

Article

# Global and Multicultural Education: A Necessity in the Globalization Era

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**Abstract:** Global and multicultural education is a crucial element in addressing the issues of the globalization period. This article examines the principles, obstacles, and remedies of implementing global and multicultural education. A qualitative method and literature evaluation reveal that global education equips students to engage in critical thinking and ethical action within an international framework. Simultaneously, multicultural education underscores the significance of inclusivity and reverence for cultural diversity. Case studies from Finland, Singapore, and Canada demonstrate their efficacy in incorporating this education into the national curriculum. Nonetheless, cultural hostility, insufficient teacher preparation, and economic disparity among nations persist as substantial impediments. Proposed solutions encompass the creation of flexible curricula, rigorous teacher training, international cooperation, and community education initiatives. This essay contends that global and multicultural education cultivates internationally competitive individuals while fostering the establishment of a just and inclusive society.

**Keywords:** Adaptive curriculum; Cultural diversity; Global education; Inclusivity; International collaboration; Multicultural education; Social transformation.



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## 1. Introduction

Globalization has transformed numerous facets of human existence, encompassing the ways individuals acquire knowledge, engage in labor, and communicate with one another. In our increasingly interconnected world, education is pivotal in cultivating a locally proficient and globally competitive generation. Globalization offers significant opportunities, like enhanced access to information and technology, while simultaneously posing concerns, such as the potential erosion of local cultural identity due to the uniformity of global culture. Giddens (1990) argues that globalization is the deepening of social relations globally, linking small communities to the broader world in distinctive manners. It necessitates an educational strategy that harmonizes global knowledge with the conservation of local values. Global education enhances cognitive abilities while cultivating students' character, fostering multicultural perspectives and profound social awareness. According to Banks (2008), multicultural education is a process that equips pupils to thrive in a culturally, ethnically, and religiously diverse society. This education fosters tolerance and cultivates an inclusive mindset that advocates for social justice and human rights. Consequently, global and multicultural education serves as the primary foundation for cultivating persons equipped to confront the difficulties of the contemporary world. Ibrahim (2005) contends that the primary objective of global education is to cultivate world citizens who are cognizant of their rights and responsibilities at multiple

levels, from local to global. Freire (1970) highlights the significance of critical consciousness in liberation education as a means to comprehend and transform the world. Both perspectives underscore that education encompasses not merely the dissemination of knowledge but also social transformation. Moreover, Starkey (2018) asserts that global education should encompass the cultivation of critical thinking abilities, cross-cultural comprehension, and the capacity to interact in diverse international settings. The role of instructors is crucial as facilitators who assist students in cultivating a global perspective while honoring their cultural heritage. This essay seeks to examine the significance of global and multicultural education, identify the obstacles associated with its implementation, and formulate effective solutions to maintain the relevance of education in the context of globalization.

## **2. Theoretical Framework**

### **2.1. Global Education as a Necessity**

Globalization is an integrative process that diminishes the barriers between nations via technological and communicative advancements. Global education encompasses a comprehensive awareness of worldwide issues, including sustainability, human rights, and social justice. In this setting, global education seeks to equip individuals to engage with the global society while preserving their local cultural identities. Starkey (2018) states that this method aims to produce persons capable of critical thinking and ethical action on a global scale. This instruction underscores the significance of recognizing the interdependence among nations. Held and McGrew (2002) assert that globalization significantly influences the interdependence of nations, necessitating that each country comprehends global dynamics to engage effectively and responsibly. The primary objective of global education is to foster cross-cultural knowledge and flexibility within a multicultural society.

### **2.2. Multicultural Education in the Context of Globalization**

Multicultural education aims to enhance comprehension of cultural variety and foster mutual tolerance among individuals from varied origins. Banks (2008) elucidates that multicultural education seeks to incorporate diverse cultural viewpoints into the educational process. Enhancing pupils' awareness of the significance of diversity and inclusivity in a global society is essential. Freire (1970) asserted that multicultural education should promote students' comprehension of the social structures influencing their lives and foster good social change. This method enables students to comprehend the significance of safeguarding local culture as an integral component of national identity in the context of accelerating globalization. Gay (2010) emphasizes the significance of multicultural education grounded in culturally responsive pedagogy. This method acknowledges and leverages students' local cultural values to enhance the educational experience. Consequently, education focused on globalization encompasses acquiring academic competencies and universal principles such as tolerance, collaboration, and social justice.

### **2.3. Principles of Social Transformation**

Ibrahim (2005) claims that global and multicultural education ought to serve as a mechanism for social transformation, enabling students to comprehend the intricacies of globalization while preserving their cultural identity. Education enhances technical skills and cultivates students' character and values in this environment. Global citizenship education underscores students' participation in democratic processes at multiple levels, from local to global (Ibrahim, 2005). In his 1999 work "Development as Freedom," Sen asserts that education must offer individuals the opportunity to make significant choices

in their life trajectories. Multicultural education establishes a basis for pupils to honor the autonomy of others while advancing global social justice.

