
Random Thoughts towards Educational Globalization

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Abstract: This article aims to explore the current education situation in China at the backdrop of globalization. Basic information about globalization and authoritative international educational entities has been given at first. Then different models are offered to conclude the integration pattern, which may explain part of reasons behind globalization in the latter part of article. Focus on the contemporary status of Chinese education is given and analysis about problems happening with globalization, including their historical and national reasons, is presented. All in all, random thoughts about education globalization are offered in this article, to give explanations to seemingly problems and incomprehensible situation in China. New perceptions are expected to be held towards Chinese education, both for the ancient and the current.

Keywords: Global education; New knowledge; National culture

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1. Definitions

Many different definitions have been provided for the globalization in various angles. Though hard to be defined, globalization, is influencing culture, technology, economy, education and other fields around the world.

According to Nelly P. Ventriloquist & Karen Monkman, globalization is a phenomenon that comprises multiple and drastic changes in all areas of social life, particularly economics, technology, and culture.

As for me, globalization means a process with a multi-faceted integration of different elements related to world development, such as economy, education, culture, technology and so on. During the process, dynamic and complex forms of communications, understandings, changes, conflicts and contradictions will occur naturally, which in turn, cause great impact on world development of every element mentioned above.

However, though globalization can be felt clearly everywhere in our life. Some are now arguing it is not an irreversible trend. It runs into setbacks almost in every age. Some are still refusing to be influenced by this trend. Even social phenomenons are acting as ways to break up the integration of globalization. For example, COVID-19, the breakout of this epidemic has again divided the world

into separate parts. The block of communications and interactions between different nations has again fostered isolated ideology within certain group, maybe will lead to more misunderstandings and maybe will bring permanent peace.

No matter what kind of the result it is, globalization is so complex a process that should be observed with caution to pave out a bright future for all human beings. That's why some may argue that this backward trend of globalization should be altered if problems occur. By appropriate measurements and move, the trend should be controlled by human beings ourselves to give flexible solution for any possible setbacks.

Being so popular a conception, origin of globalization is also being discussed. According to Nelly P. Stromquist and Karen Monkman (2014), market and economic development is the major reason for the globalization. A competitive market required the participators to evolve together to seek for further development in every field.

Castells (2010) has pointed out that "those development operate through four distinct processes: (1) the technological capacity of a country or the articulation of science, technology, management, and production; (2) access to large, integrated, affluent markets such as the

European Union, North American Free Trade Agreement, or Japan; (3) a profitable differential between production costs at the production site and prices at the market of destination (including not just labor costs but land costs, taxes, and environmental regulations); and (4) the political capacity of national and supranational institutions to guide the growth strategy of those countries or areas under their jurisdiction (pp. 103-105).”

The list clearly shows that market maybe the original reason for the globalization in every field. It can power entities to enhance communications around for further economic development, can push those indecent ones to seek for more authoritative institutions for protection in the flood of competitive integration, can attract them to accumulate energy for larger capacity in every field of social life, and it requires balanced rules established to deal with all those deficient turbulence in this irreversible trend. All those mentioned results from market make globalization an inevitable trend ^[1].

No matter what the origin is, globalization is embracing the world with its influence, forward or backward, in every field. To name a few: culture and economy and knowledge. Often, we will divide knowledge into different field, such as science and technology, education, policy and laws, production and so on. They are empowering the world with more diverse strengths to move forward or maybe dragging the world backward. Education is one field of such knowledge. Let's take a close look at its change under the impact of globalization.

2. Globalization of Education

2.1 Definitions

As mentioned above, globalization existed from market drive and economic intention. Educational globalization is also rooted in the competitive global market, which will definitely bring out the conflicts, demanding appropriate educational theories, systems and regulations to cope with all those contradictions. It means that educational globalization, which can offer solutions to those conflicts and contradictions, will surely become inevitable. Except that, human nature, another reason for educational globalization, can conceptualize the similar educational goals or theories for the overall development in all countries. That is to say, common educational goals will be set based on human nature, integration under educational globalization will then happen. There are other complex reasons leading to educational globalization, such as international interactions, cultural exchanges and so on. What mentioned above is the reasons behind the educational globalization.

Reflections of globalization can also be clearly seen around the world. On one hand, the time educational globalization happened, more international conversations will occur to seek for solutions to different educational phenomenon. Common educational goals and mutual enhancement can be achieved during the process. Common elements in educational field under the influence of globalization will also stimulate educational globalization in turn. On the other hand, cautions should be paid to those wrong modeled educational system, the inappropriate adaptations from global to local and the isolated educational culture from the reversed trend.

