Globalization and Citizenship Education

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ABSTRACT

The global educational system introduces a comprehensive framework for the actualization of the goals of the life skills education system. The most important matter that must be taken into account by the youth, as the citizens of the present or the future, is the prioritization of “the present” or “the future”. Discussions in favor of the importance of student opinions are focused on the students’ ability to express their conscious opinions with confidence and their ability to consider the opinions of those who assume a suitable position for the youth in the outside world. Perhaps the most difficult aspect of this task is that the students should go throughout a process of education for citizenship within a framework that allows them to experience the implementation of citizenship principles. The key innovation in this regard is the formation of a unit for the children and adolescents. Recently, consultation group meetings have been held to provide schools with the necessary guidance and improve the methods used for incorporating the children and adolescents in academic and non-academic affairs. Educational institutes are designed to use globalization, methods of education for global citizenship, and the Pentagon model in order to be able to raise students or future citizens with the ability to communicate effectively in the global village and lead ideal lives.

Key words: Globalization, Education of professional citizens, Citizenship Education

Introduction

Financial statements are the final product of accounting process. Income statement provides data for investment and other decisions. Income measurement and financial position of an economic entity has always been a challenge for accounting standard setting bodies. The main purpose of financial reporting is to provide information for user groups, especially stockholders and creditors to assist them in making decisions. Financial statements (including notes) are the main instruments in conveying the information to the users of financial information.

Market efficiency is based on the theory of competition, in which prices are competitively set and decisions reflect available economic information. One type of economic information used to promote market efficiency is financial statements information. Financial analysts are a primary catalyst in gathering and disseminating such information. When economic information is difficult to locate or is not consistently presented among companies, analysts are unable to perform their role optimally and efficiency suffers.

Such a breakdown in efficiency before introducing comprehensive income statement existed for certain comprehensive income items included directly in stockholders equity. Comprehensive income is defined in FASB concepts statement NO 6, "Elements of financial statements", as the change in equity of a business enterprise during a period from transactions and other events and circumstances except those resulting from investments by owners and distributions to owners.

Comprehensive income statement is a measure of firm performance. The purpose of issuing this statement is to make firms to disclose some certain elements of financial performance to help user groups of financial reports in making better financial performance evaluation. Also, comprehensive income as a basic financial statement, should report in details all the recognized revenues and expenses of the firm. The focus of income statement is on the operating revenues and expenses. User groups of financial reports for decision-making require data related to all revenues and expenses (including gains and losses). Therefore, a basic financial statement to...
include such items and to show changes in owners equity related to those items is necessary. Financial Accounting Standards Board in 1997 issued the Statement of Financial Accounting Standard No. 130 (SFAS, 130), reporting comprehensive income. The statement requires the disclosure of both net income and more comprehensive measure of income for fiscal years beginning after December 15, 1997. Four items that are recorded as owners' equity under previous FASB pronouncements, under SFAS, 130 should be recorded in comprehensive income. These items are: adjustments to unrealized gains and losses on available-for-sale marketable securities (SFAS, 115), foreign currency translation adjustments (SFAS, 52), minimum required pension liability adjustments (SFAS, 87), and changes in market values of certain future contracts as hedges (SFAS, 80).

Advocates of the "all-inclusive concept" argue that comprehensive income statement provide better measures of firm performance, than other summary income measures. On the other hand, those who advocate "current operating performance" view of income argue that net income without inclusion of extraordinary and nonrecurring items, got better ability to reflect the firm's future cash flows. For the above arguments see, kiger and Williams, Robinson, and Brief and Peasnell.

In this study we use comprehensive income and net income to investigate the relative ability of comprehensive income to summarize firm performance. We take the performance as reflected in stock returns (Dechow, 1994; Dhaliwal et al, 1999). We also investigate, which types of adjustments on comprehensive income, would improve income's ability to summarize firm performance.

Previous empirical research provides contradictory and inconclusive evidence on the value relevance of comprehensive income disclosures promulgated in different countries. Thus, present study using comprehensive income of Iranian firm's data shed more lights on the issue.

In this research, we are going to investigate this question that income measured on the basis of all-inclusive concept, would be a better measure of firm performance, than other summary income measures.

**School Reform Movement:**

Students have unique information and viewpoints that can contribute to the success of reforms and enhance the implementation of reform projects (Levin, 1999).

