

An Analysis of the Need for Glocal Educational Plans in the Globalising Educational Structures Within the Framework of Flexible Planning Model

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Abstract: The aim of this study is to analyse the need for glocal educational plans in the globalising educational systems within the framework of flexible planning model. The study presents the requirements that emerge due to the changes that globalisation causes in educational systems. The data for the analysis were collected from official documents, reports and resources of several educational institutions and foundations. Findings of the study show that the changes caused by globalisation affect educational systems to a great extent and, parallel to this, a need for glocal educational plans has emerged. Some of the main findings of this study are as follows: Globalisation not only failed to provide solutions to the problems of the poor but also deepened the problems in education. There are educational inequalities and deprivation. Increasing demand for education has resulted in an expansion in the provision of secondary-level education. In the case of the older groups, education has come to be dealt with in continuous education and lifelong learning centres. Higher education has become even more significant. The process of change that came about with globalisation has turned education into “merchandise”. Work towards localisation of education has created a need for glocal educational plans.

Key words: Flexible planning model • Glocal educational plans • Neo-liberalism • Globalisation

INTRODUCTION

The reality is that education mainly involves both teaching and learning. Education in this sense may be defined as a process of teaching and learning [1,2]. In order to realize main objectives of any educational system, it is necessary to built any institutional organizations such as schools, boarding houses and universities. It can be said here that nowadays education is a major industry all over the world. Owing to these facts, it is simply possible to say that education is not only behaviour changing process but also a social institution. Organization or institution in a larger scale can be defined as an orderly functional social structure, characterized by identifiable people who are members of the system [2,3].

Despite a lack of consensus on its meaning, the notion of globalisation is a concept whose effects are observed in many social fields, especially in information technologies and economics and that also symbolises change in every such field [4].

Starting from many different definitions of the term, globalisation can be described as the concentration of

world-wide relations. In this respect, in every field, it is the process through which distance becomes insignificant and the world becomes politically, socially, economically and culturally more integrated. Globalisation is something more than the circulation and exchange of money and goods. It is the process by which old concepts of time and place lose their meaning, borders dissolve and dependence of all the people and all the countries in the world increases [5].

Globalization leads to very fast changing process. Throughout the world as a result of its interaction with changes in science and technology. Therefore, be argued that changes witnessed throughout the necessities the changes in the structure and processes of new organizations and that globalization directly potential influences administrative sciences as well as it leads to cannot be aware of the opportunities that may have new trends. Therefore, in order to survive in a condition where an intense competition exists among organizations, administrators should practice new management assumptions and such practices have been common [6,7].

In terms of the values of the global system, local and global qualities can be suggested. The global community should both protect its local characteristics and possess global qualities. The best word to describe the qualities that need to be possessed is “glocal.” This concept answers the questions “How can one become a world citizen without losing its local connections? How can participation at national and collective levels be achieved?” and it also emphasizes searching for ways to become glocal [4]. There are four principles of globalisation in education as follows:

- Knowing how to learn,
- Learning how to learn,
- Individual learning,
- Learning to live together [8,9].

According to this study, in order to restructure the educational conceptions of today, it might be a right to add a fifth principle to the above as “Making plans according to glocal educational standards”.

In this study, while examining the cause-effect relationships caused by global education, it was identified that one of the important values that flexible education planning model needs to have is to be able to cater for the necessities of restructuring to be able to give individuals the ability to be contemporary and traditional at the same time. How societies can live the process of globalisation while protecting their distinctive traditions was researched keeping in mind the existential strategies within the flexible planning model. Thus, it is thought that for societies to get richer without losing their own cultures and to reach a glocal structure while becoming a whole with other societies within the process of globalisation, glocal plans are needed to be added to the mainstream education systems.

Aim of the Study: The aim of this study is to analyse the need for glocal educational plans in the globalising educational systems within the framework of flexible planning model.

Significance of the Study: The significance of this study is that it pinpoints the need for glocal education plans on the basis of successful integration of the individualization and communalization processes, which are already taking place in education with the process of globalisation. It also investigates the need to use glocal educational plans in the flexible planning models within mainstream education.

MATERIALS AND METHODS

Design of the Study: In this study, the need for glocal education plans in a flexible planning model is investigated. The design of this study is based on an analysis of documents and a review of literature related to the issue investigated. This review is an essential data collection technique for each and every research study [10]. There can be two different types of literature review with different aims. These are general review and content analysis. A general review is what it almost present in every study as a “literature review” section [11]. Using a general review model, an individual or a relational review can be done. In many studies, structures that would allow both individual and relational reviews are preferred [12].

