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## Education Process in Multicultural Zone and Globalization (Case Study of Israel)

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### Abstract

The world of education is undergoing many vicissitudes due to the elimination of educational trends and processes of globalization. The Western world leads to multiculturalism in all aspects of pedagogic content, and the way in which pupils are educated in the educational system. This article will attempt to present different opinions, while analyzing global trends.

**Keywords:** Educational process, Globalization, Multicultural

### Introduction

The era in which we live nowadays is characterized by rapid transformations between countries and continents. It is possible to observe it in all lives' fields such as: macro economy, demographic changes in states, globalization processes and also in professional /academic mobility. Those elements create a multicultural society on one hand and a global one on the other. Learning and working in groups which its members are constructed from colleagues from different states and cultures has become a daily reality. Technology allows cultures to communicate and to get to know one another.

Vladlena [15] explain that humans need to find the universal values and the uniqueness of every culture itself, in order initiate a debate which is based on openness and mutual understanding. Nevertheless, in the age of science it is possible to observe racism, aggressiveness and nationalism.

### Materials

The question everyone should ask himself is, what is the state's position in the age of science?

Vladlena also notes globalization and multicultural, politically effect the power of a modern country, as advanced technologies and ideas cross international borders. The transformation involves not only humans or money. The main meaning of this change is the deduction of international borders that also influences governments and the sovereign state. Jallade [8] describe the process of globalization predicts two scenarios. The optimistic one- includes the neo-liberal theory which claims that the state's sovereignty would be pushed aside, and that global citizens that are loyal to common interests would be created. The pessimistic approach in which there is a risk that a completion would be created between states that will not want to lose their cultural identity. Mullins [11] right about the world's leadership deals with a large number of changes and issues that involves education and its future status, which also includes academic studies. Arnold [2] adds that the educational system is used as a shelter and a source of communication between different population levels.

What is multicultural and how it is manifested in education?

The anthropologist Arnold [2], started analyzing and interpreting the concept of culture and realized that it has many definitions. This multiplicity of specifications causes vagueness. There are at least eleven characterizations for the word culture. We will focus on Four settings protruding from the complex has to offer:

1. **Culture** is social heritage that the person acquires a group
2. **Cultural** anthropologist's theory is about how a group of people acting

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**3. Culture** is a mechanism for setting normative behavior

**4. Culture** is a way of thinking, feeling and conviction.

According to Bolag [4] multicultural is actually a social-cultural pluralism. In his book, he discussed the issue of pluralism as a social consent and a personal point of view. Bolag hesitates in giving a precise definition to pluralism and says that it is "A positive reaction to a large number of personal philosophies and different life styles in a specific culture in the society". The most difficult part is to get to a pluralistic agreement, that people who hold diverse opinions will be able to accept and it will not contradict their point of view, beliefs and life styles.

Kehm, and Teichler [9] saying the human's nature is not homogenous, that is why there is a dilemma about the pure principals of pluralism and its fulfillment in society. This happens in also in societies that have unified ideology. Pluralism exists in systems which have values, shared interests and political decisions. Nowadays most states are pluralistic; their population is constructed from various social groups that have different cultural background. The cultural pluralism hides within chances and stakes simultaneously. The chances are expressed by the individuals' identification in any cultural group which helps them create a collective identity. The risks are stresses and conflict of interests between different social groups.

Svirsky [12] emphasized that countries deal with the tension of accepting the other alongside with the search to unify. The dilemma which occupies states is rather to establish educational institutions that are derived from multicultural and the society and reinforces them, or if they should create a unified institution for all cultures. In fact, an educational establishment is an example for a central place which unites different cultures, (The unity in education). This space also offers answers for cultural needs (pluralism in education). Pluralism is a multiplicity in a field in which attitude is converted; this approach enforces unity and declines pluralism-monism. Pluralism in education means an increase of different groups that live in the same society. Trow [14] claims that pluralism is a main phenomenon in all societies nowadays, it has two central aspects: cultural difference and social separation.

In addition, exists the educational pluralism in which each culture has different educational frameworks. Educational pluralism answers to the cultural pluralistic foundation and strengthens it.

Skoldberg [12] remind the educational system serve as a socialization agency which is central in a student-civilian's life. Therefore, the situation that might be created is a lack of shared values and connection between people. On the other hand, stands the right of the individual to fulfill its own identity and principles. Another expression for educational pluralism according to Skoldberg is a common educational framework for different people. Meetings can modify a student's cultural identity and instill tolerance between groups that are distinguished by their race, ethnicity and social status. It might also help to form a collective identity for students in society. Globalization sets questions not less important about the essence of education and its targets in this era. The question is what teachers have to deal when dealing their students?