The school reform movement strongly supported the idea of consulting with students because it met the agenda criteria. While the school reform movement accepts the viewpoints of students as a means of developing the criteria, empowering the youth is not always permitted. However, education for citizenship makes it possible to treat empowering issues with justice. The reform movement contributed to the prominence of student opinions as it introduced standards that teachers could use for taking the first step in analyzing students’ opinions about learning and teaching. This provided the action plan for the change. The American researcher, Sonia Nieto(1994), introduced students’ vote to right as the core of the school reform framework and said: “correcting school structures cannot contribute to the success of the students by itself. Hence, if such alterations do not bring about deep changes, teachers cannot have assumptions about their students”. One of the ways of starting to change school policies is paying attention to the viewpoints of students on themselves [21].

To control school reforms we should look at students from their own viewpoints. That is to say, we should understand their experiences and opinions and assume a new role for them as active participants in the process of learning, who are members of the school society (i.e. the learning society) as well. For example, students want to express their opinions on the employment of new teachers. Therefore, headmasters must ask for the opinions of the students in employing new teachers. Headmasters make efforts to address issues that are raised at schools using their favorite methods (Ferdo quoted in a paper by Shultz and Cook Sather, 2001)[26].

Support for looking at the school world from the viewpoint of students and the growth of student participation were increased in the 1990s with the emergence of the schools development movement. This support and growth were intensified in the 1990s within the schools with the emergence of the school reform movement, although reports on individual education and some expert works had previously addressed the issue of education. For instance, in 1971 the American researcher Silberman introduced a method that focused on the participation of students in reform efforts. Whenever learning is interesting and understandable for students, responsibilities should be assigned to the students. Firstly, we should carefully study the student experiences. Analysis of the experiences that result from the educational function of schools is necessary because only some superficial studies have been conducted on these experiences. Secondly, we should make conscious decisions in order to alter situations that cause unpleasant conditions. Thirdly, we should explain understandable objectives and expectations to the students. Fourthly, we should defend student rights in order to discuss student goals and needs and assign them responsibilities that are generally meaningful [27].

In discussing the implementation of this plan, John Gray (1990) paid considerable attention to the viewpoints of students. At the time when performance indicators were multiplying rapidly, he only drew attention to three indicators two of which
not only emphasized the educational experience of students, but also required schools to involve students and their knowledge in examining a particular situation. During the last decade, the number of studies on students’ opinions and participation were considerably increased and policy makers increasingly warned about the foresight required for analyzing the learning experiences of students.

Although paying attention to the opinions of students at schools is authorized, it should be noted that Gil Jones, in a summary of Joseph Rowntree’s work named “The Youth in Transition”, writes: politicians should recognize that students’ right to vote does not necessarily grant them power and they are only allowed introduce rational plans for improving learning conditions.”

Definitions of Globalization:

- Globalization is a social process that removes geographical, cultural, and religious boundaries that limit human relationships [33].
- Globalization is a historical process that is developed naturally and inevitably while its development is also intensified with the introduction of technologies such as computer and the Internet [31].
- Globalization is the process of shortening distances, changing temporal experiences, and raising universal issues [23].
- Globalization is the development of social relationships between human beings at the global level [30]

Education of Professional Citizens:

Revitalization and promotion of education for citizenship necessitates more participation of students at schools. The trainings are only part of the national curriculum, which is designed for empowering students (even indirectly) instead of reforming their schools.

In the 1998 report of the National Consultant Group titled “Education for Citizenship and Teaching Democracy in Schools” it was stated that: education for citizenship should be included in the national curriculum. We unanimously warned the Secretary of State that education for citizenship and teaching democracy are so important to the lives of schools and peoples that regulations must be formulated by school administrations in order to guarantee that student rights are also taught to some extent [5].

The following sentence by Lord Chancellor gives more credit to this topic (although the validity of using this sentence for giving speech to the citizens is somewhat questionable): “If we do not act as committed citizens, we will not have a secure democracy!”

However, teaching democracy at the school level is a big challenge. Previous experiences were not completely promising. Education for citizenship in one of its forms or others has existed for more than a thousand years but its development has not been continuous and progressive. Teaching democracy has been subjected to extraordinary changes of identity, name, citizenship responsibility, social education, modern analyses, social studies, political knowledge, political competence, and education for citizenship. The advantage of the current time period is that it not only provides the means that emphasize the importance of governmental organizations and institutions and draws attention to legal frameworks or laws implemented by people and groups, but also values the people and the significance of their reactions.