In this study, the need for glocal educational plans in a flexible educational model will be described as it exists and as it should be. In addition, the efficiency and quality of the desired glocal educational plans will be investigated.

FINDINGS AND DISCUSSION

In this section, findings of the study will be explained together with a discussion based on these findings.

Findings of this study show that the process of globalisation deepens the impoverishment between countries, regions and individuals. In this sense, it cannot be said that the benefits of globalisation are distributed equally. In turn, this inequality directly affects education.

In places where conditions of a free economy are dominant, private investments in education structurally involve inequalities. People with more money invest more easily and are willing to invest more [13].

In the past ten years, countries that faced economic hardship have considerably decreased their expenditures on education per capita. While expenditures in higher education per capita have decreased in every region, the decreases in expenditure in Latin America and Africa include primary education as well [9,13]. In general, in developing countries, 30% of children enrolled in primary education cannot finish school [13,14]. In some countries, this number can go up to 60%. In Latin America, the rate of children’s enrolment in school is comparatively high. However, only half of these children manage to graduate. The family needing the child’s labour and low quality education may lead the child to leave education early and may cause the existing educational inequalities to persist into future [9,13].

Poverty is a multi-dimensional concept. Not only does it refer to low income and low consumption rates but also means educational deficiencies, bad health and bad nutritional conditions. Illiteracy, insufficient schooling and gender inequalities are all related to poverty [4]. State planning reports and other research studies in the field explicitly pinpoint the relationship between poverty and insufficient education. Any attempt to increase the education levels of the people means fighting against poverty. Especially gender, urban-rural and regional educational inequalities bring poverty along. The situation that is caused by educational inequalities and insufficient educational scenes is called *educational deprivation*.

There is no doubt that globalisation has caused and will continue to cause enormous changes in educational systems. However, none of these changes are reasons for countries and communities to get integrated into already globalised countries and to put themselves under the management of these countries. Yet, benefiting from the developed countries in developing contemporary educational plans and forming new educational models that necessitate new educational applications should not be denied [4].

Today's educational planners replace rigid and central planning strategies with flexible educational plans with those that can be updated and do not have much detail. These collect data continuously, evaluate and measure the effectiveness of current programs, are wide reaching and investigating [15].

Within the scope of decentralisation in education, in some countries local governments and in others school administrations are given great autonomy in terms of decision making and implementation. These reforms are a part of a planning perspective that takes the decision making power away from the Ministry of Education, which naturally has the centralised authority for decision making and places it in local administrations to certain degrees. Thus, it is a case of transferring the authority to local bodies in terms of educational administration and finance [15].

There isn't 'one single correct way' of organising, modelling and planning education. However, at the national or international levels, there are economic or political factors which need to be kept in mind by those working to develop policies and strategies to make these policies work while trying to reach their objectives. In today's world where creating an isolated education system is almost impossible, every country has to develop plans considering its own interaction with these factors [9].

In this respect, localisation reforms are moves that create local reactions to the pressure caused by a strong global production [9]. By investigating the local reactions quantitatively and qualitatively, educational systems that experience quick changes in the direction of globalisation can be restructured through glocal educational plans in terms of protecting, developing and updating local features.

Another finding of the study is that education is getting more widespread at the secondary level due to an increase in demand for education, which is again caused by globalisation. In relation to this, educational trends show a spread towards older age groups. A result of this situation is the increased prominence of continuous and life-long learning.

With globalisation, everywhere in the world, education is demanded by older age groups and continues for a life time. Integration of individuals into to a fast changing and developing information society can be realised by acquiring new skills, committing to life-long learning and becoming more qualified when compared to the past [16]. To counteract the inequalities caused by educational deficiencies is possible by implementing life-long and continuous learning strategies. Continuous learning will be the key to advantage in the competition between not only individuals but also institutions and organizations in any country. All organizations should find and implement ways of continuous learning. Through an increase in prosperity and an increase in demand for education in society, education is becoming more widespread at the secondary level and duration of time in education is extending. Yet, the developments in information and technologies make these educational levels impractical [13].

As it is observed and experienced in many other fields in today's world, the new tendencies and inclinations in education in the process of globalisation brought together an increased importance placed upon adult education. Compared to an adolescent or a child, it is much more difficult for an adult to keep up with the vast changes in educational perspectives and implementations and the restructuring of the system and educational implementations. It can be said that, at least in terms of the process in getting used to the changes, adults have much less time to adapt [4].

