



Management Policies for Education in the Age of Globalization

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Abstract

The policy of keeping pace with globalization is achieved by educating individuals who are competent within its framework, and in this regard, educational management, knowledge and application of its theories and executive policies are among the requirements of keeping pace with globalization for the development of every country.

However, bureaucracy, political and managerial instability, lack of focus, and inattention to in-service training are obstacles to educating individuals to keep pace with globalization in the education and training process. In order to remove these obstacles, it seems necessary to pay attention to policies such as participatory management and global relations management, and to avoid the introspective policy of traditional management, which is what this article seeks to explain.

Keywords: *Globalization, Localization, Globalization of Education, Advantages and Disadvantages of Globalization, Obstacles to Globalization*

Introduction

The world's entry into the third millennium and the beginning of the information age have created new relationships in the field of social life, which, along with it, has led to the development of educational policies and training of individuals who have the ability to understand the new framework and the possibility of adapting to it.

Therefore, in today's world, the policy of accessing global technology and its localization from YKS and targeted investment in public education and culture are considered two fundamental pillars of sustainable development. Education and upbringing are more important than other factors

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because they lay the groundwork for training specialists and users of YKS technology and are also one of the main influences of information technology in the process of inclusive education. (Niyaz Azari, 2000) The need for permanence, durability, and survival of people in the era of rapid changes is more important in educational centers than in other organizations. Accordingly, schools must reexamine habits and procedures and critically consider better approaches in all fields. In conditions where management without borders is proposed in the world and in the world arenas, this phenomenon is called globalization, organizations, especially international organizations, Educators need to think about their own learning environment, and as environmental factors increasingly impact organizations, educational decisions become more strategic.

Shall we learn? And emphasize self-judgment and self-control. And institutionalize learning in such a way that the result is developed people who are innovative and innovative in society. (Shahre-Kipour, 2004:11)

Today, in every society and with every perspective, the element of educational management is one of the levers of development of human society. A management that has a theory for itself and has vision and insight. Because for the achievement of any society, special attention should be paid to the most important organizational part and its explosive brain, i.e. management, and its beating heart, i.e. management tools. Until our managements have explosive brains and beating hearts and are not armed and equipped with insights and theories, they will not be able to achieve their goals. (Khorshidi, 2002: 123-124)

1. Theoretical Foundations: Globalization: Definitions, Advantages and Disadvantages

A. Definitions of Globalization

Globalization is the mutual understanding and harmonious understanding aimed at creating logical and effective communication that ends social, cultural, economic, educational and environmental interaction regardless of race, gender, religion and ethnicity. (Karmipour, 2003:39) There are three main views on globalization:

1) Researchers who assess globalization as a terrible threat to the future of human society. This group sees the results of globalization as Westernization, cultural homogenization, the disappearance of cultural differences, and the widespread conquest of diverse societies by Western culture. They believe that globalization will lead to the spread of social divisions. Poverty in developing countries The periphery will increase more than before, and this poverty is at the expense of increasing opportunities, opportunities, and the enrichment of the power of the central countries.

In fact, these people see the discussion of globalization in the form of a center-periphery relationship, and this relationship is oppressive and oppressed; the rich countries and individuals in this process become richer and the poor become poorer.



2) The second view sees the result of this process as a city of virtue, under which convergence, benefit, and Economic, a summary of non-democratic systems, international civil society and global democracy will be created.

3) The third perspective belongs to those who see both the opportunities and the harms of globalization.

B. The benefits of globalization

Thinkers who favor globalization, that is, the second group mentioned above, list the benefits of globalization as follows: sharing global knowledge, skills and intellectual assets for multilateral development at different levels, Mutual, complementary and beneficial support to create synergy in the development of countries, societies and individuals, creating values and increasing efficiency through global sharing and mutual support of local needs, developing international understanding, cooperation, coordination and acceptance of cultural diversity between countries and religions, facilitating multilateral communications and interactions and encouraging multicultural participation at various levels between countries. (Kedivior and Ebrahimi Qavam, 2003:48)

