

Technological Advancements and International Organizations in Education: A Comparative Study of China and Myanmar in the Context of Deglobalization *

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Abstract

This study explores how technological advancements and international organizations shape the education systems in China and Myanmar, especially under the influence of deglobalization. The research analyzes how deglobalization impacts technology integration in education and assesses the role of international organizations and foreign aid in educational reforms. Through a comparative study, it highlights the differences and similarities between the two countries in technological adoption, government initiatives, and reliance on external aid. Using a mixed-methods approach, both quantitative and qualitative data were gathered via surveys from students in both nations. These surveys examined students' perspectives on technology use, the influence of international organizations, career preparation, and academic exchanges. The results show significant disparities between China and Myanmar. While China benefits from strong government investment and innovation in educational technologies, Myanmar faces obstacles due to its political instability and dependence on international aid. Chinese students report feeling better prepared for the global workforce, whereas Myanmar students struggle with financial barriers and lack access to exchange programs. This study sheds light on how deglobalization affects education in various socio-political settings, emphasizing the critical role of government support and international cooperation. It calls for context-specific strategies to overcome the challenges faced by countries like Myanmar and concludes with a recommendation for further research on the long-term effects of these trends on educational outcomes.

Keywords: deglobalization, comparative study, educational reform, international organizations, educational technology

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Introduction

Globalization has long been a driving force in shaping national policies, including education, by promoting interconnectedness and the exchange of ideas and technologies across borders (Van Bergeijk, 2024). However, in recent years, there has been a notable rise in anti-globalization sentiments and deglobalization movements around the world (Witt, 2019). These movements challenge the prevailing notion of global integration, advocating for a reassertion of national sovereignty and localized control over economic and social policies. As a result, the issue of deglobalization and its impacts on national education policies is becoming increasingly significant and is likely to continue growing in the future (Van Bergeijk, 2024). Deglobalization, characterized by a retreat from global interconnectedness (Gao & Teo, 2023), presents a multifaceted impact on national policies, including education.

Globalization is a multifaceted process that impacts various aspects of society, including education. According to Guo and Guo (2016), globalization involves social dimensions such as social inequality, power dynamics, and global-local relationships. They highlight that global capitalism has led to a global society characterized by inequality and injustice. In connection to education, they also underscore that globalization has significant effects on the education sector, noting that globalization has led to the homogenization, commodification, and marketization of education (Guo & Guo, 2016). This transformation in education reflects broader societal changes due to globalization's influence. Globalization impacts education policies by influencing the direction and structure of educational systems to align with global economic and social trends. Majhanovich and Geo-JaJa (2013) highlight that globalization results in conformity, disempowerment, and the legitimization of developed nations' ideologies, shifting educational focus towards instrumental knowledge conducive to perpetuating educational poverty. Furthermore, they argue the dynamics of decreasing sovereignty, destabilization, and dependency through compromised quality education are associated with the penetration of global knowledge networks into the South, shaping the educational structures of developing countries to serve the interests of wealthier nations (Majhanovich & Geo-JaJa, 2013). This demonstrates how globalization can subordinate educational systems in developing countries, influencing policies to prioritize the skill and knowledge interests of more affluent nations. This has given rise to anti-globalization sentiments, also known as deglobalization movements. Deglobalization theories suggest a shift away from global interconnectedness, challenging the dominance of globalization processes. Kornprobst and Paul (2021) have highlighted historical epochs of anti-global mercantilist restriction, global retreat, and contrasting globalizing and deglobalizing trends since the 15th century. This perspective emphasizes the ebb and flow of global integration over time, with recent indications pointing towards another phase of global retreat following the financial crisis of 2007-2009 (Van Bergeijk, 2024).

Furthermore, Hayes and Weber (2021) approaches deglobalization through the lens of human security and technology. They note that globalization's impacts on human security have been mixed, with advancements in awareness through social media, human rights advocacy, and transnational networks contributing to progress in certain political aspects of human security. However, the potential reversal of these advancements in the face of deglobalization dynamics, where countries may turn inward and disregard international norms and human rights, is highlighted as a concerning aspect of deglobalization theory. These theories underscore the complex and nuanced nature of deglobalization processes, encompassing shifts in economic, social, political, and technological spheres on both global and individual levels. As documented by Witt (2019), deglobalization can impact education opportunities by widening the gap between developed and developing countries, as wealth distribution becomes highly uneven due to the global rise in wealth. This uneven distribution can further increase disparities between skilled and unskilled laborers, affecting educational access and opportunities.

In terms of technology, deglobalization can lead to a decline in global financial flows, affecting investments and technological advancements worldwide. Kornprobst and Paul (2021) describes how the peak in global foreign direct investment in recent years and subsequent decline due to deglobalizing forces can impact the development and dissemination of advanced technology in education. Additionally, they posit restrictions on cross-border communication by authoritarian governments can hinder technological advancements and collaboration in the education sector (Kornprobst & Paul, 2021). Regarding education policies, deglobalization can influence the restructuring of higher education systems in response to changing global dynamics. The concept of deglobalization challenges the traditional view of globalization as a monolithic and unproblematic process, pushing policymakers to reconsider the global-local interactions and adopt alternative practices, according to Cantwell and Maldonado-Maldonado (2009). This

shift in perspective may prompt a re-evaluation of governance technologies embedded in education practices, emphasizing the need for generating new knowledge to confront the challenges posed by deglobalization in the education sector. Deglobalization has the potential to impact education opportunities, technology access, and policy decisions by disrupting global interconnectedness, creating uneven wealth distribution, influencing technological advancements, and necessitating alternative practices in response to changing global dynamics.

A comparative study of Myanmar and China in the context of deglobalization and education policies is significant due to several factors. Both countries have experienced profound shifts in their economic and social systems influenced by globalization, yet their responses to deglobalization and its impact on their education policies provide valuable insights. Firstly, the historical context of Myanmar and China presents distinct backgrounds and responses to globalization. Myanmar's political transformation from military rule to a parliamentary democracy in 2010 and back again in 2021 contrasts sharply with China's market-oriented socialism. These differing historical trajectories offer contrasting settings to examine how each country navigates the challenges of deglobalization within their education systems (Nguyen & Fraser, 2007; Esson & Wang, 2018). Nguyen and Fraser (2007) and Esson and Wang (2018) also highlight the Second and third reasons of interest. The different models of governance between the two countries shed light on how political structures influence educational policy decisions during deglobalization. Myanmar's evolving democratic governance compared to China's established socialist political system highlights how these differing political landscapes impact their respective education policies. Thirdly, analyzing the impact of deglobalization on the education systems of Myanmar and China, including changes in curriculum, funding, governance, and student enrolment, reveals diverse approaches to adapting amid shifting global dynamics. This analysis offers insights into how each country modifies its education system in response to deglobalization pressures. Fourthly, both Myanmar and China have experienced rapid economic growth due to globalization. By comparing how they address challenges in the education sector during deglobalization, we can highlight their resilience and adaptation strategies. This comparison can be viewed in the works of Nguyen and Fraser (2007); Van Bergeijk (2022) provides a clearer understanding of how economic resilience plays a role in educational policy adjustments. Lastly, understanding how Myanmar and China respond to deglobalization in education policies has broader implications for global educational governance. It informs how educational systems can be managed in the face of changing global economic and political landscapes, offering lessons that can be applied to other countries experiencing similar challenges (Esson & Wang, 2018; Van Bergeijk, 2022).