Under these conditions, the idea of an individual working in small or large-scale industries and doing the same job with the same tools throughout his/her life is a matter of the past [9]. Technicians and workers, who will work in an information society, need to start their careers with contemporary vocational and technical skills and to

update their potential knowledge and skills in the process [9]. Countrywide, workers and technicians who will work in technical areas need to start their careers with a functional potential for knowledge and application in order to be able to progress in their areas. In today's globalisation processes where services and capital rapidly search for areas of implementation and leave no gaps as such, training manpower equipped with necessary skills is something so important that countries that want to survive through the process cannot ignore. Therefore, in the reform movements within the planning strategies that a country's future is planned, the ratio of mainstream schools to vocational schools should be carefully calculated by all relevant governmental planning bodies and the balance between the two should be achieved in a well-organised way [9].

In today's information societies and societies that aspire to become one, another factor that economic and societal changes create is the continuous adaptation and development of service qualities needed in different in various sectors.

Taking this perspective as a pivotal point, the most important characteristic of the educational system to be planned to cater for all of the aforementioned changes and developments is flexibility. The system should be able to update many adults' skills when needed based on the most current service requirements and reintegrate them into the system. To cater for these needs, worker and technician institutes can be set up and training can be given as required [9].

According to some opposing views, education is the basis of dynamism necessary for capitalism to reproduce itself. The lifespan of capitalism is dependent on its ability to 'create demand.' Creating demand has two dimensions. The first dimension is related to production and its quality. The second dimension is consumption. In both of these dimensions, education has an active role. According to Amin [17], the real aim of the campaigns of increasing literacy and adult education in under-developed countries is not to convey the already existing skills in the developed world, but to arouse the capacity for scientific and technical developments in developed countries [13].

Globalisation also causes inequalities in income levels among adults based on their educational backgrounds. While those with a good education earn more, those with average education have experienced considerable decreases in their income levels. In middle-class and lower middle-class families, both women and men have more educational qualifications while their income levels have decreased [13,14].

Considering the criticisms, the idea that possible privatisation or localisation movements in educational systems will increase the strength of the capitalist system is a harsh criticism because through privatisation and localisation in education, it will be possible to form models that will produce solutions that are more effectively and faster in solving problems and more functional and economic in catering for necessities [9].

To be able to make plans in a subject, first of all, information produced especially in the recent past about that subject must be gathered and examined and as a result of this, an analysis of the situation must be made. This must be followed by setting detailed objectives for the future. In other words, to be able to decide how to go somewhere, one has to establish where he/she is first and then analyze how and from where he/she came to his/her present location. In any process of planning, at the stage of deciding how to go to the destination, being able to put forward possible alternatives requires a very good vision and, increasing the possibilities of realizing this vision requires choosing the optimal alternative through a process of decision making based on the existing conditions. In this process, in decision making, it is vitally important that those executing the planning work are able to think analytically and are creative in reaching the designated vision. To pinpoint the uncertainties and difficulties in identifying the current location, in relation to how the journey from the current location to the destination will go on, Hesapçıoğlu [18] says that "planning turns into the act of making decisions under ambiguity."

There are certain reasons for educational development plans to be thought together with economic development plans. The most important of these is the definition of the term "development". Development is not a mono-dimensional process that involves economy only but is described as a 'structural change' that also involves the cultural and the social. Thus, education, which is a part of the social sector, is involved in developmental plans prepared at national levels. It is also thought that education being involved in the development plans increases its internal validity and its possibilities for implementation [19].

In this respect, globalisation, which directly affects education, becomes more important. Educational plans may, in a sense, become the common denominator where reconciliation can be achieved between the competing notions of globalisation and nationalism. In the content of the national educational plans, global educational plans that would be prepared based on today's social developmental parameters will become prioritised because

in terms of their content, by planning education in the light of protecting national and/or regional differences, global educational plans can be an answer to social and class inequalities that may stem from regional differences and may become harmful to the society in the long run.

Another finding that came out of research is that globalisation has turned education into “merchandise” that can be bought and sold on the market. Like many other things that merchandise the amount and quality of education depends on demand and supply.

In areas where globalisation is spreading, the endeavour to keep education constantly at the ‘critical threshold’ is important. Through ‘structural harmonization’ and ‘restructuring’ policies in developing countries, first of all, a cutback in public spending is observed. These policies are ‘socially indexed’ and address the weak sections of the society. In research findings conducted in recent years, the deepening of the inequalities in educational markers are highlighted [20].

