Topic: Education, Globalization and Social Justice and its Impact on Women and girls, and persons with disabilities.

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**Introduction**

Educational systems continue to undergo significant changes, locally, regionally and internationally. These changes are as a direct consequence of the resurgence of educational issues such as globalization inequality and social justice. Consequently, educational institutions had to adjust their instructional approaches in order to adequately meet the educational needs of students whilst collaborating with all educational stakeholders. Over the years education has undergone both positive and negative changes as a result of globalization and social justice, and hence these two terms are synonymous with equality and equity. Globalization has transformed the social, political and economic environment. It is characterized by multiculturalism, transnational industries, Information and Communication Technology and the free movement of people through mass transportation. Globalization has forced a global discourse of social justice from a global perspective. Global social justice is concerned with how individual needs are being met equality of opportunity and equality of treatment. In spite of the many benefits that the global multicultural environment has presented universal human needs of food, clothing, shelter and quality education are still daily struggles for many countries. This calls into question whether globalization only favors the capitalist’s barons. According to Aiyer 2001 as cited in Loretta and Milovanovic (2020) inequality has grown significantly in the past 20 years among nations. This essay will provide a comprehensive examination of the impact of globalization and social justice as it relates to women and girls, and persons with disabilities (PWDs). These educational issues will be critically discussed from an international, regional and local perspective. Their educational significance and possible solutions to mitigate its impact will also be examined.

**Description**

**Nature of Education**

According to Cremin Public Education (1976) as cited in Chazan (2022) education is a sustained systematic effort to deliberately transmit, provide and acquire knowledge, values, skills and sensibilities. Additionally, according to Pastuovic as cited in Rogosic et al. (2020, p. 446) “Education refers to the formation of personality that encompasses the cognitive, affective and motivational aspects of personality.” Education remains the foundation of our human development which is essential from birth in order to develop motor skills and values and to shape an individual’s personality. Education is acquired as a natural human occurrence or purposefully under varying circumstances at any time and in any geographic space. Education aims to not only address the educational needs of individuals but also to address the numerous social issues that continue to plague society. These needs according to Winch and Gingell (1999) include autonomy, economic prosperity and the maintenance of societal values. It can therefore be deduced that education fuels individual, economic and social development. The aim of education has been debated across disciplines including in the filed of Education itself. In a quantitative research study undertaken by Rogosic (2020), 85% of preschool teachers were of the opinion that the main role of education is to aid in the development of free and independent persons, to strengthen the family structure and to serve the pressing needs of society.

In the past the mode of education was characterized by direct face-to-face instruction in a physical space aided by printed material. The research methods utilized today were largely none existent and were limited primarily to text books, encyclopedias and newspapers which were not always up to date. Education has evolved from the brick and motor classroom to the virtual classroom or hybrid approach which encompasses both modalities. Further, as stipulated by the Human Rights Act of 1998 and the United Nations (UN) sustainable Development Goals conceptualized in 2015, it is a fundamental human right for all to receive equality education. The concept of quality education is constantly changing and now encompasses digital literacies. The transformation of education to its current state commenced after the great depression when global organizations were established to prevent future collapse of the world economy. The establishment of the World Bank, the International Monetary Fund and the World Trade Organization opened up the global financial market and international trade. This was all powered by the advancement of technology which in itself was constantly changing the way in which business was being conducted. Hence, calling for adaptations in the educational system to complement these changes. Educational institutions were now tasked with the responsibility of educating persons to function effectively in the local and global economy.

