

## Global Education Brief

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## Introduction

Globalization has created the need for global citizens that have a keen awareness of the political, economic, social, and environmental concerns of our time. Our inter-connected world demands that we not only have an understanding of our country, but an understanding of nations, cultures, languages, and religions around the globe.

Rapid advancements in technology have made for profound paradigm shifts in almost every arena, so much so that keeping the competitive advantage in a globalized economy now requires going beyond traditional modes of education that create a well informed, trained, and motivated workforce.

As Dr. Curtis J. Bonk, Professor of Instructional Systems at Indiana University and President & Founder, CourseShare, LLC, & SurveyShare, pointed out in *The World is Open*, “Anyone can now learn anything from anyone at anytime”.<sup>1</sup> This being the case, the global community now faces the daunting task of preparing youth to fulfill the challenges of an ever-transforming world.

Although many think of public schools when discussing education, private schools and multinational corporations are playing a dynamic role in meeting the demands of those seeking education around the globe. In essence we now see governments, international organizations, nongovernmental organizations and multinational corporations coming



<http://www.flickr.com/photos/oxfam/523541609/>

<sup>1</sup> Bonk, Curtis J, *The World is Open* (San Francisco: Jossey-Bass, 2009) 7.



together in the creation of what may be a global education superstructure.<sup>2</sup> While not all aspects of this multi-dimensional system are unified, they are certainly directly and indirectly connected if for no other reason than the phenomenon of globalization itself. However, as we will see, there is increasing collaboration among these organizations, especially within institutions of higher education.

In recent decades, there has been a large response by both the public, private, and civil sector to address the transforming educational needs of our youth. This response has largely taken place on several fronts, each with varying perspectives and motivations for wanting to transform education on a global scale. The globalization of education has been identified as “*an intertwined set of global processes affecting education, such as worldwide discourses of human capital, economic development, and multiculturalism; intergovernmental organizations; information and communication technology; nongovernmental organizations; and multinational corporations.*”<sup>3</sup>

This brief will study the increasingly global manifestation of education through four particular lenses.

The first section or lens analyzes education as a business. It looks at the work of several multi-national private educational companies, as well as related-educational services, and the expansion of a global education industry. This section will also address the controversy surrounding the growth of the private education sector, and subsequent debates concerning private and non-profit education.

The second section focuses on public sector, and pedagogical and curricular developments related to the theory of global education. Much of this section focuses on the notion of global citizenship as a result of both global education and the globalization of education. We will then look at the development in non-profit educational institutions at primary, secondary, and tertiary levels. Lastly, this section will discuss the application of the International Baccalaureate standards and curriculum, as well as some of the difficulties in developing an international curriculum standard, while considering the present goals and themes within global education.

The third section concentrates on the role of civil society and international organizations, such as the United Nations Education, Scientific and Cultural Organization and the World Bank, in the expansion of global education. It also touches up the increased interconnectedness between these organizations and the private sector.

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<sup>2</sup> Spring, Joel, Globalization and Education: An Introduction (New York: Routledge, 2009) 1.

<sup>3</sup> Ibid. 1.

# Globalization 101

The **LEVIN** Institute  
The State University of New York

Trade	Environment	Media	Development	Women
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Lastly, the fourth section looks at governmental policies regarding education. As the economy of every nation is shifting in response to globalization, so too are educational systems. However dramatic, subtle, intentional, or inadvertent, the face of education is transforming around the globe because of the changing needs of government and society. In this section we will take a look at how China, the United Arab Emirates, and the United States of America are working to transform their educational systems to create a globally competitive workforce.

## Global Education as a Business

### Introduction:

As Thomas Friedman argued in *The World is Flat*, globalization has, to perhaps some extent, leveled the economic playing field. The robust growth of international trade has certainly called for a more standardized way of doing business. Education has been no exception. As the economies of developing nations emerge, specifically those referred to as BRIC (Brazil, Russia, India, and China) nations, the demand for education, especially at the tertiary level, has multiplied dramatically.

Within the past nine years, there has been a 53 percent enrollment increase just within higher education. It is currently estimated that there are 153 million university students world wide.<sup>4</sup> Many multi-national and private companies have stepped in to fill this need spawning dramatic growth in the educational private sector. Indeed, UNESCO has identified private higher education institutions as the fastest growing sector worldwide.<sup>5</sup>

In the entrepreneurial mind, with new challenges arise new opportunities to create profit. In the case of for-profit education organizations, the mission should not only be one of adding to bottom lines, but also a responsibility in crafting a 21<sup>st</sup> century workforce.

Creating a 21<sup>st</sup> century workforce requires teaching 21<sup>st</sup> century skills. This 21<sup>st</sup> century skill set must include the ability to solve multifaceted problems by thinking creatively and generating original ideas from multiple sources of information.<sup>6</sup> Several multinational national companies, such as Pearson and McGraw-Hill, are familiar with both the need for a 21<sup>st</sup> century work force, and the demand to create one.

While Pearson and McGraw-Hill are not educational companies, as publishing companies they provide supplemental and related educational services. A brief look at these two corporations gives insight as to how private companies are identifying and expanding ways to profit within the educational sector. By looking specifically at the mission statements of these two companies, we can see how they recognize the roll the education as vital to their own success, while simultaneously trying to create demand for their services.

<sup>4</sup> Labi, Aisha. Chronical of Higher Education. “Experts assess consequences of Global Surge in Demand for Higher Education.” 7 Jul 2009. <http://chronicle.com/article/Experts-Assess-Global-Surge-in/47357>

<sup>5</sup> Altbach et al. “Trends in Higher Education.” xii.

<sup>6</sup> Silva, Elena, “Measuring Skills for the 21<sup>st</sup> century” (Washington DC:Education Sector, 2008), Education Sector, Web, 20 Jul 2009.

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## Pearson and McGraw-Hill

Like many education-related services corporations, the work of the McGraw-Hill Companies and Pearson Education, expand far beyond education. The intersection of education, technology, and communications has created opportunities to provide a host of international educational services of which these companies are looking to take full advantage. Looking at the mission statements of these two companies provides a relevant perspective on the globalization of education. Historically a locally rooted endeavor, education is now being increasingly privatized, packaged, and marketed in unconventional ways.



A glance at Pearson’s website demonstrates the company’s international and educational breadth as they capitalize on growth in this sector. The London-based company states on its website:

Educating 100 million people worldwide, Pearson is a global leader in educational publishing, providing scientifically research-based print and digital programs to help student learn at their own pace, in their own way. . .and offers the most comprehensive range of educational programs, in all subjects, for every age and level of student, from preK-12 through higher education and on into professional life. Our unparalleled businesses and brands include Prentice Hall, Longman, Scott Foresman, Addison Wesley, Allyn & Bacon, Benjamin Cummings, PASeries, ELLis, Celebration Press, PEMSolutions, SuccessMaker, Waterford, and Family Education Network. Pearson's other primary operations include the Financial Times Group and the Penguin Group.<sup>7</sup>

Likewise, the global nature of the McGraw-Hill Companies gives the company a substantial edge in providing educational services. As a multi-national corporation (MNC), McGraw-Hill fully grasps the type of worker required in modern global economy. Perhaps for this reason, it is appropriate that such a corporation provides educational services. Just as Pearson, the international scope of McGraw-Hill is easily recognizable on the company website:



The McGraw-Hill Companies is driving the financial services, education, and business information markets through leading brands such as Standard & Poor’s,

<sup>7</sup> Pearson Education, *About Us*, Web, 20 Jul 2009, <<http://www.pearsoned.com/about/index.htm>>



BusinessWeek, and McGraw-Hill Education. McGraw-Hill aligns with three enduring global needs:

- the need for Capital
- the need for Knowledge
- the need for Transparency

These are the foundations necessary to foster economic growth and to allow individuals, markets, and societies to reach their full potential.<sup>8</sup>

McGraw Hill’s three “enduring global needs” of capital, knowledge and transparency, echo the sentiments of economists, politicians, and academics as competition within global markets continues to rise. With increased competition at all levels of society as a result of globalization, education is recognized as one means of creating a competitive advantage. The stated efforts Pearson and McGraw-Hill demonstrate the nature and model in which modern education is expected to function in order to fulfill society’s new demands. We now need a global education system to create a 21<sup>st</sup> century workforce that will be competing within a global economy. In short, education must follow suit in the global evolutionary process.