So, Joel asserted that “Globalization of education refers to the worldwide discussions, processes, and institutions affecting local educational practices and policies”.

As for me, educational globalization, rooted in various fields globally, will surely affect localization in education and the global trend in educational system. Both locally and globally, the process will enhance and maybe lag the development of education in the world.

2.2 Histories

Then when did we really realize and openly discuss the influence of educational globalization?

Actually, the first phase of globalization of education has never been clearly defined. The international communications in education field began even in ancient times, at that time, these international interactions were often carried out unintentionally without any concrete theories to instruct.

The second phase should be located in the 19th century when the first journal *Globalization, Societies and Education* edited by Taylor & Francis started admitting educational globalization as a study topic. According to Joel, the United States' organization Achieve Inc. formed in 1996 by the National Governors Associations and CEOs of major corporations for the purpose of school reform suggested the linkages made by politicians and business people between education and globalization.

The third phase of educational globalization sits in current time when the process of globalization is worldly accepted in every field and phenomenon of globalization is being studies in every country. As one branch of globalization, study of educational globalization entered its premature phase. Different theories and world modules of educational globalization have been talked during this phase. According to Joel (2019), education world modules can be listed as follows:

2.3 Education World Modules

Culturalists: Education Borrowing and Lending:

Kelley states: Culturalists stress the existence of different “knowledge” or different ways of seeing and knowing the world and the lending and borrowing of educational ideas.

As the most classical and acceptable theory in globalization, Borrowing and Lending means that we can borrow and adjust what we gained in the global trend to local educational system, regulations and so on. Adaption during the process is the main factor for the cultural process in education.

Human Capital World Model

As Joel (2019) mentioned, “In general, this module is supported by many national leaders because it promises economic growth and development. According to world educational culture theorists, it is the one relied upon by national elites. The primary goal of this model is educating workers for competition for jobs in the global economy” [2].

Human Capital World Module means that economic development should be the initial goal of education to guarantee a long-term and profound national development. Education plays an important part in cultivating national elites in every field, and delivers advanced labor force in the fierce labor market.

Progressive Education World Model

This model provides faculty with control of curriculum and instruction. And, in contrast to the human capital model, the goal of the progressive model is to educate citizens who are conscious of social injustices and actively work to correct them.

As we can clearly feel, this module focuses on the social development. Students with political visions and sustainable conception are the target in this educational module to maintain social justice and everlasting development.

Religious Education World Models

A criticism of practical models claims that sometimes religious education world model is necessary to form beliefs and assist with moral realization spiritually. It is another important part in educational field.

Religious education emphasizes the spread of certain religious belief and studies relevant literature to finally maintain proper ethic theory or moral conception.

Indigenous Education World Models

Every place in the world owns its native residents. Those with ancestral tribes and natural territories, distinct from the dominant culture, often have its unique and isolated education model. For those people under indigenous educational world models, struggling to insist their own

educational pattern in global turbulence is not so easy. Some of them even disappeared in the process of civilization of majority of human beings. Preservation for them is necessary to maintain the diverse cultural and educational pattern.

3. Authoritative Institutions and Systems of Education Globally

3.1 The World Bank

Founded in 1944, the World Bank has provided educational loans to developing nations based on the idea that investment in education is the key to economic development.

According to Joel (2019), here is information listed out related to World Bank:

- International Bank for Reconstruction and Development (IBRD)—lends money to governments of middle- and low-income countries.
- International Development Association (IDA)—provides interest-free loans and grants to governments of the poorest nations.
- International Finance Corporation—provides loans, equity, and advisory services to private sector in developing countries.
- Multilateral Investment Guarantee Agency—encourages and aids foreign direct investment to developing countries.
- International Center for Settlement of Investment Disputes—provides facilities for conciliation and arbitration of international investment disputes.

Examples of Members of World Bank Education Networks United Nations and its agencies and members, such as

- UNESCO and UNICEF
- World Economic Forum
- World Trade Organization
- United States Agency for International Development (USAID)
- Discovery Channel Global Education Fund
- Global Development Alliance
- EdInvest operated by the World Bank Group’s International
- Finance Corporation^①
- Human Development Network
- United Nations Development Program
- Intergovernmental agencies associated with World Bank.
- National governments associated with World Bank.
- Multinational Corporations associated with World Bank education efforts.

- Non government organizations associated with World Bank.

