Globalization and the Trend of International Schools: African Nexus

Felix Ukwu[1], Felicia Eze-Dike[2], Charles Manasseh[3, *], Chine Sp Logan[4], Ogochukwu Okanya[5], Emeka Ejim[6]

[1]Department of Public Administration and Local Government, University of Nigeria, Nsukka, Nigeria

[2]Department of English and Communication Art, Ignatius Ajuru University of Education, Port Harcourt, Nigeria

[3]Department of Banking and Finance, University of Nigeria, Enugu Campus, Enugu, Nigeria

[4]Department of Public Policy, Helms School of Government, Liberty University, Lynchburg, US

[5]Department of Banking and Finance, Institute of Management and Technology, Enugu, Nigeria

[6]Department of Business Admin and Management, Institute of Management and Technology, Enugu, Nigeria

Email address:

charssille@gmail.com (Charles Manasseh)

[*]Corresponding author

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Abstract: Globalization has always been with us right from the time of European incursion into Africa that was signed in the Berlin Conference. The trend is for the developed world to continually be in search of avenues to increase her domination and exploitation of the developing world through multiple means and opportunities. The paper studied globalization and the trend of international schools in Africa. Globalization through its aegis of trade-liberalization that engenders privatization, public private partnership, commercialization among others is aimed at capital accumulation for the imperial West and their cronies. The findings of the work include that international schools are yet another means of extension of globalization and its operations in Africa. All its intents and operations are aimed at maintaining Western domination and exploitation on Africa. It is recommended that until African leaders wake up from their slumber to face the reality with measures and policies to *engender* African development and halt neo-imperialism, new avenues to hold Africa will continue to emerge. International Schools should be made accessible to the locals by reducing the cost of accessing the schools in all dimensions. The culture of the locals and language should not be relegated to the ground but also be put in use to make the schools have human face.

Keywords: Globalisation, International School, Trend

1. Introduction

The trend of globalization since over the years has continued to brazen as people and businesses across the world are interconnected in a way resulting to cultural, political and economic integration [13]. Globalization has opened opportunities for inter-border transactions as business organizations try to increase their profit through locating their business enterprises across international borders, and this has created avenues to transfer knowledge, skills and technology across the globe. As African nations continue to encounter challenges and deficits in different sectors of the economy, they posit this opportunity for global business entrepreneurs to venture into their territory for a partnership or contractual agreement to provide those needed services, to fill in the gap in those areas of need. This has led to African leaders keeping their doors open as an invitation to entrepreneurs and the private sector in general for partnerships in development. The reality is that sustainable economic growth in Africa cannot be realized without investments from both private and public sectors [2].

Recently, Africa has welcomed partnerships from different continents of the world to help in the filling the infrastructural gaps with the provision of energy, information and communication technology (ICT), education, hospitality

industry and other areas of need. This global trend has brought measures and adjustments in the domestic and international policies to enable the accommodation of investing corporations and entrepreneurs a considerable level play ground to operate without much hitches in Africa. The result is that many African nations are deep and ridiculed by competition with foreign investors as they embrace structural adjustment programs and policies inherent in globalization with strong supervision by the custodian of globalization which include the World Bank and the International Monetary Bank (IMF) The wave of globalization has become pervasive and collusive as it pressurizes cooperation across the globe and African countries are made to see it as an inevitable solution to unleashing economic development and containing economic fallouts. Ouattara, A. D [17] put that this wave of globalization through competition has ignited pressure in the global world and scooped even unprepared spectators.

Ouattara, A. D [17] opined that the trend towards more unified world markets have given the opportunity for greater growth, and presents strong ground for developing countries to increase their means of livelihood. Despite this general presentation of globalization in terms of capital inflows and trade investment, it is pertinent to observe that it has been presented by some authors as spearheading adverse result to the governments and people of African [1]. The increasing growth through giant multinational companies of capitalism and their guarding principles of commercialization, liberalization and privatization have been planted in several areas of the world, the result is that international capitalism is being garmented as globalization, and posited as economic integration. A thriving sector which the effect of globalization has touched in its wake of international capitalism and development is in the area of education. It is no longer a thing of hearsay that many African countries exhibits poor standard of education, many of their educational system are bedeviled by poor financing, abysmal curriculum standard, and lack of well-trained personnel, high corruption impact, poor educational and management policies, among others [6].