After education is isolated from all civic qualities and defined as ‘merchandise’ to be bought and sold on the market, it loses its qualities as an instrument for individual and community freedom. After this point, education is evaluated in terms of its ‘cost’ and ‘benefits’ for an individual and its ‘value’ to the business/manpower [21]. Yet, educational demand and supply have interesting characteristics. In many societies, the public sector is dominant in educational demand [21].

World Bank and IMF did a market research of education within their structural harmonisation policies and placed education in their programs. These configurations take education as a sector and develop practical solutions to how it should be defined within structural harmonisation policies. There has been a 21% decrease in the rate of enrolment in primary schools in 42% of nearly 68 countries, which implemented these structural harmonisation policies [21,22]. The decrease in demand for education is parallel with the increase in the tendency to employ women and children in developing countries. The increase in the use of child labour, which can be observed in many countries lately, is parallel with the neo-liberal discourse that makes child labour more desirable for its contribution to the family’s struggle to survive in the short term than the skills the child may acquire in education in the long run [21,22]. This finding overlaps with the previous finding that states that globalisation speeds up the process of impoverishment.

In the age of “globalisation” education is a commercialized service. However, the determinant power of GATS (General Agreement on Trade in Services) comes from both the fact that this agreement considerably

speeds up the processes of privatization and the fact it opens up areas that were previously for national capital only to international monopoly. In this sense, education becomes something “beyond nation” rather than “national” [23]. From the point of view of neo-liberal policies, education is defined as merchandise that has nothing different from other merchandise. According to Neo-liberal philosophers, it is inevitable for education to become an area of competitive market just as it is in any other area and it must be accepted that education is a private commodity, that it is a commodity to be bought and sold on the market [22]. The general framework described for education is that education is an investment for the future for each individual. Explanations suggesting that the individual profits of education are much more than its social profits, fit in a further theoretical framework with a conceptualisation of human capital [23].

In the 21st century state, the citizens’ right to education is buried in history. Education is turned into a market commodity, which can be bought by those who have the money and can be abandoned by those who don’t [23].

Educational planning is a continuous, administrative, economic and monetary process, which, with the support and involvement of the public, involves the simultaneous implementation of socially acceptable social research methods and principles and pedagogical techniques that would develop the existing skills of each individual based on well defined objectives and would provide the educational opportunities to all of the population to help the societal, cultural and economic development of the country [24].

Another reason that highlights the need for educational plans to be a part of economic development plans is research findings that suggest that education is instrumental in achieving social and economic development objectives. Especially starting in the 1960s, education has been viewed as an instrument for national development and thus interest in this area has increased. Research on the “human capital” model gives education a share of 70% in the increase of national revenue. It is believed that such ratios, which have been generated in developed countries, are “even more” valid in developing countries [25].

Educational planning can be said to have all features that are stated in general planning theories and models but it is also a planning model that has its own features. In order to develop a country and with this aim, educational planning tries to relate limited resources to prioritised objectives chosen among unlimited needs by defining many desirable objectives and arranging them

based on priority [18]. In the process of distributing limited resources reserved for education among the many sub-sections and objectives of education, it is important to prioritise distribution and make decisions that would not cause any regrets [18].

In terms of globalisation, according to competing views, based on constitutional regulations, education is under the jurisdiction of the state. Thus, it is administered by the central government, its personnel are hired based on the civil servant system and its finances are paid by taxes. Localisation and privatisation of education means dissolving these three features [23].

The World Bank explains globalisation in education as a “complex process.” According to this explanation, localisation in education is a process of changes in the methods of policy making in school systems, sharing of resources, spending of incomes, training of teachers, making of the curriculum and administration of localised schools [14]. The World Bank lists the “Basic Education Project Credits” that were signed with under developed countries under the heading of “Localisation Reforms.” According to the World Bank, localisation in education will, in general, increase activity, transparency, accountability and responsibility. Localised education reflects local choices better, strengthens involvement and increases quality [14]. Moreover, through regional or local governments, educational expenditure should be transferred to the responsibility of non-governmental organizations and families to increase efficiency. In the World Bank’s logic of localisation criteria such as conditions of employment for teachers, their salaries, quality of education, income levels of families and student achievement are ignored and not questioned [23]. According to the World Bank, localisation is the transfer of responsibility and authority in public activities from central government to regional and local governments or to autonomous public institutions or to the private sector [26]. In this respect, localisation is a pre-condition for education services to be commoditised; this can be discussed.

