

THE INFLUENCE OF CURRICULUM POLICIES ON PREPARING STUDENTS FOR THE CHALLENGES OF GLOBALIZATION

Rodger Roberto Alves de Sousa¹

ABSTRACT

The article discusses the influence of curriculum policies on preparing students for the challenges of globalization. Globalization requires schools to prepare students for an increasingly connected world, where social, cultural, and language skills are essential. Curriculum policies play a significant role in this preparation, as they define what should be taught and how it should be taught. The literature review showed that there are different approaches to curriculum policy development worldwide, each with its own objectives, priorities, and challenges. Some countries, like Finland, emphasize competency-based learning, while others, like China, focus on technical skills and theoretical knowledge. Despite the differences, some common trends emerge, such as the need for more interdisciplinary education, the development of socio-emotional skills, and the importance of using technology in learning. However, implementing these policies is often challenging due to issues like lack of resources and inadequate teacher training. To address these challenges, it is crucial for curriculum policies to be adapted to local needs and realities, and teachers should be empowered to implement them effectively. Furthermore, curriculum policies should be regularly evaluated to ensure they are meeting the objectives of preparing students for the challenges of globalization. In summary, the article highlights the importance of curriculum policies in preparing students for a globalized world and emphasizes the need for an adaptable approach and constant evaluation to ensure these policies are fulfilling their objectives.

Keywords: Globalization. Curriculum Policies. Education.

INTRODUCTION

Globalization is a phenomenon that has transformed the economy, culture, and politics worldwide. With the expansion of markets, the circulation of information, and the intensification of migration, globalization has created new challenges for education, demanding a broader and more comprehensive preparation of students to face a constantly changing world. In this context, curriculum policies play a crucial role in building an educational system that equips students for globalization. Fullan (2007, p. 25) states that

¹ rodger.r.a.sousa@gmail.com, ob Opportunities Group in Brasília and Surroundings – GEBE Opportunities – Administration of Aguas Lindas de Goiás – 72.910.084 - GO - Orcid: <https://orcid.org/0000-0002-7063-1268>.

"globalization has become one of the key factors influencing educational policies worldwide, as the global economy is increasingly demanding in terms of workers' skills and competencies." Globalization has profoundly affected all aspects of society, including education. As the world becomes more interconnected, education plays a crucial role in preparing students to meet the challenges and opportunities of the globalized era. In this regard, curriculum policies play a fundamental role in shaping the knowledge and skills of students, which will be necessary for their participation and success in the global workforce.

Curricular policies are a set of guidelines and practices that guide the development and implementation of school curricula at different levels of education. They are essential to ensure the quality and relevance of education, as they define what students should learn and how they should learn. Additionally, curricular policies have the power to shape the thinking and actions of students, making them capable of facing the challenges of globalization. According to Sleeter (2008, p. 85), "curricular policies should be created with the goal of ensuring that students are prepared to participate in a diverse and inclusive global society."

It is important to emphasize that, although curricular policies can be powerful tools for promoting global education, they are not solely responsible for students' success. Other factors, such as the quality of teaching, accessibility to education, and support for students, are also crucial to ensure that students are ready to face the challenges of globalization. In summary, preparing students for the challenges of globalization is a complex and multifaceted task. Curricular policies play a crucial role in shaping students for personal and professional life in a globalized world, but it is important to consider other dimensions of education to ensure that students are ready to face the challenges and seize the opportunities offered by globalization. According to Ball (2008, p. 16), "curricular policies are formulated based on a variety of factors, including social expectations, employer needs, and pressure

from international organizations such as the World Bank and the International Monetary Fund."

In this context, this article aims to discuss the influence of curricular policies on preparing students for the challenges of globalization. To achieve this, topics such as the importance of teaching global skills, the need for an intercultural curriculum, curricular policies in different countries, and the role of teachers in implementing these policies will be addressed. We have reviewed the literature on the subject and analyzed data and case studies from different countries. From there, we seek to understand how curricular policies have been used to promote a globalized and inclusive education, capable of preparing students to face the challenges of globalization.

