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EDITORIAL

Globalization, Ethics, and Higher Education

The world is becoming increasingly complex and interdependent. What happens in Costa Rica affects people in Kenya, and what happens in the Philippines affects people who live in China (and vice versa) in ways that it never did in years past. The concept of the world as a global village has implications that we never dreamed of before.

The demand for cheap clothing and cosmetics in parts of the world is part of the cause for child labor abuses and health risks in other places. The demand for certain types of sexual practices helps to encourage human trafficking. The demand for cheap wooden goods on one side of the globe means forests are cut down on the other side. The ability to study online in the developed world has huge implications for the developing world. The communications that are now possible between educational institutions thanks to technology make certain types of behavior not only possible, but almost necessary in order to compete in today's world. Differing financial situations in countries around the world means that the type of laborers each country has to offer will be affected.

In the midst of all this complexity, the ethical environment has not improved in the least. Scandals have become far too common, and these have affected not only the business world, but even the world's churches, which are supposed to be more resistant to such events. This issue of *International Forum* deals with these sorts of issues that face our world today.

Vyhmeister and Vyhmeister begin this set of articles with an exploration of the effects of economic wealth on education. What does the data tell us about the implications that a nation's wealth has for the education of its children? What can be done about it? Data are taken from World Bank educational statistics.

Biaggi's article on ethics and the global financial crisis suggests that the problems found in the world are also reflected in the church. While not surprising, the implications are damning—is the church not supposed to produce

people that are somehow ethically “better” than the average global citizen? What can be done about it?

Human trafficking has received a lot of global attention recently, but it is incredibly difficult to stop. Abocejo and Gubalane have looked at one piece of this complex picture; local attempts in Cebu City to implement anti-trafficking laws. The problem is larger than simply creating laws against trafficking, however, since those who are the “victims” of trafficking are often willing accomplices in continuing to break the law, as long as there is sufficient money involved.

Technology has had a huge effect on even the developing world, and the implications are yet to be fully experienced or understood. The final two articles in this issue on Globalization, Ethics, and Higher Education deal with different issues that have roots in the technological revolution. Wa-Mbaleka’s article discusses online teaching and the implications for teaching methods that it brings. Most teachers have come to the era of digital education without the benefit of instruction or experience in online learning. This article suggests some places we could begin to correct this gap in ability and thinking. The Rios article discusses cooperation and collaboration between educational institutions and paints a picture of what could be, and perhaps what should be if Christian schools are to survive in the competitive digital age.

As the outgoing editor of this journal, having worked closely with it for nearly 10 years, it seems fitting to end my tenure with this issue showing the complexity of the concerns we face in our world today. There is still much to be learned, and much to share. It is my sincere hope that this journal has contributed in some small way to sharing knowledge and helping the world become a better place to live in.

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