In the previous sections so far, rapid technological and scientific developments experienced in the world and in the light of these developments, changing societal structures and social transformations, changing individual, social and universal needs have been discussed. Despite all criticisms, the importance of global developments show that educational planning needs to be taken seriously by all countries. In developed and developing countries, the need for educational planning and stating the precautions for this need with its reasons is especially vital.

It must be understood that from planning requirements to course contents, from teaching methods and techniques to changes in learning paradigms, there are a lot of qualitative changes to be made. In this respect, educational planning must be considered as strategies of adaptation and application based on processes of educational change. In the backdrop of globalisation, educational changes in the process have created a need for global educational plans in today’s educational systems because all the countries in the world are making plans based on their criteria and resources. In addition, all the countries are experiencing the direct or indirect effects of globalisation in educational systems, as well as in any other system. Pivoting from this point, the possibility of global educational plans affecting educational plans is inevitable.

Another research finding is that changing processes experienced due to globalisation have prioritised higher education in global education.

Increases in the number of individuals wishing to further their education and the changing age groups including not only young people but all age groups require universities to be equipped with global needs and change their structures based on these qualities. Universities need to be restructured to educate not only young people but people from all age groups [4].

Globalisation has increased the interest in and demand for higher education institutions and universities in terms of both individuals and societies. In this respect, there has been an undeniable international and national demand for making educational opportunities in higher education institutions and universities more widespread. The basic problem here is how the effect of high financial costs of offering such a supply to meet the demand on general budget will be amortized [9]. The increasing trend to overcome this effect is to privatise higher education institutions and universities as much as possible on the condition that they will be active under the authority and inspection of the government [9].

In this respect, in many countries, investments in state universities, student grants and administrative personnel’s expenditures bring a huge weight on the general budget. Instead, provision of lower levels of education by the state and using private sector’s contributions and investments in the higher levels would help the general budget and would create an active income for active financing of basic education [14].

In the development strategies used in many developing countries, the most important precaution is the issue of creating a stronger coordination between educational development plans and economic

development plans [18]. Globalisation has brought considerable limitations to reforms in social equality because these reforms are strategies to reduce economical growth. Therefore, covering all educational costs of children from low income families at all levels of education and basic discussions on accessing equal opportunities in education have become the focus of research for educational economists. If the feedback that the financed low income families' children would bring into the system can be scientifically measured, then it will be possible to implement clearer approaches about the issue [9]. As a result of all these, governments must be in search of creating functional systems with educational reforms developed by a thorough consideration of effects of globalisation on their educational systems.

As a part of the social structure, the education system is closely related to economic, social and moral systems that form the whole society. From this point of view, it is impossible to take and evaluate the education system in isolation that is, separating it from other artificial social systems. In any society, education system needs to work harmoniously and in a balanced way and be in sync with the needs and possibilities of social integrity [18]. To be able to achieve different dimensions of the concept of flexibility, the best model to use is the system model [27]. In this way, flexible planning approach is placed within the system model. In its studies within the projects under the wider heading of "Global Education Reforms," the World Bank explains that the main element of global reform is "Localised and School Based Business Management"[14]. Changes taking place in the name of educational reform are evaluated and criticised within the framework of neo-liberal policies being transferred to education. According to this, none of the changes experienced in education is sourced from one country's own educational needs or priorities [23].

Just like transformations from industrial societies to information societies, from manual technologies to higher technologies, from national economies to world economy, from central government to local administration, from representative democracy to participatory democracy, from hierarchy to network and virtually organised hierarchic visions, trends that lead to and are basic dynamics of globalisation cause different transformations in administrative and organisational activities [28].

The conditions of our age urge individuals to be strong and equipped at all times. The difficult conditions of international competition necessitate this. It is global education that will allow completing and succeeding in such a great and deep competition. Even if it is unwanted, global education has to have a competitive structure. The

very first structural feature that a global education needs to have is flexibility. Through this flexibility, it is possible to harmonise rapidly with the changes and have an upper hand in competition [16].

In this respect, instead of being an absolute mechanism that aims to develop and guide the education system, educational planning should be considered as an instrument that helps to provide different possibilities for solutions to be examined politically based on the general situation [29] because implementations in higher education are going hand in hand with globalisation and are moving away from the classroom and the school; it is transferred to workplaces, home, computer and the internet. Students are increasingly choosing learning opportunities independent of time and place. They are communicating with their friends, teachers, experts and other sources of information using-not only pre-programmed classroom environment-the internet [4].

