



Glocal Approach on the Development of Framework for Internationalizing Science Education to Foster Human Capital Perspective

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Abstract

The need for a robust framework to internationalize science education has become paramount addressing gaps between the Philosophy and actual skills of the education industry. This paper developed a comprehensive framework designed to advance science education while nurturing human capital on a global scale. Grounded in principles of relevance, access, and quality, this framework integrates various elements essential for internationalizing science education. At its core, the framework emphasizes the cultivation of a global mindset among educators and learners alike. Through strategic partnerships with international institutions and leveraging digital technologies, this framework facilitates cross-border collaboration, knowledge exchange, and skill development. Moreover, the framework underscores the importance of teacher training and professional development programs tailored to foster global competencies among educators. It advocates for the adoption of innovative pedagogical strategies that promote inquiry-based learning, critical thinking, and problem-solving skills within a global context. Ultimately, this research aims to provide a roadmap for advancing science education in alignment with the broader goals of human capital development on a *glocal* scale.

Keywords: Glocal; Internationalization; Science Education; Framework; Human Capital

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1. Introduction

Human capital, defined as the collective skills, knowledge, and abilities of individuals, is a fundamental driver of economic growth, innovation, and societal progress. By internationalizing science education, we can nurture a diverse pool of talent capable of addressing complex problems and driving positive change in communities worldwide. Internationalizing science education can also contribute to greater equity and inclusivity within educational systems by providing opportunities for students from diverse backgrounds to participate in global learning experiences. By breaking down barriers and

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fostering collaboration across geographical and cultural boundaries, we can create more equitable educational opportunities for all students. Science education in the Philippines is now gearing toward internationalization with the aim to be contextualized by integrating a glocal concept to its curriculum.

Moreover, socio-economic development and wealth creation of a nation or the communities or even institutions have been identified to be considerably grounded in the Human Capital Theory as an important theoretical paradigm. Consequently, (Rosen, 1989) believed that the productive and proficient experiences and skills of humans as income-builder agents in the economy are referred to as human capital. Basically, the sum of investments set in humans is the forefront of the theory. Along these investments as an offshoot for more desirable results, humans are adhered to better construct other things. Particularly, investments may come in the form of teaching and training, expertise or skills, aptitudes or talents and other similar undertakings which are all aimed at developing and strengthening productivity and skillfulness among individuals like in science education, these investments are essential in creating an informed-decision students. Moreover, as a targeted end, greater individual value and profitable labor markets are set to be achieved as products of increased productivity among workers – becoming an asset to the globalized economic society.

The study of a glocal approach to internationalizing science education is significant because it addresses the urgent need to prepare future generations for global citizenship, foster human capital development, and tackle complex challenges in an interconnected world. The framework developed aid the mechanism on understanding the relevance, access, and quality education in the locale of study. Bridging the global to local actions defined this study in coherently understanding the potential of human factors to deliver and sustained the shared mission in education. In support to this claim, the Circular Memorandum Order (CMO) number 55 series of 2016 of the Commission on Higher Education (CHED) states that “international initiatives in higher education in the Philippines have been driven in the past mainly by academic, social, cultural, and political factors”. Now, local actions to make ways for the global scene and highlighting science education, made this effort more profound and indispensable as it bears true vision and aim of global education in science – contextualization and development.

Correspondingly, transnational education is perceived to be a form of human capital investment. With this, it is assumed that with educational investment, capital is projected to increase based on strategic calculations. As part of the long-term outcome, higher income is said to be achieved, most especially if the institution invested more to its human side of financed. This claim was also supported by the work of Horace Mann in the 1840s as cited by Finkelstein (1990). As the patriarch of Human Capital Theory, he pointed that investments on education, knowledge and skills are the baseline in gauging people’s economic value. With this, he underpinned that investment on individuals’

education would lead to improving the quality of laborers which will eventually create an impact of wealth generation in a respective community or an education institution.

Human Capital Theory stresses how education increases the productivity and efficiency of workers through the increase in knowledge and skills training both locally and abroad. In the education and work practice, preparation received social and personality trait energy level according to the study conducted by Bell (1973) as cited by Spring (2014). Discernment, reliability, initiative, creativity, and inventiveness symbolize the ability/ capability to execute labor so as to create economic value. This wealth is the summation of the abilities of the people that constitute a form of richness that can be attributed to achieving the directions of the nation or state. Thereof, human resources or a nation's naturally enriching employment force based on natality can rebuild the human capital with efficient feedback on education, (science) health, and moral values. Education and training as investments for individuals expect something in return in the future such as earnings and savings.