### The Apollo Group and Kaplan, Inc.

In a number of ways, educational for-profit corporations are leading the way in learning innovation. Just as it has acted as the major force in all other areas of globalization, information and communication technology (ICT) has had a profound impact on global educational advancement and development. This can best be seen through the emergence of digital, distance, and virtual learning that is now available at all levels of education.



The Apollo Group, a private company that owns University of Phoenix and Phoenix University Online, is providing opportunities for distance learning around the globe. The University of Phoenix operates campus locations for face-to-face instruction in twenty-six states and Puerto Rico, as well as in Canada and the Netherlands. The Phoenix University Online enrolls students from forty different countries.<sup>9</sup>

Clearly, the operating system for such an organization differs from that of a more traditional university. Founded by John Sperling in 1973 the stated mission of the University of Phoenix is “to provide access to higher education opportunities that enable

<sup>8</sup> McGraw-Hill Companies, About Us, Web 20 Jul 2009, <<http://www.pearsoned.com/about/index.htm>>.

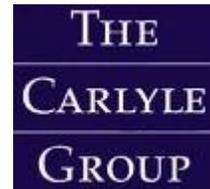
<sup>9</sup> Spring, Joel. Globalization of Education. p 98.



students to develop the knowledge and skills necessary to achieve their professional goals, and to improve the productivity of their organizations, and provide leadership and service to their communities.”<sup>10</sup> While this mission may not sound very different than most other universities, the modes of operations and priorities as a for-profit company differ substantially. This point will be discussed further ahead.

In creating access to education, Apollo has helped to spawn increasing demand for education from many who perhaps did not think it was previously possible.

The Apollo Group has spent the last several years expanding its international presence. In 2007, the company announced a \$1 billion joint venture with the Carlyle Group for investments in international education, including extension into emerging economies.<sup>11</sup> Such a project indicates the growing awareness of financial institutions on the lucrative investment opportunities in education. But, Apollo is among a handful of companies seeking to gain ground in the international education sector.



Considering enrollment rates, there is a burgeoning global market for corporately controlled for-profit schools.<sup>12</sup> The familiar test preparation company Kaplan Inc. is perhaps one of the newest virtual editions to the for-profit education industry. Much like the University of Phoenix and Phoenix University Online, Kaplan Inc. has now created Kaplan University and is providing students with the option of both a physical and virtual campus.

Launched in 2004, Kaplan U. now enrolls 66,000 students, most of which are online. In the 2009-2010 academic year, Kaplan U. conferred 9,729 degrees through 96 different programs.<sup>13 14</sup> As a recent advertisement for Kaplan University emphasizes “*it is time for a different university.*”<sup>15</sup> Looking at global demands, it appears that cultural and demographic changes, coupled with the interest of remaining globally competitive, demand it.<sup>16</sup>

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<sup>10</sup> University of Phoenix. About Us.  
 <[http://www.phoenix.edu/about\\_us/mission\\_and\\_purpose.html](http://www.phoenix.edu/about_us/mission_and_purpose.html)>  
<sup>11</sup> Olds.  
<sup>12</sup> Spring, Joel. Globalization of Education. p 88.  
<sup>13</sup> Kaplan University, Annual Report  
 <[http://online.kaplanuniversity.edu/pages/annual\\_report.aspx](http://online.kaplanuniversity.edu/pages/annual_report.aspx)>  
<sup>14</sup> Blumenstyk, Goldie. Chronicle of Higher Education  
 <<http://chronicle.com/article/Kaplan-Us-Question-Do/46956/>>  
<sup>15</sup> Ibid.  
<sup>16</sup> Ibid.



While traditional universities pride themselves on building a faculty of professors with strong academic merits, for-profit virtual institutions boast accessibility, especially for those students wishing to pursue a degree on a part-time basis while working. *“For-profit educators are starting to aggressively pursue that demographic, through targeted advertising and, more recently, by becoming lenders, financing education costs that their students cannot cover through government grants and loans.”*<sup>17</sup>

Enrollment evidence suggests that these strategies may be working. Enrollment for the Apollo Group increased 22 percent from 345,300 students to 420,700 from 2008 to 2009. For the same time period Kaplan higher education enrollment increased 31 percent from 78,700 to 103,300.<sup>18</sup>

Below, Jose Ferreira the founder and CEO of Knewton, an up and coming adaptive learning company, speaks at a conference held by the Levin institute in January, 2011. Ferreira discusses the global accessibility and flexibility of education made possible by technology.

<http://vimeo.com/26119282>

**Concerns regarding private and virtual education corporations**

Judging from the increases in enrollment, it appears that the Apollo Group and Kaplan, Inc are providing a highly demanded service. However, the dual mission of education and profit is not without controversy as many in academia are critical of the quality of education these institutions are providing.

Nelly Stromquist, a professor of international development education in the Rossier School of Education at the University of Southern California points out that the emergence of an educational private sector gives rise to new, weaker institutions with less prestige than the established one. A de facto bifurcate system of higher education is created, so that although more people are gaining access to those levels, the distinction now emerges among these new programs and the degrees offered by elite universities or institutes, with the latter carrying more prestigious recognition.<sup>19</sup>

<sup>17</sup> Hendry, Erica R. The Chronicle of Higher Education. “For-profit colleges see large increases in enrollment and revenue. Aug 2009.

<sup>18</sup> Ibid.

<sup>19</sup> Stromquist, Nelly P. Education in a Globalized World. 123.



These concerns regarding the rise of new and weaker educational institutions also look to the development of coursework and the role of professors. The University of Phoenix uses a contracted faculty that receives compensation for their activities and works under the supervision of a “curriculum development manager” and an “instructional designer” to create syllabi and instructional modules for each course.

Due to an increased amount of criticism over for profit Universities’ recruiting processes and the high rate of loan defaults, the Obama administration took steps to enact stricter guidelines for these institutions. According to a June 2011 *New York Times* article:

the for-profit system, which enrolls only about 12 percent of all students in higher education, absorbs about a quarter of the federal government’s \$155 billion student aid budget. These schools, some of which get as much as 90 percent of their money from federal student aid, earn a profit partly by charging higher tuition than public colleges and by driving their students into debt. Among bachelor’s degree recipients, for example, nearly a quarter of 2008 graduates from for-profit colleges owed \$40,000 or more, compared with just 6 percent of graduates from public colleges.<sup>20</sup>

In June 2011, the Department of Education issued new regulations for for-profit colleges, which will become effective in July 2012. The new rules threaten those institutions that do not measure up to prescribed standards—such as thorough preparation for “gainful employment”—with the loss of access to federal student aid.<sup>21</sup>

Clearly a different model from those used in traditional universities, the curriculum development manager oversees the document process in course planning while the instructional designer ensures that the syllabi and instructional components fit program objectives and the University’s learning goals. In the case of the Apollo Group, development of content takes place within a controlled atmosphere.<sup>22</sup> This is a dramatic departure from a traditional university where professors develop and control their own courses.