The role of international organizations and foreign aid is another crucial area of focus in this research. In China, collaboration with international bodies has been instrumental in shaping its educational policies and practices. Partnerships with organizations such as UNESCO, the World Bank, and the OECD have provided China with access to resources, technical assistance, and global best practices (Yang, 2010). These collaborations have not only supported China's domestic educational reforms but have also enabled the country to promote its global educational initiatives, such as the Confucius Institutes. These institutes serve as a tool for China to extend its cultural and educational influence worldwide, reflecting its strategic use of international partnerships to enhance its global standing. In contrast, international aid plays a vital role in sustaining educational services in Myanmar, especially in conflict-affected and rural areas. The country's reliance on external support is evident in the numerous aid programs and partnerships aimed at improving educational access and quality. Organizations like the EU, World Bank, and various NGOs have been crucial in providing the necessary resources and expertise to support Myanmar's educational reforms. However, the effectiveness of these aid programs is often hampered by political instability, logistical challenges, and tensions between the government and international donors. These factors highlight the complexities and limitations of relying on international aid in a context of deglobalization (Machmud et al., 2021). This comparative exploration of China and Myanmar provides valuable insights into how different political and economic environments influence the role of international organizations in educational development. China's strategic use of international partnerships to bolster its domestic and global educational objectives contrasts sharply with Myanmar's dependence on foreign aid amidst significant internal challenges (Mok, 2003).

In China, deglobalization manifests as a mixed and strategic policy choice. The Chinese government has selectively embraced deglobalization, focusing on self-reliance and domestic innovation while continuing to engage in global economic and technological exchanges where beneficial (Liu & Fang, 2009). This approach allows China to mitigate the risks of over-dependence on foreign technologies and

enhance its national security and economic resilience. China's strategic approach to deglobalization is reflected in its educational policies, which prioritize the development of indigenous technologies and the strengthening of national digital infrastructure. The government's emphasis on initiatives like "smart schools" and "Internet Plus Education" underscores a commitment to leveraging technology to enhance educational quality and access (Schulte, 2018). However, this policy choice also involves navigating the tensions between global integration and national self-sufficiency, making the deglobalization process in China a calculated and controlled transition. In contrast, Myanmar's experience with deglobalization is largely imposed externally, driven by political instability and the rollback of democracy under military rule (Hayes & Weber, 2021). The 2021 military coup exacerbated the country's isolation, reversing the progress made during its brief period of democratic reforms. International sanctions and the withdrawal of foreign aid and investments have further isolated Myanmar, compelling it to turn inward. This externally imposed deglobalization has significant implications for its education system, particularly in terms of technological integration and access to international resources. The reliance on international aid for educational development has been severely impacted by the political crisis, leading to significant challenges in maintaining and improving educational infrastructure and quality. The military junta's control has further stifled educational reforms, making it difficult to implement technological advancements and integrate global educational standards (Yaw, 2023).

The contrasting experiences of China and Myanmar in the context of deglobalization make this study particularly interesting. China's mixed and strategic policy choice towards deglobalization offers insights into how a nation can balance national interests with global participation. Meanwhile, Myanmar's externally imposed deglobalization highlights the vulnerabilities and challenges faced by countries under political turmoil. These differing approaches provide a valuable comparative perspective on the impact of deglobalization on education, informing the development of resilient and adaptable educational policies in varying geopolitical contexts. A comparative study of Myanmar and China in the context of deglobalization and education policies provides a nuanced understanding of the diverse approaches and challenges these countries face. This study contributes valuable insights to the fields of education policy, international relations, and globalization studies, highlighting the complex interplay between local and global forces in shaping educational outcomes.

The primary aim of this research is to explore and understand the complex interplay between deglobalization, technological advancements, and the role of international organizations in the educational landscapes of China and Myanmar. By examining these elements, the study seeks to uncover how these factors shape and influence educational policies and practices in two distinct geopolitical contexts. In this context, it is aimed to answer the questions below:

1. How do technological advancements in education differ between China and Myanmar in the context of deglobalization?
2. What is the role of international organizations in shaping educational policies and practices in China and Myanmar?
3. How do students perceive the impact of technology on their education and career preparation in both countries?

Methodology

This mixed-designed research combines quantitative and qualitative data to provide a comprehensive understanding of the research questions (Mayring, 2001). This research aims to explore the impact of deglobalization on educational technology and the role of international organizations in China and Myanmar.

Participants

Participants, who were selected by using purposeful sampling (Benoot et al., 2016) include university students from various disciplines in urban areas of China (54 students) and Myanmar (31 students). Inclusion criteria are current enrollment in a university program and willingness to participate. Demographic information of the participant is shown in the Figure 1 below.

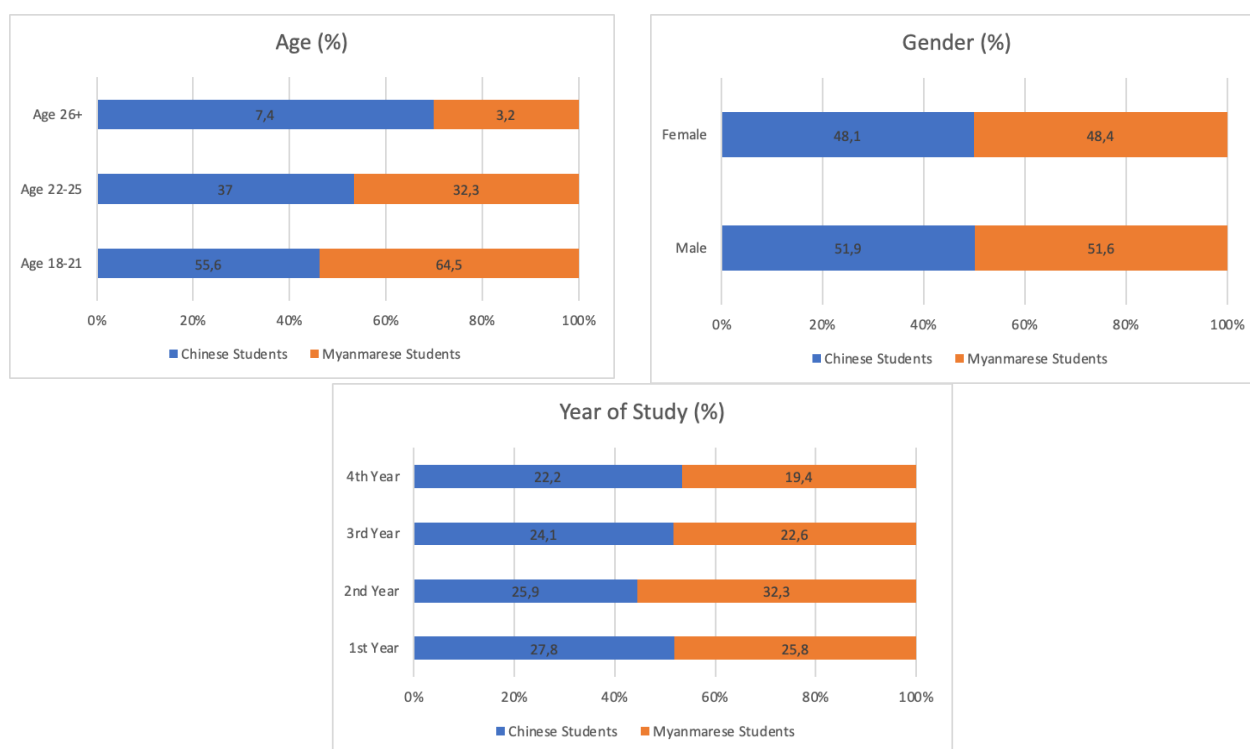


Figure 1. Demographic Information of the Participants

As shown in Figure 1, Chinese students were predominantly aged 18-21 years (55.6%), with smaller groups aged 22-25 years (37%) and 26+ years (7.4%). Myanmar students were similarly distributed, with the majority aged 18-21 years (64.5%), followed by 22-25 years (32.3%) and 26+ years (3.2%). Chinese students were nearly evenly split between males (51.9%) and females (48.1%). In contrast, Myanmar students had a slight male predominance, with 51.6% males and 48.4% females. Chinese students were fairly evenly distributed across all years of study: 1st Year (27.8%), 2nd Year (25.9%), 3rd Year (24.1%), and 4th Year (22.2%). Myanmar students showed a similar pattern: 1st year (25.8%), 2nd year (32.3%), 3rd year (22.6%), and 4th year (19.4%).