Schools, as democratic organizations, are not the focus of fundamental development. In fact, the spirit of the society and democratic methods was developing at schools that were almost free from government control. Caroline Lansky has clearly explained the following three concepts with relation to the notion of consulting students on teaching and learning issues: known school, independent school, and well-known school.

What was in common in the schools of Beadelz, Cling Alfred, and White Lion was their strong commitment to the self-regulation theory, opinions of students, independence, and responsibility. Critical analysis of the principles that such schools are committed to is difficult and reports are mainly presented by founder members or senior supporter teachers. Anyhow, due to the current situation of education for citizenship, re-inspection of such schools is worth the effort because it explains the importance of their commitment for their daily lives and reveals the effect of the commitment on the development of group and democratic methods.

Today, the principles and methods used for analyzing the opinions of students on the notions of consulting and participation are very similar to the principles and methods used in education for citizenship. On the other hand, innovations seem to focus on the following issues:

- Favoring active participation over passive cooperation.
- Favoring conscious thoughts and actions over passive cooperation.
- Supporting analytical understanding of the structures and rules of institutions that have the youth as members.
- Supporting a rational balance between rights and responsibilities.
- Analyzing the opinions of others on social issues.
- Granting junior and senior students with the privilege to contribute to social welfare and providing them with the chance of taking actions in this direction.
• Respecting people’s right to express their serious opinions on influencing factors.

Consulting with students supports at least four principal aspects of education for citizenship:
  [1] Participation skills
  [2] Responsible actions
  [3] Research skills
  [4] Communication skills

Obtaining information (though indirectly) from students who feel confident, have control over the events and demonstrate more commitment to learning is the fifth aspect of education for citizenship.

Students give a summary of their opinions on some issues to the headmasters, senior teachers or senior management groups. They also present reports on consultation results in staff meetings.

The principles underlying the progress of such consultations play an important role in the education for citizenship. Such principles are based on the relationships between students and teachers, protection of the mutual respect and trust between teachers and students, viability, and validity of the consultation process in the eyes of students and teachers.

General principles for teachers:

[5] They have enthusiasm for hearing real statements from students.
[6] They deal with issues that are not commonplace.
[7] They explain the purpose of consultation and its results to the students.
[8] They inform the students of the consequences of the information they provide.
[9] They control any type of imbalance of classroom, gender, and race in choosing students whose opinions will be heard and analyzed.
[10] They assure that the honest expression of opinions or negative feelings and experiences do not endanger the youth.
[11] They provide feedback to those with whom they consult.
[12] They explain and, if necessary, justify previous actions such that the youth can understand different opinions and numerous factors that influence their decisions.

General principles for students:

[13] They should express their real thoughts and feelings and should explain the results of their experiences.
[14] They should not mention the names of teachers or students to whom they refer.
[15] They should try to express their constructive opinions.
[16] They should listen to other students and pay attention to their opinions as well.
[17] They should try not to examine issues from the viewpoints of others.
[18] They should be ready to play their role in any pre-defined group action in order to be able to address problems that concern other students.

Tasks for headmasters:

[19] Assuring the staff, parents, and managers of the legitimacy of consulting with students as a method that is accepted at the national level and improves the conditions of education for citizenship.
[20] Increasing the support for the employees that are suspected because of providing evidence that help to obtain positive consultation results.
[21] Showing sensitivity to the emotions of teachers that had not previously consulted students on teaching and learning issues.
[22] Ensuring that policies of other schools and innovations are consistent with values that form the basis of the act of consultation.
[23] Ensuring that different parts of the school provide chances for hearing the opinions of students and that consultation is not limited to the skills of school consultants.