## **Blackboard, Inc.**

Educational related services and products, which can range from textbooks to educational consultation to Smartboards, require a substantial amount of public-private partnerships and make up an entire educational related services industry.

<sup>20</sup> The New York Times, Editorial, June 2011

<sup>21</sup> Lewin, Tamar “Education Department Increases its Regulation of For-Profit Colleges”, June 2011

<sup>22</sup> Spring, Joel. *Globalization of Education: an Introduction*. 99.

A publicly traded company, Blackboard provides schools with an intranet service that connects students and teachers. For students, it allows messaging, posting, and course management. For teachers and professors, course management software such as Blackboard's provides accessibility to students, assistance with grading and keeping track of student assignments, and monitoring capabilities.



Used in middle schools, high schools, and universities, the reach of Blackboard has expanded to over 5,000 institutions. Recognizing that it has unique access to educational systems and information, Blackboard recently launched the Blackboard Institute. An independent organization that *“seeks to help leaders at all levels improve student progression. . . and offer the education community insight into both the problems and the real practice of addressing them in a multitude of different environments,”* Blackboard has now also positioned itself as an education information provider.<sup>23</sup>

In July 2009, the Blackboard Institute held its first K-20 council meeting titled: “Pipeline Matters Council: Improving K20 Student Progression.” A mix of leaders from K12, community college, and four-year institutions, government and legislative advisors; and association heads met to discuss educational challenges and solutions specifically facing the United States.<sup>24</sup> Conferences such as this highlight growing awareness of new demands within education.

The institute's initial focus is on *“the evolution of online education as a growing part of modern education institutions and systems; assistance in the creation of educational progression models that remove physical and institutional barriers to learners obtaining degrees and diplomas; and study and understand student learning needs.”*<sup>25</sup>

Despite the company's new edition to help advance education, Blackboard's partnership with schools and universities has its share of conflicts. Some of these conflicts may be traditional customer service issues, but others are representative of tensions arising from new educational models.

In some ways, the course-management software provided by blackboard *“has become a new kind of campus building—a virtual one where online classes are held and new kinds*

<sup>23</sup> <http://www.blackboard.com/Company/Media-Center/Press-Releases.aspx?releaseid=1326306&lang=en-us>

<sup>24</sup> <http://blackboardinstitute.com/default.asp>

<sup>25</sup> Ibid.

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of “hybrid” courses take place. The unsettled question is who controls what these classrooms look like and how stable their foundations are.”<sup>26</sup>

“Colleges don’t want to just buy these online classrooms out of a catalog. They want to feel like partners in design process.”<sup>27</sup> This has apparently been a difficult thing for Blackboard to accomplish. Many administrators and professors have expressed frustration with what has been interpreted as Blackboard’s hostile demeanor toward competitors that may offer higher education better options in course management. Especially after Blackboard acquired its major rival WebCT in 2005, and went on to sue a leading rival, Desire2Learn, in 2006 for infringement after being granted a patent that many college officials say was already in widespread use.<sup>28</sup>

Universities big and small such as Georgia Institute of Technology and Louisiana State University at Shreveport have left Blackboard for competitors. Michael Zastrocky, vice president for research at Gartner, Inc, a consulting firm that tracks trends in high-education technology believes “There are a lot of institutions right now that are upset with Blackboard, to say the least, and looking for alternatives.”

Tensions between for-profit and non-profit institutions are not a unique element in the discourse taking place within education. There are sure to be continued growing pains as the educational industry become more expansive and inclusive.

<sup>26</sup> Young, Jeffrey R. Chronicle of Higher Education. “Why Blackboard’s plan to buy a rival sparked a campus uproar.” May 2009.

<sup>27</sup> Ibid.

<sup>28</sup> Ibid.

## ***Public Education, Curriculum and Pedagogy***

The previous section on global education as a business focused mostly on the response of the private sector and higher education to meet the growing demands, especially within the realm of technology. However, the essence of global education is not about who is running the classroom so much as what students are learning within it.

In a world where social, political, economic, and environmental issues seem to transcend borders in nano-seconds, students must be adequately prepared to react. The challenge then for education systems is how to create a holistic, inter-disciplinary approach that gives students skills as well as the ability to adapt these skills to fit a range of challenges.

The aim of global education is no easy feat. Because the needs of the educational community are evolving with those of the international community, the debate surrounding global education is constantly developing-- seeking new answers or looking to revise old ones. Despite this ambiguity, a largely accepted goal for global education is to help students develop an understanding of the interdependence among nations in the world today, clarified attitudes toward other nations, and reflective identifications with the world community.<sup>29</sup>

In this section we will explore how the scope, pedagogies, perspectives, and classroom curricula are trying to achieve this goal.

## **Global Education and Global Citizenship**

Globalization has brought the traditional concept of citizenship into question as it has become easier to identify oneself with a set of common global interests that are shared by many. Some of these universal interests include sustainability, human rights, and economic stability. Certainly, the linking of educators and students through technology is creating an international network that fosters a sense of global community. Unlike nation-states, digital networks have no borders, allowing people to build relationships that transcend distance, geo-politics, and in some cases, economics. It is in this digital global context that many of today's students identify themselves.

If a genuine understanding of the complex world coupled with a 21<sup>st</sup> century skill set is the goal of global education, then many educators see global citizenship as its key precept.

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<sup>29</sup> Banks, James A. Educating Global Citizens in a Diverse World. P. 4.

However, the notion of global citizenship has proved contentious as some worry about its compatibility with national citizenship. Consequently, the role of education in creating global citizens has been debated since it has historically been used as a tool to promote accepted social norms and patriotism on the national level.



[http://www.flickr.com/photos/piers\\_brown/3423203229/](http://www.flickr.com/photos/piers_brown/3423203229/)

While global education does not seek to undermine nationalism, it does strive to create citizens with a global scope that are thoughtful about the problems facing their world. Just as globalization is an agent for positive change, it also aids the growth of portentous problems such as global terrorist networks, environmental degradation, and sex and drug-trafficking. This being the reality of the world, students must be able to place global happenings in proper context in order to understand how it impacts their local and international community.

## Defining Global Citizenship

Because there is no widely accepted definition for global citizenship, educators often use the term loosely. Derived from the word city, citizenship tends to evoke allegiance to one's town or nation. Certainly the notion of citizenship has taken on new meaning from its historical usage as it has gone "global". As scholars and educators continue to discuss what it means to become a global citizen, we can identify some common themes within the discourse.

Of course, in order to create an identity within the global context, one must first understand his or her local milieu. In his article "Educating Global Citizens in a Diverse World," Dr. James A. Banks, Professor of Diversity Studies and Director of the Center for Multicultural Education at the University of Washington, Seattle, argues that "*citizens in this century need the knowledge, attitude, and skills required to function within and beyond cultural communities and borders.*" Banks goes on to say that "*students need to understand how life in their cultural communities and nations influences other nations and the cogent that international events have on their daily lives.*"<sup>30</sup>

Banks' definition focuses mainly on knowledge and understanding as an important component of global citizenship. Many educators use the term "global citizen" to describe someone who knows and cares about contemporary affairs in the whole world,

<sup>30</sup> Banks, James A. Educating Global Citizens in a Diverse World. P. 4.



not just in its own nation.<sup>31</sup> But as we move along the spectrum of global citizenship, it is no longer enough to simply identify and even “care” about global issues, one must develop empathy as well.