C. Disadvantages of Globalization

The thinkers who oppose globalization, that is, the first group mentioned above, consider the disadvantages of globalization as follows: increasing the technological gap and digital divide between developed and less developed countries and creating obstacles in accessing equal opportunities for a fair share of the world, creating more limited opportunities for Less developed countries that are political and economic colonies of other countries, exploitation of local resources and destruction of indigenous cultures of underdeveloped countries for the benefit of a few developed countries, increasing injustice and conflict between regions and cultures, creation of dominant cultures and domination of values of some developed regions and increasing cultural ties from developed regions to less developed regions.(Cheng A, 2004: 29)

2. Globalization And its impact on educational policy and training

In the modern era, instead of learning ideas, we should learn to think. Instead of waiting for the future, we should start building it. The progressive man of the twenty-first century is a man who can cultivate in himself the ability to adapt to the irregularities of the time. The man of the third millennium is a transnational, cross-border, trans-structural citizen, and of course, relying on his national traditions and values.

The mission of developing an intelligent, alert, and rational person, a person who can maintain his identity, stability, dynamism, and integrity in the face of the growing political, economic, and cultural crises and challenges of the current world, is the responsibility of education and training, and the education system needs an innovative policy to achieve such goals. In the era of



globalization, education and training policy needs educational innovation to achieve national development. The product of an education system without theory, proper policy, planning and planning, is hothouse and montage personalities.

In the era of globalization, education and training must move towards globalization, without being indoctrinated. Education and training policies must have the ability to educate democratically responsible people. (Khorshid, 2002: 340).

Many people believe that education and upbringing are key factors that can transform the inevitable process of globalization, its negative effects into positive ones, and threats into opportunities for the development of local communities. Based on the past experience of Asian countries in comparison with Western countries, theories and policies have been proposed to conceptualize local knowledge and human development, especially through global education and upbringing, which other countries and societies can use as models for policymaking, education, and research, taking into account their own conditions and characteristics. The amoeba and fungus theories have the least local orientation and the most global dependence, and in comparison, the tree, crystal, and birdcage theories have the most local orientation and the least global dependence, but the DNA theory is between these two groups of theories. (Karimi, 2008: 147)

A. The theory of amoeba is based on the policy of least local orientation and maximum global dependence

The process of making full use of global knowledge with the least local constraints. The promotion of local knowledge takes place by making full use of and collecting global knowledge in the local context. The curriculum includes a wide range of perspectives and global knowledge.

The acquisition of a broad international perspective and the application of global knowledge are of great importance in education and upbringing, both locally and globally. Cultural pressures and local values are minimized in curriculum design and instruction to open up students to action.

The expected outcome is an individualized, open and flexible education without any local identity that has global thinking and action. One of the strengths of this theory is that it is open and flexible in the face of global diffusion.

It has at least a local and cultural characteristic in gathering global knowledge and resources, and has a great opportunity for the development of individuals and local communities to benefit from advanced experiences in different parts of the world. Its weak point is the loss of cultural identity and social power of the local community in the process of eroding globalization. (Cheng A, 2004: 29)



B. Theories based on the policy of maximum local orientation and minimum global dependence

(1) Tree theory

This theory assumes that the process of promoting local knowledge should be rooted in local values and traditions and should draw useful and relevant external resources from the global knowledge system to develop local knowledge. Therefore, the promotion of local knowledge in global education and upbringing is based on local identity and roots cultural needs and curriculum design should be based on local values and cultural assets by absorbing appropriate global knowledge and technology to support local communities and individuals as local citizens. The selection of global knowledge in education largely depends on the needs of local communities and cultural preferences.

The expected educational outcomes are a local individual with a global perspective who acts locally and develops globally. The strength of this theory is that local communities have global values. Preserve their traditions and cultural identity and accumulate local knowledge while growing and interacting with external resources and forces.

The limitation of this theory is that if the cultural roots of growth are weak, local individuals and communities will become very limited and vulnerable. The transformation of global knowledge into local knowledge may be highly selective and limited by cultural biases, or without a policy of cultural change, development and growth may become largely short-term technical changes.