Summary of The World Bank's Global Education Agenda

- Support of public-private partnerships and networks in education particularly between national education systems, private school groups, and education corporations.
- Financial support of for-profit global learning corporations through loans from the World Bank Group's International Finance Corporation.
- Advocacy of education for a knowledge economy as the key to economic growth.
- Advocacy of education for self autonomy, in contrast to a collectivist personality, for the worker in the global economy.
- Advocacy of education for working in multicultural workplaces, including the possibility of learners being part of the world's brain migration.
- Support of a global school curriculum that would focus on literacy, math and science, foreign languages for the global economy (mainly English), and education for civic responsibilities.
- Support of learner-centered instruction and learning by doing so that global workers will be able to utilize new knowledge in their jobs and lives.
- Support of lifelong learning so that global workers would be able to adapt new technological advances, job changes, and possible global migration.^①

Knowledge economy is the main target of the World Bank. As the World Bank itself states that its assistance for EKE [Education for the Knowledge Economy] is aimed at helping countries adapt their entire education systems to the Globalization of Education new challenges of the "learning" economy in "two complementary ways ... Formation of a strong human capital base ... [and] Construction of an effective national innovation system." Competitive labor force, taking advantage of knowledge in every field, to pave way for economic development is one of the ultimate goals the World Bank are seeking^[3].

3.2 OECD

OECD is the abbreviation of "The Organization for Economic Cooperation and Development". The OECD's 1961 founding document states as its goal: "to achieve the highest sustainable economic growth and employment and a rising standard of living in Member countries, while

maintaining financial stability, and thus to contribute to the development of the world economy." OECD also seeks education goal to develop financial market, improving the life standard and life level of overall human beings.

According to Joel (2019), information related to OECD is listed out as follows:

Representation:

Member countries and partners represent 90 percent of world economy.

Programs:

- Centre for Educational Research and Innovation (CERI)
- Offers a large collection of publications and statistics including case studies, country surveys, research publications, and reports.
- Programme on Institutional Management in Higher Education (IMHE)
- Supports the global marketing of higher education
- Programme on Educational Building (PEB)
- Promotes the exchange and analysis of policy, research, and experience in all matters related to educational building
- Programme for International Student Assessment
- PISA 2003 Assessment Framework states: "These are defined not primarily in terms of a common denominator of national school curricula but in terms of what skills are deemed to be essential for future life ..."

Objectives:

- 1) Human capital education:
 - a. Education for the knowledge economy
 - b. Educational equity for women
 - c. Preschool
 - d. Lifelong learning
- 2) Social Capital:
 - a. Bonds linking people to a shared identity
 - b. Bridges to people who do not share same identity
 - c. Linkages to connect people from different social class

3.3 UNESCO

UNESCO refers to United Nations Education Science and Culture Organization. It is trying all its effort to cultivate global citizens with sustainable development conception and overall perceptions of culture and society.

According to Joel (2019), the conception of UNESCO held is listed as follows:

- Group work: preparation for working with others in sharing and manipulation of information with real-life problems
- Values-driven: sharing the values and principles

^① The lists of information about World Bank, OECD, UNESCO are directly gained from Joel's Globalization and Education

underpinning sustainable development information and communication technology (ICT): allows the adaptation of globally available information to local learning situations

- Locally relevant: addressing local as well as global issues, and using the language(s) which learners most commonly use

Successful Example in China

Online education, which can date back to 1994 in China, was developing slowly in 20th century's China. It is now a mature and advanced teaching form. Influenced by MOOC online courses from America in around 2000, Chinese market was determined to invest similar services for Chinese customers. Though, problems and difficulties lying in the road, Chinese investors finally created the real people face-to-face online course system, making it acceptable for students and adults around the nation assisted by internet technology. This kind of educational form is now being engaged around the world as we can see online courses are used by public schools, training center, institutions, universities and so on. Their aim is simple: to upgrade the exam mark of students, preparing for future labor market and to provide more equal chances for students around the world, even those in poverty and war.

As we can clearly see from the example, educational globalization can really influence our daily life, not only conversations and communications can be enhanced but also dramatic changes in society and economic status can be witnessed.

3.4 Problems Occur

However, problems will always lie in the road.

The first problem we have to mention is that new pattern of ideology is set to replace the old form of thinking pattern in the process of localization. Restricted within a certain educational culture, individuals will often feel uncomfortable and uneasy. The urge to escape from current problems may lead to abrupt revitalization in educational field, which may reverse the original educational trend, causing dramatic changes and serious problems even in every field. The contradictions between the old and the new will stir the current educational system. The transition from old to new may collapse the existing system. The trend has stepped from a swamp to another bog. Nothing benefits have been brought but disaster.