The belief that global citizenship goes beyond the realm of knowledge into one of empathy is a commonality in the discourse taking place. In her essay *Gender Perspectives on Educating for Global Citizenship*, Dr. Peggy McIntosh, associate director of the Wellesley Centers for Women, associates “*the idea of a global citizen with habits of the mind, heart, body, and soul that have to do with work for and preserving a network of relationship and connection across lines of difference and distinction, while keeping and deepening a sense of one’s own identity and integrity.*”<sup>32</sup>

Clearly, the notions of knowledge, caring, and empathy toward one’s local, national, and global community are emerging as the overarching themes of global citizenship. However, teaching facts or telling anecdotes that relay an accurate message of an interconnected world to students is difficult enough. Educators are trying to figure out how one teaches understanding and empathy.

There have been many attempts in education to reach this dual mission as the principles espoused by global education are gaining ground within the international educational community. Schools K-12 and institutions of higher education are working to provide students with increasingly multi-cultural and cosmopolitan perspectives while teaching those highly coveted 21<sup>st</sup> century skills.

## Curriculums going Global within K-12

Despite what many may believe, a discussion of global education does not, and should not revolve around what happens within a Social Studies classroom. True, Social Studies does perhaps lend itself more easily to the tenants of global education, but the reality is that global education is interdisciplinary. Certainly, the skills learned in school must be transferable from one job to another, and thus should be the knowledge base.

Students enter a real world shaded different hues of grey with plenty of blurred lines and overlap, not a neat world where math stays in math class and history stays in history class. Many of the curriculums designed for a global education try to facilitate a contextual understanding of this confusing overlap, in addition to skill-based knowledge.

<sup>31</sup> Dunn, Ross E. “Growing Good Citizens with a World-Centered Curriculum” in *Educational Leadership*

<sup>32</sup> McIntosh, Peggy. *Gender Perspectives on Educating for Global Citizenship*. P. 23 in *Educating citizens for global awareness*.



In some cases, these curriculums are designed by non-profits or educational management companies and are internationally touted. In other cases, individual schools are working to create their own global education curriculum.

### The International Baccalaureate Curriculum

The International Baccalaureate (IB) curriculum is a world renowned program that involves more than 3,290 schools, 962,000 students, teachers, parents, and personnel in 141 countries.<sup>33</sup> A non-for-profit, the IB mission is to:

Develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. . . . These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.<sup>34</sup>

In 2006, IB launched a community theme project to engage members of its school community around the globe. The theme of “Sharing our Humanity” is used as a way for IB schools to share current and inspire future initiatives around the topics of global poverty, peace and conflict, education for all, global infectious diseases, the digital divide, and disasters and emergencies. Through its community theme project website, IB has linked students, teachers, and parents in a dialogue centered around real-world problems that are challenging the humankind at both a local and international level.



Beyond such innovative projects, the core of the IB curriculum is its three programs of study for students between ages 3 to 19. Developed by the International Schools Curriculum Project, the rigorous IB curriculum delivers a global education, or as referred to by IB an “international education,” through some of the following criteria:

- developing citizens of the world in relation to culture, language and learning to live together
- fostering students’ recognition and development of universal human values
- equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- providing international content while responding to local requirements and interests
- encouraging diversity and flexibility in teaching methods

<sup>33</sup> <http://www.ibo.org/facts/fastfacts/index.cfm>

<sup>34</sup> <http://www.ibo.org/mission/>

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- o providing forms of assessment and international benchmarking

Comparing the criteria of the IB curriculum with the goals of global education, it is of little wonder why many look to IB as a yardstick in creating global citizens and a 21<sup>st</sup> century workforce. Schools are increasingly looking to incorporate the IB curriculum, or at least components of it, into their own teachings.

### Expansion of IB Curriculum and IB Schools

With thousands of IB schools around the world, students studying the IB curriculum have access to a truly international educational network. This is demonstrated by schools located in even some of the most remote areas of the world.



<http://www.flickr.com/photos/felibrilu/4192010216/>

The International School of Ulaanbataar (ISU) in Mongolia provides an example of the geographic reach of IB in fostering global education. Located in one of the world’s most isolated capital cities with a population of only 800,000 people, ISU has offered all three IB programs since 2002. In addition to activities such as the Model United Nations, the school also promotes community service projects and work with international non-governmental organizations at the local level.

Before his last term as Prime Minister of the United Kingdom, Tony Blair offered a plan to dramatically expand the IB program within the UK. Although his plan did not come to fruition before leaving office in 2007, the number of schools teaching IB in the UK is expected to double in next two years.<sup>35</sup>

### Critics of International Baccalaureate

<sup>35</sup> <http://www.independent.co.uk/news/education/higher/why-parents-need-to-prepare-for-the-international-baccalaureate-1788275.html>



While many would agree that the IB program prepares its students to compete in a global economy, it is not without critics. Some have argued that the IB curriculum, originally created so that the children of diplomats could earn a degree that would be internationally recognized, is accessible to an elite group of students.

Others contend that programs such as the IB “*create potential dissonance by the importation of international education programmes, which have been developed in particular areas of the world and are consequently infused with culturally specific pedagogical expectations, to other regions of the world where different economic, political and cultural conditions exist.*”<sup>36</sup> Barry Drake, head of the Secondary Leadership Team at the Chinese International School in Hong Kong, argues that while the goals of the IB are commendable, it is in fact disseminating a western model of education that may be the equivalent of educational imperialism on non-western societies.

At the same time, there are staunch American critics of IB. Many of these critics have ideological reasons for not supporting IB and would mostly identify themselves within the conservative right of the political spectrum. Some of their criticisms speak out against IB endorsement of the United Nations, the Universal Declaration of Human Rights, and the promotion of global citizenship.<sup>37</sup>

### **Public School Initiative to provide a Global Education: John Stanford International School**

The John Stanford International School in Seattle, Washington is a public elementary school that provides an innovative global curriculum that includes a dual-language immersion program. Founded in 2000, this elementary school conducts its math and science classes in Spanish or Japanese. In addition to language immersion, the school provides an exemplary model of a global curriculum that also integrates the arts and technology.<sup>38</sup>

Embed Video from Edutopia.com on John Stanford International School from this website: <http://www.edutopia.org/john-stanford-international-school-video>

In addition to language immersion, the school provides students the opportunity for international experience through its partnership with a primary school in Puerta Vallarta, Mexico. Throughout the year, students and parents raise money to help this school with supplies and other needed resources. Once a year during their winter break, students can

<sup>36</sup> Drake, Barry. “International education and IB programmes: Worldwide expansion and potential cultural dissonance.” *Journal of Research in International Education*.

<sup>37</sup> Quist, Allen. <http://www.edwatch.org/updates06/040706-IBaq.htm>

<sup>38</sup> <http://www.jsisweb.com>



travel to Mexico for a weeklong trip to volunteer and attend this school. Students are not only completely immersed in the language, but also the culture and a global experience to broaden their perspective.<sup>39</sup>

## Difficulties implementing a Global Ed K12 Curriculum

While in theory global education may envision students with compassion for the cultures and hardships of others, along with the skills and knowledge to find creative solutions to global problems, the realities and limitations that educators experience within the classroom are genuine and may often impede the goals of global education.

