memberships in the world systems. Institutional convergence thus helped to produce a world culture that embedded such common ideas and institutions as citizenship, equality, individualism and nation-state systems (Meyer et al., 1997).

The "*Finance-driven reforms* such as cost cutting, downsizing, cost efficiencies and the search for new private sources were particularly extensive in debt-ridden developing countries in Asia (Pakistan was experiencing the policy nationalization), Africa and Latin America. The finance-driven reforms under the guidance of IMF and World Bank often included the "decentralization" of national responsibility for the delivery of finance to more local level.

In 1980s, "*competitiveness –driven*" educational reforms became a common fashion across developed and third world countries as governments sought to defend their global competitiveness by enhancing the productivity of local labor force. Again centralizing and decentralizing reforms were adopted, setting the stage for new policy initiatives (Carnoy, 1999). The "*competitiveness-driven reforms*" include standard based reforms e.g introducing national testing services and engagement in international comparisons of test performances, privatization, choice of schooling, improvements in teacher training, cost effectiveness and curiosity driven research and award of funding replaced allocation funding(Carnoy,1999; Lockheed, 1993; Ball,1998; Slaughter & Rhoades, 2004).

However, these reforms have tended to squeeze out the equity driven mandate of post World War II educational systems (Ball, 1998). The underlying philosophy of such reforms is best explained in the 1992 report of OECD's education committee to Ministers of Education:

The 'human factor' is fundamental to economic activity, competitiveness and prosperity, whether manifest as knowledge and skills or in the less tangible forms of flexibility, openness to innovation and entrepreneurial culture... employment patterns and workplace process evolve rapidly. Together these changes exercise a profound impact on the topography of relevant knowledge and individuals, young and old, men and women to participate in education life (OECD, 1992, P.32).

Competitiveness- driven reforms fundamentally aim at improving the productivity by improving the quality of labour. The underlying philosophy of reforms actually translates into expanding average level of education attainment among young workers and improving learning quality at each level. These reforms are basically '*productivity-centered*'. Their goal is to enhance the productivity of labour and of educational institutions even if this requires additional spending on education including higher salaries of teachers and major expansions of education levels. The reforms can be categorized into four categories:

- i- *Decentralization*: it offers greater educational autonomy in decision making to institutions. The purpose of such reforms is to increase the control over curriculum and teaching methods of local communities, teachers and local communities. Decentralization is based on the assumption that increased flexibility and control allows for a better fit between educational methods and clientele served (Hannaway and Carnoy, 1993).
- ii- *Standards*: the attainment of educational standards is another important factor of competitiveness-driven reforms. It is based on the notion that control in the hands of school personnel will result in '*centralization*' that will catalyst for higher learning standards as defined in the narrow sense of "a learning standard that an education program aims to help learners attain high standards (UNESCO, 1993, p. 78).
- iii- *Better Management*: as reflected in the effective schools literature (Lockheed and Levin, 1993) is to increase teacher effort and innovation, and simultaneously to supply teachers with effective teaching alternatives (Levin, 1993).
- iv- *Improvement of Basic Education*: finally there is an argument that developing countries should focus on expanding and improving basic education because they 'pay off' the social return rate to resources invested at the secondary and higher levels (World Bank, 1995, Verspoor et al., 1991).

Finance-Driven Reforms

Competition has increased among nations in the International economy due to globalization. One of the main commodities of this competition is to create awareness among nation states about the '*Business Climate*'. All national economies have to adjust to new global economic '*Structural Reality*', in the broadest term this '*structural adjustment*', associated with correcting imbalances in foreign accounts and domestic consumptions and with the deregulations and privatization of economy. Finance –driven reforms aim at reducing the public spending on education. Since their ultimate objective is same as that of competitiveness-driven reforms to improve the productivity of the labour.

Higher education is high-cost level of schooling, and basic education is relatively low- cost. In addition, in many countries,

public university education is public financed subject; it is heavily weighted towards no-teaching and non-research expenditures, and students' subsidies. In under developing and developing countries many of them have low quality of basic education with high drop-out rate. The shift of spending would enhance opportunities for large numbers of primary students at the expense of subsidizing a relatively elite group of families who could bear the cost of university education privately. The main argument for privatizing higher education is that many countries simply will not be able to finance the secondary and higher education with public funds, thus developing nations will have to rely on rich families to finance a high fraction of school costs privately. The protagonists of finance – driven reforms argue that it will help to lead towards equity based environment.

Equity-Driven Reforms

Equity-driven reforms in education aim at enhancing the equality of economic opportunity, since the education is the significant factor in determining earnings and social status in most countries, equalizing access to higher education and high quality education can play an important role in leveling the playing field.

