

Global Education

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Countries around the world are making dramatic contributions to education; they are poised to make sure that their inhabitants are prepared for twenty-first-century competencies (21CC). Educational initiatives are methodically being integrated into the core of these countries' instructional systems. This article introduces and examines the context, trajectory, and character of six countries: Chile, India, Mexico, Singapore, the United States, and China.

Chile

The importance of education in Chile is formulated around the situational context in which the policies of the country's educational system evolved. First, educational rectifications needed to be put in place at the institution level. Secondly, the policy-driven educational system presented challenges, due to weak elements of school management. For example, On the primary and secondary education levels in Chile the mediocrity in test-based accountability triggered low learner performance which culminated in the messy implementation of 21CC, (Reimers & Chung pg. 94). On the higher education level an uncommon fact is that the University of Chile is well renowned and was ranked the 400th best university in the world in 2021. [University of chile - Wikipedia](#)

The salient trajectory of 21CC in Chile encompasses a focus on economic development and social equality which spell out idealistic propositions for the educational field. Also, the implementation of a merit pay system for teachers, and extensive training programs for teachers of unfamiliar educational programs, (Reimers & Chung pg. 97 & 113).

The Character of Chileans pivots around the important actions of their youth. When the young people of Chile orchestrated an uprising to demonstrate against market mechanism the authorities reacted by "designing a quality assurance system that assesses schools and also increased the value of the voucher for low socioeconomic status students," (Reimers & Chung pg. 96).

India

In India, the contextualization of twenty-first-century education involves “the inherited problem of the past, the current realities, and the further requirements for developing India into a globalized twenty-first-century world,” (Reimers & Chung pg. 158). Archaic Indian society had a caste-based disunified social system that separated the wealthy citizens from the “undesirables”. India is presently focusing on the right to educate all – the disadvantaged and especially the girl child. Today’s India “supports local District Institutes Education Training to ensure district-level monitoring of policy implementation,” (Reimers & Chung pg. 158). The articulation of the National Curriculum Framework 2005,(NFC2005) gives the groundwork for how India will develop its 21CC. A collaborative effect by the education commissions to design educational goals for NFC2005. 1) Work-centered education facilitates competencies to transpose learning theories and practices. 2) The minds-on education method “Head, heart, and hands” gave respect and recognition to the virtue of labor. 3) Higher order of thinking helped the development of critical thinking skills with a scientific disposition which entailed the competencies needed to transition into the twenty-first century, (Reimers & Chung pg. 163 to 165), These were the three of the major educational tools that give context to India’s educational systems.

India’s character centers around economic growth and quality education for all; instilling competencies that facilitate lifelong learning for growth in industry, tillage, and corporate workplaces. (Reimers & Chung pg. 164). Extending into NCF2005's advocacy of flexibility and creativity – there's a unique educational institute in India's Madhya Pradesh (Veena Vahini School) where all 150 are so students write with both hands. Click Here to View School: [HISTORY TV18 on X: "How cool is this! Veena Vadini School in Madhya Pradesh is India's first and only school where children are trained to be ambidextrous. #OMGIndia #IndiaKaNayaFilter #FullStory https://t.co/PiUSpY8j0" / X \(twitter.com\)](https://t.co/PiUSpY8j0)

The salient movement towards 21CC in India pointed to educational pedagogies to be used to implement those competencies – which are broken down as learning goals in their textbooks, which must be “reviewed by

government and nongovernment organizations which discloses stereotypes and social inequities presented in the book's content, (Reimers & Chung pg. 174).

Mexico

Mexico's ineffectiveness of its educational system gives an important situational context to 21CC. "The lack of public debate about pedagogical content in Mexico might be partially explained by the lack of interest that affects their previous national education system's curriculum reforms that they had in the operation," (Reimers & Chung pg. 130). Open debate is hardly seen in Mexico, specifically with curriculum reform practices that neglects the "prevalent culture," (Reimers & Chung pg. 128). The importance of an educational system protecting their students is relevant for Mexico's prevalent culture. The following situation is disturbing, Law officials mistakenly fired at a school bus carrying forty-three students who disappeared following the incident, In the years since, up until this day families are still looking for answers. Remains of three of the students have been recovered and formally identified, but the other forty students remain a mystery. [Mystery of Mexico's missing 43 students who 'disappeared' - and the families who demand answers \(msn.com\)](http://www.msn.com)

An important trajectory for Mexico's 21CC is to have educational goals comprised of a new curriculum for basic education, which may influence the debate about how to include imperative competencies for life in the twenty-first century - this also accommodates digital competency standards that encompass "a coding scheme for the analysis of teachers," (Reimers & Chung pg. 137 & 138).