Within the United States, progress toward the implementation of global education curriculums has been uneven at best. Schools face significant challenges as they struggle to prepare students for state-mandated tests that may be tied to government funding.

Signed into law in 2002, No Child Left Behind (NCLB) has had major implications for education in the United States. The bill effectively expanded the role of the federal government within education as it mandated state testing and yearly progress targets.

While the NCLB has set benchmarks and required accountability from schools and teachers for performance, educators and other critics argue that students are being taught to pass state exams rather than genuinely learn the subject matter. The immediate reality of needing to cover state curriculum trumps the more loosely defined goals of global education and citizenship.

However, NCLB has provided for some innovation within education, namely within the Charter School Movement.

(More detail on NCLB follows later in the United States educational policy section of this brief.)

## The Charter School Movement

The growth of the charter school movement, particularly within the United States, has spurred opportunity for schools and educators looking for nonconventional means in addressing educational challenges.

Within the United States,

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<sup>39</sup> World Class Education DVD, Asia Society

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted varies, but most are granted for 3-5 years. At the end of the term, the entity granting the charter may renew the school's contract. Charter schools are accountable to their sponsor-- usually a state or local school board-- to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them.<sup>40</sup>

Since the start of the first charter school in 1992, 3,000 charter schools have opened in forty states. Many of these schools have opened in response to unmet community, student, and educational needs. However results on the ability of charter schools to improve educational performance among its students is mixed. A national study by the Center for Research on Education Outcomes at Stanford University found that “17 percent of charter schools provide superior education opportunities for their students. . . nearly half show results no different from local public school options, and 37 percent deliver learning results that are significantly worse.”<sup>41</sup>

For a copy of the study from the Center for Research on Education Outcomes, go to: [http://credo.stanford.edu/reports/MULTIPLE\\_CHOICE\\_CREDO.pdf](http://credo.stanford.edu/reports/MULTIPLE_CHOICE_CREDO.pdf)

## Controversy over Charter Schools

A recent study conducted by the Massachusetts Teachers Association found that there are higher attrition rates for students in charter schools. The study suggests that charter schools may be trying to push out students that may jeopardize a school's performance record. Released in September 2009, the study looked at five charter schools within the Boston area and found that approximately 1 out of 2 charter school freshman will not make it to their senior year. Although the study does not follow these students after leaving, state data indicates that students do enroll in school elsewhere rather than drop out altogether.<sup>42</sup>

However some argue that charter schools are not pushing students out, but simply providing a more rigorous curriculum than traditional public schools. Thabiti Brown,

<sup>40</sup> [http://www.uscharterschools.org/pub/uscs\\_docs/o/index.htm](http://www.uscharterschools.org/pub/uscs_docs/o/index.htm)

<sup>41</sup> Center for Research on Education Outcomes 1.

<sup>42</sup> Vaznis 2.



principal at one of the schools in the study responded “*we are not just handing out diplomas. . . Unfortunately we have students who leave because they feel our academic standards are too high.*”<sup>43</sup>

Unlike K-12 institutions, higher education tends to have more freedom regarding global curriculum or course development and does not often face the same types of controversies. On the contrary, colleges and universities have the opportunity to provide an atmosphere ripe for global education and the creation of a 21<sup>st</sup> century workforce. Rather, many of the challenges facing non-profit higher education institutions today is the emerging competition from the expanding for-profit education market.

### **Brick and Mortar Models forced to Compete in a Globalized World**

Like the budding for-profit and virtual institutions of higher education, traditional brick and mortar universities are also responding to the needs of global education and the changing demands from students, corporations, governments and society. In most cases internationalization is the response of many academic institutions in an effort to maintain and increase its reach.

Internationalization includes the policies and practices undertaken by academic systems and institutions—and even individuals—to cope with the global academic environment. The many motivations for internationalization include commercial advantage, knowledge and language acquisition, and enhancing the curriculum with international content.<sup>44</sup>

Universities around the world are working hard to become internationally recognized. In many cases, this is being done through the creation of international campuses or international partnerships between universities, or even between universities and governments.

At the tertiary level, many universities are creating satellite campuses in nations around the globe. It is estimated that there are 2.5 million students moving around the globe.<sup>45</sup> Encouraging study abroad opportunities for students, the international expansion of universities is increasing the demand for investment in educational infrastructure.

One of the most progressive forays into the world of global education has been made by New York University, with the implementation of its Abu Dhabi campus in the United Arab Emirates. Conceived of in 2006, the Abu Dhabi outpost was created by the

<sup>43</sup> Ibid. 1.

<sup>44</sup> Altbach, Philip G., and Knight, Jane. *The Internationalization of Higher Education: Motivations and Realities*. 1.

<sup>45</sup> Altbach, et al. iii.



administration and the government of Abu Dhabi. Unlike NYU’s “study abroad” campuses, NYU Abu Dhabi is a “portal campus” (a way to enter fully into the NYU system; a degree-granting research institution offering comprehensive liberal arts and science undergraduate programs in the arts, sciences, social sciences, humanities, and engineering; and, in due course, will also offer graduate degree-granting programs.”<sup>46</sup> The Abu Dhabi campus is a fully functional university in its own right, allowing for the expansion of the “NYU” brand on a global level.

Cross-border education is taking place on a global scale as more than ever individuals seek to find and integrate international components into their educational experiences. Around the world, educational institutions are forging transnational partnerships to provide such experiences.

<http://vimeo.com/26120271>

### Traditional University’s offer Virtual Realm

Beyond the creation of multi-national campuses, there has been a push by brick and mortar universities to provide online courses. Such offerings are one way in which traditional academic institutions are trying to compete with virtual universities such as Phoenix University Online. Distance learning initiatives are increasing in both public and private universities as experts continue efforts to develop highly sophisticated virtual education models.

In a push to assist community college offerings that are on equal footing with those of private or for-profit universities, the Obama administration has proposed a \$500 million on-line education plan that would essentially establish free, online courses accessible to all.<sup>47</sup> If created, the initiative would be similar to Massachusetts Institute of Technology’s OpenCourseWare project or Carnegie Mellon’s Open Learning Initiative (OLI).

Carnegie Mellon’s Open Learning Initiative has created a cutting-edge way to assess online student learning by creating a system that responds to students, instructors, course designers, and learning science researchers. The OLI system uses what is referred to as an iterative model process that provides an interactive experience by supplying multiple opportunities for feedback to all parties involved.<sup>48</sup> Offering courses such as Statistics, Modern Biology, Chemistry, Economics, French, and Physics, OLI:

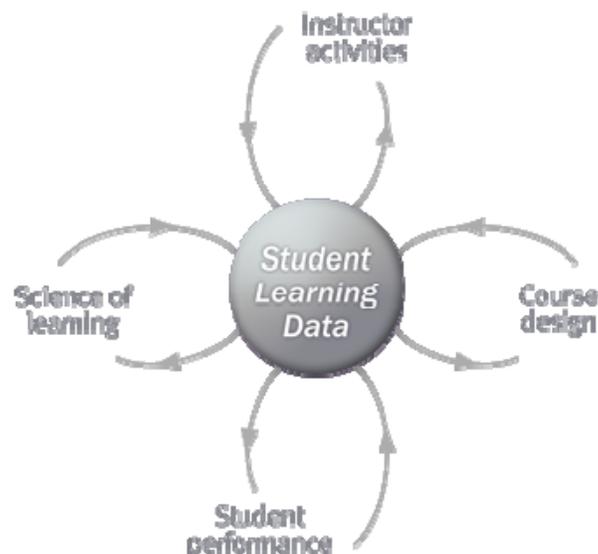
<sup>46</sup> NYU Abu Dhabi: Frequently Asked Questions

<sup>47</sup> Parry, Marc.