On the one hand globalization exerted pressure on governments particularly under developing, to de-emphasize equity driven reforms because these reforms could reduce economic growth due to subsidizing the higher education. On the other hand investment is greater access to education for low-income children who might yield a higher potential return than additional investment from higher income families. This is also not necessary that higher- income families contributing to university funding might provide higher –productive labour. It can also be argued that de-emphasizing equity might be detrimental to basic human right of a low-income student.

The *equity-driven reforms* are targeted towards at risk (low-income), special needs students throughout the education system, female and ethnic groups rural population that lag behind educationally.

Findings

The critical analysis of the cited literature reveals that Globalization seems merely the rhetoric which is instrumental to materialize the neoliberal hegemony; therefore, this is Neoliberal in its nature. the phenomena of globalization has caused the reforms which have laid immense impacts on education.

The neoliberal globalization poses several challenges owing to "*finance-driven reforms*" and "*competitiveness-driven reforms*" to establish a free market for unrestricted flows of capital. It has increased the demand of highly skilled professionals and skilled workforce to meet the needs of newly emerging "*knowledge-based economy*".

The *competitiveness – driven reforms* are *productivity-centered* and laid emphasis to enhance the productivity of labour to meet the demands of the economic market. These reforms are more related to enhancement of skills and knowledge at the individual and educational institutions' level.

The *finance-driven reforms* aim at reducing the public spending on education. Since their ultimate objective is same as that of competitiveness-driven reforms to improve the productivity of the labour.

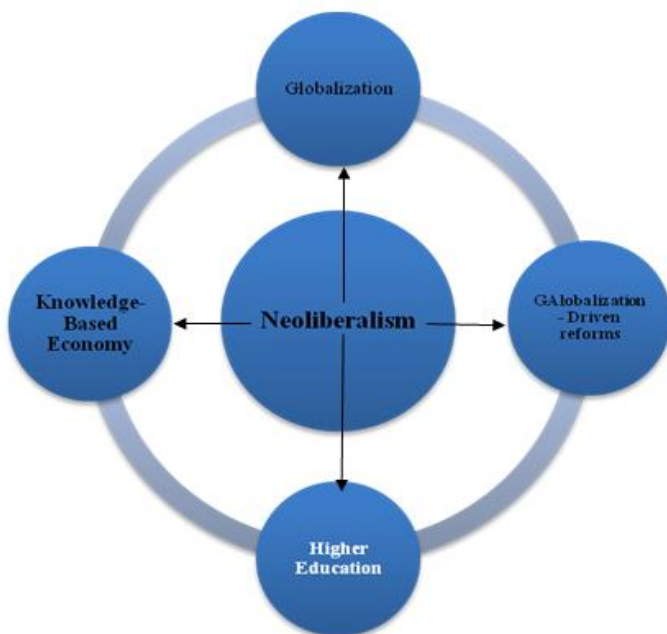
The *equity-driven reforms* focus on enhancing the quality of education indirectly catalyst to provide equal opportunities of quality education. However, the emphasis on reduction in public

spending is an obstacle to meet the target of the equity driven reforms.

The *debt-ridden countries* have to adopt *structural adjustment program* (SAP) to fulfill the obligations of donor agencies e.g. IMF and World Bank. The SAP in educational sector has changed the scenario at higher education level. Structural reforms agenda of IMF and World Bank has increased the need of reforming educational policies for meeting the demand of global economic integration.

The relationship between Neoliberalism and globalization has been shown in the Figure: 1, the figure.1 illustrates that globalization has stemmed out from Neoliberalism. The *globalization-driven reforms* in the higher education sector basically aim at *creating knowledge based-economies* in the world. The *knowledge-based economies* can better fulfill the agenda of Neoliberal hegemony. Therefore, the critical theory approach reveals that the paradigm of the globalization is Neoliberalism.

Figure: 1 Relationship between Neoliberalism and Globalization-Driven Reforms and its impacts on Higher Education



Conclusion

The analysis of these reforms points out that the governments at least in theory can respond to globalization in different ways. The approach which a government adopts in its educational reforms responds to globalization. It depends on three key factors:

- The objective financial situation of a government
- The interpretation of the situation a government is facing
- The ideological position of the government regarding the role of the public sector in education.

These three elements are expressed through the way that a country '*structurally adjust*' their economy to new globalized environment.

The policy analysts and policy framers need to be aware of the underlying philosophy of the globalization. Globalization is neoliberal in its nature and it is a multifaceted phenomenon. A policy maker must be able to understand the different perspectives which are used to interpret the globalization; however, the most significant is the '*economic perspective*'. This aspect of the globalization is dominant on all other.

Therefore, it is suggested that education policy needs to be revised to meet the demands of the globalization. However, as already mentioned, a government can respond to the globalization as per its ideological, political, and economic situation. Whereas the globalization is influencing all spheres of life, the social and cultural aspect also requires to be considered seriously at the time of formulation of an education policy because the society is made up of individuals and individual are targeted to make them productive labour in the era of neoliberal globalization.

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