Except that, the integration of the new and old in one educational system surely will have conflicts. It means that the whole process of revitalization will end in half way. The original one was not fully completed while the new one will never start thoroughly. Hardly a real inte-

grated, complete, clearly stated educational system will be achieved during this process, maybe more contradicted views will be clogged in and will never be solved^[4].

Thirdly, even if the integrated theories and conceptions can really be utilized in the current system, it will never be suitable in every aspect. Some theories can be engaged successfully in certain layer of education field while uneasy situation will still be seen in other layers of the same system. This kind of adaption, to be frank, will make the whole process of localization more complex. One theory will never be fitted in every layer of the whole educational system. Meanwhile, more than one theories' engagement in the same system will also bring more complicated phenomena and problems, not mentioning that never will one theory affect the whole system- upsides and downsides, all in positive manner.

Another important problem will have to be mentioned is that education and policy are often combined together in China since ancient times when Confucius stated that education can be a way to strive for improvement in almost every field in society, especially in policy management. In Han Dynasty, education has become a way to express the political thinking to the common people and a way to provide qualified scholars and governors for the emperor, Han Wudi. Healthy connections between the governor and the educators can be witnessed almost in every successful ages. They are stimulating each other positively with the same goal. However, criticism also existed in this relationship. This is the problem that we should notice. Restricted in the limited frame given by the government, education will lack vitality and freedom to flourish itself in every field for every student. Besides, some correct and suitable-for-local educational views will never be used in certain country because of the influence of policy. It will in some sense deter the spread and development in education. At the same time, some theories lined with the contemporary policy may be useless for any field and they will never be put into practice. Void introduction of certain educational system, regulations or other similar kinds from the global trend will result in resource waste, uselessness of allocations in labor and capital, and more complex conflicts in this field.

So, in order to solve all those maybe problems, complete analysis about Chinese educational system is the prior task we should take into consideration. Changes in recent years should be the focus to this analysis. Let's take a look at the current educational system in China, especially those changes: A. Rooted from a long time ago, exam-based approaches to select the qualified talents are the main forms in Chinese

school system. Though some may argue that it is a way beneficial both for governing and fostering talents. Some are doubting if it is really reasonable for every case. B. Multi-track and uni-track school networks exist harmoniously in China, guarantee diverse ways to cultivate proper candidates in society. Complex school networks are the final solution to different requirements from different students. This is the result of evolution of global education. C. Affected by the new concept from western culture, such as theories from Vygotsky. Teachers are now transforming from an instructor to inspire, from a leader in the classroom to a servant for all students and from a decider to a receptor. All those changes are redefining the role of teachers in this new century, even up-downing the traditional function of teachers. D. Under rapid technological globalization, new technological methods and facilities are more frequently used in classrooms, especially during the time of epidemic. Teaching approaches have to be altered to adapt to this trend. E. Not only students but also teachers have to attend different training and exams to improve themselves. For teachers, continuous learning should be the necessity for them to stay in edge. Chinese are embracing globalization with both open heart and caution, and in order to catch up, teachers have to be always stay foolish and stay hungry. F. Under the influence of globalization, some ancient educational teaching theories or methods have been abundant while some have to be altered to adapt to the new world.

4. Analysis

Education will surely change during the process of globalization, but do the phenomena mentioned above is really necessary to happen? Some can be answered definitely while others can not. Here is some analysis from my views:

Owning a large population, China has no choice but to be destined to select the talents through exam-based way, and then put them into proper position. This system is essential for choosing qualified ones from such a large group. In order to solve the coming problems, maybe we can make the form of exams more diverse, more flexible to meet different demand and more detailed in function to all kinds of talents. The exam-based system can only be altered but will never be replaced completely. At the same time, we should also realize only focus on exams is not proper because exam score is not everything for a student's performance. We should also pay attention to fostering other qualities and special care should be carried towards special children and upgraded courses should also be offered for those willing-to-improve elites. In one word, exam-based educational system is necessary, but

it's far from the whole picture of educational system in China. It exists reasonably but it is not the symbol of Chinese education any more.

The introduction of advanced technology and science in education field will produce new forms of teaching approaches, new kinds of classroom regulations and changes even in education governing because various teaching facilities can provide immerse learning, knowledge from every corner of the world can be brought to them in one minute and more diverse learning methods will be experienced. We should face them positively and learn to adapt from those advantages. Overcoming the disadvantages should also be necessary to reject the negative effects, such as network addictions, habits of visual learning, failure in profound book reading, ignoring the real-life relationship and so on.