### **3. Research Method**

#### **3.1. Research Approach**

This study uses a qualitative methodology utilizing a comprehensive literature review technique. This methodology examined concepts, theories, and practices pertinent to global and multicultural education implemented across diverse international contexts. This exploratory study aims to comprehend the phenomenon of global and multicultural education from both theoretical and practical standpoints. The investigation aimed to find pertinent patterns, difficulties, and solutions in implementing such education.

#### **3.2. Data Source**

The primary data for this research were derived from academic literature, journal articles, and pertinent research reports, including Ibrahim's (2005) theory of global education. Reports on education policy from international organizations like UNESCO and OECD, along with case studies from nations that have effectively executed global and multicultural education, like Finland, Canada, and Singapore.

#### **3.3. Data Collection Technique**

Data was collected by querying academic databases, including Scopus, Springer, and ProQuest. Relevant educational policies were analyzed. Chosen case studies recorded exemplary methods in international education.

#### **3.4. Data Analysis Techniques**

The data were analyzed using thematic analysis to discern primary themes from the literature review, categorize them according to their significance to global and multicultural education, and correlate the findings with the theoretical framework to derive pertinent conclusions. This method guarantees that the analysis results are methodical and accountable, significantly contributing to academic literature and educational practice

### **4. Discussion**

The literature review findings demonstrate that global and multicultural education equips students with vital skills for adapting to a dynamic world, enhances critical thinking abilities, and fosters social awareness. Banks (2008) emphasized that students who receive this education are better equipped to understand the importance of social justice and cultural diversity. Students educated through a culturally responsive intercultural framework are more likely to demonstrate empathy and collaborate effectively in cross-cultural teams (Gay, 2010), which is essential in today's increasingly multicultural workplaces. Starkey (2018) asserted that global education cultivates pupils' critical thinking regarding pressing global challenges such as climate change, economic inequality, and international conflicts. This awareness enables students to become active and accountable global citizens. Held and McGrew (2002) argued that global education fosters students' perception of themselves as members of an integrated global community, which enhances cross-cultural solidarity and highlights the importance of international collaboration in addressing global issues. Multicultural education also provides a framework that enables students to value individual freedom while promoting community ideals that advance social justice (Sen, 1999). By integrating global and local perspectives, students can act as catalysts for change, contributing to the creation of more inclusive and sustainable societies.

Nonetheless, significant challenges hinder the integration of multicultural education into national curricula, including limited resources and resistance to change. Many educational institutions lack a systematic approach to incorporating global and cultural perspectives into their curricula. The fear of losing local identity presents a major obstacle to implementing global education effectively. Freire (1970) noted that some societies perceive global education as a threat to their traditional beliefs and values. In addition, teacher training remains insufficient; educators often lack adequate preparation to teach global and multicultural issues effectively. Ibrahim (2005) highlighted that deficiencies in teacher training and the lack of instructional resources are substantial barriers to incorporating global and multicultural education. Starkey (2018) further observed that economic disparities among nations can impact the effectiveness of global education in certain regions. Held and McGrew (2002) demonstrated that in many countries, global and intercultural education is still not prioritized in national education policies, with the absence of a cohesive curriculum for comprehensive instruction remaining a pervasive challenge.

Case studies from Finland, Canada, and Singapore illustrate their success in integrating global and intercultural education into national curricula. These countries have successfully engaged local communities in cultural preservation efforts while equipping students for global competitiveness. Finland has incorporated global education into its curriculum through a phenomenon-based learning approach, where students analyze global issues such as sustainability and human rights across multiple disciplines to develop a holistic understanding. Similarly, Canada's school system considers multicultural education a core component of its national curriculum. The country's inclusive education policy encourages students from diverse cultural backgrounds to learn collaboratively and perceive differences as strengths. Singapore has implemented a multicultural education program that encompasses the languages and cultures of its three main ethnic groups—Malay, Chinese, and Indian—thereby fostering social cohesion and mutual understanding among its population.

Several strategies can address these challenges, including curriculum development. A flexible and adaptive curriculum that balances local and global needs is essential, and its development should involve various local communities to ensure its relevance to learners. Other solutions include offering comprehensive training programs for educators to understand the principles and methodologies of global education, using technology to connect students with international communities through online collaborative initiatives, and fostering international cooperation to exchange best practices in education. Public awareness campaigns on the importance of global and multicultural education can also play a critical role in addressing challenges. Recent research by UNESCO (2022) indicates that countries with inclusive global education systems generally exhibit higher levels of social tolerance among their populations, emphasizing the importance of global education not only for students but also for societal harmony and stability.

## 5. Conclusions

Global and multicultural education is an essential requirement that must not be overlooked in the age of globalization. Both are crucial components in equipping the next generation to confront global concerns. This education equips pupils with abilities for international competition and fosters knowledge of local cultural identity. According to Banks (2008) and Starkey (2018), this education equips students for worldwide competition and fosters their character to be more accepting and inclusive. Consequently, collaboration among the government, educational institutions, and the community is essential for efficiently implementing global and multicultural education to foster a just, inclusive, and

sustainable society. In the future, further research is needed to explore innovative methods for integrating global and multicultural education into the curriculum and measure its impact on student learning outcomes.

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