Data collection

Data has been collected via literature review and student survey. The literature review utilizes a comprehensive and systematic mixed methods approach to explore the comparative study of technological advancements and the role of international organizations in education between China and Myanmar. The methodology involved several key steps, including keyword-based research, mapping pre- and post-relevant studies, and reviewing a substantial body of literature to identify commonalities and insights. The initial phase involved identifying relevant literature using a combination of keywords related to the themes of the study, such as "technological advancements in education", "international organizations in education", "China education technology", "Myanmar education aid", "globalization in education" and "deglobalization impacts". These keywords were used to search various academic databases, including Google Scholar, JSTOR, and ResearchGate, to ensure a comprehensive collection of both general research and country-specific studies. The collected studies, totaling 116 papers and articles, were then mapped based on their relevance to the research themes and their publication dates. In terms of qualitative approaches, narrative analysis was commonly used. Many studies provided descriptive overviews of the literature, identifying key themes and trends in educational technology and international aid (e.g., Perris, 2012). Some studies employed discourse analysis techniques to examine the language and arguments presented in the texts, offering deeper insights into the ideological underpinnings of educational reforms (e.g., Channon, 2018). Additionally, in-depth understanding was gained through case studies and interviews, which highlighted

the practical implications of educational policies and technology integration (e.g., Channon, 2018; Esson & Wang, 2018).

Through student surveys, the study provides empirical data to complement the literature review, offering a nuanced understanding of the educational challenges and opportunities in these countries. Surveys will be distributed online via university networks and social media platforms. Data collection will be conducted over a 6-week period to ensure a representative sample. The survey was developed based on a comprehensive review of existing literature on educational technology, international organizations in education, and student experiences. Items were adapted from validated instruments used in similar studies to ensure relevance and comprehensiveness, with the pilot implementation. It comprises both quantitative and qualitative components. It includes a combination of closed-ended questions, such as Likert scale items, and open-ended questions to gather detailed responses. The survey was designed to gather comprehensive data on students' experiences and perceptions regarding technology in education, the role of international organizations, cultural and academic exchange, and their views on globalization and deglobalization in education. The full survey questions can be found in appendix A. The survey consisted of five sections, each targeting specific areas of interest: (1) Demographic information, (2) Technology in education, (3) Role of international organizations, (4) Cultural and academic exchange, and (5) Perceptions of globalization/deglobalization in education. The data collection process was carried out online using 2 secure survey platforms, due to internet restriction in both countries. This approach ensures wide reach and accessibility, particularly given the geographic and infrastructural variations between China and Myanmar. Surveys were distributed through researchers existing email lists from previous research and social media platforms to reach a broad student population. Follow-up reminders was sent to maximize response rates. Data collection occurred over a period of 6 weeks to accommodate different academic calendars and ensure maximum participation. Participants had access to the survey for a defined period, with reminders issued bi-weekly.

Data analyzing

The reviewed studies employ a variety of analytical frameworks to investigate the complexities of higher education reforms and the integration of technology in education. These frameworks include comparative educational analysis, critical comparative approaches, and other interdisciplinary methodologies, each providing unique insights. Comparative educational analysis is a cornerstone of the reviewed studies. This framework involves the simultaneous observation of similarities and differences across various analytical units, such as education systems, institutions, disciplines, or time periods. This comparative logic is applied at both the organizational and national/international levels. These approaches aim to provide a deeper, contextualized understanding of educational phenomena. The critical comparative approach adds a layer of analysis that focuses on issues of power, inequality, and social justice. Hébert and Abdi (2013) highlight the use of critical perspectives in comparative international education research, analyzing the impacts of globalization on education systems and policies. Channon (2018) and Majhanovich and Geo-JaJa (2013) utilize critical discourse analysis (CDA) to examine the ideological underpinnings and power dynamics in higher education policy discourses, particularly concerning internationalization and neoliberal reforms. Descriptive analyses were carried out to analyze the student survey data.

Findings

The findings obtained within the scope of the research questions are presented separately under separate headings.

Findings About Technological Advancements in Education

China's Situation

China has demonstrated a robust commitment to integrating technology into its education system, driven by national-level policies and ambitious plans. According to Schulte (2018), China has prioritized digital technology in its educational development, aiming to build "smart schools" and promote "Internet Plus Education." Significant investments have been made in educational technology infrastructure,

including providing computers and internet access to schools across the country. However, the implementation of these national policies varies across different regions and schools. While urban areas often benefit from advanced technological resources, rural and less developed regions frequently face disparities in access to digital technologies and teacher training, posing challenges to achieving the national vision of a technologically advanced education system. China's focus on domestic innovation is further emphasized by Witt (2019) who details the country's efforts to achieve self-sufficiency in critical technology components amidst US trade restrictions. This drive for localization and indigenous innovation extends to the education sector, where the government promotes the development and utilization of domestic technologies. Government-led initiatives have played a central role in shaping educational content and pedagogy. As highlighted by Law (2014), China's curriculum reforms for the 21st century reflect a strong governmental influence, centralizing control over educational content to promote ideological goals. This top-down approach is also evident in the expansion of online higher education, supported by a series of policy documents and initiatives from the Ministry of Education (Perris, 2012). Perris (2012) also noted that national online education platforms, such as the Internet Colleges program and the National Top-Level Courses Project, exemplify the government's strategy to leverage technology to expand access to higher education, improve quality, and align with its priorities. These platforms have significantly increased online enrolments, showcasing the scale and impact of government-led initiatives in China's educational technology landscape.

China has emerged as a leader in incorporating information and communication technologies (ICT) into education. The country has been proactive in including ICT for educational purposes (ICT4E) in its national policies. By 2016, a substantial percentage of primary and middle schools were equipped with internet access and multimedia facilities, indicating rapid infrastructure implementation (Schulte, 2018). Despite these advancements, local acceptance and usage of digital education technologies remain limited. Many teachers and parents view ICT4E as a distraction, preferring traditional, exam-oriented methods. Structural and cultural factors, such as the emphasis on the gaokao (university entrance exam) and inadequate teacher training, hinder the effective integration of digital technologies into teaching practices. Schulte (2018) highlights tensions between maintaining control over educational content and making information widely accessible. Balancing the involvement of private/commercial actors while ensuring government oversight is an ongoing challenge. Furthermore, China's ICT4E initiatives have a global dimension, as the government seeks to enhance its soft power and educational influence, particularly in developing regions like Africa (Schulte, 2018).

Deglobalization trends have significantly influenced China's educational strategies. According to Liu, there are ongoing debates about the influence of Western progressive ideas on China's education reforms, which have not adequately addressed educational inequalities (Zhu & Liu, 2016). This reflects a tension between global integration and preserving local cultural traditions, aligning with Robertson's theory of glocalization. As deglobalization progresses, there is a stronger push to adapt educational approaches to the local Chinese context rather than adopting standardized global models (MacDonald et al., 2021). This shift is crucial for creating educational systems that are responsive to the diverse cultural, linguistic, and socioeconomic backgrounds of students. Inclusive pedagogical approaches, which emphasize designing curricula and teaching methods that embrace diversity and challenge dominant cultural forms, could be vital in this context (Paulsen & Perna, 2016).

In summary, China's approach to integrating technology in education is characterized by ambitious national policies, significant investments in infrastructure, and a strong governmental role in shaping educational content and delivery. However, the implementation of these policies faces challenges due to local disparities, cultural resistance, and the broader context of deglobalization. The emphasis on creating "glocal" education systems that balance global and local elements is likely to be a critical strategy moving forward.