GENERAL OBJECTIVE

The aim of this article is to analyze and discuss the influence of curriculum policies on the preparation of students for the challenges of globalization. We seek to understand how curriculum policies can contribute to the education of students capable of dealing with the demands and complexities of the globalized world, exploring different approaches and strategies adopted in various educational contexts. Additionally, we intend to identify the challenges and obstacles faced in the effective implementation of these policies, as well as possible solutions and best practices that can be adopted. By achieving this objective, we hope to contribute to the advancement of knowledge on educational policies and promote reflections on the role of the curriculum in preparing students for a constantly changing globalized society.

SPECIFIC OBJECTIVES

- Analyze the main curriculum policies adopted in different countries, considering their approaches, objectives, and strategies for preparing students for the challenges of globalization.

- Investigate curriculum elements that can contribute to the development of globally competent students, such as socio-emotional skills, intercultural competencies, and the use of technology in learning.
- Identify challenges and obstacles faced in the implementation of curriculum policies related to globalization, such as lack of resources, teacher resistance, and structural limitations.
- Explore best practices and solutions adopted in different educational contexts to overcome challenges in implementing curriculum policies, highlighting successful examples and lessons learned.
- Discuss the importance of the role of teachers in implementing curriculum policies related to globalization, considering the need for adequate training, institutional support, and continuous professional development.
- Propose recommendations and guidelines for improving curriculum policies, aiming for more effective preparation of students for the challenges of globalization, considering cultural diversity, equity, and inclusion.

By achieving these specific objectives, we aim to contribute to advancing knowledge about curriculum policies and their impact on preparing students for the challenges of globalization. This includes providing insights for the formulation of more effective and relevant educational policies.

METODOLOGY

This research will be conducted through a literature review that will encompass academic articles, books, official documents, and relevant research on the topic. The methodology will be divided into two distinct stages: the search and selection of studies and the analysis of data.

1. Search and Selection of Studies:

- Conducting a systematic search on academic databases such as Scopus, Web of Science, and Google Scholar, using keywords related to the topic, such as "curricular policies," "globalization," "student preparation," and "challenges of globalization."
- Inclusion of studies published in the last 10 years, considering relevance and suitability to the objectives of this research.
- Selection of studies based on reading titles, abstracts, and subsequently full texts, according to established inclusion and exclusion criteria.

2. Data Analysis:

- Organization and systematization of data obtained from selected studies, highlighting key information, concepts, theoretical approaches, and relevant results.
- Identification of emerging themes and connections between studies to build a consistent and well-founded analysis.
- Categorization of data according to the specific objectives of the research, allowing for a comparative analysis and the identification of knowledge gaps.

This literature review-based methodology will allow for a broad and in-depth approach to the topic, providing a comprehensive understanding of the influence of curricular policies on student preparation for the challenges of globalization. The analysis of obtained data will help identify trends, points of convergence and divergence in existing literature, and contribute to advancing knowledge in this area.

LITERATURE REVIEW

The literature on the subject highlights the importance of curriculum policies in preparing students for globalization. According to Altbach and Kelly (2018), curriculum policies are "key instruments for building an educational system capable of responding to the challenges of globalization." According to the authors, curriculum policies play a fundamental role in defining educational objectives and goals, selecting the content to be taught, training teachers, and evaluating outcomes.

The literature also emphasizes the importance of including socio-emotional skills, digital competencies, and cultural diversity in the curriculum as a way to prepare students for globalization. According to Fullan (2018), socio-emotional skills such as empathy, collaboration, and conflict resolution are essential for success in both professional and personal life and should be taught alongside cognitive skills. Digital competencies, such as the ability to use technology critically and creatively, are crucial for success in the workforce and for active participation in a networked society. Finally, the inclusion of cultural diversity in the curriculum is essential for shaping global citizens capable of understanding and respecting cultural differences in an increasingly interconnected world.

Globalization has been a frequent topic in education discussions over the last decades. With the increasing interconnectedness between countries, the need for a globalized education that prepares students to face the challenges of the globalized world has become increasingly urgent. In this context, curriculum policies play a fundamental role in shaping students' knowledge and skills. According to the UNESCO report (2017, p. 4), "globalization and economic changes have a significant impact on education, affecting the demand for specific skills and competencies."

Several studies have been conducted on the influence of curriculum policies on preparing students for the challenges of globalization. According to Fullan (2007), curriculum policies should align with the needs of the contemporary world and include the development of global skills, such as teamwork, intercultural communication, and problem-solving. According to

Schwandt et al. (2020, p. 123), "curriculum policies should be strategically planned to prepare students for the challenges of globalization, ensuring a quality and relevant education." As emphasized by Nogueira and Franco (2017, p. 78), "globalization requires a broader and more critical view of education to train citizens capable of acting in an increasingly interconnected world."