Teachers that are active in the field of education for citizenship and deal with the opinions of students may be faced with problems and difficulties. For example, they are faced with problems in dealing with discrimination, prejudice, and the question that whether we pay attention to the youth as the future or present citizens or not. First we are going to discuss the problems associated with prejudice and control of decency and modesty. Anvra O’Neill uttered the following words in 2002 Rate Speeches: “I believe in teachers who teach mathematics and not the ones who teach citizenship principles to my children”. The reason for his concern is unknown, but it may have been caused by the political educational risks that reflect the intelligent distribution of political tendencies. This issue was studied by Bernard Creek in 1990 [4] What is common in all the students is their concern for adult interpretations of their sayings. Students’ experience with learning process is not the same as that of adults. Due to their strong relationships, students even show more tendencies to stop hearing descriptions of them and instead start to ask us questions and correct us. Fielding goes further to emphasize the known and unknown risks which lead to compromise. These risks are imposed when the adults do not correct challenging opinions expressed by the students and, in fact, compromise with them without making any changes. For instance, 17-year-old students studying at a particular school wanted to have more chance of expressing their opinions on issues that were important to them, but senior teachers did not even approve their proposal.
for choosing the color of the jacket for their age group.

The second issue is political commitment to student opinions and education for citizenship[1] emphasize the role played by chief policy makers and believe that a large group of critics have collected information on the concerns associated with motivation. Motivations form basis of decisions made for bringing citizenship education into the current era. According to the authors, the government has developed a new method for incorporating social changes into the educational system by including education for citizenship into educational contents. These changes have been made systematically and have reinforced individualistic mechanisms. Because of the existing commitment to active education for citizenship, the authors highlight the risk associated with introducing isolation and refusal demonstrated by the youth as problems caused by the decrease in their knowledge and understanding. They believe that these problems are not caused by education weaknesses. Other researchers suggest that the government currently focuses on education for citizenship because of the indifference shown by young voters. The government also hopes to find a way to restore the youth interest in governmental issues.

Holds Worth (2001) discusses the accuracy of supporting the participation of the youth, especially at the school level. He does not see participation as a form of “entertainment” and does not approve of adult involvement in systematic activities based on student opinions. He states that, in fact, we can choose between different interpretations made by the youth by empowering and supporting them, and encouraging their participation. The following four sections present summaries of Holds Worth’s original version:

**The Youth as Clients (non-citizenship participation):**

We see the youth as actors that are either satisfied or unsatisfied with pre-defined conditions. Their participation includes their sudden emergence, attendance and involvement in activities.

**The Youth as Consumers (superficial participation):**

We see the youth as the consumers of services. We hear their sayings in order to provide them with better services. We consult them on market-related researches and may also form committees of students for collecting information.

**The Youth as the Youngest Citizens (Delayed Participation):**

Citizenship of the youth emphasizes formal aspects of citizenship such as learning to vote, choose, etc. The youth are apprentices or the future citizens.

**The Youth as Senior Citizens (Full or Deep Participation):**

At this level, the youth are known as citizens with precious skills, opinions, and abilities to participate in the academic society.

Helping students, as members of the academic society, to express their opinions is one of the most important functions of education for citizenship. This function is accompanied by skills and sensitivities that are related to understanding different viewpoints on a subject and are the first step in starting activities. The third issue, or the most important issue, is valuing the youth as the present or future citizens. Here, the prioritization of the present and the future are of importance. Therefore, discussions in favor of the opinions of students are focused on their ability to confidently express their conscious opinions and also consider the opinions of others who assume an appropriate position for the youth in their out-of-school lives. Similarly, Creek (1990) as one of the advocates of political education says that students are more prepared than adults for making changes and taking new actions. It is never emphasized that current concerns of schools, as small societies run by their members, can be discovered, understood and shaped.

Perhaps the hardest part is teaching citizenship principles to the students in a structure that allows them to implement these principles. Education for citizenship helps students to have effective participation in the society and government as active, knowledgeable, critic and responsible citizens. Although future participations will take place out of schools, current student participations and implementations of democratic principles at schools, as places defining social status of students, also demand adequate attention.

Interestingly, Harold Danet in 1930 argued that students do not learn from discussions over civics because it is the application of civil standards to their daily lives that teaches them lessons [24].

Each school is a society that is partly organized and only needs the skills of the expert to shift to a governmental model or local management. If necessary, children may live and find a way to flourish in miniature occasions provided by schools. Then, they can aim for more achievements with a more comprehensive understanding of how a society is run (Danet, 1930) [7].