Myanmar's Situation

Myanmar's integration of technology in education has heavily relied on international aid and partnerships. According to Machmud et al. (2021), Myanmar has developed a series of ICT master plans aimed at accelerating ICT development and infrastructure distribution, increasing telecommunication

connectivity, and enhancing societal ICT competencies. Despite these efforts, by 2012, only 5% of Myanmar schools had computer labs, indicating significant gaps in infrastructure (Machmud et al., 2021).

To address these challenges, the Myanmar government has collaborated with companies, UNESCO, and universities to bring mobile technology and infrastructure into classrooms, including the provision of 3,100 tablets and 186 laptops. Additionally, 90 computer schools and informal ICT certification programs have been established to improve digital literacy (UNESCO, 2024). Teacher training has also been a focus, with initiatives like the 2016 collaboration program providing over 270 hours of instructional training on applying mobile technology in education. Despite these efforts, teacher capacity to effectively integrate technology into teaching remains limited. Since the 2021 coup there has been a rapid retreat of international organization and aid (Htut et al., 2022). The Ministry of Education has worked on developing an educational intranet system to connect all educational institutions in the country. This national-level initiative underscores Myanmar's dependence on international technical assistance and resources to develop its ICT infrastructure and improve connectivity. Overall, Myanmar's approach to integrating digital technologies in education reflects a heavy reliance on international aid and partnerships. This reliance is necessary due to the country's limited domestic resources and capacities, and it highlights the crucial role that foreign partners play in Myanmar's educational development.

Myanmar faces numerous challenges in adopting technology in education, exacerbated by political and economic instability. Infrastructure and access gaps are significant, cultural acceptance also poses a challenge, as many teachers and parents view technology as a distraction from traditional, exam-oriented teaching methods (Yaw, 2023). Political instability and conflict have further complicated the situation. The 2021 coup and ongoing violence have disrupted education reforms and hindered the implementation of technology initiatives (Htut et al., 2022). This instability makes it difficult to sustain long-term educational projects and maintain progress in integrating technology into the education system. Myanmar's reliance on international aid for technological resources adds another layer of complexity. While external support is crucial, it also raises concerns about the sustainability and scalability of technology integration initiatives. The dependence on international partners means that any disruption in aid can severely impact ongoing projects and long-term plans (Machmud et al., 2021).

More broadly, the digital divide and inequitable access to technology remain persistent issues. Access to digital technologies and the internet is uneven, with significant barriers in terms of infrastructure, affordability, and digital literacy (Postiglione, 2005). Balancing global education reform models with local cultural contexts and priorities is another challenge, as international organizations often promote standardized approaches that may not align with local needs and realities (Huang & Cheng, 2020). Depoliticization of education policy by international organizations can lead to the imposition of rational and universal solutions that overlook the complex political realities within fragile states like Myanmar (Htut et al., 2022). Myanmar's approach to integrating technology in education is fraught with challenges, including infrastructure gaps, limited human capacity, cultural resistance, political instability, and reliance on international aid. These challenges highlight the need for context-specific, sustainable, and scalable solutions that consider the unique political.

Comparative Analysis

The technological advancements and integration strategies in China and Myanmar differ significantly due to their unique political, economic, and social contexts. China's approach is characterized by a strong emphasis on domestic innovation and government-led initiatives. Driven by pressures such as US trade restrictions, China has localized the supply of critical technological components, reducing its dependence on foreign technology (Witt, 2019). This focus on self-reliance is complemented by strategic alliances and partnerships within China, including between competitors, to share the risks and costs associated with research and development (R&D) and new product development (Ritzer, 2016). China's significant investments in ICT infrastructure and the rapid implementation of national policies aimed at promoting "smart schools" and "Internet Plus Education" (Schulte, 2018) have expanded access to higher education and improved educational quality through digital platforms (Perris, 2012). In contrast, Myanmar's approach to technology in education has been heavily reliant on international aid and partnerships. Myanmar's ICT master plans since 2000 have aimed to improve ICT infrastructure, increase

connectivity, and enhance ICT competencies. However, these efforts have faced significant challenges, including inadequate infrastructure, limited teacher capacity, and cultural resistance to technology in education. Myanmar has made progress through collaborations with international organizations, which have helped bring mobile technology and infrastructure to classrooms. For instance, the government has partnered with companies, UNESCO, and universities to provide tablets and laptops to schools, and has established computer schools and ICT certification programs (Machmud et al., 2021). Nonetheless, Myanmar's ICT sector development has been hampered by factors such as sanctions, global recession, and sluggish firm-level adoption.

China's strategy reflects a more advanced stage of technological development, characterized by self-reliance, significant government investment, and strategic partnerships. The country has built a robust ICT infrastructure and integrated technology into education at a national scale, although local implementation varies and faces challenges such as regional disparities and cultural resistance. Myanmar, on the other hand, is still in the nascent stages of integrating technology into its education system. The country heavily relies on international aid to build its ICT infrastructure and train teachers, indicating limited domestic resources and capacities (Nam et al., 2015). Political instability and economic challenges further complicate Myanmar's efforts to leverage technology for educational development (Htut et al., 2022). While China is leveraging its advanced technological capabilities and government-led initiatives to integrate technology into education, Myanmar is struggling to build the necessary infrastructure and skills, heavily depending on international support. This contrast highlights the different stages of technological advancement and the varying degrees of self-reliance between the two countries.

Deglobalization trends have profound implications for the technological strategies of both China and Myanmar. In China, deglobalization has reinforced the country's push for technological self-reliance and import substitution. The growing emphasis on localizing the supply of critical technological components and reducing dependence on foreign technology reflects China's response to increasing global trade barriers and protectionist policies (Rodrik, 2011). China's proactive approach to deglobalization involves enhancing domestic innovation capabilities and fostering strategic alliances to mitigate the impact of global supply chain disruptions (Witt, 2019). This strategy aligns with the government's broader goals of achieving technological self-sufficiency and maintaining a competitive edge in the global market (Ritzer, 2016). In Myanmar, deglobalization presents significant challenges. The country's reliance on international aid for technological development means that any reduction in global cooperation or foreign assistance could severely impact its educational initiatives. Myanmar's limited domestic resources and political instability exacerbate these challenges, making it difficult to sustain progress in integrating technology into education (Machmud et al., 2021). Deglobalization could further widen the gap between Myanmar and more technologically advanced countries like China. While China might adapt by strengthening its domestic innovation ecosystem, Myanmar could struggle to maintain its ICT infrastructure and training programs without continued international support (Michie, 2019). Deglobalization has bolstered China's strategy of technological self-reliance and domestic innovation, positioning the country to navigate a more fragmented global landscape. Conversely, Myanmar's heavy dependence on international aid and its ongoing political and economic challenges could hinder its ability to integrate technology into education effectively, highlighting the disparate impacts of deglobalization on these two countries.

Ritzer (2016) discusses how China has developed an extensive system of Radio and Television Universities (RTVUs) to deliver distance education and online courses. However, it notes that "e-learning" in China, as elsewhere, remains marginal. This suggests that despite the growth of educational technologies, their integration into mainstream higher education in China has been limited. Michie (2019) highlights how multinational corporations (MNCs) have diversified their innovation capacity internationally through joint ventures and strategic alliances. This international dispersion of technology has undermined national industrial and technology strategies in China and other countries. In contrast, Hayes and Weber (2021) examine how the ICT revolution has enabled civil society in Myanmar to use social media and other digital tools to expose political and human rights violations to a global audience. This has led to new forms of "sousveillance" (watching from below) and accountability. However, the reduction of social technologies, such as human rights norms and international institutions, that mediate the impact of physical technologies has undermined the ability to address the negative implications of globalization for human security in places like Myanmar. Overall, the literature suggests a mixed picture.