The opening of boundaries all over the globe in the name of globalization by nations with the intent of attracting investment from multinational and transnational corporations has continued to grow in direction and dimension. Today, no sector of the economy is left in the push and pull of international investments pervading the globe. Among the areas attracting huge investment from this multinational is the education sector. Today, there are many international schools cascading across Africa in the name of globalization. Among these schools partitioning Africa in a new wave of imperialism are the British International Schools, France International Schools, American International Schools among others. The effect of these aberration is the barrage of educational philosophies and ideologies introduced from outside the continent, in the aegis of globalization and the guise to create the much-needed quality and improve the standard of education and bridge the deficit in the supply of education. The result is the emergence of such foreign dominated nomenclatures such as the Cambridge, Oxford, and other international standards. How has this influx of international school effected the standard of education in Africa? Has the supply of international education across borders any impact on culture and ideological transfer? What are the secret agenda, if any, that the proprietors of international schools aim to achieve through the investment on international schools in Africa?

2. Conceptualization of Globalization and International Schools

In recent years, the number of International Schools around the Africa soil has increased rapidly largely as a result of growth of new forms of International Schools, which differ markedly from the traditional forms [8]. The number of schools classified as International Schools continues to grow rapidly [4]. The reality is that as globalization continues to prevail and spread its tentacles in Africa and the world in general, educational facilities and ideologies move across borders in great capacities such as in international schools, globalization is becoming real and so international education becomes an imperative [14]. The world has become a global village as ideas and culture are meeting each other in a world that has become flat, and education stands in the center of this flatness [9]. Globalization has continued to shrink the world through the advancement of technology and international education, notably bringing together ideas and the general thinking of people alike. International schools have engendered great opportunities in disseminating knowledge across geographical boundaries and has gained ground as a very important tool in today's globalized world [8]. In an effort to conceptualize international schools, Hill, I. [12] put international schools as those whose students and staff cut across a particular location, ethnic and cultural boundaries and where the International Baccalaureate (IB) or other national curricula and examinations are offered with an international oriented background. Literally, some of the features of international school include [8]:

1) Governed by board of directors, that may cut across boundaries;
2) An international and balanced curriculum;
3) An institutional administrative regime value consistent with international education principles;
4) Students and staff come from all over the world;
5) Exposure to cultural diversity through human resources;
6) Serve a local and varied expatriate community of business people, diplomats, armed forces personnel among others;
7) An institutional administrative regime value consistent with international education principles;
8) Certificated by the Program for International Student Assessment (PISA) and other major international certification bodies.

International schools have been classified into different categories, it is obvious that many local schools have picked

up the nomenclature "International" and tenaciously adopting international curriculum to showcase their new international standard thereby throwing confusion of the reality. Really, many of these schools are private schools that are profit-seeking. They colour their schools with the best academic costume to attract rich parents and contacts. These set of "International Schools" are owned by individuals who invest their resources to make profit by taking the opportunity of the private sector participation in educational services. Notably, many of them are highly rated and have proven record of operating curriculum of international level, this is the first category of international schools. The second category is the highly rated International Schools which constitute the object of this study. They are established and owned by foreign or international corporate bodies in different parts of the world, for reasons which include the provision of schools for the children of expatriates in foreign lands, for the elites and rich parents, to export ideologies and cultural orientations across borders, and also to make profit and intensify the aegis of globalization. At the heart of this category is the notion of international standard, the schools seek to ensure an international perspective through its curriculum and methodologies, some of this schools have branches in many countries and are operated as a multinational company. [5] put it as 'pioneer' schools, with ideological form of international internationalisms. The International Schools is not an all-comers game, it is only accessed by the wealthy parents, who are top politicians, high-brow business men and women, top civil and public servants and the influential of the society.

This is evident in the high cost of the school fees paid in such schools. It is supported by Fertig, M. [8]: that the international schools target the 'middle class's children in Africa who hopefully, will be handed over the leadership of the political and business operations of the land. Globalization is seen as being driven by the interests and needs of the West [11]. It seeks to remove all national barriers to the free movement of international capital and this process is solidified by the giant transformations in information technology. It is principally aimed at the universal blending of ideas, cultures, values and even life styles. As long as the International Schools continue to teach Western democratic principles and history of their democracies in place of local values, as long as their cultural styles and pattern are inculcated through these schools across the globe and as long as their curriculum in the name of baccalaureate truncate Africa methodologies, international schools remain a strong agent of globalization.