The characterization of Mexico looms in the saliency of restrictions instituted by national legislators to communicate curricular innovations to the school systems, which explains why new competencies are implemented so slowly and on a small scale. Furthermore, this entailed professional development activities for teachers, (Reimers & Chung pg. 149).

Singapore

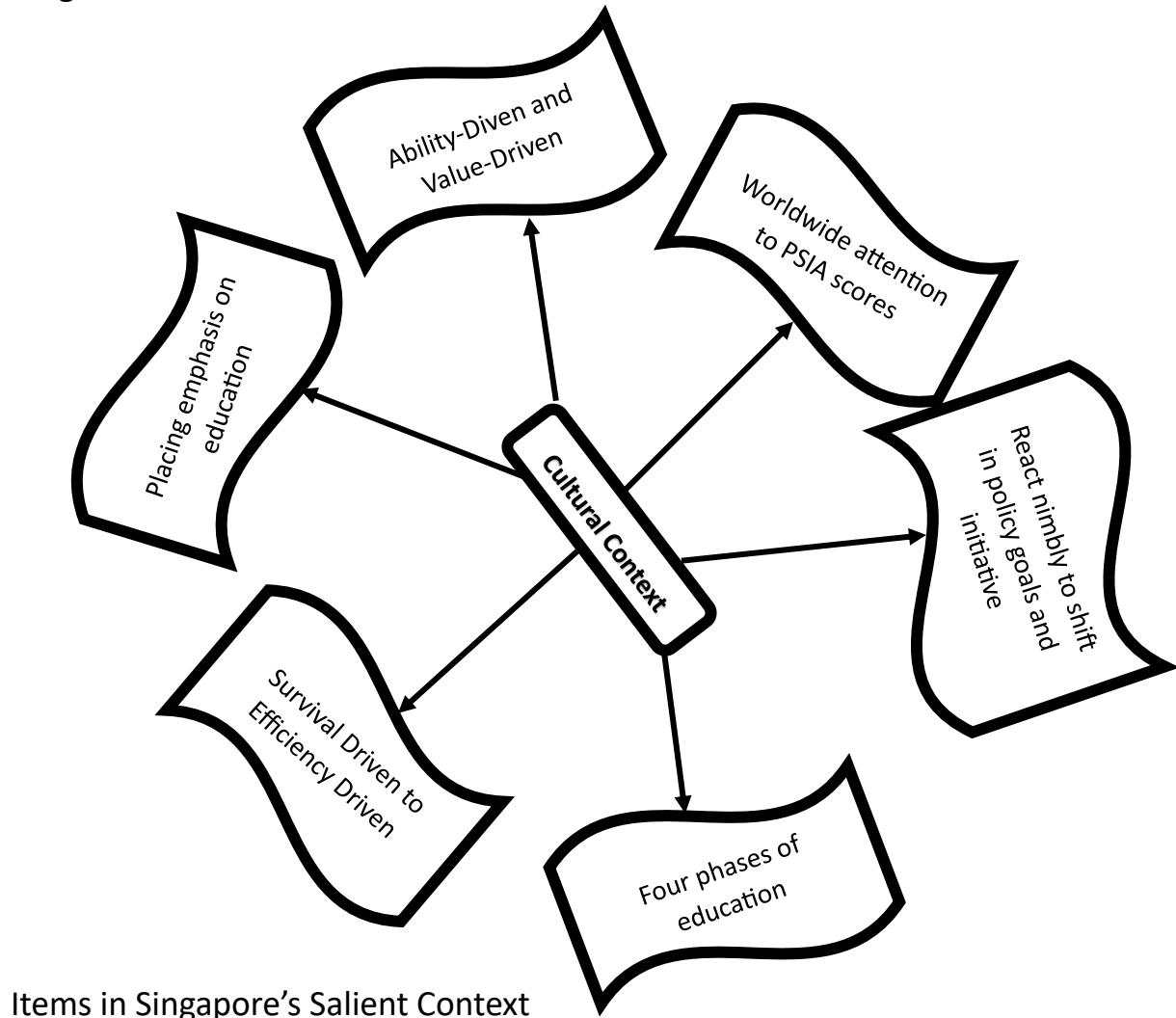
Singapore 21CC future ambitions is demonstrated in the exceptional outline of professional standards, which are benchmarked for teacher preparation programs. For instance, “adequate preparation to take on the core roles of nurturing the child and providing a high quality learning of the child; strong subject mastery; and competencies related to the teaching and learning of specific subject discipline, working with and respecting others, and attributes linked to personal effectiveness,” nonetheless, the continued cohesive relationship between the Minister of Education, (MOE) and all other educational stakeholders makes the 21CC initiative effectively communicable. (Reimers & Chung pg. 51). “It is of paramount importance that the MOE take into consideration educational experts, researchers of future employers, voices of parents of the community, and students themselves,” thereby, giving students the room to explore and granting space to cultivate their cognitively, (Reimers & Chung pg. 63 & 67).