About the teachers: a. Teachers, often in front lines, are demanded to upgrade themselves. But, doubts and criticisms claimed it energy-consuming. Try to imagine: Without those time and energy spent on furthering study, how can the progress begin? Without learning, how can the leading-edge educational theories be experienced and perceived? Without training, how can the teachers be identified as qualified both theoretically and pragmatically? Without testing, how can we know if knowledge-based information is grasped by individual teacher? So, though criticisms and doubts exist, teachers are restricted to accept testing and keep learning. After admitting the reasonable existence of teachers' improvement project, we should also see other side. Free time and energy should be spared to study inspired by their interests not by regulations. Passion for teaching should be the initial power for those self-improvement process. Teachers' exams and tests are needed, but passion for teaching not those testing requirement should be the drive for further study. b. The change from instructors to servants of teachers' roles advocated by some teaching requirement doesn't mean we will never respect good teachers. The reasons behind scene may lie in the traditional and obsolete roles of teachers from ancient China. Strict rules must be followed to obey the superiors and teachers even when they are not right. The turnover of the roles actually reflects that we are expecting new relationships between students and teachers. Teachers may not be servants but, at least, students may own the right to question and the freedom to make mature decisions. Authoritative as teachers are, it's not proper to reject all questionings. The claims to be the servants of students, in my opinion, just mean that balance between teaching and learning, and between

teachers and students is hoped. This balance is the base of a vigorous and efficient classroom teaching.

After stepping into the global market, China is keeping adjusting itself in this turbulence. Voices of suspecting its ambitious adaptations in the process of globalization appeared. Some adaptation may seem aggressive as the ultimate goal seems to seek economic benefits. However, if I am not wrong, there is a conception called knowledge economy mentioned by western countries. Does the aggressive change just coincide with this notion? Everywhere in the world is trying to utilize education for social, economic, political, technological, even human beings' development because education is foundation for all kinds of knowledge in every field. Some abrupt adaptations in education are bringing damages, while some reforms may be rapid, but necessary in this ever-changing world.

Influencing teaching theories are hardly created by modern Chinese, which can be noticed by many in recent histories. Explanations exist: those seemingly obsolete Chinese educators may have answers for modern phenomena. Views from ancient Chinese educators can still be shadowed in contemporary education theories. "Ren" meaning benevolent for those deserved ones, is just the reason why humans in poverty and indecent position should be paid more attention and be offered assistance, which is advocated by many educational authorities globally. Confucius used to mention that education can help to govern, to make self-promotion, and to upgrade economic status since he believed that knowledge in society, no matter what kind--maybe political, maybe related to labor, maybe about budget management, can all be gained by education. All the social relationships are built in learning. Learning new information, learning others' thoughts, learning to correct ourselves, learning how to make progress, learning how to build, learning how to make friends...all those learning process transform humans from primitive creature into civilized villagers or citizens. So what Confucius stated just coincides in the mentioning of learning all life long. Laozi, the famous philosopher and educator, highlights the importance of nature, requiring his followers to respect the nature and obey the natural rules to act. The notion of "sustainable development" just reflects the views that we should seek for long-term development without damaging the living environment around and humans should live harmoniously with the nature. All those ancient ideology passing through all ages, is still giving instructions or guidance for modern world. During the process the globalization, some of them are made known to the world, and some of them are deepened by global influence, which may be the reason that Chinese education still plays an important part

in the world, though without new conceptions being built. As for this, Chinese should still hold still about the classical ones and try to promote novel ones, paving multiple roads to develop.

5. Conclusions

Globalization, willingly or unwillingly, is affecting our lives in every aspect. The integration of different culture, technology, education and economy is gradually forming a new world which can tolerate diverse ideology, guaranteeing an affluent and dynamic development globally. However, risks should also be alerted, for integration may bring in problems mentioned above. Bear in mind the disadvantage of globalization and be careful. At the same time, we should embrace this unprecedented trend with all arms to stay competitive at world stage.

This passage is about random thoughts of me and relevant messages from others about educational globalization. First I have mentioned the definitions about education and globalization, then histories about educational globalization, and analyses about the authoritative educational entities were offered later. Of course, there are some successful examples and there are some problems during globalization. So, the phenomena existing in the current system have been talked about and been offered explanations. Expectations are also being expressed.

What I want to claim is that, though problems exist, some misunderstandings at the backdrop of turbulence of globalization exist in China and that setbacks may not lag the whole progress of education in China. Classical ideology and philosophy in Chinese history, if fully perceived, can still instruct contemporary educational move though the current scientific educational theories seem not to come from China. China should not only pave broader ways in scientific teaching approaches and theories, but also stick to the correct philosophy of education rooted in Chinese foundation. Integration after solving the conflicts and independence after rejecting the incorrect push should be the ideal aim for educational development under globalization.

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