Supporting the idea of human capital investment, in order for institutions like the State Universities and Colleges in the country to lay down the proper principle which will benefit their employees, policies must be grounded in such theory (human capital theory). By preparing the starting point to the actual stage, employees stay for good because of the right path of admission (hiring) to retention- leading to individual development plan, by this, target such that of internationalization plans can be materialized. This now leads to the foundation of human capital which is believed to have a theoretical pipeline, these pipelines are generally made up of three principal dimensions: training, recruitment, and retention (Brymer, Molley, and Gilbert, 2014).

Consequently, in the study conducted by Mehta (2021) she said that firstly, the theory is of particular interest to global education scholars because it brings a multidisciplinary approach to globalization, and examines how education is thought about, constructed and implemented within the larger influences of globalization in regions around the world. Secondly, the underlying narrative of education is that it can be deployed in the uplifting of human dignity, improving the quality of life for all people, everywhere, that all humans are equally deserving of this upliftment. Thirdly, global education experts (such as comparative education scholars, international development professionals etc.,) identify world culture as having given rise to 'carriers' of the message of progress and justice. In the global environment of education: the global discourse of education; International organizations; global education professionals (global epistemic-or learning, scholarly-communities such as professors, researchers, consultants of education on a global scale) are major international concerns such as the millennium development goals and the education for all conference.

In Teacher Education Institutions, this study on internationalization framework can be considered as the anchorage and profound foundation of their transnationalization

initiatives. These Institutions are expected to be at par of a network with common goals and aspirations on matters related to improving the quality of academic programs offered by institutions forming as network where one can share resources and other human capabilities. In doing so, a Teacher Education Institution that is part of the network would be able to maximize its resources and investment since many members of the network can participate and share resources benefitting all.

Lately, Patel & Lynch (2013) introduced glocal and globalization context of the curriculum. According to them, curricula considerations require decisions to be made about appropriate glocalization interventions during the academic set-up, and their alignment to activities and assessment. In the report on designing glocalized learning activities they have indicated that the challenge is mainly on inclusivity, diversity, and equity. Hence, study like this is a must to uphold the integrate the glocal landscape in science education to internationalized its curriculum linking human capital as an approach across and beyond conventional borders and boundaries forged by people in science education, political regimes, social movements, corporate enterprise, and culture industries.

2. Method

The principal objective of this study is to create and design interdisciplinary framework to internationalize science education through the lens of human capital development and contextualized (glocal) approach. Qualitative research approach using a multiple-case design was utilized to ensure the accuracy and comprehensiveness of gathered data to attain the objective set for this investigation. This study also used information gathered during series of interviews, meetings, and presentations done in the state university with four (4) satellite campuses in Camarines Sur, Philippines. These state universities are specifically located at Calabanga, Pasacao, Pili, and Sipocot in the Province of Bicol region. The data for this study were collected following these procedures:

a. ***Constructing the Modified glocalization Interview Guide (Questionnaire)***. This section described the different measures to be used in the development of the final questionnaire of the study. The researcher looked into several instruments that may be used to construct questionnaires in this study to be used in the study. Some considerations that the researcher thinks in framing the questionnaire are time, appropriateness of the items, and length of the questionnaire as in Camarines Sur. State University with College of Education action also a reasonable time to complete the questionnaire for the research participant was preferred to minimize the possibility of boredom. Items that suit the present study were chosen from other instruments to keep the questionnaire at a reasonable length. Also, some questions were slightly modified to fit the research participants' ability to understand the questions. Development of a "good

instrument” usually takes a fair amount of time and effort and a considerable amount of skill. The questionnaire was pre-tested in one of the state universities in Camarines Sur. This allowed the researcher to conduct the interview for at least one and half hours, identify the repetitive questions, and determine errors so that the face and content validity of the tool will be achieved.

b. Understanding the internal and external drivers and barriers, strategies, and constraints on glocalization in science education in the human capital perspective. A valid and reliable instrument is the pre-requisite of a successful qualitative research study. The instrument of this study, glocalization questionnaire, was the collection of the different existing instruments that measure factors that greatly contributed to the Internationalization of Teacher Education Programs.

c. Interviews, meeting, and presentations. During this stage, the researcher conducted series of interviews, scheduled meetings, and presentations to substantiate the data nesting.

d. Analysis of existing glocalization tools and framework. The primary investigator also analyzed the tools used in the university like international assessment tools and its contextualized science curriculum alignment.

The results of the data gathering were systematically analyzed and summarized using qualitative content analysis. The need for a glocalization framework for its relevance, access, and quality was discussed, the tools used by the university were identified, and the criteria and areas for assessment were summarized and presented. The results were utilized to develop the outline and model for glocal approach on the development of framework for internationalizing science education to foster human capital development perspective.