On all echelons, 21CC is deep-seated in Singaporeanism character; identified by a strong respect between educational professionals and the policymakers that govern the country. Students and teachers alike understand that the country's educational initiatives delve deeply below the surface level and changes the basic philosophy and approach to learning; they are committed to a collective vision and systematic coherence in the belief that those who are successful in life have worked hard and are qualified through their achievements. (Reimers & Chung pg. 61).

The cultural particularities that helped 21CC transcend initiatives for Singaporeans encompass the following four phases of educational context, “without any resources education became the growth of economic survival; the focus shifted from providing education for all to improving the quality of education provided; always depended on its usefulness to major economic and political powers and its ability to innovate and stay relevant in the global market; every school is a good school, every student an engaged learner, every teacher a

caring educator, and every parent a supportive parent," (Reimers & Chung pg. 29 – 31). In the Program for International Student Assessment (PISA), Singapore was ranked in the top five in mathematics, reading, and science skills. Diagram 1 below shows the items in Singapore's salient context.

Diagram 1



United States

The United States, in the articulation of its 21CC aspirations, evolves within the Situational context that present dialogue about the functions and objectives of schooling which

included voices of prominent business leaders in 1960; during a time when the country was dealing with a volatile situation within its educational opportunity. American industry invested billions in “on the job training”, “education has a direct impact on employment, productivity, and growth, and on the nation’s ability to compete in the world economy,” (Reimers & Chung pg. 191 & 193) - coinciding with approved and regulated programs of teacher education, (Reimers & Chung pg. 215). Research studies into the achievement gap called for unprecedented efforts to document academic performance in public education. Text-based reform was implemented, and fifty-two years later students in the US ranked fourth on the PISA behind Shanghai-China, Hong Kong-China, and Singapore. (Reimers & Chung pg. 195). The situation that propelled US students in educational testing came from the initial verbalizations that gave the country its desire to succeed.

The tradition of favoritism is a salient part of the United States character. “The desire to increase educational quality in the face of perceived threats to these favored individuals and national economic security is just one of many factors that affect educational agendas.” (Reimers & Chung pg. 199). The “lack of teeth” in the federal Department of Education by law has helped to not implement educational standards. Private funding has helped develop, evaluate, promote, and implement those standards – which in essence doesn’t help the US government’s character.

Looking ahead to the future of 21CC in the US and focusing on educational equity. Within the United States, many students are part of an inherited educational gap. Moreover, the 21CC educational goals are being watered down, For example, “adaptive changes in line with broader education purposes, when it has been very successful incremental improvements in a narrower set of goals, (Reimers & Chung pg. 271). The aim of not increasing but narrowing gaps in academic performance is measured by test scores between racial groups in the United States.