The students of the present live in a different reality, not the nice picture the myth of globalization has painted for them. They grow up in a world in which there is a large variety of

options to choose from, yet there are greater risks. Bolag [4] has a focus on the preparation of students to a world of opportunities and risks, which educates them to a critical thinking and realization of the truth as it is. Bolag also adds that educating pupils to take responsibility in the public plain and to modify their reality is not less important than its consumption. When globalization markets itself by false promises and myths, education must assist students to demythologize those promises and to point out the contradictions between their imaginary world and the reality in which they live in. In connection to this fact there is a need to strengthen democratic studies an active citizenship, in order to expend economical /political knowledge that directs reality. Another necessary process in the deepening acquaintance with humans' natural environment is treats.

Dagan- Buzaglo [5] shares the idea and the need to invest in future education. He clarifies that the educational system's role in the age of pluralism and globalization is integrated in order to give the children of today the ability to serve as a future civilized power. The future generations will care about the social / environmental interests, equality and democratic values; they would also serve as equilibrium between financial interests and justice.

The challenge obligates humans to "swim against the current":

- 1) Going against privatization of public system and education in general
- 2) Opposing to the commercialized culture that takes control over peoples' lives.
- 3) Resisting enormous financial interests.
- 4) To resist ignorance

Wollinsky [16] claims that dealing with globalization is not a luxury. That is why the debate which involves it, should not be pushed aside or be rarely mentioned in educator's hours. Society is going through dramatic changes which mean that the system must also adjust to it. This is a complicated mission, yet a very important one. Trow [14] says that the business world has been blessed in multicultural processes and relations that help promote economy. It also has been welcomed because it creates advanced management methods. The ability to orchestrate /to administrate whole the instruments together is what makes the melody. In other words, to combine all the pieces leads to a success. The modern manager must be familiar with all the tools, to get to know their advantages and disadvantages, and simultaneously keep the harmonic tune working perfectly without it being off –key. Tailor also adds that integrative management is a modern conception that has been influenced by multicultural processes, which are the outcome of globalization. These developments bound all the organization's systems together, yet it also highlights their differences and complexities and generates a unified goal for them. Bar Haim [3] Creating an image of the future allows the organization to progress by clarifying its targets and understanding the risks involved in each of the processes. It also counts for each unit by itself and combined. Mainly, integrative management gives the organization flexibility that is sufficed to adjust itself quicker than competitors in the markets and future changes that are to come.

Flores [6] presented the philosophy of integrated management and analysis completion. The pyramid offers two main approaches:

- 1) Market based on view analysis the market as a whole and examines its activities in resolutions: (Global market, local market, the working fields and the direct competitors).
- 2) Understanding of a competitive environment, in order to direct society in a world of marketing in which competition becomes more intensive. Getting to know the working powers at the market and analyzing their strengths and purposes correctly is vital, in order to survive in a changeable market. Nevertheless, analyzing the market is not enough. There is a challenge that every administrator must face which is to create assets in the organization, capabilities and mechanism, that will aid him/her react quicker than its competitors.

How is that possible? London, J. Samaff [10] claims that the approach of resource-based serves as antithesis that searches for answers for the integrative management philosophy. This attitude analysis the pyramid to its core, tests its elements and tries to turn every human resource to an asset, capabilities or competitive knowledge. A Pyramid that will be able to develop a change and adjustment to its surroundings and do it faster than its competitors will survive and progress. With the instruments and wisdoms those two attitudes provide us with a manager will be able to consolidate a strategy, plan or conscience. This is not a one-time program; it is a whole range of activities that serve as a clear goal and a unique direction that must be followed.

Ahola, S. Nurmi, J [1] refer to the Israeli market and rise the fact that vast companies are connected and integrated with an enormous range of international partnerships. They are based on the principles of size, their presence at multiple markets and business variety. In addition, accelerated processes of globalization and multicultural create countless opportunities that have been bounded before.

**Technological progress** especially in information systems allows managements to control, supervise and combine business units that are geographically dispersed around the globe. The researchers claim that there are different forms of international partnerships, which are based on the extent of cooperation between companies and their measure of involvement. Their participation in processes that occur in other companies as well as their subsidiary in countries around the world. Those partnerships have legal, behavioral, cultural, financial, leadership and strategies. The ability of the Israeli pyramids to be beneficial from their wide world actions depends on managements' designing a strategy, to utilize business advantages in each one of the states and simultaneously supervise expansion and excessive wrapping that deviant from the core.

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