While physical technologies like the internet and mobile phones have diffused rapidly, the integration of these technologies into mainstream educational practices has been more limited. With greater impact seen in China, compared to Myanmar. Moreover, the erosion of the social technologies that govern the use of physical technologies appears to be a key challenge posed by deglobalization, with implications for human security and development.

Both countries face significant challenges in fully integrating educational technologies into mainstream teaching and learning practices. In China, the challenge lies in aligning technological advancements with national educational goals while mitigating the adverse effects of MNC-driven global innovation strategies (Schulte, 2018). In Myanmar, the challenges are compounded by political instability, inadequate infrastructure, and the erosion of social technologies necessary for effective technology governance (Nam et al., 2015). The critical factor shaping the impact of technological change in both countries is their respective social and political contexts. China's robust government-led initiatives and strategic alliances contrast with Myanmar's reliance on international aid and its struggle with internal conflicts (Bertrand, 2022). These differences underscore the varying degrees of self-reliance and external dependence, presenting unique opportunities and risks emerging from the dynamics of deglobalization.

Findings About the Role of International Organizations

China's Situation

China has extensively collaborated with various international organizations to shape its higher education policies and practices. According to Yang, these collaborations include partnerships with UNESCO, the World Bank, the WTO, OECD, APEC, and others. These partnerships have focused on areas such as technical training, research, administration, and curriculum development, allowing China to access resources, expertise, and global best practices (Yang, 2010). However, China has faced challenges in navigating the tensions between adopting Western models and preserving its own cultural and political priorities. One of China's significant global educational initiatives is the Confucius Institutes. As detailed by Nui (2013) and Popovic et al. (2020), Confucius Institutes are non-profit organizations focused on teaching Chinese language and culture abroad. Established through partnerships between Chinese and foreign universities, the Confucius Institutes network has rapidly expanded since 2004, with 37 institutes and 10 classrooms in 31 African countries by 2010. These institutes aim to promote China's soft power and global influence by exposing foreign students and communities to Chinese culture. However, the Confucius Institutes have faced criticism for being closely tied to the Chinese government. Critics argue that they violate principles of academic freedom and cultural exchange by enforcing self-censorship on sensitive political topics and maintaining strict control over their operations (Nui, 2013; Popovic et al., 2020). Despite these criticisms, China continues to use these institutes to enhance its international influence and extend the global reach of its educational model.

Projects supported by international organizations have had an impact on China's higher education policies, particularly since the 1980s. China's entry into the WTO has further ensured the adoption of international approaches to higher education (Jinyuan, 2014). To gain financial resources and technical assistance, China has met the conditions linked with adopting ideas, values, and policies promoted by international organizations, often based on Western experiences (Yang, 2010). Despite the benefits, China faces tensions in balancing the adoption of global educational models with the need to preserve its own cultural traditions and political priorities (Xu, 2005). Navigating these complex relationships requires China to carefully manage the influence of international organizations while maintaining its domestic priorities. China's initiatives, such as the Confucius Institutes, also reflect its efforts to use education as a tool for increasing its international cultural influence. These initiatives promote Chinese language, history, and culture globally, showcasing China's achievements and enhancing its soft power (Law, 2014). International organizations have played a crucial role in shaping Chinese education policies, especially in higher education. China has benefited from these collaborations but continues to carefully balance global integration with preserving its own cultural and political priorities.

Myanmar's Situation

International aid has been crucial in supporting educational services in Myanmar, particularly in conflict-affected and rural areas. Since the late 1990s, there has been an increased focus on education delivery in conflict and post-conflict zones globally, leading to a rise in aid and humanitarian assistance targeting education in such contexts (Majhanovich & Geo-JaJa, 2013). However, the distribution of educational aid has been uneven, with countries like Iraq and Afghanistan receiving the majority of resources, leaving others, including Myanmar, underserved (Aye, 2015). The European Union (EU) has provided significant assistance to Myanmar's education sector through programs such as the Quality Basic Education Program (QBEP) and the Three Millennium Development Goals Fund (3MDG). These initiatives have aimed to improve access to and the quality of education, especially in rural and remote areas. Despite these efforts, the implementation of aid programs has faced numerous challenges. Political instability, a lack of skilled personnel in remote areas, and tensions between the government and international donors over issues like the Rakhine conflict have hindered progress. International aid agencies, including the World Bank and UNICEF, have had limited engagement with ethnic minority stakeholders in Myanmar, which has undermined the effectiveness of their education policy interventions. Greater coordination with local communities is needed to enhance the impact of aid programs (Lall & South, 2018). The broader political upheaval and conflict in Myanmar, including the 2021 coup, have severely disrupted the country's higher education system and reforms, jeopardizing progress made with international support (Htut et al., 2022). While international aid has played a vital role in supporting Myanmar's education sector, especially in conflict-affected and rural areas, the uneven distribution of resources, implementation challenges, and the need for better coordination with local stakeholders highlight the complexities of sustaining these efforts amidst ongoing political and security crises.

The effectiveness of aid programs in Myanmar has been mixed, impacted by several key factors. Challenges in the implementation of aid programs are significant. Political instability, a lack of skilled personnel, and tensions between the government and international donors have all hindered the effectiveness of these programs (Aye, 2015). Aid programs often lack sufficient contextual awareness of local conditions, leading to reductionist approaches that fail to address endemic challenges faced by educational institutions (Liljeblad, 2016). Additionally, aid programs tend to be of limited duration, with insufficient ongoing monitoring, evaluation, and support to ensure the goals of reform are achieved. This lack of sustained engagement undermines the ability of recipients to effectively implement and sustain changes. There is also a disconnect between the priorities and approaches of international donors and the needs and capacities of local stakeholders in recipient countries. This misalignment can create tensions and reduce the effectiveness of aid. Moreover, international organizations like the World Bank and IMF have been criticized for using aid programs to promote a neoliberal agenda in education, which may not align with local cultural and political priorities (MacDonald et al., 2021). While educational aid programs have the potential to support significant reforms in Myanmar, their effectiveness has been limited by issues such as uneven distribution, implementation challenges, lack of contextual awareness, and misalignment between donor and recipient priorities. More sustained, collaborative, and contextually grounded approaches are necessary to enhance the impact of aid on educational development in Myanmar.

Comparative Analysis

The roles and influences of international organizations on the higher education systems of China and Myanmar differ markedly due to their unique historical and political contexts. China has engaged extensively with international organizations over the past few decades to shape its higher education policies and practices. These partnerships have enabled China to access resources, expertise, and global best practices, focusing on areas like technical training, research, administration, and curriculum development. While these collaborations have provided substantial benefits, they have also presented challenges. China has had to balance adopting Western models with preserving its own cultural and political priorities, creating tensions in its educational reforms. Despite these challenges, China has strategically used these partnerships to enhance its global influence and soft power. Initiatives like the Confucius Institutes are part of China's efforts to promote its language, history, and culture globally, thereby increasing its international cultural influence (Law, 2014). In contrast, Myanmar's engagement with international organizations has been more limited and is a relatively recent development. Myanmar's higher education system has historically been isolated due to decades of authoritarian rule and conflict (Esson & Wang, 2018). However, since the political and economic reforms starting in 2010, Myanmar has begun to engage more

with international bodies like the EU, World Bank, and IMF to access resources and expertise for reforming its higher education sector. Despite these efforts, the implementation of aid programs in Myanmar has faced significant challenges. Political instability, a lack of skilled personnel, and tensions between the government and donors have hindered the effectiveness of these initiatives. Furthermore, the distribution of educational aid has been highly uneven, with conflict-affected countries like Myanmar receiving less support compared to others.

