

GLOBALIZATION AND DEVELOPMENT GOVERNANCE

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ABSTRACT

This paper examines the relationships between education (a cultural product), an important component of Millennium Development Goal (MDG) and globalization, specifically the role of global governance for the universalization of education in India. The paper is divided into three parts; firstly it analyses globalization at conceptual level; second part deals with the developmental aspect of globalization i.e. development governance in the context of Janshala Programme; and finally the socio-cultural consequences of the change of community orientation at local level have been discussed. Shikchha Sabake Liye (Education for all) is a global agenda and highly affected by local tradition and culture. From early 80's different global agencies have been providing funds and resources to nation-state institutions and NGO's for universalization of education. Five UN agencies, UNDP, UNICEF, UNESCO, ILO and UNFPA joined hands with the Government of India to provide financial and technical support for a community based primary education Programme called Janshala Programme. The most important contribution of the Janshala Programme has been mobilizing community addressing educational needs of urban deprived children and adolescent girls and bringing innovation to education. The global policies have brought about change the mindset and the nature of orientation for education at the local level. Thus globalization is the process operating not only at the economical level but also it has significant developmental and cultural consequences for the poor, marginalized, deprived and lower strata of society. The paper highlights the political dimensions of globalization, which are at work from the days when UNO was established and its associated institutions started influencing policies and programmes of different nation-states.

The social world at the beginning of 21st century is increasingly one world, but the same time remains fragmented, conflict-ridden, hierarchical and unequal. Contemporary era has encountered various processes. Globalization is such a complex set of processes which not only restructures the ways in which we live but also influences our day to day life activities. It is the process by which the lives of all people around the planet become increasingly interconnected in economic, political, cultural and environmental terms, along with an awareness of such interconnections.

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Globalization is one of the most distinctive features of the contemporary world. It has been defined in many complementary ways, as 'time-space compression' (Harvey, 1989), 'action at distance' (Giddens, 1990), 'accelerating interdependence' (Ohmae, 1990) and 'networking' (Castells, 1998). Martinelli (2003: 294) has defined it as a set of related processes that interconnect individuals, groups, communities, states, markets, corporations and international governmental organizations (IGO's) and non-governmental organizations in complex web of social relations; and more synthetically as the growth of networks of worldwide interdependence. Current formulations of globalization include several antithetical and mixed concepts such as homogenization, differentiation, plurality, localism, relativism and also mixed concepts like 'glocalization' and 'local-global nexus' (Alger, 1988). It is not just a continuation of the process of internationalization but also a qualitatively different process. The differences lie in the combined effect of the rapid growth in communications and information technologies and increasing power of economic and financial transnational actors. The lives of individuals and the fates of communities increasingly depend on what takes place in distant places.

At conceptual level globalization literature abounds but the real problem is its empirical grounding. Usually globalization means economic change, the process of global economic integration, e.g.

- Global liberalization, reduction of barriers to trade and investment.
- Increased trade, integration of global markets.
- Increased flows of capital.
- The rise of transnational corporations (TNC's).
- Privatization and the decline in the role of governments.

This economic change is related with the technological revolution in communications and both these changes have created a new global culture, new dimensions of norms and values and also new developmental aspects. Education being a cultural product which functions pattern maintenance of society in Parson's term is also an important component of Millennium Development Goal. But with respect to globalization and its relation to education and development is not well understood. This paper focuses some attention on the ways in which globalization can overcome education or make it worse. In this regard the point here is that in last two decades there emerged a global governance with strong power which influences and govern world as a whole particularly the policies of nation-states. This is political aspect of globalization which can be seen in the following ways:

- The increased networking of UN Organizations and its associative bodies.
- The increased responsibilities of both regional and global intergovernmental organizations (IGO's).
- The increased networking of NGO's.
- The increased integration of NGO's in policy-making by IGO's.

Development Governance

Infact there can be seen as creating a new global political system and global governance but not a global government. With respect to political globalization, the most important aspect of the shift from an international system or more accurately, from an intergovernmental system–to global governance is the rise of NGO's as participants in global politics.

Commenting on the question of 'governance' in a global context Ray Kiely & Phil Marfleet (1988: 214) argue about changing patterns of local, national and global governance–the First World National State has become some what modified. International organizations play a more and more important role globally, and the Third World State has become internationalized.