2. Crystal Theory

The key to this process of having local nuclei to crystallize and accumulate global knowledge in a specific local form is the promotion of local knowledge by accumulating global knowledge around local nuclei. In curriculum and instructional design, identifying local needs is the central core and values as the basic seeds of knowledge accumulation and related resources for education and training. In accumulating global wisdom and knowledge, understanding the structure of local knowledge is essential for students. The expected educational outcomes are a local individual with a little global knowledge that remains local and has local thinking and acting with global techniques.

One of the strengths of this theory is that there is no conflict between local needs and the accumulated global knowledge. It is very easy to identify the needs of societies from global inputs and prevent complete globalization. However, finding a set of appropriate local cores and values that crystallize global wisdom and knowledge and localize It is difficult to create, and it is possible that the true nature of local nuclei will be crystallized and will not contribute to the growth of global knowledge and societies.



3. Birdcage Theory

A process that operates in response to the flow of global resources and knowledge, but local development and interaction with the outside world are limited to a fixed framework. The promotion of local knowledge in global education and training requires a local framework to protect and filter it.

In curriculum design, it is essential to regulate the local framework with clear ideological boundaries and social norms. Also, all educational activities have a local focus and benefit from being embedded in the wider global and internal knowledge flow, and within this framework, local interests and issues should be the central core of education. The expected educational outcomes are those of a local individual with a limited global perspective who acts locally with globally filtered knowledge.

One of the strengths of this theory is that this framework helps ensure local relevance in global education and upbringing, avoids any loss of identity and interests during globalization, and protects local interests from becoming globalized. But it is difficult to create appropriate social or cultural constraints to filter global influences and ensure local connection, and these constraints may be so restrictive and closed that they prevent necessary interaction with the outside world and limit the growth of local knowledge.

C. DNA theory is based on a policy of compromise between local orientation and global dependence

The working method in this theory is to identify and link the best key elements of global knowledge and replace them with the weak local elements present in local development. In curriculum design, the best elements of local and global knowledge are selected. For learning, it is essential to understand the strengths and weaknesses of local and global knowledge, and students are encouraged to link the elements with the local context to act. The expected learning outcomes are an individual with integrated global and local characteristics who functions and thinks with a combination of global and local knowledge. One of the positive aspects of this theory is its ability to operate towards any kind of logical investment and connection with elements of valid knowledge without any local barriers or cultural pressure, which seems to be an effective method for learning and improving local performance and development. The limitation of this theory is that the identification of social and cultural factors of weakness and strength may not be accurate and may be so mechanical that linkage and substitution are considered simply and without any cultural resistance and negative social impact on the development of individuals and local communities. Overall, the aforementioned theories have different emphases on global relevance and local orientation, and therefore have their own specific characteristics, strengths and limitations in conceptualizing and managing processes of promoting local knowledge and human development. Their application in curriculum and instructional design and their expected



educational outcomes in the globalization of education and upbringing vary considerably. The theories of amoeba, tree, crystal, birdcage, and DNA offer different approaches such as cultural roots for growth, local nuclei for crystallization, ideological constraints for protection and filtering, substitution of weak elements, digestion and absorption of global knowledge, and the full openness of localized global knowledge in the processes of globalization of education and upbringing.

Each country or local community has a unique cultural, economic and social fabric, so the tendency to use a theory or combination of theories in global education may be different from others. These models provide a wide range of options for policymakers and educators in conceptualizing and formulating strategies and practices in promoting local knowledge and human resources for local development.

The relationship between localization and globalization in education is dynamic and interactive. Localized globalization in education can create greater value for local development if local creativity and adaptation are employed in the process of functional and cultural change. (Kedivor and Ebrahimi-Qavam, 2004: 214) Accordingly, the different forms of localization and globalization policies in education are: complete isolation, complete globalization, complete localization, and highly localization and globalization. (Cheng B, 2004: 214)

3. Management Policy Obstacles to the Globalization of Education

Before continuing the discussion, it is necessary to introduce the management policy obstacles to the globalization of education. These obstacles include: a centralized education system, bureaucracy, instability in management, lack of attention to in-service training, and lack of attention to the quality and effectiveness of education systems.