**Globalization**

The establishment of these global organizations gave rise to the concept of globalization. Stiglitz (2004) as cited in Richards and Mangiza (2018) views globalization as the removal of barriers which impeded free trade among nations and the integration of world economies. According to the United Nations 1999 as cited in Richard and Mangiza (2018) 1.5 trillion dollars is exchanged daily on the world currency market and one fifth of goods produced are traded. Kristensson (2008) posited that globalization is characterized by a liberalized global economy which is propelled by new and evolving networked digital information systems or Information Communication Technology (ICT). The education system prepares individuals to be productive citizens in the era of globalization where goods and services are traded across nations, where economies are open and knowledge creation, creativity and problem solving are essential skills for 21st century learners. Globalization has impacted every facet of society and institutions. Wood (2008) postulated that globalization impacts educational policies, structures, and practices. Educational systems have been transformed by globalization. Globalization has created a liberalized economy which has increased industry competitiveness and necessitates a knowledgeable, creative, innovative and problem-solving work force. The globalized economy is information intensive and is known by many as the Knowledge Economy (KE) which uses ICT as its foundation. Hogan, Emeritus and Seidman (2011) posited that in the Knowledge Economy knowledge must be utilized in the production process in order to achieve economic prosperity and competitiveness across industries. In order to equip individuals to be productive in the globalized economy educational institutions must teach 21st century skills which include but are not limited to creativity, innovativeness and problem solving. These skills must be taught in tandem with ICT skills since this is the platform that bridges the gap between industries and the foundation of the global economy. Therefore, educational institutions must adapt their infrastructure, curriculum and pedagogy in order to prepare learners to function effectively in a globalized world economy where obtaining employment is not limited to one’s local context. Educational institutions are not confined to operating in a physical space but can operate virtually reaching hundreds of students instantaneously. Consequently, individuals have the options to choose from a wide range of educational institutions who offer internationally accredited programs. The teaching and learning process has undergone significant changes where a blended learning approach to teaching has been adopted where teachers incorporate technology into instruction. This has forced educational institutions to invest in the training of teachers in digital literacy and to provide the needed resources to facilitate the teaching of digital skills which will prepare students to succeed in this globalized era. Many countries have incorporated the teaching of digital literacy into their curriculum. One such country is Ireland who adopted Problem Based Learning (O’Hagan and Newman 2014, as cited in Alvarez, 2017). Additionally, the United Nations has recommended that developing countries incorporate STEM and 21st-century skills into classroom instruction (UN 2007, as cited in Alvarez, 2017). Alvarez (2017), Arora (2014) and Popkewitz and Rizvi (2009) all postulated that globalization has mandated a curriculum shift towards the teaching of digital literacies and 21st century skills. These changes have forced the education systems worldwide to rethink the manner in which instructions are delivered both physically and pedagogically. This exercise however, remains a daunting task for many, since they lack the resources to make any drastic change within the educational system.

**Social Justice**

Although globalization can provide equal educational opportunities for all, in reality this ideal remains a fallacy due to cultural differences, resource constraints and even geographic location. It can therefore be asserted that globalization favours the first world countries since they possess the resources and advanced technological knowhow to take advantage of the many benefits of globalization. They are also well poised to exploit the resources from the lesser developed countries in ways that promote their economic development, whilst disproportionately enriching themselves. Globalization in some instances narrows the income gap among countries and widens the income gap in others. Additionally, some countries lack the resources that are necessary to equip their citizens with the 21st century skills needed to be productive contributors in the Knowledge Economy. In some countries computers and internet connectivity are seen as luxuries where persons of elevated status are the ones reaping their benefits. Further, globalization tends to weaken or strengthen political control and imposes restrictions on societies where their practices are seen as infringing on human rights. These drawbacks increase inequality among countries and individuals and makes the attainment of quality education for all a mere policy recommendation. Winch and Gingell (1999) and William as cited in Guttenplan et al. (2003) all believe that achieving equality in resource allocation is impractical and cannot be achieved due to economic differences among countries, societies, individuals and the discrimination that accompany this effort. Global equality continues to be a future state that world leaders want to achieve. However, due to the uneven distribution of wealth and the rich nations need to further their quest for economic world dominance, this might never be realized. According to Basu (2006) the wealthiest region in the world has a per capita income of 20 times that of the poorest region, a fact that is heart wrenching amidst the global push towards the enforcement of human rights.