Goran Therbon opines that in principle, one may think of world governance in term of world government, world leadership and world norms but the best prospects of global governance seem to reside in global norm formation. There are at least three main areas where a global normative approach would not only be very important but could also be argued without necessarily having to confront cultural diversity and cultural relativism. One concerns the planet Earth as an ecosystem. A second refers to human kind as a species and third is the conception of human kind as an aggregate of individuals intrinsically equal worth, at least at birth [2000: 174-175].

In today's world there is an impressive web of international governmental organizations (IGO's). It has been noted that in 1909 there were 37 inter-government organizations (IGO's) and 176 international non-governmental organizations (INGO's), by 1996 there were 260 IGO's and 5,472 INGO's (Held *et al*, 1999; p. 53). It is also of significance that a series of key IGO's established in the post war period have become important and influential over the affairs of individual nations and the world. Prime amongst these bodies are the United Nations (UN), the World Bank (WB), the International Monetary Fund (IMF), the World Trade Organization (WTO), Organization for Economic Cooperation and Development (OECD), UNDP,

UNESCO, the Group of Eight (G-8), etc. The UN system and the other autonomous IGO'S like WTO, World Bank together with international regimes, are far away from constituting a world government and even further from constituting a democratic world government. However, they do contribute to global governance and integration, insofar, as they have increased their focus on collective policy problems of economic, ecological, developmental and social security, rather than on the traditional geopolitical relations of the states.

After Second World War United Nations were established to promote the policies of piece and security among nation states. After one decade the priorities have been changed and through its associative bodies UN started influencing remote societies of different nation-states through its developmental policies. It is early 80's when NGO's and other IGO's with help of UN started directly participating in policy making and implementation for different society, and thereafter the nature of a global political system has been changed. This newly emerging global governance has focused some of the basic and fundamental needs of the people, i.e. education, water habitation, health, hygiene, social security, human rights, etc. Though millions of the people of the world are far away from the reach of these basic needs, these global developmental agencies are playing an important role with the help of NGO's and IGO's in this direction and in such a way the remote societies are integrating with a global world. The horizon is pointed out by Muhammad Bedjaoui, President of International Court of Justice, referring to the Declaration of the Right to Development, which was adopted by the UN General Assembly in 1986, and proclaims as a species-right that: 'every human person and all people are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development'. To Bedjaoni, 'the right to development...is the core right from which all the others stem' (Steiner and Alstony, 1996: 1117).

Education is a cultural product and a social phenomenon and therefore an important aspect of social and human development. Education is the fundamental right of all people, so to educate all people (*Shiksha Sabake liye*) is a global agenda. Every nation state's responsibility is to provide basic and elementary education free to its citizens but we can see that only in India near about 35-40 crore people are far away from the reach of primary education. UN and other global agencies have declared universalization of education, as an important component of Millennium Development Goals. Educating a large number of people in rural areas is crucial for achieving sustainable development. Better education and training have become essential for sustainable livelihood and competitiveness of rural economy. In this context these global agencies are not only making policies but also providing aid and

technical support to third world and needy countries to achieve the Millennium Development Goals and provide better facilities for educating the last man. Only a coordinated action at the global level will help to address the problems of inequality and development particularly poverty, health and education, which remains a cause of worry in the country like India despite the good economic growth. A global approach is required as individual countries could not do much in the age of globalization.

In fact, these types of policies have brought about the integration among different nation states. Not only different nation-states but also its remote societies and village areas come on global map and in this way they become a part of global system. By considering what helps and what does not, developmental governance through its policy recommendations can make globalization more effective as a vehicle for shared growth, development and prosperity.

In this context we can see *Janshala* Programme which in real sense is a global initiative to promote elementary education in India. Through *Janshala*, global governance enters in Indian villages and urban slums to provide means and resources for quality education to needy people particularly marginalized people, girl children, poor and disable people. In this way when a global initiative is applied to a local community, it becomes integrated with global world and in all these processes global governance play an important role.