3. Results

The results of this study are presented in systematic approach according to the framework developed, to wit: (1) strength of the institutional capacity and glocalization infrastructure; (2) strategic integration and glocal mobility; (3) relevance, access, and quality and (4) the developed framework for internationalizing science education to foster human capital perspective.

Strength of the Institutional Capacity and Glocalization Infrastructure

This section of the paper reiterates the importance of these drivers. Three internal drivers were noted: achieving global standards and competence, supporting professional development of faculty and staff, and improving learners’ experience through upgrading the existing glocalization efforts.

Achieving global standards and competence, which involves implementing internationalization programs that uphold global criteria in education, is a top priority

for internationalization. The goal of internationalization is to produce graduates who are equipped with skills useful in the global market and to excel in their respective fields. Moreover, the experiences shared by the teacher respondents highlighted the importance of sustained partnership and addressing the shortcomings in achieving the global standards and competence with respect to collaboration through glocalization initiatives. Their experiences highlighted the successes and improvement points of the state university.

Through internal benchmarking, the institution will be able to adjust more effectively to the needs of its constituents related to the way they perceive their experiences of the matter. Consultations and surveys of each college and unit within the institution the necessities of the concerned will be addressed, as consultation is one of many ways to know the needs of the organization. Gunasekaran (2002) said that to implement substantial changes in the efficiency and productivity of education, a new approach to improve efficiency and encourage continuous improvement must be integrated into institutional systems. Benchmarking in education is important and can be used for improving administrative processes as well as instructional models at colleges and universities by examining processes and models at other schools and adapting their techniques and approaches. Additionally, he noted that benchmarking is suitable for institutions of higher education. Benchmarking will help to overcome resistance to change, provide a structure for external evaluation, and create new networks of communication between schools where valuable information and experiences on teaching and research can be shared. The twenty-first (21st) century education industry is shaped with a new perspective of “education for all,” taking into account the developments in e-learning and distance education.

Beltran (2024) define internationalization (IZN) infrastructure as the mechanism and navigation on how particular institution build its identity in a global yet local scene. This component is important to the whole IZN process because these elements enable the facilitation of the programs into ease and flow. This serves as the support system to provide diverse needs for international and local students and faculty and effectively implement internationalization strategies (Huang, Mittelmeier, Lomer, & Al-Furgani, 2024). The UNESCO Global Education 2030 Agenda emphasizes global citizenship in empowering learners to solve global challenges and to achieve Sustainable Development Goals (UNESCO, 2015). In order to achieve that, the curriculum must adhere to the goals of global education. Global content curriculum creates globally-competent individuals who can analyze and solve local, global, and international issues with a broad knowledge and respectful worldview and can take responsible actions to achieve sustainable goals (OECD, 2018).

The Dean from campus satellite B assured that:

“Sa ngayon po sarong siya sa ifa-finalize kapag nakaduman kami tanganing tukawan mi na. Kasi nagsubmit kami, nag submit sinda, nahiling mi na ang mga bagay na pwedeng makalaog sa credit transfer program.”

[For now, that is what we are trying to accomplish. When we can go to our partner universities and present each other's programs, we could determine which are possible to include in the credit transfer program.]

Apart from ensuring that the curriculum follows global standards, the university also considers patterning the credit transfer. It is also worth noting that the respondent takes active participation in crafting the curriculum. Faculty members must take the lead in the process of globalizing the curriculum and be able to provide recommendations (Rumbley, L. E., & Bhandari, R. (2020).

Strategic Integration and Glocal Mobility

As the state university's education department strives to become more globally recognized in the field of education in the years to come, more attention should be given to internationalization efforts. Internationalization of higher education is the process that integrates an international and intercultural dimension into teaching, research, and other service functions (Hudzik, 2011). A comprehensive guide that oversees the different aspects of glocalization must therefore be developed to help achieve the Institution's goal of becoming globally competitive and realize the reverie of international merits.

The formulated framework emphasizes the essential components to easily understand the connections, flow, and direction. However, in order to clarify and support the main arguments of the framework, there are sub-themes created under the main themes. These sub-themes are discussed in the succeeding pages of this paper.