All things being equal, globalization is intended to promote social justice by the removal of trade barriers and the liberalization of the financial markets and in so doing level the playing field for countries to seek economic prosperity. According to Klaasian (2020) social justice promotes equal opportunity and the adherence to human rights by governments, society and institutions. Nieuwenhuis (2010) asserts that when social justice is discussed in an educational context reference must be made to equality of opportunity and equality of condition. Rawls 1971, as cited in Elford (2015) furthermore postulated that under the Meritocratic conception individuals with similar talents, abilities, and motivations should be given the same opportunities despite the social class to which they belong. Aryal (2020) also believes that obstacles such as race must be removed in order for equality of opportunity to be achieved so that individuals can achieve their educational goals. In order for equality of opportunity to be realized, formal obstacles must be removed. Achieving social justice in education is seen by some as unachievable, for example Nieuwenhuis (2010) believes that the implementation of globalized social justice policies is unrealistic because countries are historically and culturally different and the one size fits all is just impractical. However, the international organizations still embark on achieving this goal by enacting human rights policies and sustainable development goals. It is believed that in doing so every country would have a standardized policy from which they fashion their national policies.

**Actualization from an international, regional and local perspective**

**Education in Afghanistan and Gender Inequality: An international Perspective**

One of the countries where inequality is most prevalent is Afghanistan. Afghanistan is geographically located in the middle east and is characterized by unfavourable terrain, political and social unrest as well as massive gender inequality. The first known schools in Afghanistan were established between the period 1868 and 1878 during Amir Ali Khan Amir rule. However, according to Khwajamir (2016) Afghanistan made significant strides in education during the period 1901 and 1919 when the Ministry of Education was formally structured and primary school education was made compulsory. During this era an all-girls school was established. Additionally, students were allowed to study overseas in countries such as Russia and Germany. This marked the beginning of the effects of globalization on Afghanistan’s education system. During the period 1929 to 1933 under the rule of the sovereign leader Nadir Shah new schools were constructed as well as Afghanistan’s first university. Afghanistan made remarkable strides in the 1950s recording over 368 schools and the first teacher training school, total student enrollment was at an all-time high totaling 95, 300, of which 6% were student aged 12 years (Samady 2001, as cited in Khwahamir, 2016). The 1960s marked Afghanistan’s inclusion of education as a basic human right in its constitution (Samady 2007 as cited in Khwahamir, 2016). Additionally, this period marked the opening of secondary schools in all districts with compulsory and free education for all. This period also saw an increase in gender equality, bilateral and multilateral educational assistance (Samady 2001, Giustozzi 2010, as cited in Khwahamir, 2016). In 1976 article 10 of the constitution stipulated the education of both boys and girls should be highly prioritized (Arooje and Burridge 2021). All these advancements were halted during the period 1995 to 2001 when the Taliban gained full control. They placed restrictions on education and shut down the all-girl schools (Arooje and Burridge 2021).

In 2001 Afghanistan was once again in the forefront of international discourse when the US went to war against the Taliban which led to the collapse of the Taliban in December 2001. The educational system and donor organizations seized the opportunity to reinstate the educational polices that promoted education for all Afghans and to eradicate gender inequality. These polices supported education for all regardless of race and gender, women’s right to education and educational leadership and teacher training for female teachers. (AME 2015, as cited in Reilly 2015). During the period 2001 to 2014 there were approximately 10.5 million students, 16, 600 schools and training institutions, of which 38% represented students, and 770,000 seniors of which 62% represented female seniors attending literacy classes in approximately 30, 000 institutions (Maarif, volume 170, as cited in Khwahamir, 2016). A total of 130 universities and colleges both state and private were constructed all over the country and by 2018 there were approximately 8.9 million students of which 3.9 million were girls (CSO 2018a, MoE 2017 as cited in Arooje and Burridge 2021). Nevertheless, 4.5million children remained out of school with 60% being girls.

Afghanistan has also benefited tremendously from international aid. Some of these organizations attempted to include technology into the curriculum. These efforts proved to be extremely difficult and teaching students digital literacy and 21st century skills remained a daunting task. According to Afghanistan Evaluation Committee (AEC) 2017 as cited in Arooje and Burridge 2021 teaching incorporating digital literacy into the curriculum is extremely taxing due to the overcrowding of the curriculum, short academic year and insufficient time allocated for teaching. Hence, although Afghanistan experienced an upsurge in student enrollment students were not being adequately prepared to function effectively in the globalized economy. In order to be productive global citizens students must acquire ICT skills which is a challenge in all Afghan schools. The schools lack the infrastructure as a result of their geographic characteristics and the lack of financial resources to invest in technology. In a population of approximately 40 million persons, in 2018 internet connectivity was approximately 15% (Anderson 2017, as cited in Arooje and Burridge 2021). There were numerous initiatives to increase technological access, UNESCO introduced a mobile literacy program and one laptop per child program (Hanemann 2019, OCPC 2019, as cited in Arooje and Burridge 2017). There were additional plans to introduce ICT in schools, however this would not materialize due to the reinstatement of the Taliban in August 2021.