China

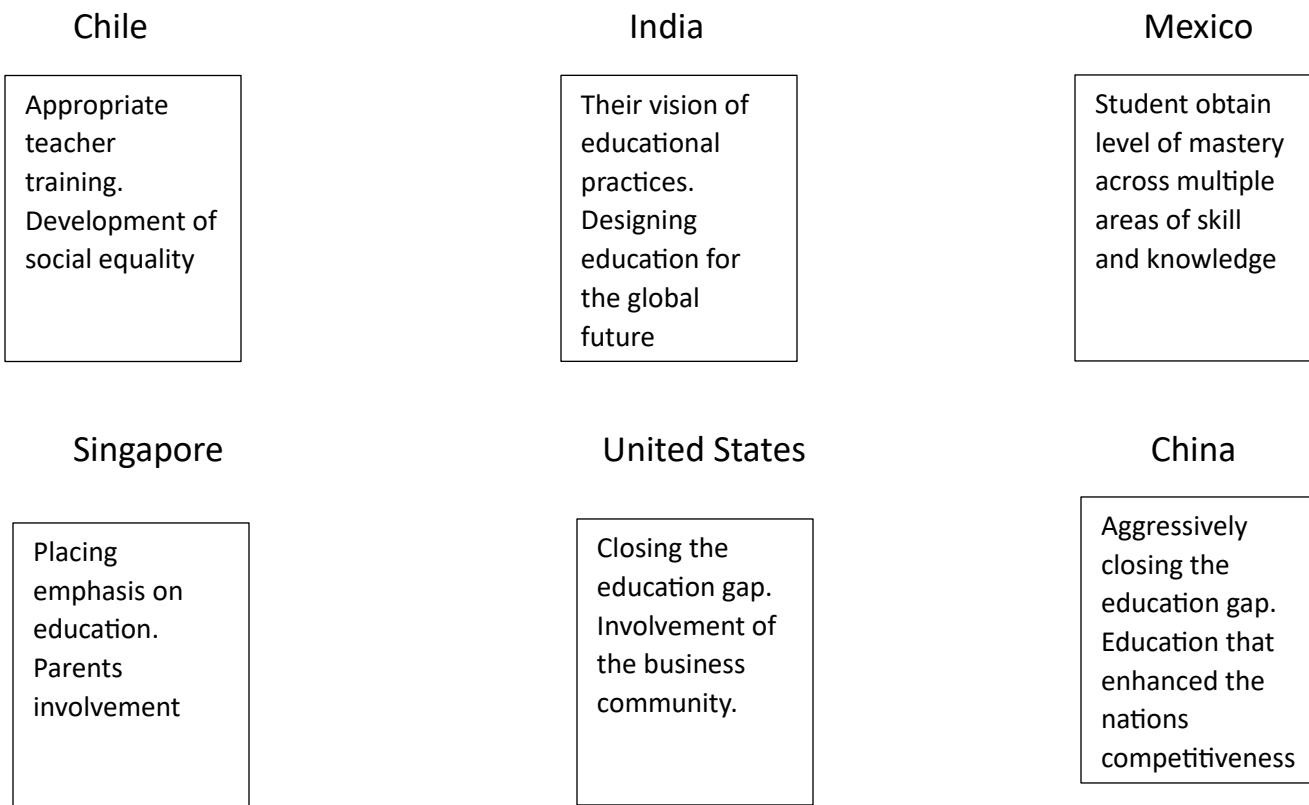
China's 21CC trajectory is oriented toward modernization, the world, and the future. 1) Education is insightful for developing talent and knowledge lending to economic development. 2) Educational systems should be expandable and drawn upon other educational systems. 3) Teachers must be willing to constantly change and incorporate different learning techniques with competence in meeting future educational goals, (Reimers & Chung pg. 76).

21CC established China's character by shifting from examination-oriented education to quality-oriented education, consisting of entrepreneurship and practical abilities, independent thinking, innovative awareness, scientific spirit, and motivational thinking habits. Among other things, practical skills and abilities include teachers' professional development.

The historical context of China's educational system comes into focus with its long-rooted cultural days of old, "the educational system is shaped by thousands of years of history and influenced as well by contemporary political and economic reforms," (Reimers & Chung pg. 71). Part of the history of educational systems during rapid modernization in agriculture, defense, science, and technology required high levels of training. Such educational programs were based on theory more than political endeavors – in the spirit of the cultural revolution, (Bram & Dickey). A not-so-popular cultural educational moment in China's recent history happened in 1966 when a female vice principal was tortured and killed by teenage students. She was the first casualty in the savage movement that killed up to two million Chinese – the Cultural Revolution, known as Tiananmen Square, [Cultural Revolution on Campus | City Journal \(city-journal.org\)](https://www.city-journal.org/cultural-revolution-on-campus). China has to aggressively pursue 21CC initiatives due to the Cultural Revolution inducing large-scale school closures in China.

The common theme of all six countries is teacher development and educational awareness. Diagram 2 below give the

Diagram 2



References

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