<sup>48</sup> Carnegie Mellon. “The Initiative” <http://oli.web.cmu.edu/openlearning/initiative>

“Uses intelligent tutoring systems, virtual laboratories, simulations, and frequent opportunities for assessment and feedback, the Open Learning Initiative builds courses that are intended to enact instruction – or, more precisely, enact the kind of dynamic, flexible, and responsive instruction that fosters learning.”<sup>49</sup>

In a sense, OLI tries to simulate human interaction by offering specific feedback for specific situations, just as an instructor would in a classroom setting. The development of systems such as OLI to provide a high level interactivity could make virtual education all the more appealing to both students and educational institutions.



OLI “iterative” model

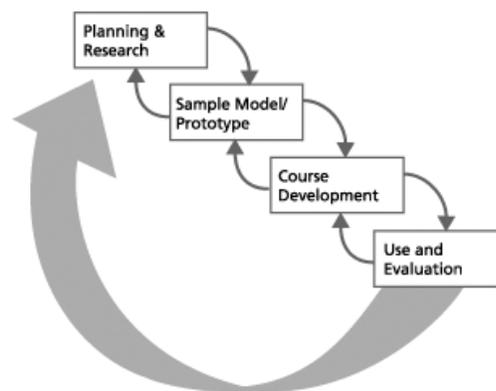


Image taken from: <<http://oli.web.cmu.edu/openlearning/initiative>>.

<sup>49</sup> Ibid.

## ***Civil Society and International Organizations***

Civil Society and International Organizations are playing an increasingly large role in the development of education systems and advocacy of global education. Organizations such as the World Bank and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) are working with developing nations to provide funding and expertise.

### **The World Bank**



Educational institutions in the developing world are also trying to produce a competitive global workforce. Facing unique economic, political, and social challenges to development, these countries often partner with international organizations such as the World Bank in an effort finance educational endeavors. From 1990 to 2009 the World Bank lent over US\$7.64 billion for 337 education projects with higher education components in 106 countries.<sup>50</sup>

One World Bank-funded project is the Second Higher Education Project (HEP2) in Vietnam. The goal of HEP2 is to increase the quality of teaching and research in universities to improve the employability of graduates and the relevance of research in Vietnam. The project works at the government and university level to create policies and capacities that will foster higher education.<sup>51</sup> Like HEP2, many of the World Bank education projects recognize the development of a nation's knowledge economy as a vital component to its overall economy stability.

Beyond higher education, the World Bank also supports projects for primary, secondary, and information communication technology education. Currently the World Bank has active projects in countries such as Argentina, Cambodia, and Egypt.

Like many other international organizations, the World Bank faces criticism on the terms and agreements developing nations must adhere to in order to obtain funding for projects.

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<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20298183~menuPK:617592~pagePK:148956~piPK:216618~theSitePK:282386,00.html#activity>

<sup>51</sup>

<http://web.worldbank.org/external/projects/main?pagePK=64312881&piPK=64302848&theSitePK=40941&Projectid=P079665>

<b>Globalization 101</b> <b>The LEVIN Institute</b> The State University of New York	Trade	Environment	Media	Development	Women
	Investment	Technology	Culture	Migration	Human Rights
	IMF+World Bank	Energy	Education	Health	International Law

There are ongoing debates about whether the World Bank creates conditions that truly help developing nations build stronger economies.

## The United Nations Educational, Scientific, and Cultural Organization (UNESCO)

Another international organization working to promote access to education is the **United Nations Educational, Scientific, and Cultural Organization (UNESCO)**. UNESCO’s program *Education for All by 2015 (EFA)* sets among its priorities “developing competencies for workforce success through education” and “using technology to enhance teaching and learning and to expand educational opportunities.”<sup>52</sup> Although many of UNESCO’s partnerships are with other UN agencies, UNESCO does partner with the World Bank as well on education initiatives and projects.



UNESCO has paired with the **World Economic Forum** to create **Partnerships for Education (PfE)** “which works collaboratively with other global initiatives to harness and help deliver effective private sector contributions to EFA.”<sup>53</sup> A resulting project, the **Multi-Stakeholder Partnerships for Education (MSPE)** brings together the private sector, governments, civil society and other organizations to pool and manage resources and competencies that contribute to the expansion and enhanced quality of education. As a *multi-stakeholder partnership*, MSPE forms a broader coalition than private-public partnerships, realizing the need for multiple inputs for creative, global solutions that will facilitate EFA by 2015.

UNESCO also partners with numerous multinational corporations to help achieve its goal to bring education to all. Multinational information technology companies, such as Microsoft, Intel, and CISCO help to provide consultation, partnerships, technology, and funding for projects. In many cases, MNC’s actively look to participate in programs that will assist in education, not only for public relations exposure, but also because these companies need a pool of employees with specific 21<sup>st</sup> century skill sets.

<sup>52</sup> <http://www.unesco.org/en/education/about-us/programme/>

<sup>53</sup> Draxler, Alexandra. 7.

## Global Education and Non-Governmental Organizations

In addition to international organizations, in the past twenty years the world has seen a tremendous rise in non-governmental organizations (NGOs). Many of these NGOs advocate for global issues such as education, human rights, and poverty reduction. Despite being classified as non-for profits, these organizations, many of them working at the grassroots level, have had a tremendous impact on the way the world is conducting business. There are thousands of NGOs around the world, below is a small sampling of a few working to promote education.

### Education International



Educational International (EI) is the world's largest Global Union Federation, representing teachers and education workers around the globe.<sup>54</sup> Representing nearly 30 million teachers worldwide, EI advocates for an improved status and welfare of those working in education, as well as the right of students to publicly funded and regulated systems of education.<sup>55</sup>

The work of EI is a testament to the global nature of the education. It also illustrates how ICT is creating components an interconnected global education system. Through EI, educators have a unified global voice to promote and influence cause for education as they see fit.

In addition to providing an international voice to educators, EI publishes it quarterly magazine, *Worlds of Education*. Through its magazine and other efforts, EI works to goes beyond education to raise awareness of humanitarian issues such as poverty, child labor, HIV/AIDS.

### Global LAB: Learning Across Borders

Global Learning Across Borders provides students and educators with cultural immersion and community service opportunities. Espousing the belief that “*international experience is a fundamental component of global education and citizenship in the 21<sup>st</sup> century and should be available to all, regardless of financial need*” has programs in China, Tibet, Morocco, India, and Greece.<sup>56</sup>

Geared mainly toward students ranging from age 17-22, Global LAB provides the opportunity cultural engagement through a range of themes such as globalization,

<sup>54</sup> <http://www.ei-ie.org/en/aboutus/>

<sup>55</sup> <http://www.ei-ie.org/en/aboutus/overview.htm>

<sup>56</sup> <http://www.global-lab.org/about/>



sustainable development, wisdom traditions, peace and conflict studies, public health issues, and the visual, performing, and literary arts.

**Women’s Global Education Project**

Founded in 2002, the Women’s Global Education Project believes that everyone is entitled to an education, regardless of gender or economic status. Women’s Global is working to provide access to education and develop training programs that empower women and girls to build better lives and foster equitable communities.<sup>57</sup>

Working in Senegal and Kenya, Women’s Global brings to light one of the global education system’s biggest challenges. Through their chief program, Sisters to School, Women’s Global is providing scholarships for girls to attend school, as well as providing tutoring and mentoring service to assist girls in achieving an education. Women’s Global also speaks out against Female Genital Mutilation.