Additionally, other studies (Sleeter, 2008; Schleicher, 2018) highlight the importance of an intercultural curriculum that reflects cultural and global diversity. The inclusion of multiple perspectives and voices in the curriculum can help students better understand the globalized world they live in. However, it is essential to remember that curriculum policies are not solely responsible for students' success. Other factors, such as the quality of teaching, accessibility to education, and support for students, are also crucial to ensure that students are ready to face the challenges of globalization. According to Tavares (2016, p. 20), "curriculum policies are important because they define the competencies and skills that students should acquire throughout their education, aiming at preparing them for the social, economic, and cultural challenges of the contemporary world." According to the OECD report (2018, p. 12), "curriculum policies must be constantly updated to ensure that students are prepared for the challenges of globalization, including the development of communication skills, critical thinking, and problem-solving."

According to UNESCO data (2017), the quality of teaching has a direct impact on preparing students for globalization. Therefore, it is crucial for curriculum policies to be implemented in conjunction with measures to improve the quality of teaching, including teacher training and the use of appropriate resources. According to Apple (2018, p. 45), "curriculum policies are one of the ways in which globalization manifests in education, often in a concerning manner, as they reproduce inequalities and hierarchies."

In summary, existing literature highlights the importance of curriculum policies in preparing students for the challenges of globalization but also

underscores the significance of a holistic approach that includes other factors affecting quality education. According to Hargreaves et al. (2020, p. 56), "curriculum policies need to be flexible and adaptable to deal with the rapid changes and challenges imposed by globalization." According to Torres (2017, p. 28), "curriculum policies can be a powerful tool to promote social inclusion and educational equity in a globalized world."

Other authors point to the importance of global education in times of globalization. According to Robertson (1992), globalization is a complex process that impacts the economy, culture, politics, and education on a global scale. In this context, it is necessary for curriculum policies to include elements that enable students to have a critical and in-depth understanding of global interconnections and challenges.

Regarding the importance of global education, Schattle (2002) argues that it is crucial for curriculum policies to include the perspective of education for global citizenship, aiming to prepare students to engage in global issues responsibly and effectively. This implies educating students who can understand and navigate cultural diversity and building skills that enable collaboration with people from different cultures, languages, and traditions.

Another significant aspect of curriculum policies relates to inclusion and equity. As argued by Apple (2004), curriculum policies need to consider social and cultural inequalities, avoiding the reproduction of stereotypes and prejudices. In this sense, it is essential for curriculum policies to incorporate a critical and reflective perspective on society and its structures, aiming to construct a more inclusive and democratic education. The relevance of the role of teachers in implementing curriculum policies should be mentioned. As Giddens (2017) points out, teachers play a fundamental role in curriculum development and its application in the classroom. Therefore, curriculum policies should include measures for teacher training and appreciation, as well as support and encouragement for the effective and critical implementation of curriculum policies.

Finally, it is important to emphasize that curriculum policies must be adapted and customized for each educational context, taking into account the specific needs and challenges of each country. The implementation of effective curriculum policies requires a holistic and multifaceted approach that considers not only the influence of curriculum policies but also other factors that ensure a quality and relevant education for students.

RATIONALE FOR THE RESEARCH

The globalization is a phenomenon that has deeply impacted various aspects of society, including the field of education. In this context, understanding how curriculum policies can contribute to adequately preparing students becomes a matter of utmost importance.

The rationale for this research is based on the need to analyze how curriculum policies can be designed and implemented appropriately, considering the challenges posed by globalization. As the world becomes increasingly interconnected, it is essential that students develop the competencies and skills necessary to deal with the demands of this new reality.

By investigating curriculum policies in different contexts and countries, it is possible to identify best practices and strategies that can serve as a reference for the development of more effective curriculum policies. Furthermore, understanding the possible obstacles and challenges encountered in the implementation of these policies will allow proposing solutions and approaches that can overcome such barriers.

This research is relevant not only to the academic community but also to educational managers, policymakers, and teachers. The obtained results could provide insights to enhance existing curriculum policies, aiming to ensure a more comprehensive education adapted to the challenges of globalization, preparing students for active and successful participation in contemporary society.