Especially in higher education, localisation is taken as the transfer of the responsibilities of a central administration to autonomous organisations. Vocational education and higher education are handed over to delegations. Although it is not a very widespread application, the handing over of authority to school localities is evaluated within such scope [14].

Yet, by arguing that state's intervention in education decreases the efficiency of education, the neo-liberal view does not see it rational for state to intervene and pre-plan education, which is by now a sector on its own, just like all other areas of economy. Taking this basic idea as a pivotal point, it is argued that reducing state's educational expenses and leaving it completely to the market is the best for the general needs of the economy [20].

In this respect, as a new process the flexible education model can be an answer to the desired restructuring. Flexible educational planning is made of four decision making stages as follows:

- Information or preparation of the plan,
- Programming,
- Implementation,
- Success/Error Check [18].

These stages are not linear stages that chronologically follow one another. Instead, they are part of a cyclic and dynamic process where every stage is linked with any and all other stages [18]. While the preparation of the plan and programming stages form the objective setting dimension of flexible planning,

implementation and evaluation stages form the objective reaching dimension. As can be seen, flexible planning is both about setting and about achieving objectives [27].

The effect of globalisation in education has brought about an increase in the demand for higher education and parallel to this, has brought up the idea of privatization of education. In these stages of the process, glocal educational plans should be included in chain restructuring. In today's world where mid-term educational plans are made, the feature of flexible education to be easily harmonised with global education systems brings about the thought that glocal educational plans can make important and positive contributions to this system. Glocal educational plans will highlight the possibility of synchronous and coordinated implementation of individualisation, massification and localisation processes of educational systems in globalisation because while education systems are allowing and guiding individuals to self-develop as one single character, they should also be aiming at an understanding towards constantly forming the world culture in an organised way [4].

It is believed that the formation of the world culture by enriching, multiplying and reforming qualitatively and in an organised way can only become meaningful when universities, which are benefitting from applications and projects in a global education system, bring their local features to the world culture. With the inclusion and implementation of glocal educational plans in flexible educational plans, their systematic spreading and their grading and evaluation using evaluative criteria will be possible.

Another finding of the study points at the division of decision making authority between central and regional (local) administrations within the scope of the localisation of education in terms of educational plans. This transfer of basic educational services to regional or local administrations means a transfer of authority from central and provincial governments to local governments. The main aim here is to form sub-national administrative units that have the authority to generate income and spend at their own expense. Local administration is a multi-dimensional concept. In its simplest form, it can be defined as the diversification of authority that used to belong to the central government. Widening of authority can be defined as transfer of some of the powers of central government to local governments to be used in its name. Existence of local units with their own organs, rights and responsibilities and genuine resources, local governments whose decision making and administrative

units are elected and formed by the public can be defined in this concept [30].

The effect of globalisation in world's economic processes has caused three different types of effects within the scope of educational reform strategies. In this respect, when competitive based reforms are examined in terms of methods and precautions, localisation in education is taken into account in the first stage. It is inevitable for the desired structuring to need new restructuring as new globalising education systems. These necessities open up debate for glocal educational plans.

The positive effects of neo-liberal globalization higher education can be gathered. As a production factor the importance of education and knowledge have been increased through globalization. Throughout history, knowledge, both as technical knowhow and as information, of any kind has been important to mankind for improving the quality of life. What have changed over centuries, however, are the characteristics and the quality of knowledge [31].

Nowadays, as it is widely accepted, global developments are in a two-way interaction with national and regional policies and activities. Global economic policies directly influence national, regional and local developments. Similarly, political and economic transformations at national and regional levels are able to affect and guide international developments. As a result, a reciprocal interaction and an increasingly dependent relationship are observed [30]. It was observed that in terms of increasing the control and functions of educational activities by localisation of education, creating the ability to investigate problems locally and produce effective and rapid solutions through decision making processes and forming a flexible, dynamic and functional structure in administrative and financial activities, success was achieved and the quality of education was increased [32].

RESULTS AND EVALUATION

Despite a lack of consensus on its meaning, the notion of globalisation is a concept whose effects are observed in many social fields, especially in information technologies and economics and that also symbolises change in every such field [4]. In other words, "globalisation is spreading and acceptance of social, cultural and economic values in the international arena; it is the crossing of national borders by values that are produced within a national arena. It is the widespread use

of mass media and integration of world societies at economical, cultural and political levels” [33]. From an opposing point of view, according to [34] “whatever it is associated with, globalisation is a societal concept. However, the fact that globalisation is not a natural and inevitable concept for all societies and that it is a product of an ideological and political project” should be taken into account.