Viewpoints of Radak, which were expressed in the 1990s, were rearticulated by Hugg Kin in 1998. According to Radak, democracy is not a notion to be taught because it is meant for implementation. Democracy is another form of inducing and establishing commitments at the school level. Not all the schools are prepared to discuss education for
citizenship and student opinions. Schools should treat political education as a form of commitment to the means of achieving rational goals rather than as a general activity undertaken by special teachers. Both innovations can invoke emotions by implicitly challenging the power of teachers and school structures. As Cook Sartre has recently argued, in students’ view challenges associated with the viewpoints of acceptable students are related to the intellectual and structural changes in educational relationships. Their opinions are useful for education for citizenship as well.

The outstanding plan designed for education for citizenship provides more chances of consulting students and involving them in the organization of school structures. However, this requires enough time and careful preparation that create conditions that let the teachers and students easily learn and contribute to the control of the learning process at the school level. Many schools emphasize the role of school councils. Nevertheless, we believe that school councils are useful when they become the focus or the symbol of the implementation of numerous democratic methods at schools. If a school is not prepared to accept participation of its students, the school council can be the source of formalizing and directing student criticisms. Hence, the school council can act as a source of limiting damages instead of creating chances of constructive consultation [28] School councils not only explain their formal structure but also introduce their fundamental values and also emphasize the importance of the conditions based on which chances of consultation and participation at the school and social level are created. We should be worried about non-educational deviations as well. Now that education for citizenship has found its place in the national curriculum, teachers that had been under pressure and had not followed a specific schedule in presenting their curriculum may be tempted to feel free from the compulsion of presenting appropriate curriculums. Similarly, in working on the opinions of the students teachers can claim that school councils deal with all of the issues. The probable stresses and threats and consequently the existing potential for change are minimized by these two innovations. In any case, what is important is that the principles and values reflected by student opinions and the participation of students, which is manifested by their reactions and relationships at schools, are highlighted. Therefore, a collection of values and unified and supported principles is created.

The 1989 agreement on children rights contributed to the legitimization of student opinion as a factor influencing education for citizenship as well as a source of guidance for reforming schools. Thereby, it was found out that students are able to present action plans for implementation of changes. The key innovation at the governmental level was the formation of a unit for children and the youth. In addition, recently meetings have been held by consultant groups in order to guide schools in the course of improving methods used for involving the children and the youth in academic and non-academic affairs. Any motivation that is supported by the government is now considered to be a national framework and a positive driving force that constantly encourages the expression of student opinions and education for citizenship.

Different Worldviews and Their Relationship with Choosing Planning Perspectives: Inward Planning and Outward Planning:

Outward Planning:

If planning values the organization most, planners will view the outside world from within the organization. The outside world is the world that contains graduated citizens who are busy living and working. The future is pictured based on the available data on missions, objectives, and intentions and this picture is expanded over time. Outward planning is a reactive form of planning that introduces the opinions of individuals who believe in reform and prefer to repair what is broken.

Inward Planning:

If planning values the society most, planners view inside of the organization and its products from the outside and by considering the interests of the society. Here, improving the society in the present and future becomes the goal. Inward planning is mainly cross-reactive and focuses on the survival and welfare of the organization. We believe that this form of planning is more realistic and practical.

In the outward approach it is tried to present and create new intentions and answers for dealing with current conditions while in the inward approach it is tried to present new horizons and answers (Fig. 1).

Pentagon Theory of CMI in Higher Education

Based on the above contextualized multiple intelligences, a Pentagon Theory of CMI development proposed by Cheng (2000) can be used to reconceptualize higher education, as depicted in Figure 1 - as follows:

Development of CMI.

The development of tertiary students’ contextualized multiple intelligences is the core condition for developing a new generation of leaders for the future of a society in the technological, economical, social, political, cultural and learning aspects. Therefore, the tertiary education should be reformed with clear relevance and concrete linkages with the development of CMI.
The relationships among these six CMI are interactive and mutually reinforcing with the Learning Intelligence at the central as shown by a pentagon as in Figure 1. The design of education should encourage and facilitate such interactions and reinforcements among CMI if we want to have citizens with a broad mind sets or multiple intelligences to deal with the diverse challenges in the new era.