***Janshala* Towards Community Empowerment in Education**

Janshala, which means community school and which was launched in 1998, aims to provide programme support, in a coordinated manner to ongoing efforts undertaken by the Government of India towards universalization of Elementary Education. The programme has special focus on educational needs of girls, scheduled castes and scheduled tribes, working children, children with special needs and children in marginalized and difficult groups. *Janshala* is a collaborative effort of five UN agencies—UNDP, UNICEF, UNFPA, UNESCO and ILO, while UNICEF, UNDP and UNFPA have jointly committed a sum of U S \$ 20 million for this programme, ILO and UNESCO have offered technical know how. *Janshala* is a unique programme as it is the first ever collaborative initiative of the UN agencies in the world. The programme is now being implemented in nine states of the country (Andhra Pradesh, Karnataka, Rajasthan, Uttar Pradesh, Haryana, Madhya Pradesh, Chhattisgarh, Orissa and Maharashtra). It covers 139 blocks, including 22 wards/zones of 10 cities, with approximately 20,000 habitations, 3 million children, 58,000 teachers and 18,000 schools. Main aims and objectives of *Janshala* programme are as follows:

1. To enhance and sustain participation in effective school management.
2. To improve performance of teachers in the use of interactive child centered and gender-sensitive methods of teaching, especially in multigrade classroom.
3. To redress social constructs which affect attendance and performance of children (mainly girls)?

The approach of the programme is to promote educational planning and management through existing structures at block levels on the basis of village based micro-planning communities. Districts and blocks were selected from those where District Primary Education Programme (DPEP) was not being implemented by identifying blocks with low female literary, high concentration of SC's and ST's and high incidence of child labour and other considerations such as readiness for the programme. In the initial stage, every state programme carried out inclusive micro-planning exercises to identify the issues of drop out of school children, primary school infrastructure and to generate awareness in the community. Following this, Village Education Committees (VECs) were formed. *Janshala* has set up VECs in about 20,000 habitations.

At the national level, the programme is being executed by the Department of Elementary Education & Literacy, Ministry of Human Resource Development, and Government of India. At the state level, a State Programme Management Unit (SPMU) has been set up for programme implementation. *Janshala* has taken a conscious decision to work at the district and block levels with the existing administrative set-up of the education department coordinating with *Panchayati Raj Institutions*.

Assessment of Janshala Programme

Janshala Programme is considered as one of the successful cooperation activity between the UN system and the state government. An evaluation of *Janshala* programme shows that a good beginning has been made towards accomplishing its objectives. Most states have been especially successful in mobilizing communities, which is in fact the key strength of the programme. *Janshala* is sought to be implemented on the principle of decentralized planning and management. Decentralized planning has created a congenial ambience for *Panchayati Raj Institutions* to play a more active role, and these institutions have given a great voice to women, SCs/STs, minorities and deprivates. Village Education Committees (VECs) have been set up in every village with substantial representation of women and SCs/STs. VECs have been trained in micro-planning, which has been carried out at the village level for ensuring universal participation of children in primary education at the grass-roots level and made it a people's programme.

Reaching out to women has been found to be the most effective strategy to reach the community. Some of the successful strategies to ensure participation of women in the programme have been through the formation of Mother's Associations in Andhra Pradesh, Mata Samitis in Jharkhand and Neighborhood Women Leaders in Karnataka. The programme in all the states has special initiatives for girls. Nearly 2,000 alternative schools have been opened; whose greatest beneficiaries are girls. In the process of community mobilization also, the special emphasis has been laid on the need to educate girls. The emphasis on community participation and micro-planning has prepared the ground for greater cooperation between different stake-holders at the grass-root level.

Janshala became the first ever government programme to start interventions in urban areas. The effort has been to provide educational opportunities to deprived children in urban slums and improve the quality of existing schools. The report of the Working Group on Elementary Education in the Tenth Five Year Plan recognizes the experience of *Janshala* programme on the education of urban deprived children.

Conclusion

Globalization is not only the process operating at economical level but also it has significant developmental and cultural consequences for marginalized, deprived and poor people from lower strata of society. Political globalization is important because UNO and its associated institutions in the form of global governance influencing policies and programmes of different nation-state and these policies have been successful to bring about change in the mindset and nature of orientation at local level. All aspects and dimensions of development are being acknowledged in this scenario. The WHO and its monitoring of the health of human kind have been very successful in a number of areas of disease. Population policies constitute another field of recent global concern, and the UN Conference on Population and Development managed to introduce the normative concept of reproductive rights into them. There is need of *Janshala* like programme to be introduced in third world countries and only by these measures of developmental governance we can ensure the dignity, social justice and fundamental rights of all people. Governance by normative regulation makes up an important part of this range of possibilities and "One for all and all for one" should be the '*Ved- Vakya*' of globalization.

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