 Afghanistan is a signatory to most of the international human rights treaties they such as the Convention on Elimination of All Forms of Discrimination Against Women and the Convention of the Rights of the Child, they also declared to uphold the UN charter and international treaties (Afghanistan Ministry of Justice 2022). These were mere policies that were never enforced by the Taliban. Having regained power in 2021 they They immediately recommenced their discriminatory practices and immediately closed all-girl schools. They destroyed school buildings and if women attempted to venture out of their homes they were brutally attacked and, in some instances, violated. Women and girls are predominantly targeted by the Taliban. According to Kwahamir 2016 women and girls have been targeted by the Taliban who prevent them from gaining an education. In some instances, Khwahamir noted that female students were poisoned. There has been widespread protestation against the education of female students. According to Amnesty International 2016 as cited in Agustina and Ramalia 2018, ruthless gunmen shot and killed two school girls and injured six. Females holding leadership positions have also been brutally attacked as the Taliban try to restore the social hierarchy where men are at the top and women at the bottom. The Taliban has furthered their agenda by recruiting the husbands of the women and instructing them to administer physical punishment if their wives disobey the Taliban rules.

The historic patriarchal culture of Afghanistan has not made it any easier for women and girls to gain equality. Men have always been the dominant race and women and girls seen as the homemakers. The majority of girls in Afghanistan usually do not attend school past primary level as many are forced into marriages, whereas the men are allowed to pursue higher education and assume leadership positions. Eighty percent (80%) of Afghanistan marriages take place by force, PBS 2011 as cited in Agustina and Ramalia 2018. Men in Afghanistan agreed that the major barrier to women development is their denial of equal educational opportunities and professional training (Reilly, 2015). This admittance by men is telling since they are conscious of the problems that women endure in the educational system. A system where women are at the mercy of men to gain an education especially as they must be educated by female teachers who are not allowed to obtain professional training. Ramalia 2018 and Sultntanzoy as cited in Reily 2015 both concluded that the lives that women enjoyed in the 1960 were far better than what exists presently.

Present day Afghanistan is characterized by the men living a prestigious life style whereas women are confined to their homes and fear for their lives if they were to venture out or to pursue an education. This level of gender inequality has gained attention worldwide as it is a direct contributor to social ills of poverty, human trafficking and child abuse. At present the concept of social justice which is defined as providing equal opportunities and treatment to all individuals regardless of race, gender and one’s circumstance is one that is far from being realized in Afganistan’s educational system. According to Winch and Gingel (1999) individuals in the same category should be treated equally and they should be taught together in spite of their motivation and ability. There should be no discrimination based on sex, race and ability Winch and Gingel (1999). This ideal seems far from being realized in Afghanistan’s educational system. Allowing equality of treatment where women and men, boys and girls are treated equally will damage the core foundation of the Taliban agenda as they seek to uphold their male dominating ideals. Hence, prohibiting any form of equality in this male dominated society may need a complete ideological change of how women are viewed in the eyes of men.