As a result of the analysis of the need for glocal educational plans within the framework of flexible educational planning system model, globalisation, localisation and the need for glocal educational plans within this framework point at five important results and necessitate five important evaluations accordingly:

- Globalisation, as a condition of globalisation of capital, increases poverty. Economic developments in the world are inadequate in forming good living conditions the poor. The new world order is further deepening the income gap among countries and increasing poverty. In the last century, compared to the past, although global richness, global interconnectedness and technological opportunities have never been so much, poverty still continues. Within countries in general, levels of poverty are signalling to huge differences. There are significant differences in income distributions among regions. Global changes are increasing educational inequalities among and/or within countries. From this point of view, globalisation poses a danger for the poor and the uneducated because information markets are dominant in globalisation. Poor and uneducated people may be deprived of educational opportunities that may be created within the system. Educationally deprived countries, families and individuals may not be able to benefit from the national and international increases in wealth and opportunities and possibilities of basic education in a knowledge-based economy. Thus, it can be said that localisation efforts in education increase the inequalities between students who live in wealthy regions and those who live in poor regions. While localisation enables a better education for students in wealthy regions by providing them with increasing opportunities, it also causes negativities for the students in poorer areas. Localisation reforms benefit wealthy schools. Many projects that are trying to evaluate the localisation of education in terms of its contribution to the quality of education do not have the necessary indicators that

can be used. Data will be obtained through research and experience.

Educational deficiencies must be evaluated based on its direct relationship to poverty. Every attempt to increase the educational level that is deficient should be viewed as a struggle against poverty because educational inequalities caused by poverty bring together especially gender, urban-rural and regional inequalities and as a result form a cycle that reproduces poverty.

- Globalisation has increased work towards adult education. While with the increase in demand for secondary education has become more widespread, continuous learning and life-long learning centres are forming programs for older age groups. Through the education provided to individuals, compared to the past, there will be an increase in its effect on future economic and social developmental areas because adult education is also functional in realising development and providing prosperity.
- The concept of education has turned into a relation between demand and supply because of the process of globalisation. This has resulted in people losing their educational rights, which should have been protected by the constitution and which they should unconditionally possess. It has also resulted in limitation of educational freedom.

According to research findings, the idea of educational problems being resolved through fee-based education or privatisation has shown to be not effective to the desired level in many countries. Special educational investments are made in industrialised regions with certain economic parameters rather than needy regions. The process of education becoming ‘merchandise’ or a ‘commodity’ created the situation where those who have the money can afford the commodity. According to this idea, which suggests money as a pre-condition, people get education as much as they can afford it, which means that only those who have the money can buy quality education.

Research findings show that while education is losing its public qualities by becoming a private economic activity whose price is set through a market based on demand and supply, the number of child and female workers has increased. Decrease in the number of female students is a process simultaneous with their taking over their working mothers’ duties and responsibilities at home. Individuals benefiting from a public education right can only be realised in

a public service framework. In this respect, educational reforms should be considered within a cause and effect framework, rather than being imposed, in detail and in a flexible way. Globalisation in education should not be considered as a direct process of becoming identical with developed countries in terms of methods, processes and process administration. It should be thought of as harmonisation or integration based on nations' own structures and identities because possible negative effects of globalisation can emerge as processes to be overcome with the help of education and educated individuals.

- Conditions of change and restructuring in educational systems caused by globalisation have highlighted the importance of higher education. Global educational approaches and methods may provide support for the formation for the implementation of the necessary philosophical structure, philosophy and policies because the global approach signals towards a holistic education. In this respect, globalisation of universities and other higher education institutions can be easily achieved by transforming them into organisations that value every individual from every age group, placing importance on individual learning skills and implementing implementing projects that would allow such a transformation.
- In global structuring, in the process of restructuring education, localisation has emerged as the most important step. In terms of facing the conditions of contemporariness while preserving traditionalism, the questions of localisation being placed within the educational structure with specific strategic precautions and implementation of globalisation without denying traditions and by preserving traditional structures must be researched. This is because through localisation in education, problems that may or may not be caused by globalisation can be tackled rapidly and efficiently; models that produce more functional and economic solutions to necessities can be formed. Within the planning choices of contemporary education systems, flexible panning system model comes up as one of the best bases to prepare and implement glocal educational plans because through such an approach it is possible to form a model that enables an evaluation of education in all of its relations. Approaching the problem of educational development within this model framework enables the definition of other

systems that are outside education and their association with the educational system.