A) Centralized Educational System

In addition to not facilitating the process of development and globalization, centralized educational systems are also in conflict with the mission of education and upbringing, because those responsible for such systems do not value creativity and innovation and do not pay attention to the individual differences of students.

B) Bureaucracy

The theory of an educational system based on bureaucracy and bureaucracy is not a creative and dynamic educational system, and It does not allow students' potential talents to flourish, because such a system conforms all learners to fixed educational and administrative regulations and rules, and prevents their growth, creativity, and initiative.

C) Instability in Management

One of the important obstacles to the globalization of education is instability in management, because the appointment of educational administrators, from the minister to the director, is subject



to the political fluctuations of society, and for this reason Their management period is very short, and this is in sharp contrast to the long-term nature of educational planning.

D) Neglect of in-service training

In any organization, human resource training is a necessity for sustainable development. Keeping up with global developments in education and training is subject to continuous training of the human resource of this social organization.

E) Ignoring the quality and effectiveness of education systems that focus only on quantity in their planning and ignore quality and effectiveness will not only fail to achieve their real goals, but will also lag behind the global development convoy. (Tasediqi, 2004: 156-159)

4. Strategies and Policies for Educational Management in the Age of Globalization

Based on Burton's (1972) billiard ball theory, in a game of billiards, the amount of energy (ball) in the initial movement depends on the power of a certain organization and country, but as soon as the movement of the balls begins, the autonomy of action in the ball is not only influenced by the initial force but also by the movements and positions of other balls, organizations of other countries, and so the managers of organizations should They can change the relationships to their advantage in this global game where complex interactions are taking place and make their movements and activities successful in the global context. (Alvani, 2011:11-12) Therefore, in order to remove the obstacles to the globalization of the educational system, attention should be paid to strategies such as: participatory management and global relations, quality management, school-centeredness, virtual schools, smart schools, learning organizations, and global education. Local and individual, systemic approach, knowledge-based management, outward-looking, global and up-to-date management, avoiding the introverted approach of traditional management, management based on strong cultural intelligence, change management and it seems necessary.

In this regard, the role of managers in general and managers of educational centers (in particular) is very dangerous and difficult. To solve the complex problems arising from globalization, managers must be equipped with up-to-date knowledge and new capabilities and capacities. Organizations must re-architect their structures and processes based on global relations and devise a new plan for this era. Managers must respond to global and international requirements while responding to local, regional and national needs. They should not be solely influenced by the forces of other countries in the globalization arena, but should be able to influence other countries themselves and regulate this interaction and mutual influence towards their ultimate goals. (Ibid.: 14 -13)

Thinkers who view globalization with a positive and insightful view and believe that by adopting appropriate strategies and policies, the threats arising from globalization can be transformed into opportunities. They have presented strategies for the success of managers of various organizations



in this era, some of which are mentioned below: A) Today's management, in order to succeed in globalization, must update itself and get rid of the behaviors it has adopted in the past. Management behavior in hierarchical and inflexible structures suffers from a kind of stagnation and stagnation, and it is not possible to face the world of the future with such structures. . Global management must abandon vertical and hierarchical structures and move towards new, flexible and networked structures.

B) Knowledge management is another way of managing in the era of globalization

Global management must be equipped with political, economic, social and technical awareness at a global level so that it can optimize the interests of its stakeholders alongside global interests. Global management must be agile, capable and knowledgeable. Such a management takes advantage of all existing forces and, with the help of their capabilities and the effective organization of private, public and public organizations, emerges powerfully on the world stage and enhances its productivity through knowledge-based development.

(In today's world, the transition to a participatory approach to managing affairs in the workplace is necessary and inevitable. Because the capacity for participation has expanded and the problems we face in the workplace are much more complex and interconnected than a small number of managers can solve. Therefore, in the context of globalization, education and training, the trend towards participatory management in the educational system is of particular importance.) (160) Administrators They should strive to create a climate of trust in the organization by engaging management and creating a collective identity to achieve this goal, and by creating social capital and being transparent and honest in policies and practices, they should achieve employee solidarity with the organization. Management should be able to manage their organization within these complex networks by equipping themselves with the knowledge and art of managing networks.

d) Organizational managers should find a global mindset in globalization and Accept interdependence and relations between nations as a necessity and know that there will be no other category that is completely national and independent of the surrounding world. Managers should consider themselves facilitators of global relations.

e) In globalization, one should be in touch with their peers outside the country and be aware of global models and best practices through global information systems. Applied studies and modeling of successful experiences of others and Learning from other systems by establishing connections is a learning tool for managing the worldview and generating knowledge.

