

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).

‘Managerialism’ and the ‘business-like’ way of viewing education would be rejected by Freire (2006).

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