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Postmodern Governments and Global Science Education

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Abstract

The objective is to describe global governments' responsibilities in making and supporting educational policies for improvements in the public creation and utilization of science. The necessity of the world human populations to be more similarly educated increases. Such a necessity stems from a global demand for timely expansion and effective utilization of new life technologies. Governments play key roles in maintaining publics adequately cognizant of the demand. In addition, governments are increasingly responsible for making new policies that will allow public education sectors to practice refined education programs. Such a global education, most fundamentally, starts from elementary schools and evolves through guidance and high schools, colleges, universities and industrial centers. Governments can foster new education policies in three distinct groups including governors, educators, and learners. The governors include ministers and all related officials and administrative professionals. The educators include science and technology mentors and trainers in schools, colleges, universities, industries, and private and semi-private institutes. The learners, by definition, are those enrolled in academic and non-academic institutions to obtain expertise and excellence in various fields of science and technology. These categories will have their own specified educators who revisit concepts and update members with most recent concepts and practices while reviewing major earlier principles. In the post-modern time, mentors and trainers themselves require frequent timely education to remain most up-to-date and functional. Constant education of educators faces more practical challenges than education of learners. Special courses and sessions are to be developed for governors, educators, mentors, advisors and teachers. It is only with such an interrelated structure that governors and policy makers will most profoundly realize the importance and necessity of adequate public education considerations. Such policies are to be supervised and supported by global sources to ensure practices in different world regions. The more extensive implementation of the policies will lead to more efficient and earlier accomplishment of preset goals. Effectual education of

governments on ‘science education policies’ will be a turning point in enabling continual improvements in global science and life qualities.

Keywords: Government, Science, Policy, Education, Mentorship, Life, Quality, World.

1. Introduction: Realization of a Global Demand

With the world population mounting above 9 billion by 2050, ‘education’ becomes an increasingly important entity in human life. Major concerns are not limited to how efficiently conduct animal agriculture to safely and securely feed the rising populations. A key concern is how effectively to educate such populations to be able to most efficiently utilize science and technology driven natural and synthetic resources. Education is not limited to original young learners and students. The governors, administrators and educators require constant and continual education more than before and more practical than others. In a nut shell, it is only with most applied education of concepts to policy makers and governors that science and technology can persist to significantly improve life worldwide. The importance of ‘science education’ and ‘mentorship arts’ have recently been subjects of global importance for timely improvements in life qualities (Alberts, 2009; Nikkhah, 2010). The primary objective of the current commentary assay is to describe and highlight major governmental and administrative commitments for effective science creation, education and utilization worldwide.

2. Governments and Science Education Commitments

Effective government education has received negligible global science and research attention. As a matter of science fact, insufficient education across governmental and administrative levels contributes greatly to deficiencies in most deserving and visionary time and financial investments in science and technology creation, education and their public utilization. Assigning science advisors within governments and related administrations is only a single minor factors, and thus, highly inadequate in creating an efficient global science structure. Governors and administrators are to receive most applied education on theories of science methodological impacts on life betterment. Specialized educators are to frequently update governors and policy makers with most recent fundamental science discoveries. The main aim of such governmental education is not only to advance governors’ knowledge of world science but is more pragmatically to highlight the significance of granting most deserving thought and applied credits to ‘science education’. Governors and administrators may each be experts in a given science field, but the key is to unite them into a unified global structure that is increasingly appreciative of a life principle. The principle that governments are as important as scientists (if not more important) in making science make and refine policies that optimally contribute to continual improvement of life quality.

3. Education of Science Educators: Government Roles

Science education resembles a circle that should often revisit all its directions to be able to be sustained fruitfully. Such a dynamic nature will enable science education to find multiple

ways out towards goals accomplishments. It is often observed that science educators are not directed into continual educational programs. Systematic education does not end once one becomes an educator. The ongoing education of educators does not aim to merely keep them up-to-date in science or to motivate networking for improved science dissemination. A key goal is to revisit and refresh education principles and highlight the necessity of developing circular education with a delicate nature. Onc will only be as much delicate in educating learners as being progressively educated by other specified groups. Governments are increasingly becoming responsible in fostering 'educator education' initiatives to strengthen science with time. Maintaining science education delicacies thus requires periodical education of principal educators.

4. A Governor-Educator-Learner Science Education Triangle

A visionary triangular structure for dynamic science education will sustain a constantly-improving nature for science-life interactions. This structure involves 1) governors and administrators, 2) principal educators, and 3) learners. The governors include ministers and all related officials and administrative professionals. The educators include science and technology mentors and trainers in schools, colleges, universities, industries, and private and semi-private institutes. The learners, by definition, are those enrolled in different academic and non-academic institutions to obtain degrees, expertise and excellence in global fields of science and technology. With inadequate resources and time investment in each of these angles, especially the top government angle, tremendous practical shortcomings in linking science to human life will occur. Fundamental governmental education and insight dissemination are an obligation for making governments and related sectors to become profoundly aware and updated of such a unified structure. The interrelationship is to be fostered in various governmental levels in a global manner. The unavoidable interconnection will be incorporated into mandatory course materials in schools, universities and industrial institutes. Emphasis will be made that effectual science education requires governors and administrators to network closely and frequently with science educators and policy makers. Governors will be quantitatively educated on estimates of science links to quality human life. These will ease designing and specifying most deserving budgets for science and non-science administrations. With such a configuration, any learner will be a more insightful element either as educator, administrator, or governor. Consequently, policy making in science will be more productive and will overcome challenges in more timely and harmonically orchestrated manners.

5. Conclusions and Implications

Humans are increasingly required to be more similar in education. Timely expansion and effective utilization of new life technologies supports such a demand. Among overlooked governments' roles has been maintaining publics cognizant of such a demand. Governors, educators, and learners by definition are three focus angles in science education. These categories should have their own specified educators who revisit concepts and update them with most recent concepts and practices. Postmodern mentors and trainers require circular education to maintain education delicacies and not only to remain up-to-date and motivate

networking. Constant education of educators could be more challenging than education of learners. Special sessions will be developed for governors and educators. It is only with such an interrelated structure that governors and policy makers will most profoundly realize the importance of adequate public education considerations. Such policies could be supervised and supported by global sources to ensure practices in different world regions. A more prevalent implementation of such policies will aid in more efficient and earlier accomplishment of preset goals. Effectual education of 'science education delicacies' to governments will be a turning point in making progressive improvement in life quality worldwide.

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