This economic aspect of globalization, characterized with institutional and ideological spheres tends to force nations into a tighter connection to a global market and values. International Schools are rated with Cambridge and other international standards meant to provide the global village with an internationally recognized certificate, thus International Schools is based on acceptable global standards as acclaimed by Western capitalists and their cronies to further their ideological philosophies and values.

3. Universal Attractions of International Schools

There are many reasons why International Schools remain attractive in African soil. It puts itself in a very high esteem which despite its invisibility and high cost, making many who are in search not able to be admitted in the schools. Globalization is driven by specialization, high technology, world class standards and advance management systems. Many factors have continued to keep International Schools an apple in the eyes and minds of Africans, and this include:

3.1. A High Brow Facility

The level of infrastructures in International Schools presents a high record to beat so that many educational institutions of higher learning in Africa may look like an infant, if compared. The structures are of international stand that presents an environment of serenity and very conducive for teaching and learning. The schools are made to meet up with every need of the students and management. It operates a type of atmosphere that inspires students to learn and supports a world-class educational experience.

3.2. Academic Standard

International schools recruit a wide range of experts to man both the teaching and non-teaching departments. The staff are recruited both from within and outside the county, through a high-level selection criterion. to promote a diverse range of values and actualize the objectives of the institution [7].

3.3. Dedicated Approach and Support

The International schools are run through an effective dedicated support service, with focus on institutions objectives. The machineries in term of electricity, water services, and library support among others are made to run effectively and efficiently.

3.4. World Class Services

The schools are established to promote internationally programs, it adopts international certificate examinations and maintains a curriculum approved by international cortication bodies. International Schools parades a world class library, studios and laboratories as they aim to produce best of students that are equipped with great sills, and worthy in character and learning.

3.5. Personalized Learning

The teaching and learning process are impacted through a personalized programs that is child centered. The process does not impose on the children career from somewhere but, the students are directed and molded through personalized teaching process [7].

3.6. Empowerment for Greater Tomorrow

The schools are at the high side when it comes to amount of money changed in the school for one to avail oneself of the opportunism it offers. The opportunities are numerous that it had continued to receive enrollment from within and outside the locality.

4. Arguments Against Globalization Trend and International Schools in Africa

The argument that globalization favour's the developed countries more than Africa and the rest of the developing nations seem to be gaining affirmation especially as trade liberalization posits the West the opportunity to grow through their advanced technology and specialization. International Schools that are fast gaining more recognition and acceptability in Africa and is taking the show out of the local schools in Africa, however, there are many contending arguments against International Schools in Africa. Some of the arguments include:

4.1. Generating Class Inequality

The rating of International Schools is high, so also is the cost of schooling in such institutions. The tuition and other fees that are charged to access International Schools can only be afforded by the rich. The opportunity is then denied the low-income earners to train their children in such schools. This will continue to widen the gap between the two classes as the products of the International Schools exhibits high moral and academic standard educational knowledge and are more equipped to take control of their destiny. The disparities that have been generated by globalization have created a situation where only the rich can access international Schools and its lofty benefits [10].

4.2. Cultural Imperialism

Despite existing in a foreign land, International Schools are bereft of the culture of the local people where it exists. It is inundated rather with the foreign cultures especially the culture of the proprietors. Local languages are reduced to the ground if ever allowed to be noticed. In such schools, English, Spanish, French among others is the approved spoken and taught languages, creating what is called language and cultural imperialism.

4.3. Neglect of Social Need

The emphasis laid on globalized International Schools are to produce those who eventually will take over from the ruling and business class as it is believed that after graduation, they will be found excellently worthy in learning and in character to handle the exigencies of life. This direction of though neglects the social role of education in human development [15]. The International

Schools proprietors focuses on the economic reward of such standard of education and neglects its social impact.

4.4. Right to Education

The financial requirements required to access International Schools are not what an ordinal member of the society will start imaging or contemplating to provide. This singular requirement has made it very hard for the poor locals to only read about International Schools in books or films rather than the opportunity to find oneself inside the walls of International Schools. The consequences are enormous as social inequality is exacerbated, the right to education is denied and important opportunities, denied.