In this study on the need for glocal educational plans within the flexible planning model system, the issue of localisation in education has brought about the following questions that need to be answered:

- Are localisation reforms effective on educational outcomes, student success and teacher and administrative qualities?
- What kinds of roles should schools take on in order to develop the quality of educational programs in relation to globalisation?
- Are central governments able to provide the support needed to achieve the objectives of strong local schools?
- Are non-bureaucratic and efficient links formed between national-regional-local formations?
- In the process of reforms within the framework of globalisation in education, is what was learned fed back into the system?
- At every level of local restructuring, is the participation of parents and local non-governmental organisations achieved?

At the end of all these questions, the main question to be asked must be:

How are glocal educational plans going to contribute to the answers given to all these questions?

SUGGESTIONS

As a result of the study, suggestions based on the findings have been listed under the following three sub-headings:

- Suggestions for resolving educational inequalities,
- Suggestions for glocal educational plans,
- Suggestions for further research.

Suggestions for Resolving Educational Inequalities: Nowadays, while globalisation is rapidly becoming more widespread, educational systems are experiencing rapid changes and transformations. With globalisation, some educational problems that already existed in some countries have deepened. Improving the education of people experiencing poverty and inequalities due to poverty is extremely important in terms of increasing these individuals' cognitive capacities and abilities to make

decisions affecting their lives and overcoming discriminations based on gender, race, ethnicity and other social structures. On condition that globalisation and its effects cannot be ignored, suggestions for overcoming educational inequalities are listed below:

- The amount of financial support from the country's annual budget which geographical areas of educational deprivation receive must be accounted for in detail.
- Social classes that experience educational deprivation need to be identified well and in detail based on age and population groups.
- Educational services should be supported first of all for unemployed citizens, then for low income people and groups with no social security.
- In order to prevent gender based discrimination in education, projects must be developed to allow people to access opportunities that are effortless, free or inexpensive. Continuous literacy education for adult females should be achieved.
- Groups at risk of educational deprivation in terms of social dimensions (separated families and their children, young people, children, women and homeless in social care, etc.) must be identified.
- In terms of cultural dimensions, groups that are thought to be facing inequalities and deprivation (multi-cultural families, multi-lingual families, polygamous families, etc.) must be identified.
- Opportunities and conditions must be created for answering the needs of unemployed or unqualified young people in terms of getting a job and acquiring working skills.
- As a result of indentifying groups that may experience educational inequalities and deprivation, educational attempts towards these groups should continue and projects addressing them should be developed.
- In order to solve global problems, governments should form cooperation platforms where local administrators, related public administrators, public workers, related private sector representatives, the wealthy and the poor can take active part in the decision making process.

Suggestions for Glocal Educational Plans: Many factors are effective in the process of globalisation. The very first one of these factors is the technological developments that originate from the boost in communication, directly affect and speed up the transformation and interaction

processes seen in international relations. The fact that people experience educational poverty and deprivation makes new advances in education necessary for developing solutions to this problem. Following are some suggestions with respect to the development and implementation of glocal educational plans:

- "Glocal educational planning model" should be included in planning models.
- The necessity to create new ways of employment within the scope of globalisation creates the necessity for forming glocal educational plans.
- Glocal educational plans should be prepared with the participation of representatives from local administrations, local educational institutions (teachers, administrators, etc.) and families.
- By examining the local and regional necessities, glocal educational plans should be implemented parallel to the basic educational processes.
- Within the scope of vocational education, glocal educational plans can become alternatives for in-service training workshops, which receive considerable criticisms about becoming non-functional.
- Glocal educational plans may answer the needs for new educational policies in order to decrease and/or overcome inequalities and differences among and/or within countries.

Suggestions for Further Research: Within the scope of this study, which examined the necessities for glocal educational plans in globalising educational plans in flexible planning system model, it is found that preparation and implementation of glocal educational plans can bring important benefits and contributions to educational systems. Moving from the results (data) of this study, the following suggestions are made for further research:

- Based on short- and long-term aims and objectives, pilot areas can be chosen and glocal educational plans can be prepared. Based the results of these implementations, these plans can be made more widespread.
- In terms of planning institutions, glocal educational plans can be opened up for discussion in terms of content, scope, process and administrative regulations and more detailed and comprehensive research can be conducted.

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