To give a clear picture of the TEI's science curriculum development, it is imperative to point to the relevant information and connection to this study. It is known to all that Teacher Education Programs in an Institution in the country are the most common Baccalaureate degree or undergraduate programs easily opened by SUCs and LUCs as long as the institution partakes basic requirements based on the CHED latest approved CMO 74 for the Bachelor of Elementary Education (BEED) and CMO 75 for the Bachelor of Secondary Education (BSED) with different fields of specialization. In connection, this is one major contributor to internationalization that makes the curriculum of the state university globalized in support of the former Secretary of the Department of Education Briones (2016) who emphasized:

[While the state takes full responsibility over basic education as part of its duty to serve and protect the people, there is as well, a clear public purpose for education to be relevant and responsive to the needs and aspirations of our country.]

This makes profound evidence of how importance the curriculum development should look like in the global education arena. As Briones (2016) continued her message of making education appropriate to the needs of the nation, she added:

[Our education needs to be mindful of the country's continuing challenge to address poverty and inequality. At the same time, we need to keep up with the opportunities that the knowledge and information age brings. Both will require a basic education that highlights competence in science and technology, innovation, creative imagination, entrepreneurial spirit, and a disposition to help our communities and sectors, particularly those that are left at the margins of growth and development.]

For the Commission on Higher Education, relevance enters in the act promoting universal access to tertiary education or otherwise known as Republic Act 10931, as written by its Principal Author, Sen. Bam Aquino. With this, all students across the socio-demographic characteristics, profiles, and backgrounds are given equal opportunity and free education to enter the tertiary level at all state colleges and universities in the country. This opportunity has equivalent rights, privileges, and challenges. Like in private institutions, one may qualify for this act provided the student fits into the specific bracket that needs the assistance. But for the state university, it is already programmed. Once you successfully pass the entrance examination, surely, you will have the opportunity to enroll.

Relevance, Access, and Quality

To factor in the data, the drivers and barriers are categorized into the three mentioned factors. It is deemed necessary to understand these factors as it influences the drivers and barriers in specific categories. The Philippine Institute for Development Studies (2022) reported that affordable quality education is only one of many challenges faced by the sector with respect to future trials due to unforeseen changes in the educational market brought by the pandemic. However, due to the calendar shifts, the Department of Education and the Commission on Higher Education adjust the resources which eventually affect the quality of instructions, its relevance to the needs of the students after the pandemic, and its availability to mass production (materials for teaching and learning). This implies that access, quality, and relevance are indispensable to quality improvement efforts, curriculum and learning depend on the effective and efficient functioning of other elements of an education system.

The International Bureau of Education (UNESCO) in 2020 pointed out that it is important to underscore the value of curriculum to holistic and sustainable development, it is also prudent to recognize the various sources of systematic barriers within education systems that could derail the design, development, and implementation of quality curricula. Even the best curriculum can be undermined by systematic constraints such as poor governance (school-based), insufficient consultation with stakeholders in the

decision-making process, the lack of appropriately qualified teachers, inadequate physical facilities, and inadequate financing of teaching and learning materials, to name a few.

The follows can be categorized under access: (1) access to education, funds, and resources; (2) communication channels; (3) wider student mobility; (4) facing global mobility; and (5) financial restrictions.

Meanwhile, for quality, the findings suggest these themes and sub-themes: (1) the Teacher Education Institution's curriculum development; (2) quality of education; (3) offices and staffing arrangement; (4) foreign faculty hiring; (5) research and development; (6) establishment of global identity, and (7) the strengthening of institutional capacity through internal and external drivers and barriers.

Lastly, relevance is focused on the following: (1) Internationalization policies; (2) establishment of partnership; (3) support to professional development of faculty and staff, (4) improvement of learners' experiences through upgrading the existing IZN efforts; (5) sustainable strategies in the field of IZN, and (6) the goals for future IZN.