C) Traditional management, in its evolutionary process, was initially concerned with specific goals in various branches of the heart's function. With the changes that occurred in the social and cultural fields and the increase in social expectations, it added social responsibility to its set of responsibilities and transformed the organizational perspective into a social-organizational perspective. Now, in globalization, the management perspective must become broader and include



responsibility. Organizational, social and global. A sense of global responsibility leads management to examine the internal issues of the organization and society in a global context and achieve appropriate results in accordance with global interest. (Alvani, 2011 : 15). Cultural intelligence, as a hardware of the human IQ system, enables managers to adapt to new global environments and to be able to interact effectively with people from different Create different cultures within themselves. In order to sustain and guide the process of globalization, the global community needs managers who are comprehensive in all skills and multiple intelligences (intellectual, emotional, social). Cultural intelligence is the newest topic in the discussion of leadership and management competencies. (Mohammadkhani and Timuri, 2011: 98).

H) Centered school management is: Sustainable, continuous, and gradual decentralization In the educational system, the transfer of decision-making authority in various dimensions of operational functions to the school is central. The main goal of school management is to improve school performance and enhance the quality of education in order to increase the educational progress of students. (Heidaritfarshi and Khedivi, 2002: 144-140-141).

M) Quality management in education and training is another category that, by emphasizing creativity and innovation, causes educational systems to move towards globalization. Continuous evaluation of activities in the form of feedback accelerates the achievement of quality. In this regard, communication technology has linked the national economic system to the global economic system, nations and Businesses that do not operate according to total quality management will quickly become uncompetitive on a global scale.

D) The increasing growth of information technology and the emergence of a new framework called the information society in the life of human societies have a dramatic impact on various aspects of education and training, which provides new approaches to the improvement and development of the education system through the use of this new tool. The new perspective of virtual classrooms is one of the most original ways to achieve the country's educational goals and to keep pace with the technological advancements. The most important benefits of this perspective are: making the education system efficient and moving towards dynamic learning environments, overcoming problems caused by budget shortages, democratizing the education system, developing educational justice, training specialized personnel, users and practitioners in the field of information technology, expanding the scope of teacher supervision beyond the usual frameworks, prolonging the life of education, and reducing the destructive effects of life. Environmental. (Niyaz Azari, 2002: 218)

School administrators, by using updated information, can adopt and implement scientific policies appropriate to the conditions, possibilities, and developments in their field of work, and by using the processed information available, respond to the various needs of the educational unit under their coverage, such as control planning, resource provision, quality assurance, and optimize working methods and Increase the efficiency of school programs. The need for administrators to



be familiar with the various capabilities of information technology and how to use these capabilities to create higher returns in their work environment can only be achieved through training.

The country's education management system should aim to make the system more efficient and move towards dynamic and virtual educational environments, and train expert user forces in the field of information technology and information culture. (Ibid.: 344). Among other strategies and policies that are useful in this field, the following can also be mentioned:

A. Establishing smart schools. Smart schools are referred to as schools that combine both face-to-face and distance learning activities. In this way, after attending class, students can continue their classroom activities by spending their time in virtual libraries, information websites, and knowledge banks. Information is a continuous process. (Niyaz Azari, 2002: 378).

B). To succeed in development in the twenty-first century, schools must become organizations compatible with the ability to learn, grow, and change continuously. Today, an incredible amount of information is available to help improve and reform the work of educators in all aspects of curriculum, instruction, management, and community and parent relations. Much of this information has been available in the past, but Technology has fundamentally changed information management. Successful learning organizations are constantly collecting, analyzing, and learning from data, and they self-correct based on what they have learned.

