and school will also be eroded through the development of cross-site learning based on computer
technologies” (Power and Whitty 1997:19). Not only does marketisation mean that “schools are
becoming more ‘business-like’ in appearance” (Blackmore 1995 cited in Power and Whitty 1997:23-
24), but it means that business is having more of an influence in the classroom. For example,
“equipment can be purchased with vouchers from supermarket chains” (Power and Whitty 1997:19).


It can be argued that the globalisation process is encouraging an education system that promotes a
complicit workforce of obedient workers, not people who are lifelong learners. Freire is related to
critical pedagogy and came up with his banking system of education. With this he argues that
“knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing” (Freire 2006:72). This means that Freire would view the marketised
education system that globalisation has brought about to be a bad thing as the teacher, acting a
manager in the case of marketisation, would impose their knowledge on the student. Therefore,
“education thus becomes an act of depositing, in which the students are the depositories and the
teacher is the depositor” (Freire 2006:72). Freire believes that education should form lifelong
students and not just ‘deposit’ knowledge into people to prepare them only for jobs. This is why Freire said that we “must abandon the educational goal of deposit-making and replace it with the
posing of the problems of human beings in their relations with the real world” (Freire 2006:79). This
is significant in terms of globalisation, as the nature of learning may need to change as Freire
suggests, as globalisation increases competition in the workforce and jobs are rapidly changing.

This essay shows a global dimension to be an important factor for understanding contemporary
education. The main reason for this is how the growing importance of technology changes the way
that education is delivered. Not only this, but increasing demands in the labour market due to:
constantly changing technology, Asian competition in the workforce and the world becoming
‘borderless’ (Ohmae 1990 cited in Green 1997:130), all change the way in which education is needed