Table 1

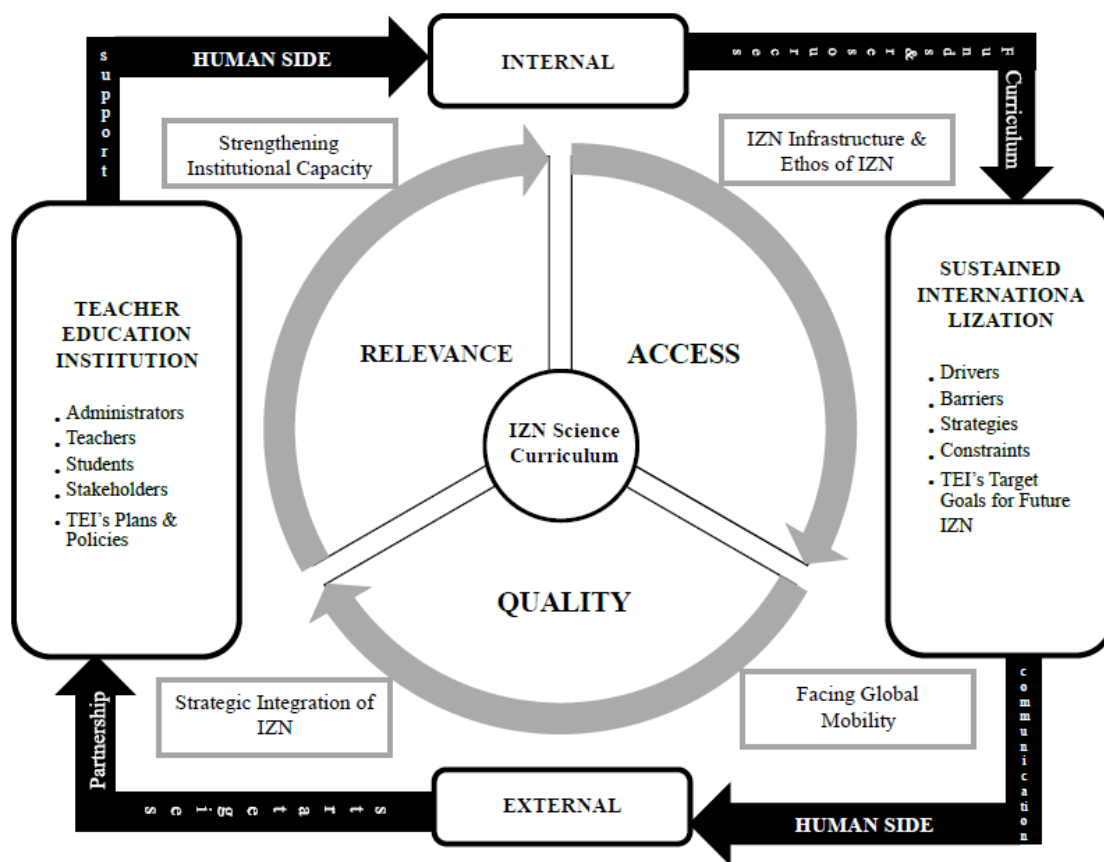
Factors affecting glocalization

Access	Quality	Relevance
<ul style="list-style-type: none"> • Access to education • Funds and resources, communication channels • Wider student mobility • Facing global mobility • Financial restrictions 	<ul style="list-style-type: none"> • The Teacher Education Institution's curriculum development • Quality of education, • Offices and staffing arrangement • Foreign faculty hiring, research and development • Establishing global identity • The strengthening institutional capacity through internal and external drivers and barriers 	<ul style="list-style-type: none"> • Internationalization policies • Establishment of partnership • Support to professional development of faculty and staff • Improvement of learners' experiences through upgrading the existing IZN efforts • Sustainable strategies in the field of IZN • The goals for future IZN

Considering the findings of this study, a glocal approach on the development of framework for internationalizing science education to foster human capital perspective is thus proposed (Figure 1).

Framework for Internationalizing Science Education to Foster Human Capital Perspective

Figure 1. Framework for IZN Science Education



5 Conclusion

Based on the research findings, it can be concluded that the internal and external drivers and barriers on the glocalization initiatives of the state university contribute to the sustainability of its Teacher Education Program. Furthermore, the broader sense of attainability in the efforts in collaborating, participating, and sharing the internal and external resources was observed and reflected on the policies and regulations of the institution. The internal and external drivers benefited the institutional aims to acquire

full implementation on internationalization. On the other hand, the internal and external barriers hinder the systems that determine the overall success rate of the programs in glocalization to foray on advancing science education with human capital perspective.

It can be gleaned from the results of the study that a well-rounded strategy in the Teacher Education Program of the state university influences the path of the students and teachers in sustaining the initiatives such as activities like the International Credit Transfer Program (ICTP) on internationalization. The findings of this study also highlight the relevance of networking.

The toughest and main constraints on glocalization undertakings focused on the lack of well-crafted policies and financial restrictions. This perennial problem in the academe discloses the various aspects which need improvement within and outside the system. On the other hand, lack of organizational structure was identified as one of internal and externally important barriers to address, since these challenges or constraints will be the one responsible for creating the organization's process flow and guiding the college's efforts in decision making.

Lastly, considering the drivers and barriers, IZN appears to be affected by three factors: access, quality, and relevance. IZN is propelled by a dynamic and constantly evolving combination of factors affecting the building and construction of new political, economic, socio-cultural, and academic landscapes. The proposed framework may thus address the challenges of glocalization to the different academic dimensions and standards for greater synergy and opportunity.

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