Despite the influence of international organizations, China has strategically used its engagement with them to advance its own interests and priorities in higher education, rather than merely being a passive recipient of their influence. China has leveraged its membership in over 80% of international organizations that the US is a part of to gain influence and shape higher education policies and practices (Michie, 2019). Myanmar has faced significant challenges in integrating educational technologies into mainstream teaching and learning practices, despite the rapid diffusion of physical technologies like the internet and mobile phones. The social and political context appears to be a critical factor shaping the impact of technological change in Myanmar, with both opportunities and risks emerging from the dynamics of deglobalization (Hayes & Weber, 2021). The comparative analysis suggests that while international organizations have played a significant role in shaping higher education policies and practices in both China and Myanmar, the dynamics and outcomes differ. China has been more proactive in leveraging its engagement with international organizations to advance its own interests, using its strategic position to influence global education policies. In contrast, Myanmar has faced more challenges in navigating the tensions between global influences and local contexts, highlighting the complexities and varied impacts of international organizations on educational reforms in different political and social environments. The differences between the two countries highlight the varying degrees of self-reliance and external dependency. China has leveraged international collaborations to strengthen its own education system and expand its cultural influence globally, while Myanmar remains heavily dependent on international aid to support its educational reforms amidst internal challenges.

Deglobalization trends have influenced China's relationships with international organizations, making these interactions more complex. China's extensive collaborations with entities like the World Bank and UNESCO have become more challenging as the country navigates the tension between adopting Western models and preserving its own priorities. China's initiatives, such as the Confucius Institutes, illustrate its efforts to balance global integration with promoting its own cultural influence (Law, 2014). As China's economic power grows, it is increasingly assertive on the global stage, posing challenges to the neoliberal international order (Kornprobst & Paul, 2021). Myanmar's engagement with international organizations, while increasing since 2010, remains complicated by the country's political and economic instability. With a marked withdrawal since the 2021 coup, Myanmar's higher education system has faced isolation due to long-standing conflict and authoritarian rule. The political and economic reforms have opened Myanmar to international engagement, but implementation of aid programs has been hindered by instability and lack of skilled personnel (Aye, 2015). In Myanmar, the ICT revolution has enabled civil society to use digital tools to expose political and human rights issues globally (Huang, 2017). However, the erosion of social technologies (e.g., human rights norms, international institutions) that mediate the impact of physical technologies has undermined the ability to address the negative implications of globalization (Hayes & Weber, 2021).

Deglobalization trends have added layers of complexity to the relationships between international organizations and countries like China and Myanmar. China is increasingly assertive in preserving its domestic priorities while engaging globally. In contrast, Myanmar's limited engagement and the significant challenges it faces in implementing aid programs reflect the country's ongoing struggle to leverage international support effectively. The uneven distribution of aid and the political and economic instability in Myanmar highlight the difficulties in sustaining educational reforms in the context of deglobalization. While both China and Myanmar engage with international organizations, their strategies and outcomes differ significantly. China's assertive and strategic use of international collaborations contrasts with Myanmar's dependence on international aid amidst political and economic challenges. Deglobalization trends exacerbate these differences, influencing each country's ability to navigate global educational dynamics.

Findings Based on Students' Answers

Technology in Education

Students were asked to answer the questions under the section “Technology in Education” in five sub-sections: (1) frequency of digital tool usage, (2) types of educational technologies used, (3) effectiveness of technology integration, (4) awareness of government-led initiatives, and (5) challenges in accessing or using educational technology. The findings are presented accordance with these sub-sections in Figure 2.

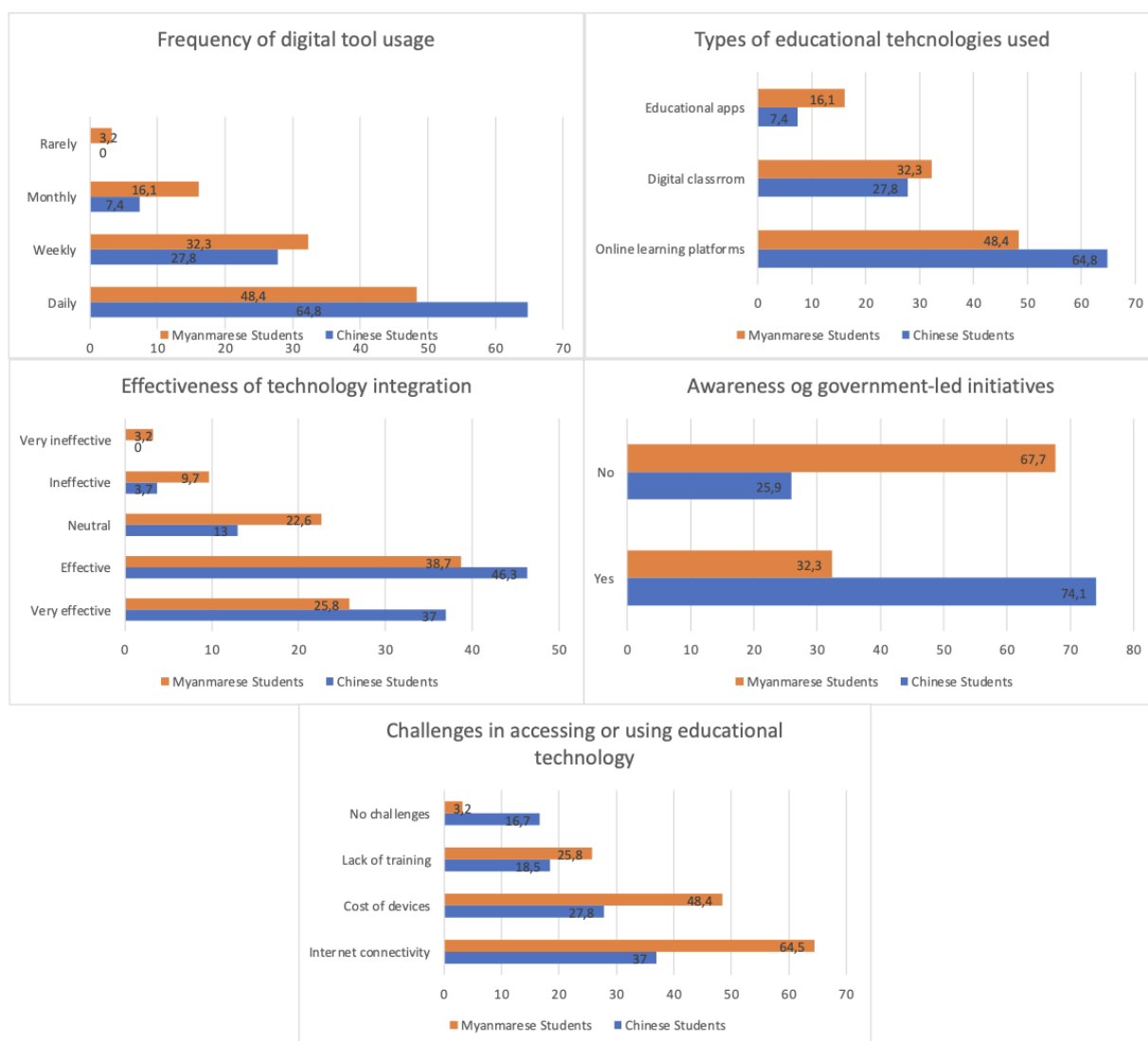


Figure 2. Findings for technology in education (%)

As shown in Figure 2, a significant majority of Chinese students used digital tools daily (64.8%), followed by weekly (27.8%), monthly (7.4%), and rarely (0%). In Myanmar, daily usage was lower (48.4%), with students also reporting weekly (32.3%), monthly (16.1%), and rarely (3.2%). Chinese students mainly used online learning platforms (55.6%), digital classrooms (27.8%), and educational apps (16.6%). Myanmar students reported similar usage patterns: online learning platforms (58.1%), digital classrooms (25.8%), and educational apps (16.1%). Chinese students found technology integration very effective (37%) or effective (46.3%), with fewer rating it neutral (13%) or ineffective (3.7%). Myanmar students had a more varied response, with 25.8% finding it very effective, 38.7% effective, 22.6% neutral,

9.7% ineffective, and 3.2% very ineffective. A significant majority of Chinese students (74.1%) were aware of government-led initiatives, while only 32.3% of Myanmar students were aware. Chinese students faced challenges such as internet connectivity (37%), cost of devices (27.8%), lack of training (18.5%), and some reported no challenges (16.7%). Myanmar students reported higher challenges with internet connectivity (64.5%), cost of devices (48.4%), lack of training (25.8%), and few reported no challenges (3.2%).