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<sup>57</sup> <http://womensglobal.org/About%20Us/about.html>

## ***Governmental Policies/ Comparative Educational Systems***

Governments around the world are working to create education policies that foster the development of human and knowledge capital. From the standpoint of national and economic security, governments need citizens with 21<sup>st</sup> century skills. Nations need policies that will cultivate creativity and innovation, and develop leaders capable of solving challenges facing the future generations.

This section will take a look at the educational policies and initiatives of three nations: the United States, China, and the United Arab Emirates. Each of these nations has its own unique educational challenges, solutions, and visions for the future.

### **United States**

Since the end of World War II, the United States has dominated the world politically, militarily, and economically. However, globalization has narrowed the gap between the United States, emerging markets, and developing nations. While the US is still the dominant force in world politics, it no longer goes unchallenged.

The United States recognizes education as a vital tool in maintaining competitiveness abroad and economic security at home. For this reason, we will look at both the domestic and international elements of US education policy.

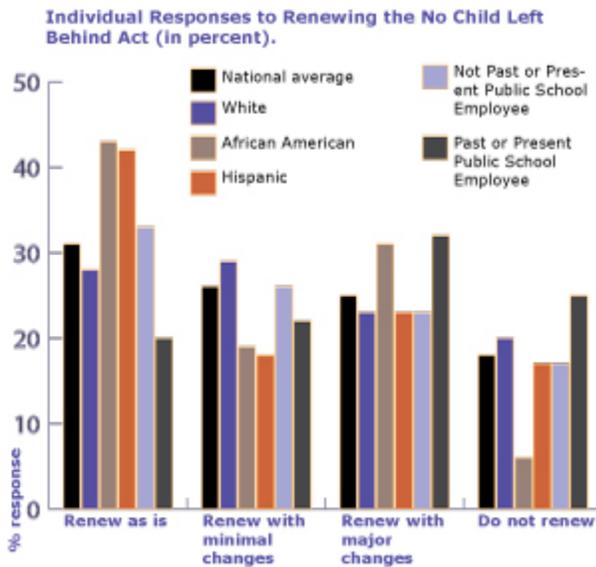
### **No Child Left Behind**

On January 8, 2002, the No Child Left Behind Act (NCLB) was signed into law by President George W. Bush. NCLB was a major piece of legislation that dramatically altered specific elements of education in the United States, particularly the role of the federal government in education.

One of the main goals of No Child Left Behind is to address the growing achievement gap in the United States between underprivileged students typically attending lower achieving schools and students attending higher achieving schools. NCLB has several main focuses:

- Accountability of progress through annual testing and funding
- State report cards of school progress
- Teacher Qualifications
- Reading and Literacy Programs

Despite passing the Senate and the House with overwhelming majorities, 87-10 and 381-44, respectively, NCLB has proved to be highly controversial. Many argue against both its motives and effectiveness as “*some educators and policy makers have questioned the feasibility and fairness of its goals and time frames.*”<sup>58</sup> Certainly, questions have arisen as to whether the legislation has actually worked to narrow the achievement gap, a corner stone aim of NCLB.



Source: The 2007 Education Next-PEPG Survey

Image found at: <http://www.hoover.org/research/focusonissues/focus/11282221.html>

The chart illustrates the conflicting viewpoints on NCLB.

In 2007, the authors of an article in the journal *Educational Research* entitled “Gauging Growth: How to Judge No Child Left Behind” sought out to do just that. They measured test results by analyzing student performance, state data spanning from 1992-2006, and information from the National Assessment of Educational Progress (NAEP). The analysis found that the narrowing achievement gaps leading up to 2002 actually stopped after the passing of NCLB.<sup>59</sup>

Dr. Bruce Fuller, a professor of education and public policy at UC Berkeley and one of the authors to “Gauging Growth” stated: “*The slowing of achievement gains, even declines in reading, since 2002 suggests that state-led accountability efforts- well underway by the mid-1990s—packed more punch in raising student performance, compared with the flattening-out of scores during the “No Child” era.*”<sup>60</sup> The Obama

<sup>58</sup> <http://www.edweek.org/rc/issues/no-child-left-behind/>

<sup>59</sup> Fuller, Bruce, et al. *Gauging growth: how to judge no child left behind*

<sup>60</sup> *Ibid.*



administration has proposed a plan to revamp No Child Left Behind, citing the fact that each year, approximately 80,000 public schools in America fail to meet the standards outlined by the law.<sup>61</sup>

## US International Education Policy

The United States also views education as a measure of foreign policy. For this reason, the US State Department oversees the Bureau of Educational and Cultural Affairs. The work of the Bureau is to “*foster mutual understanding between the people of the United States and the people of other countries to promote friendly, sympathetic, and peaceful relations, as mandated by the Mutual Educational and Cultural Exchanges Act of 1961.*”<sup>62</sup> This mission is accomplished through initiatives such as the Fulbright Program; the International Visitor Leadership Program; youth, sports, and cultural programs; and study opportunity for foreign students.

Annually, the US State Department, in conjunction with the US Department of Education, hosts an International Education Week (IEW). This is one way in which the United States’ seeks to “*promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States.*”<sup>63</sup>

At the 2008 IEW, former Secretary of State Condoleeza Rice spoke to the global role of education stating that “*indeed educational institutions—primary and secondary schools, vocational schools, colleges and universities—have always played a key role in opening minds and creating global awareness, and have traditionally been the State Department’s strongest partners in shaping the citizen diplomat.*”<sup>64</sup>

The US recognizes education as a means of civil diplomacy in addition to the creation of 21<sup>st</sup> century employees. Programs such as IEW and others undertaken by the State Department illustrate the sophisticated coordination of the US to disseminate its culture through education, in addition to attract global scholars to its shores. All of this is as an effort to build and maintain a 21<sup>st</sup> century workforce and supremacy in the modern global economy.

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[http://topics.nytimes.com/top/reference/timestopics/subjects/n/no\\_child\\_left\\_behind\\_act/index.html](http://topics.nytimes.com/top/reference/timestopics/subjects/n/no_child_left_behind_act/index.html)

<sup>62</sup> <http://exchanges.state.gov/about.html>

<sup>63</sup> <http://www.iew.state.gov/>

<sup>64</sup> <http://www.iew.state.gov/2008/docs/secrice.pdf>

## China

### Domestic Education Initiatives

As an emerging nation of 1.6 billion people, China faces very unique challenges in providing an accessible and quality education to its youth. In 1985 the Chinese government held the National Conference on Education aimed at producing more able people and improving secondary education, and a resulted in the creation of a nine-year compulsory education law.<sup>65</sup>

Many of the reforms and initiatives undertaken by the Chinese government have been efforts to bring rural education standards in-line with standards in urban areas. With 70 percent of its population living in rural areas, this is a legitimate concern. *“To help remedy the inequalities, on December 27, 2005 the government announced that China will spend 218 billion yuan (27.25 billion U.S. dollars) over five years to help improve rural education.”*<sup>66</sup>



Beijing Tsinghua University  
<http://www.flickr.com/photos/auws/235923498/>

At the “Fifth High Level Group Meeting on Education for All” sponsored by UNESCO, Chinese Premier Wen Jiabao listed China’s three primary education goals as compulsory education, vocational education, and illiteracy elimination and developing education in rural areas.<sup>67</sup>

China is also acknowledging the role in privately-run schools to help fulfill China’s education needs. In 2005, a law was passed on the promotion of privately run schools. With 1.17 million educational institutions services a total of 318 million students in 2002,

<sup>65</sup> Tao, Liqing, and Margaret Berci and Wayne He. "Historical Background: Expansion of Public Education." *New York Times*. <http://www.nytimes.com/ref/college/coll-china-education-001.html>

<sup>66</sup> Ibid.