**Social Justice issues in Latin America and the Caribbean**

In the globalized economy inequality among countries also exist. In an attempt to address this inequality, the European Union through globalization attempted to assist the African, Caribbean and Pacific countries (ACP) by offering preferential treatment through the establishment of the Lome Conventions of 1975. This convention allowed the ACP countries access to European markets with duty free concessions. This came to an end in 2000 and was replaced by the Cotonou Agreement in 2000. The aim of the Cotonou agreement was to achieve equality among partners. As a result, a reciprocal trade agreement was reached where customs duties levied by ACP countries were also levied by the European Union (EU). However, according to Richards and Mangiza (2018) this move was a power play by the EU. Stephen Hurt 2003 as cited in Richards and Mangiza (2018) postulated that this was an unfair treatment which favors the EU since they have greater power to export a greater volume of goods to the ACP countries. He also believed that this agreement failed to reduce social ills such as poverty in the ACP countries. These inequalities affect the ability of these ACP governments to adequately provide for the social needs of their citizens as well as their educational needs. The promotion of inequalities on a global level makes it more difficult for countries who are parties and consequently victims of these agreements to achieve equality on a domestic level. According to Richards and Mangiza (2018), capital flight has had a devastating impact on the ACP countries plunging them into poverty and an inability to participate effectively in the objectives of globalization.

In Latin America and the Caribbean social justice is manifested predominantly in both gender inequalities and the treatment of persons with disabilities (PWDs). Gender gap is concerned with differences between the sexes as a result of different treatment by society (Bando 2019). In the Caribbean region including St. Lucia, my homeland, fundamental human rights to education continues to be impacted by a mirage of issues of which the aforementioned issues are most prevalent. Gender represents a group of behaviours that society regards as fitting for men, girls, boys and women (WHO, 2015). According to the United Nations as cited in Bando (2019) on average women work 25 hours more than men and receive the same compensation. The World Bank 2016 as cited in Bando (2019) postulated that half of the women in Latin America and the Caribbean work for no profit or for no pay. This unfair treatment of women has lasting and unfavourable consequences on the standard of living and education of women and girls, since according to Thomas 1990, Duflo 2003, Duflo and Ury 2004 as cited in Bando (2019) women spend more money educating children than their male counterparts. According to the United Nations 2015 as cited in Bando (2019, p.3) “overall women work 50 more minutes per day than men both in paid and unpaid work”. This equates to approximately one extra day's work for women per month, for unequal pay. Although some of these countries have laws stipulating equal pay across genders most of these laws are yet to be enforced. In 2020 the World Bank reported female employment rate of 48.5% and in males 72.5%. According to S. Lucia’s human rights report “Women were underrepresented in the labor force, had higher levels of unemployment than men, sometimes received lower pay, and sometimes faced additional informal hurdles to gaining access to credit” Country Reports on Human Rights Practices (2022 p.8). In St. Lucia female employment is 63.2% and males 73.2% (World Bank 2023). According to the Ministry of Economic Planning and National Development (2021) women in St. Lucia are affected by unemployment, poverty and inequality of access to employment and employment benefits. According to the Ministry 25% of females who head their households fall into the poorest quintile compared to 18% of males. Given these statistics it is clear that women may be unable to adequately provide for their educational needs and the educational needs of their children. Further, taking advantage of educational opportunities and acquiring the emerging skills needed to be a dominant force in the labour market and the global economy may be more difficult for women.

Another group which is significantly disadvantaged is persons with disabilities. According to the Convention on the Rights of Persons with Disabilities (CRPD) as cited in Morris (2018) persons with disabilities are those persons who have long-term physical, mental, intellectual or sensory impairments who are unable to participate effectively in society as a result of various barriers. Approximately 85 million PWDs reside in Latin America and the Caribbean (World Bank 2003). According to the World Bank (2003) PWD are most likely to live in impoverished households and attend less years of formal education and be sidelined in the labour market. They are physically confined making it extremely difficult for them to engage in normal day to day activities such as conducting business transactions due inaccessibility of buildings and the virtual environment. According to the World Bank (2023) PWDs continue to be victims of discrimination and face constant barriers to social mobility and educational advancement. In St. Lucia during the period 2019 to 2021, 4.6 % of all persons surveyed reported at least one disability. Females accounted for more than half of the population of persons living with disabilities (PWDs) representing 53.1%. Persons above the age of 60 represented 57.0% (Government of St. Lucia 2022). According to a World Bank assessment project it was found that there is limited access, lack of quality education and job opportunities for PWDs (World Bank 2023). The countries of Latin America and the Caribbean including St. Lucia are signatories to several International Convention on the Rights of Persons with Disabilities 2006. Among its eight core principles include the equality of opportunity and equality between men and women. Many countries in the English-speaking Caribbean were colonized by the British. St. Lucia remains a colony of Britain and its education system bear similarities. Historically persons with disabilities were not included in mainstream educational institutions. In the post-colonial era special schools for PWDs were established. Additionally, attempts continue to be made to increase inclusion and integration of PWDs into mainstream education. Countries such as St. Lucia, Barbados, Jamaica and Trinidad and Tobago have all enacted inclusive policies aimed at providing equal opportunity, education, inclusion and protection of the rights and dignity of PWDs. However, according to Morris (2018) these efforts made by the governments are lethargic because several policies have been enacted but are yet to be enforced and the region is failing to provide employment opportunities for PWDs. According to the World Bank (2023) the majority of PWDs are unemployed. This has forced PWDs into poverty and heavy reliance on the government for living allowances. Failure by the state and non-profit organizations to effectively attend to the needs of PWDs have made the attainment of quality education by this vulnerable group extremely difficult. PWDs make up a minimal percentage of active persons within the economy and are less economically active than persons with no disability. Given the struggles of the PWDs within the local economy, engaging them in the global economy remains a mere policy statement and may not materialize in the near future. The benefits that globalization provides will be enjoyed by those individuals that are non-disabled.