Role of International Organizations

Students were asked to answer the questions under the section “Role of International Organizations” in three sub-sections: (1) awareness of international organizations involvement, (2) perception of international organizations’ role, (3) participation in programs provided by international organizations. The findings are presented accordance with these sub-sections in Figure 3.

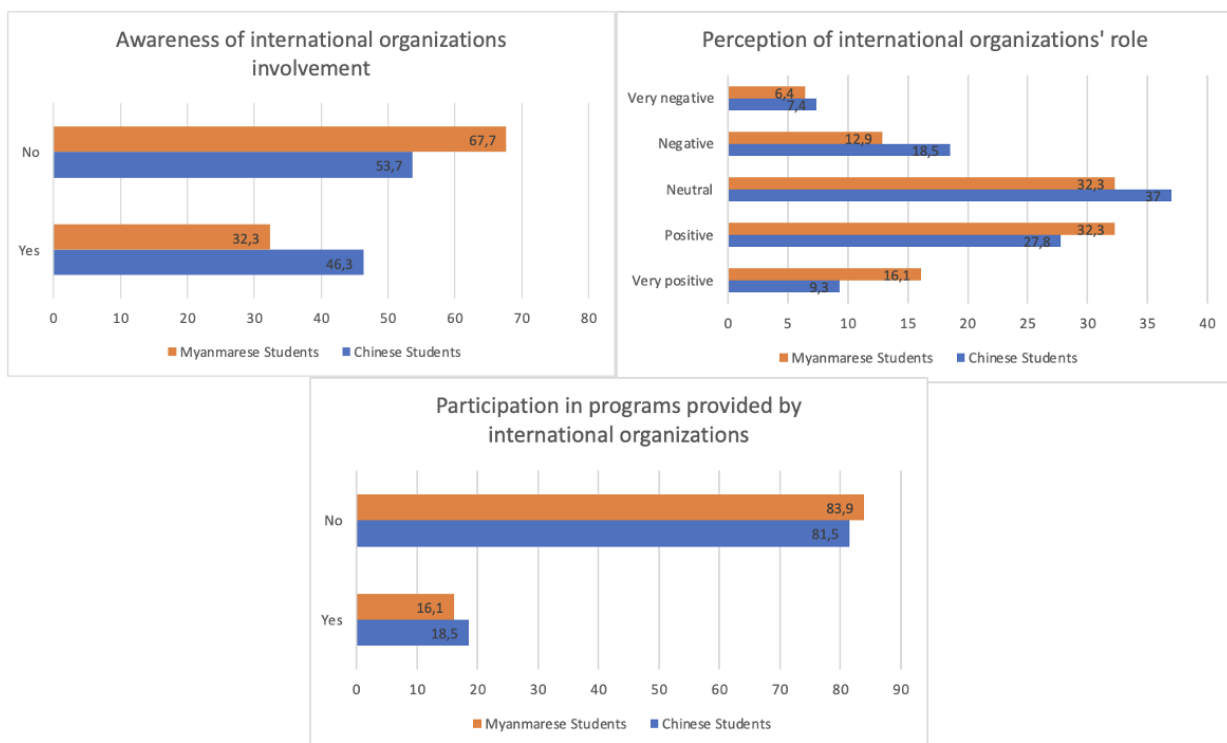


Figure 3. Findings for role of international organizations (%)

As shown in Figure 3, nearly half of Chinese students (46.3%) were aware of international organizations involved in their education, compared to 32.3% of Myanmar students. Chinese students had mixed perceptions: very positive (9.3%), positive (27.8%), neutral (37%), negative (18.5%), and very negative (7.4%). Myanmar students were similarly divided: very positive (16.1%), positive (32.3%), neutral (32.3%), negative (12.9%), and very negative (6.4%). Participation was low in both groups: 18.5% of Chinese and 16.1% of Myanmar students had participated in such programs.

Cultural and Academic Exchange

Students were asked to answer the questions under the section “Cultural and Academic Exchange” in seven sub-sections: (1) availability of exchange programs, (2) participation in exchange programs, (3) obstacles to participation in exchange programs, (4) support for exchange programs, (5) presence of foreign students, (6) number of foreign students, and (7) types of programs for foreign students. The findings are presented accordance with these sub-sections in Figure 4.

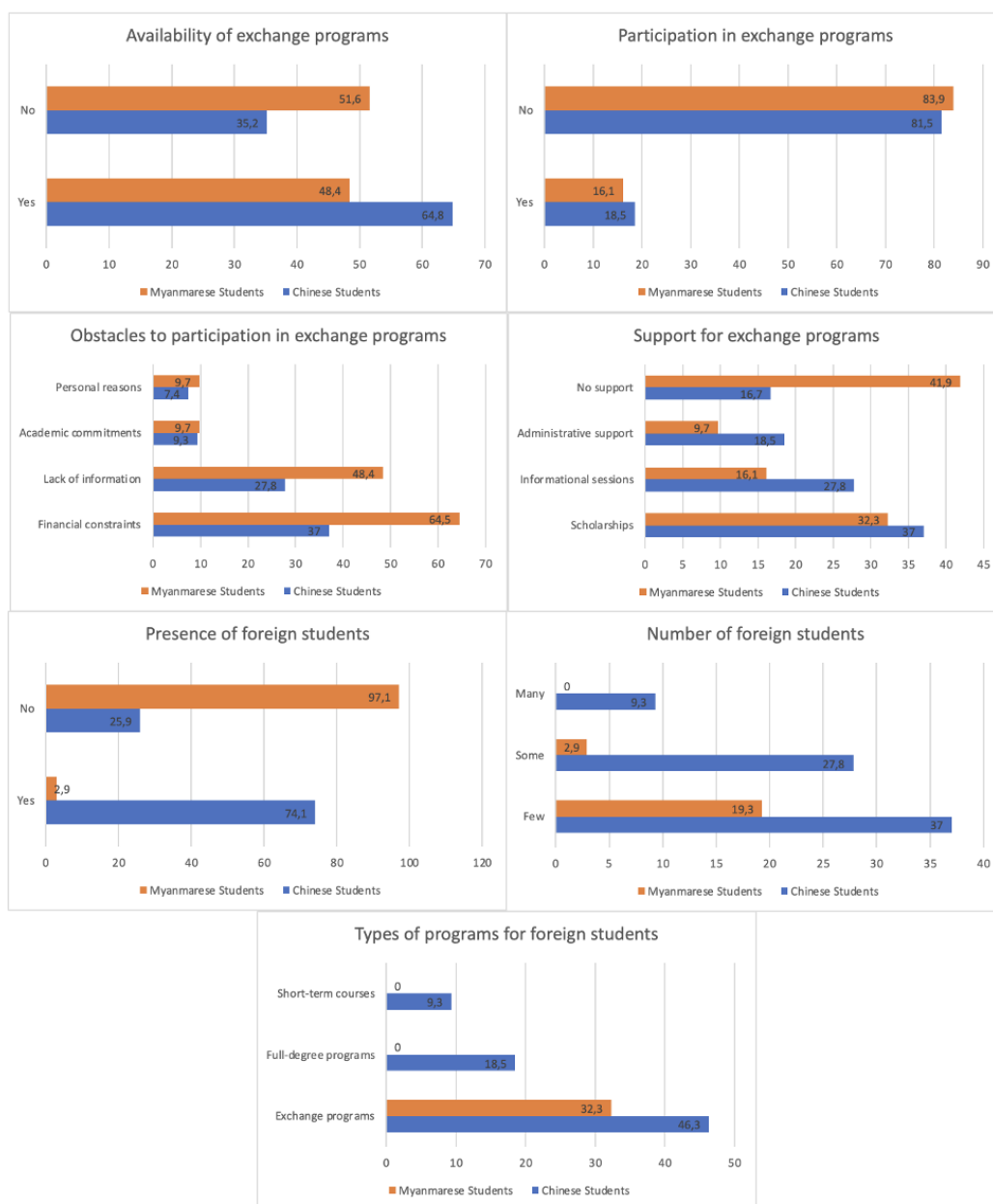


Figure 4. Findings for cultural and academic exchange (%)