They generate and collect this data from a variety of sources and use it to search for more data. Learning organizations are constantly testing the cost-benefit of these changes by exploring innovative approaches and measuring these factors against student performance results in internal and external assessments. Schools are realizing that technology is only one tool that facilitates organizational knowledge sharing, improved decision-making, effective thinking, and more effective learning. (Kallick, and Costa, 2000).

C. How to respond to the trends and challenges of globalization has become a major policy issue. In the discussion of educational reforms, people emphasize the importance and impact of globalization on the future of the next generation and their own society and strive to adapt the educational system, curriculum and pedagogy to respond to the demands and challenges of globalization, and unfortunately they ignore the need and importance of localization and individualization. Without localization The globalization of education and training has not been able to meet local needs, support communities and increase the level of initiatives and motivation, and without the individualization of education and training, all efforts for reforms have not been able to meet the needs of students and teachers and motivate them to be more effective in the teaching-learning process. Therefore, globalization, localization and individualization are essential elements of ongoing educational reforms. Traditionally, the purpose of the curriculum Acquiring the skills necessary for the survival of the local community was to meet the human resource needs



of the community in social and economic development, but with the triple paradigm, the goal of the new curriculum is to develop students as intelligent citizens of multiple, triple lifelong learning in a global village with multifaceted development in technological, social, economic, political, learning and cultural dimensions.

In the new millennium, the world has moved towards multifaceted technological, social, economic, political, educational and cultural globalization, and a global village with interactive borders between countries and regions has emerged. The new generation must be individuals with multiple intelligences to respond to rapid changes in the global village, and global, local and individual learning, education and training will help this generation. (Cheng, 2000: 157).

D. It is necessary for managers to analyze the world situation with a systemic perspective and avoid one-dimensional and one-sided thinking. The systemic perspective helps the manager to see everything in relation to many other things and to analyze the consequences of his decisions in a systematic way and to seek to discover the most appropriate way to work in complex and diverse situations. (Zahedi, 2003:30)

4 Key Elements of a Policy for Change and Progress in the Education System

a) Vision: For change in a system, the areas of weakness and strength must be identified and a basis for support for the new vision must be provided.

b) Public and Political Support: As vision is developed and translated into action, public support and political leadership at all levels of the system, a deep understanding of what needs to change and why changes must be made, are essential.

c) Networking: Building networks to study, test, and advocate for new insights into the education system is essential for creating systematic changes.

d) Changes in learning and teaching: If changes in learning and teaching do not occur, other changes will have little value.

e) Roles and responsibilities of management: “To create change in a classroom, the roles and responsibilities of administrative, management, and school-level The region and country will vary from the form of a chain of control to a supportive role and participatory decisions.

f) Policy alignment: Policy alignment is needed in the vision and implementation of the new system at the national and regional levels, especially in the framework of curriculum planning, educational materials and methods, student assessment and evaluation, resource allocation, and inclusion of all students. Policy alignment is essential. Creating simultaneous changes in these elements requires conscious planning. (Khorshidi, 2002:340.) Education and training are considered the largest administrative and organizational apparatus of the country. It has placed the highest levels of management in densely populated environments; however, due to neglect of the



issue of management development, it has not been able to pay attention in a radical, systematic and strategic way to train managers with high levels of intelligence and talent in the field of thought and reflection, effort and effective communication, and in this way, the capacity. This is despite the fact that in the theoretical background of the subject of management development, remarkable advances have been made in the current world, and the subject of management development has enjoyed a strategic orientation of conceptual enrichment and has taken into account different specialized and explanatory dimensions. The approach towards service and knowledge-based work and the emphasis on human capital have created the need for new types of employees and managers. Special knowledge and awareness have become essential for the advancement of organizations and their management.

The increase in human or intellectual capital and the change in the knowledge, education, skills and abilities of the workforce not only reduces the need for office and manual workers, but the biggest challenge is to choose the right policy for implementing management practices that are different from what has been allowed by past personnel. Among these, the most important are the visionary policies of management on education and upbringing in the era of globalization, and accordingly, these policies are examined in this section.