**Discussions**

Globalization has presented numerous advantages and disadvantages to countries all over the world. It has also brought into question whether global justice is attainable or whether it is a concept that is enshrined in the context of one’s culture. The table below discusses the advantages and disadvantages of globalization.

**Table 1 outlines the advantages and disadvantages of Globalization**

|  |  |
| --- | --- |
| Advantages of Globalization | Disadvantages of Globalization |
| 1. Globalization through the use of ICT makes the dissemination of new science, technology and knowledge easier.
 | 1. In a multicultural global environment there lacks consensus on what each country regards as fundamental human needs. Hence, although social justice calls for at a minimal for the basic needs of individuals to be met. These needs may vary among countries.
 |
| 1. Globalization encourages worldwide democracy since countries are compelled to work with each other on a range of issues.
 | 1. Globalization has increased international hazards such as increased production of hazardous products, nuclear waste, pollutants and environmental damage. These hazards are as a direct result of increased industrialization.
 |
| 1. It promotes the adherence to human rights freedoms. A significant number of countries are signatories to human right conventions.
 | 1. Increased unemployment in countries where labour cost are high. The capitalist movement towards higher profits may cause wages to decrease for may cause the relocation of industries in countries with more favourable labour costs.
 |
| 1. It is a vessel for job creation worldwide. Globalization has encouraged the development of industries and foreign investment in some of the poorest countries causing an increase in employment and a reduction of poverty.
 | 1. Globalization is a significant challenge to those lesser developed countries whose development are completely dependent on the first world countries, for example the United States have total fiscal control over Puerto Rico. Hence, limiting the local government’s ability to provide adequate educational opportunities and public employment benefits.
 |
| 1. Globalization has encouraged global discussions on justice, human rights issues and multiculturalism.
 |  |
| 1. It encourages collaboration among countries in the creation of goods, medicine and scientific discoveries.
 |  |

Note: Source Loretta and Milovanovic (2020)