Facilitating Intelligence Transfer & Creativity:

Intelligence transfer from one type to other types (e.g., from economic intelligence to political intelligence or social intelligence) should be encouraged and facilitated to achieve a higher level of intelligence or meta-thinking in one area or other. The transfer itself can represent a type of intellectual creativity and generalization. The more the students can transfer their intelligence from one type to other, the more creative they will be no matter in the original area or other areas. To a great extent, intelligence transfer represents the potential of creativity that is the crucial asset in the emerging knowledge-driven economy. If students can have achieved contextualized multiple intelligences, they have higher potential to make intelligence transfer from one type to other type, than those strong only in one type of intelligence. It means that they have a higher potential of creativity. Therefore, higher education should encourage achievement of CMI as well as intelligence transfer and creativity. This will be very important to the development of innovative knowledge-based economy and the creation of a high level thinking society and an intelligent global village.

Taking Learning Intelligence at the Central:

To accelerate the development of all other CMI, the development of Learning Intelligence can play a central role (Figure 1). Instead of teaching and learning huge volume of information and factual materials, the content of higher education should put emphasis on developing students’ ability to persistently learn how to learn systematically, creatively, and critically. This may partly reflect why the current educational reforms in different parts of the world emphasize the ability and attitude to lifelong learning (Education Commission, 1999; Townsend & Cheng, 1999).

Globalization, Localization, and Individualization of Education:

In order to maximize the opportunities for development of CMI for tertiary students, globalization, localization, and individualization in tertiary teaching and learning are important and necessary. The following paragraphs will highlight their conceptions and implications for higher education reforms.

Philosophy of the Pentagon Model:

1. Educating professional citizens as lifetime learners capable of increasing their self-awareness and environmental knowledge. These citizens should be encouraged to play their role by considering the continuous process of shaping the integrity and wholeness of man’s existence.
2. Training wise, informed, committed, and skilled citizens that can be useful for the knowledge society, economy of knowledge, and the pluralistic world of today.
3. Training citizens that are able to gain environment-friendly individual, social, cultural, professional and technologic identities at the international and universal levels [ibid].
Fig. 2: Pentagon Theory of CMI development For Higher Education

Objectives of the Pentagon Model:

1. Raising professional citizens capable of utilizing existing potentials for creating better futures; providing capacities that comply with global, regional, national, and local societies; and applying values to their professional, family, and social lives.

2. Determining the key competencies of a professional citizen that is able to meet the increasing, non-uniform, heterogeneous, comprehensive and complex needs and demands of a knowledge-based competitive economy.

3. Developing individual integrity and wholeness; developing intellectual, emotional and conscious forces and strengths of individuals; providing balance to the growth of the mind, heart, and body by paying special attention to the spirituality of innate values and uniqueness of patient, creative, critic, responsible, and free citizens who seek for peace in the today’s world which embraces various cultures, races and kinds [ibid].

Characteristics of Globalization (Mehralizadeh, 2006):

1. The process of globalization is not a unidirectional, independent and short-term process, but rather a unified and integrated phenomenon that has influenced all of the economic, social, political, technologic, cultural and educational areas.

2. Globalization is a challenging phenomenon that covers a wide range of classic notions such as discipline, governance, power, rule, culture, education, security, etc and provides the means of interpreting and re-defining these notions.

3. Globalization is a process and not an end.

4. Based on previous experiences and analyses it can be said that in spite of all the supports and oppositions, globalization is neither good nor bad because it can be both saving and fatal.

The Most Important Effects of Globalization (Zemandi, 2008):

1. Expansion of cultural trends from central countries to other countries around the world.

2. The life of cultural economy, which mostly influences the soul of the adolescent, is in the hands of several western countries.

3. Political, social, and economic activities of western countries that own the most important broadcasting companies of the world.

4. Penetrating the mental structure of the young members of the society and taking them into control.

Reactions to Globalization (Hafeznia, 2006):

1. Resistance (only in the past)

2. Surrender (only in the future)

3. Rational thinking (linking the present to the future)

Conclusion:

Today, the youth have to face a world that is subjected to considerable changes. In today’s world, any part of the social structure is continuously
developing and evolving. In addition, established jobs are constantly fading and working conditions and professional capabilities are also changing on a daily basis. Therefore, the education of the youth and their cultural background must differ from those of the past and must match their responsibilities. All of this requires a deep reconsideration of different levels of education especially the education provided to the adolescents and the youth. Hence, educational systems should be designed such that the youth can move toward the objectives of the Pentagon model and can successfully face the challenges of the next century.

Suggestions:

1. Addressing the important issue of globalization in classrooms.
2. Formulating and following appropriate curriculums.
4. Teaching thinking and creativity.
   Paying attention to spiritual curriculums

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