<sup>67</sup> <http://www.edu.cn/20051130/3163495.shtml>



such initiatives are necessary in order to lessen the immense burden on the Chinese government of providing education.<sup>68</sup>

### International Education Initiatives

Much like the United States, China is reaching out to develop educational partnerships with other nations and foreign educational institutions.

#### China-United Kingdom Collaboration

In 1996, China and the United Kingdom created the Sino-UK Higher Education Collaboration Programme with the aim of *“contributing to the development of higher education in the UK and China by learning from one another’s experience, and to strengthen links and strategic collaboration.”*<sup>69</sup>

The collaboration continues today and has led to the **eChina-UK eLearning Programme**. The project comprises a number of teacher training projects in which British and Chinese teams worked to develop and pilot eLearning materials. The programme also has been conducting research on education in China, specifically with regards to eLearning.<sup>70</sup>

One such initiative of the eChina-UK eLearning Programme is the Chinese University Teacher Training in English (CUTE). This one-year programme between the University of Cambridge and Tsinghua University in Beijing focused on developing eLearning materials to train Chinese University Teaching Staff so that they can teach their subject matter in English.<sup>71</sup> Since its first year pilot, CUTE has been followed by CUTE 2, which integrates face-to-face instruction with online instruction.

### United Arab Emirates

#### Domestic Education Policy

Today, the United Arab Emirates (UAE) is a nation undergoing tremendous and profound changes. A federation of states, UAE has attracted substantial amounts of foreign direct investment that have assisted in building some of the most modern cities in the world.

<sup>68</sup> [http://www.edu.cn/Researchedu\\_1498/20060323/t20060323\\_113688.shtml](http://www.edu.cn/Researchedu_1498/20060323/t20060323_113688.shtml)

<sup>69</sup> <http://www.britishcouncil.org/china-education-higher-mou.htm>

<sup>70</sup> <http://www.echinauk.org/overview1.php?main=1&sub=1>

<sup>71</sup> <http://www.echinauk.org/cases/cases.php?main=4&sub=0>



UAE has also tried to diversify its economy so that it is not solely dependent on oil revenues. Currently, oil accounts for approximately 37 percent of UAE’s nominal gross domestic product.<sup>72</sup>

New infrastructure and political stability has attracted new business and families from around the world. From 1995 to 2005 the population of UAE increased 75 percent due to a huge influx of foreign expatriate workers, with only 22 percent of the total population being UAE nationals. This population increase has placed a tremendous burden on the education system.

UAE offers free education from kindergarten through university level to all of its natural citizens. The UAE government policy on education is progressive and has the goal of achieving ‘Emiratisation.’<sup>73</sup> UAE recognizes the dependence of its economic growth on expatriate workers and need to develop a proud, educated citizenry that can take leadership positions in the economic expansion.

### **Privatization of Education in UAE**

The tremendous increase in demand for education in UAE gave the government little choice but to allow for privatization of education. In many cases, expatriate workers primarily employed in the financial services sector demand schools with international standards for their children.

Many of these schools utilize curriculum standards from the United States, United Kingdom, Australia, India, and the International Baccalaureate. In many cases, multinational educational management corporations such as SABIS International are running schools.

### **International Education in Dubai**

<sup>72</sup> UAE Yearbook 2008

<sup>73</sup> <http://www.austrade.gov.au/Education-to-the-United-Arab-Emirates/default.aspx>

Perhaps the most innovative urban planning education initiative undertaken is Dubai's International Academic City (DIAC). The world's only free zone to higher education, DIAC currently hosts 30 international universities from countries such as the USA, Australia, India, Pakistan, Iran, Russia, Belgium, the UK, and France, teaching over 16,000 students.<sup>74</sup>



American University of Dubai campus  
<http://www.flickr.com/photos/liz/6314937/>

DIAC is part of a long-term economic strategy to develop the region's talent pool, to attract foreign academics and students, as well as provide UAE nationals with diverse educational opportunities.<sup>75</sup>

Trying to transform itself into a knowledge-based economy, Dubai has also created centers such as Dubai Knowledge Village, Dubai Media City, and Dubai Internet City in an effort to bring together knowledge, education, information, and talent. Many of educational initiatives taking place within Dubai are public-private partnerships with international schools or corporations. Because of these elements, education in Dubai is both global and international.

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<sup>74</sup> <http://www.diacedu.ae/>

<sup>75</sup> <http://www.diacedu.ae/>

## ***Conclusion***

This brief has provided a preliminary analysis of global education in its many roles and functions. Although the nature and vastness of global education certainly could not be covered within these short pages, a ground-work has been provided so that one may understand the modern global dynamics impacting education on several levels and through several perspectives.

We have looked at global education through a business perspective, both for-profit and not-for-profit, as well as through a theoretical and governmental lens. In each of these realms we see elements of the individual, local communities, national governments, and international organizations. With the help of new technologies we see an increased interaction between and among these realms, fostering new partnerships, initiatives, and standards.

In recent decades, we have seen both the globalization of education and the education of globalization become means and ends unto themselves. They have become systems of mutual dependency and responsiveness. We are seeing new education structures emerge, simultaneously creating new solutions and new challenges in learning.

The introduction of virtual and digital education transcends not only classrooms, but geopolitical borders; challenging the traditions of a system that have been in place since perhaps the beginning of time, in one form or another. The blending of local, national, international, and public and private enterprise should create a fascinating transformation of education systems and standards around the world as economic globalization creates new demands from workers.

As many other debates surrounding globalization, there are many differing viewpoints as to basis and conclusion of such transformations. While this brief does not address those elements, one point is evident, certainly change in education is abound.

**Glossary**

**Bifurcate system** – A system that is divided into two branches or parts.

**Charter School** - A public charter school is a publicly funded school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be newly created, or it may previously have been a public or private school; it is typically governed by a group or organization (e.g., a group of educators, a corporation, or a university) under a contract or charter with the state. In return for funding and autonomy, the charter school must meet accountability standards. A school's charter is reviewed (typically every 3 to 5 years) and can be revoked if guidelines on curriculum and management are not followed or the standards are not met.

**Free zone**- Alternative term for free trade zone; designated area where certain taxes or restrictions on business or trade do not apply.

**Global Union Federation**- An international federation of national and regional trade unions organizing in specific industry sectors or occupational groups,

**Intranet**- A privately maintained computer network that can be accessed only by authorized persons, especially members or employees of the organization that owns it. Although intranet pages may have links to Web sites on the Internet, the intranet is not exposed to, or is accessed by, the general public. It provides a standard way to publish company policy, news, schedules, medical and insurance forms and training manuals. The intranet is also a venue for publishing blogs, wikis and social activities.

**Public-Private Partnerships**- A contractual agreement between a public agency (federal, state or local) and a private sector entity. Through this agreement, the skills and assets of each sector (public and private) are shared in delivering a service or facility for the use of the general public. In addition to the sharing of resources, each party shares in the risks and rewards potential in the delivery of the service and/or facility.

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