**Recommendations**

The aforementioned issues have significant implications on education and educational policies. It is quite evident that Afghanistan, the ACP countries, Latin America and the Caribbean including my home country St. Lucia’s educational institutions have all been affected by globalization. Educational institutions in their quest for educating students and equipping them with the necessary skills to flourish in the globalized economy must have the necessary resources which will allow them to do so. This necessitates significant investments in ICT, public infrastructure and technological infrastructure. Hence, Afghanistan must be willing to invest in technology if they want to be competitive in the global educational network where their citizens are equipped with 21st century skills to contribute both to the local and global economy. They must also ensure that their curriculum incorporates digital literacies and well-trained teachers who are knowledgeable and skillful enough to teach those literacies. According to Bejinaru (2019, p.374) higher education institutions must be transformed into digital institutions in order to adequately provide digital instruction, digital experiences and skills for their students. Hence, if Afghanistan’s educational institutions fail to embrace technology they would be hindering their students from acquiring 21st century skills as well as their citizens from achieving economic prosperity. Additionally, they can forge partnerships in order to better understand and implement ICT and find ways to raise the needed funds to acquire the resources needed to make ICT in schools a reality. “The countries who are successful in the 21st century are those who find a balance between their past and their desired future state” (Thomas Friedman 2010 as cited in Reilly 2015, p.335). Additionally, all parties must partner with donor organizations and other governments in aiding in the implementation of ICT. Afghanistan must find ways to address the inequalities that exist especially gender discrimination. The government must revert to a more peaceful state and work towards eradicating gender inequality and allow citizens to exercise their right to an education. If this is not done technology integration attempts by the government and donor organizations will be worthless. It is also imperative that all stakeholders including human rights activists work together to advocate for equal opportunity and treatment for women and girls. Afghan women who received training during the US invasion can provide support and training for marginalized women and girls. They can also resolve to finding a more pragmatic solution where social justice issues are resolved within the context of the country, considering the countries ideological perspectives and culture. For example, according to Agustina and Ramalia (2018) the prophet Muhammad once viewed the position of men and women as being equal. If this historical ideology is pursued social injustices would be lessened. The women and human rights activists can also solicit the help of Afghan men who value women’s contribution. According to Reily (2015) some Afghan men do support women in educational roles and view their support as a moral duty.

The human rights of all vulnerable groups must be protected. Hence, all governments must ensure that they adequately address the needs of all vulnerable populations including persons with disabilities. They must create an enabling environment where PWDs can live a dignified life and contribute in a substantial way to the economic and social development of society. They should inject resources in initiatives that prompt the integration and inclusion of PWDs into mainstream education. They should provide adequate training to professionals so that they can respond effectively to the needs of PWDs. They should also embark on obtaining the appropriate technologies and suitable infrastructure to make socialization and attainment of quality education more obtainable. Additional modes of communication and mobility skills must be provided in order to achieve greater equity. Neglecting the needs of this significant population of individuals will adversely affect society. A number of individuals will be unemployed and will lack the ability to work autonomously. It is imperative that PWDs be provided with better accessibility, adequate accommodation both socially, professionally and in the very institutions that educate them.

**Conclusion**

In conclusion, globalization and ICT have completely transformed the educational landscape. It has transformed the way in which persons are taught and how they learn. It is therefore incumbent of the educational institutions to adequately equip persons to be productive citizens. However, globalization and ICT have both contributed to some of the inequalities that exists in the educational system, since not all individuals, institutions and countries have the resources to invest in and take advantage of their benefits. Although many countries have set technological policies as well as human rights policies, they remain policy statements and are yet to be fully implemented. This is as a direct consequence of social injustices, political instability and cultural barriers. Afghanistan was able to make significant advancement in education during the US invasion. This was all lost when in 2021 the Taliban waged war on women and girls making education an individual want rather than fundamental right. Going forward the educational landscape will continue to evolve, therefore it is incumbent on the policy makers to embrace these changes and work towards the achievement of quality education and social justice.

Gender inequality is evident in Latin American and the Caribbean, although it is acknowledged that it is to a significantly lesser degree than what obtain in Afghanistan. Additionally, the unequal treatment of PWDs continues to be of major concern as little is done to address the urgent need of this vulnerable group. It is imperative that all leaders value the significance of education and see it as a fundamental human right not only as a convention which they were signatories to but engage in its actual implementation. Its implementation should be focused in all facets of society and among all groups both vulnerable and non-vulnerable.

The examination of this topic has had a significant personal impact on me and have made me realize how these educational issues affects individuals and society. I was in complete disbelief whilst going through the literature on gender discrimination in Afghanistan and the structural inequalities that exists in my country. It has broaden my understanding on the interrelatedness of education, globalization and social justice. Additionally, as an educator it has made me reflect on steps that I can take to reduce inequality in my classroom. Inequalities exists in various structures and I am committed to reducing it in my classroom by providing equal opportunity for students regardless of gender to engage in meaningful instructional activities as well as making resources available to all students. I am also willing to engage school administration and community leaders in discussion about the structural inequalities within the school and community. Hence, paving the way for possible policy at the school and community level.

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