Therefore, the rationale for this research lies in the importance of understanding and critically evaluating curriculum policies, seeking to promote the improvement of education quality and the preparation of students for the challenges of globalization, with the aim of contributing to the construction of a more just, inclusive, and sustainable society.

RESULTS

The results of the literature review indicate that curriculum policies play a crucial role in preparing students for the challenges of globalization. Countries like Finland and South Korea are examples of nations that have adopted effective approaches in building curricula that promote globalized and inclusive education.

Finland has a highly effective and inclusive educational system with a curriculum policy that focuses on the development of competencies and skills. There is an emphasis on equality and inclusion, incorporating socioemotional skills, digital competencies, and appreciation for cultural diversity. The inclusion of socioemotional skills in the Finnish curriculum aims to promote the well-being of students and strengthen their resilience to face life's challenges.

South Korea, in turn, has a highly competitive educational system with a curriculum policy that prioritizes students' skills and competencies. While academic excellence and preparation for the workforce are emphasized, South Korea also recognizes the importance of cultural diversity and globalization. The Korean curriculum policy includes an international studies program, aiming to provide students with a broader and more global understanding of the world.

DISCUSSIONS

However, the literature review also reveals that not all countries are adapting adequately to the changes brought about by globalization. Some face challenges in implementing curriculum policies that align with the requirements of the globalized era.

In some developing countries, curriculum policies may predominantly emphasize the memorization of facts and the repetition of formulas, at the expense of creativity and problem-solving skills. This limited approach may not adequately prepare students to deal with the complexity and volatility of the globalized world.

Furthermore, in some cases, curriculum policies may reflect cultural or political biases, hindering the inclusion of global and diverse perspectives in the curriculum. This lack of openness to intercultural dialogue and mutual understanding can compromise the development of globally competent citizens.

Therefore, the results emphasize the importance of curriculum policies that promote the preparation of students for the challenges of globalization, valuing socio-emotional skills, intercultural competencies, and a broad worldview. Constant adaptation and the pursuit of more inclusive and relevant curricula are challenges that must be addressed by educational systems worldwide. Investing in curriculum policies that ensure quality education is essential to prepare students for a globally connected and constantly evolving future.

Suggested topics for future research include the impact of artificial intelligence on education, the inclusion of socio-emotional skills in the curriculum, the relationship between foreign language teaching and globalization, the use of technology in distance learning, the role of education in promoting sustainability, the impact of cultural diversity on teaching and learning, the effectiveness of public education policies in different countries, the role of teachers in preparing students for the challenges of globalization and the relationship between education and economic development.

FINAL CONSIDERATIONS

Globalization has created new challenges for education worldwide, demanding a broader and more comprehensive preparation of students. In this context, curriculum policies play a crucial role in constructing an

educational system that equips students for globalization. Literature review indicates that well-crafted curriculum policies can promote a globalized and inclusive education, capable of preparing students for the challenges of globalization. However, the implementation of appropriate and effective curriculum policies requires a continuous commitment to innovation, collaboration, and ongoing improvement.

Throughout this article, we discussed the influence of curriculum policies on preparing students for the challenges of globalization. As we have seen, curriculum policies play a fundamental role in shaping students' knowledge and skills, essential for their participation and success in the global workforce. To achieve this, it is important for curriculum policies to encompass the teaching of global skills, as well as an intercultural curriculum that reflects cultural and global diversity.

Additionally, we discussed the importance of curriculum policies in different countries, as each country has its own needs and challenges regarding globalization. Therefore, it is crucial for curriculum policies to be adapted and personalized for each educational context.

We also highlighted the significant role of teachers in implementing these curriculum policies. Teachers play a crucial role in shaping students and promoting a globalized education, and thus, they need to be trained and supported in their teaching practices.

Hence, it is important to emphasize that, while curriculum policies can be powerful tools for promoting globalized education, they are not solely responsible for students' success. Other factors, such as the quality of teaching, accessibility to education, and support for students, are also essential to ensure that students are ready to face the challenges of globalization.

Therefore, we conclude that preparing students for the challenges of globalization requires a holistic and multifaceted approach, involving not only curriculum policies but also other factors that ensure quality and relevant

education. Globalized education is a necessity in today's world, and the implementation of curriculum policies that promote this vision is a fundamental task for the success of students and the construction of a better and more globally connected future.

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