4.5. Furtherance of Domination and Dependence

The reality of International Schools as an apparatus of globalization could not be denied, it is a tool for the furtherance of domination and dependency. By sidelining the local poor of Africa easy access to International Schools, the tendency that the alienation will continue to widen the gap between the rich and the poor as they are denied beautiful things in their lives by the lucky few who at all cost want to maintain a great gap between the two classes, the poor will continue to be dominated and to depend on the affluent few, [7].

5. Implications of International Schools to African Development

Globalization posits a practical geographical reorganization of capitalism, in turn causing changes in the territorial organization of state power and the ways in which states regulate the conditions for production and accumulation [3, 14], therefore, it is all about furthering economic and political gains and wealth accumulation through investment in Africa. International Schools may not be planted in foreign lands just to promote teaching and learning, not to showcase world class facilities but may be to propagate economic and ideological gains for the multinationals and their cronies. There are many implications for Africa in patronizing International Schools and this should put them on guard in policy formulation on multinational investments in African nations. Rather than providing education to serve the all-round need of man, to provide general good to the general populace, globalization tend to view education as an economic investment where the essential benefit is to contributors to economic investment. The focus is maintained by set of syllabus and curriculum that will produce an economic man and the least of a social man. This is a human capital approach to education, which is a tenet of globalization and neo-liberalism, International Schools are dovetailed to churn out experts in the most desired fields needed to maintain and sustain globalization [7]. The influx of International Schools in Africa should not be to create tools of globalization but also all round-centered education that will give human beings an understanding of reality (Tagore, 1985). The schools should aim at an all-

round education that will provide the knowledge that will give an equal opportunity to all, to live longer and be happy [16].

International Schools are built and run in tune to the home schools in the proprietor's foreign land. The school's environment and structures are replicas of the parent structures in the home country of the proprietors abroad. It becomes only evident to realize that one is in a foreign land only when one steps out of the gate of such schools. This entails total alienation of the school children from the culture of the school locality, international schools tend to extend enculturation philosophies where the learners start to see themselves as citizens of the proprietor's home country rather than citizens of the school locality. The leadership of Africa should put frameworks to contain the tendency of cultural and ideological transfer by making inputs in the guidelines in which International Schools operate.

The likelihood of the products of International Schools, remaining in their locality after graduation is very minimal. From their school days in International Schools, the process of indoctrination and enculturation to prepare them to meet up with global standard and the human capital requirements are intensified. Summer holidays and other visits to the proprietor's homeland are organized to solidify the expected new life abroad. The best brains among them are given scholarships and opportunities to further their studies abroad. On this reality, Africa is at no gain as their citizens abruptly are turned into citizens of foreign lands, losing the contributions they would have made in their own locality or nation. Globalization is an instrument of capital accumulation and expansion, the Western countries have pressured underdeveloped nations to remove their trade barriers, while they tighten their own against [7]. This has made it difficult for these countries to export their products, which has significantly decreased the export income that they are receiving. The Internationalization of schools has remained an avenue of exploiting African countries as it seems that tuition and other payments made by the students are rated and charged by dollar exchange rating.

6. Conclusion

Globalization has continued to integrate the human race to an extent of calling the world a global village. The need to search for measures to bring happiness to the world through a process of help and international assistance from the developed world to the developing world such as Africa, will be an end through a great means love, peace and unity should be the unifying interest of all. Today, the world has grown in all dimensions to the extent that it is sad to still see some people in different part of the globe suffering backwardness and poverty. It will be a great achievement and leap to see globalization steered to be an avenue to bring joy to the developing nations as rather being a mischievous instrument of exploitation and expropriation. This will bring world peace and unity and an end to insecurity and poverty, threatening many parts of the world.

International Schools could be made accessible to the locals by reducing the cost of accessing the schools in all dimensions. The culture of the locals and language should not be relegated to the ground but also be put in use to make the schools have human face. It is time for Africa to wake up from its slumber and take bold steps at bringing about a complementary technology and development process to reduce the negative impact of globalization. Most of African problems remains the refusal of the political elites to unite and shun detrimental attributes waning down the growth of Africa. All these incursions of the West in Africa persist mainly due to the refusal of the elites to come together and reason intelligently to pull the continent out of the debris of ethnicism, corruption and poverty.

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