A. Legal Insight: Educational administrators, students, teachers, and staff must know the laws and regulations and the limits of their authority and responsibility, and this is only possible through legal insight. B. Skill Insight: Skills that are not practiced sufficiently are soon forgotten and become de-specialized. Therefore, they must be taught in curricula that deeply equip students with critical thinking, problem solving, and the power to Decision-making, how to communicate effectively, interpersonal skills, self-management style, empathy with others, how to deal with emotional issues and types of stress, and how to plan a career are introduced and institutionalized.

B. Research Insight: Education in the context of research is sustainable and beneficial. In this process, students are provided with the opportunity to engage with the research process with the help of teachers and Become familiar with its skills.

C). Technology insight: Administrators should familiarize students with new technology and provide them with the opportunity to introduce this technology into the classroom, thus reducing the gap between the classroom and the globalized world.

D). The insight of organizing seminars to increase individual awareness: Considering the age of students, in seminars and meetings, they should familiarize them with the goals of educational centers, academic disciplines, resources, and sources. Scientific institutions, counseling centers, and familiarization.

E) Insight into learning in a globalized world: Bridging the gap between the concepts being taught and the real world should be part of the curriculum or teachers should bridge the gap between the lesson and the globalized real world through content enrichment.



F) Insight into the quality of teaching: Encouraging teamwork skills, developing creative, critical, problem-solving, self-initiative, self-judgment, and self-directed teaching. The axes of improving the quality of teaching are.

G. Insight into how to use the breadth of learning resources: familiarize students with how to use information and scientific resources. (Heidritfarshi and Khedivi, 2002: 144)

4 Policies and Management Strategies for Education and Training in Educational Environments in the Age of Globalization

Educational policymakers should pay attention to the physical, cognitive, emotional, social, and environmental development of students, think globally, and take into account local possibilities and limitations when implementing, and collaborate with school teachers in organizing and designing the curriculum and learning outcomes. To be in touch with global education centers such as the United Nations Educational, Scientific and Cultural Organization, UNESCO, in the fields of teaching and learning, to seek better ways to overcome individual differences among students in school and classrooms, to create a level playing field in educational environments, and to gradually develop students towards perfection, to familiarize students with new learning styles in the classroom, and to develop methods Adapt teachers' teaching to students' learning styles.

Encourage students to explore and understand the history and culture of neighboring countries, guide students to explore and analyze the policies, processes, and innovations that drive the school forward, examine and analyze sociocultural programs, the connections between education and other social institutions, education and work, education and global citizenship, and the differences that play a role in their learning, and the role of networks. Explain the global and information technologies in student learning using social constructivist educational approaches, research projects as a common curriculum for all scientific disciplines for learning purposes, such as learning field projects, and design educational activities in a way that integrates content and process ideas. (Karmipour, 2001: 41-42)

Conclusion:

Globalization is a process that has affected the sovereignty and cultural identity of nations at both the micro and macro levels, so educational and upbringing systems cannot consider themselves separate or distant from this expanding process. With the introduction of virtual classrooms, the Internet, and other educational systems alongside formal education, we cannot ignore them and simply deal with them. Rather, we must maximize the use of these virtual learning systems by determining missions, visions, and macro and micro goals to improve the qualitative and quantitative levels of learning and memorization skills. This requires the dynamism of the educational system and the attention of those responsible and The administrators of this system.



Today, the world has become a classroom and students from all over the world can receive intellectual food, and it is the duty of administrators and teachers to connect the walls of the classroom and school to the world. Accepting stereotypical and packaged policies has no place anymore, and a new design must be introduced in the space of globalization. In this regard, the following measures are considered necessary: expanding the culture of participation and participatory management in schools, changing the goals, structuring methods, and all components of the education system in a way that is responsive to changes, creating a basis for innovation and creativity of teachers and students, reducing administrative bureaucracy, moving towards decentralization and school-centeredness, paying attention to quality management in educational organizations, moving from daily planning to planning. Avoiding fatalism, transforming educational organizations into learning organizations, using knowledge in education, providing the necessary infrastructure for using new technologies, and training officials, managers, and trainees.

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