

Humanization of education under contemporary conditions of globalization

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Over the past four decades, humanization of education has become a greater part of international discussions of the work of international nongovernmental organizations (NGOs) (Bajaj, 2011; Meyer, Bromley-Martin, and Ramirez, 2010; Ramirez, Suarez, and Meyer, 2007). The basic concern of international nongovernmental organizations is often equal and worldwide access to education as the first and most important step in the process of humanization of education. Many countries in the world struggle providing education for every child.

An education for everyone around the world was one of the key premises of the «Education for All Initiative» in 1990 by UNESCO, UN Development Program (UNDP), UNICEF, and the World Bank. The meeting attracted the participation of government representatives from 155 countries and more than 150 nongovernmental organizations who pledged to provide education for all by the year 2000, in particular investments in primary and secondary education. It was argued that this would result in higher rates of return and a better equity–investment ratio than investments in higher education.

International statistics projects for example the INES project of the Center for Educational Research and Innovation (CERI) of the OECD are keeping track of the progress in achieving educational equality around the globe. Those statistics show that currently education for all is still a far from achieved. Another important part is testing of academic achievements to determine the quality of education at the level of students, schools, and teachers. Accountability is another key element.

Industrialized countries have long taken the lead in providing equal access to education. In the post World War II period, the right to education for all children was announced in the Universal Declaration of Human Rights (1948). In addition, the United States the Supreme Court's *Brown v. Board of Education* decision (1954) desegregated schools based on race and helped to achieve a greater equity in terms of access to quality education.

Another part of current efforts is an establishment of basic educational standards. Currently the education in Europe is being standardized to a certain degree, with OECD being the architect of the process, following the Education and Neoliberal Globalization work of Roger Dale and Boaventura de Souza Santos.

The World Bank, the International Monetary Fund (IMF), and some agencies of the United Nations, including UNESCO, are currently promoting a model of so called «neoliberal globalization» in order to solve the problem of equal access to education.

This agenda includes a drive toward privatization and decentralization of public education.

There has been a wave of educational reforms influenced by this idea of neoliberal globalization. Martin Carnoy has classified these recent reforms in three types. The first type is reforms that respond to the evolution of the demand for better-qualified labor in the national and international labor markets; these reforms are based on new ideas of how to reorganize schools and improve the professional competence for a successful performance. Carnoy has classified these as «competition-based reforms». There is a second type of reform that responds to the restriction of budgets in the private and public sectors. These reforms are termed by Carnoy as «reforms based on financial imperatives». Finally, there is a group of reforms that try to improve the political role of education as a source of mobility and social equality. Carnoy has classified these reforms as «equity oriented reforms».

In addition, education in all democratic societies should be geared towards providing students the education necessary for proper participation in the democratic process and to help students acquire the tools and the sensibilities critical to effective citizenship. School reforms should work in that direction, because democracy requires the participation of all citizens. All participants should be thoughtful, well informed, and articulate. Students should understand to take advantage of freedom, think as an independent being capable of original thought, able to participate in the societal decision-making.

What it means to be a citizen of a democracy is something every good teacher needs to try to understand. Good teachers have to make determinations what constitutes living as a citizen in a democracy. Democracy provides no specific rules of order; it is the citizens of democracies who determine the rules, the laws that they will allow to encroach on freedoms that are theirs by virtue of their being human, freedoms unalienable because they are of nature's law, rights that any truly thoughtful individual being will understand to be vital to meaningful existence as a human being. Educational programs that serve democracy should help students grow as selves.

Once equal access to education is established with the help of international organizations, neoliberal globalization can work out educational standards, which then can lead to a democracy oriented educational process.

Elements of this are the humanistic orientation of the teaching process of all subjects in the curriculum; creating conditions suitable for the realization of an individual approach to the humanistic development of the future specialist's personality; and establishing principles of co-operation and promoting the development of student activities in learning and research processes.

The methodology of implementing the humanization of education should be based on the development of the values of a person, understanding the democratic order and the freedoms and responsibilities associated with it. Though even equal access to

education is still far away, international organizations are paving the way towards implementing the humanization of education.

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