It can be seen in Figure 4 that most Chinese students (64.8%) reported the availability of exchange programs, whereas fewer Myanmar students (48.4%) did so. Participation rates were low, with 18.5% of Chinese and 16.1% of Myanmar students having participated. Chinese students cited financial constraints (37%), lack of information (27.8%), academic commitments (9.3%), and personal reasons (7.4%) as obstacles. Myanmar students faced more significant financial constraints (64.5%), lack of information (48.4%), academic commitments (9.7%), and personal reasons (9.7%). Chinese students reported scholarships (37%), informational sessions (27.8%), administrative support (18.5%), and no support (16.7%). Myanmar students reported less support: scholarships (32.3%), informational sessions (16.1%), administrative support (9.7%), and no support (41.9%). Most Chinese students (74.1%) reported having foreign students at their university, compared to 2.9% of Myanmar students. Chinese students indicated a higher presence of foreign students: few (37%), some (27.8%), many (9.3%). Myanmar students reported fewer foreign students: few (19.3%), some (2.9%), many (0%). Chinese students identified exchange programs (46.3%), full-degree programs (18.5%), and short-term courses (9.3%). Myanmar students reported exchange programs (32.3%), full-degree programs (0%), and short-term courses (0%).

Perceptions of Globalization/Deglobalization in Education

Students were asked to answer the questions under the section “Perception of Globalization/Deglobalization in Education” in three sub-sections: (1) noticing the changes in global perspectives or technologies, (2) the idea of education becoming more outward-looking, (3) the idea of education becoming more local/national focused. The findings are presented accordance with these sub-sections in Figure 5.

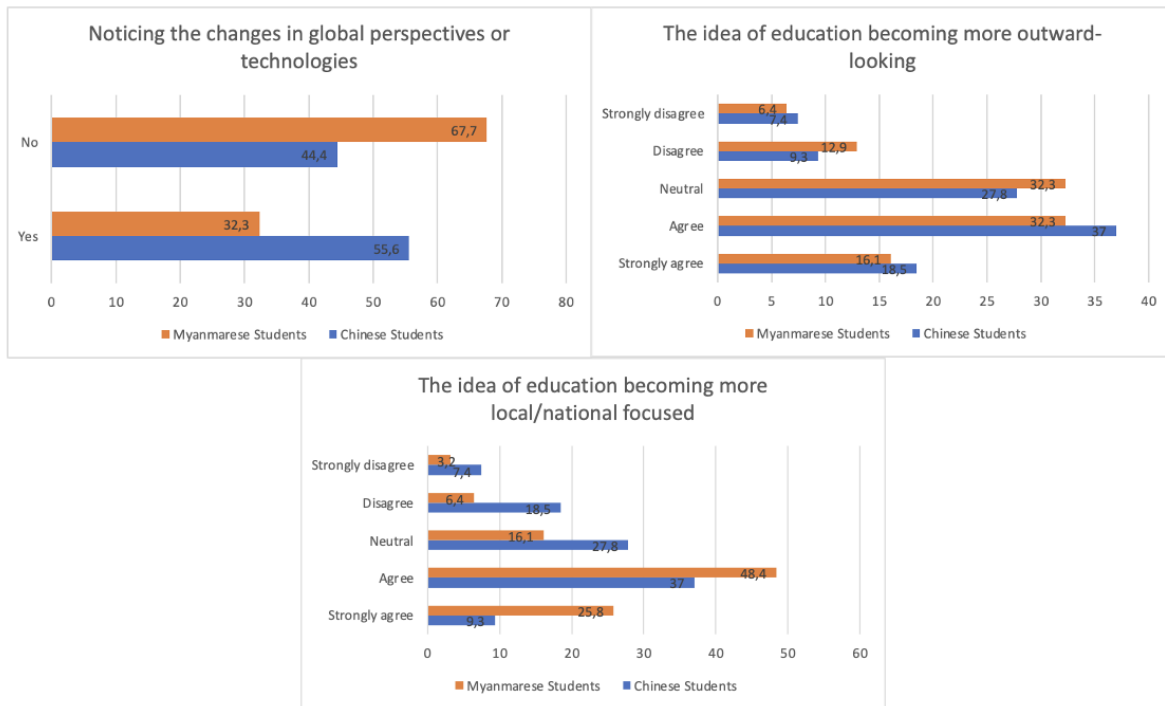


Figure 5. Findings for perceptions of globalization/deglobalization in education (%)

As shown in Figure 3, more than half of Chinese students (55.6%) noticed changes, compared to 32.3% of Myanmar students. Chinese students showed a tendency towards agreement for the idea of education becoming more outward-looking: strongly agree (18.5%), agree (37%), neutral (27.8%), disagree (9.3%), strongly disagree (7.4%). Myanmar students were more divided: strongly agree (16.1%), agree (32.3%), neutral (32.3%), disagree (12.9%), strongly disagree (6.4%). Chinese students had mixed responses to the idea of education becoming more local/national focused: strongly agree (9.3%), agree (37%), neutral (27.8%), disagree (18.5%), strongly disagree (7.4%). Myanmar students leaned more towards local/national focus: strongly agree (25.8%), agree (48.4%), neutral (16.1%), disagree (6.4%), strongly disagree (3.2%).

Conclusion

The findings from the literature review carry profound implications for educational policy and practice in both China and Myanmar. In China, the government's proactive stance in shaping educational policies through significant investments in technology and collaborations with international organizations underscores the importance of a centralized approach to education reform. The ambitious targets for expanding continuing education and integrating ICT infrastructure reflect a strategic effort to enhance the quality and reach of education. However, this top-down approach also highlights the necessity for more localized implementation strategies to address regional disparities in access and cultural resistance to digital technologies.

Policymakers in China should consider increasing central and provincial educational expenditures, especially at the secondary level, and ensure equitable per-student spending across different regions. This

would help bridge the gap between urban and rural areas. Additionally, there is a need for high-quality teacher training programs aimed at recruiting and retaining teachers, particularly in rural and minority areas. Providing incentives for teachers to remain in their local communities can also be beneficial. Evaluating curricular reforms to ensure they prepare students for the global job market while selectively implementing effective reforms across regions, with continuous adaptation to local contexts, is essential. Furthermore, developing a more scientific teacher evaluation and student assessment system that considers long-term impacts on student learning and development is crucial. Implementing policies and support systems to mediate teacher-parent and teacher-student interactions, thereby reducing teacher stress and workload, would also significantly enhance the educational environment. In contrast, Myanmar's approach to integrating technology in education has been heavily reliant on international aid and partnerships. Despite ambitious ICT master plans and collaborations with international organizations to provide technological resources and teacher training, the country faces numerous challenges. Political instability, economic constraints, and logistical difficulties complicate the effective implementation of educational reforms. The findings suggest that Myanmar's educational policymakers need to increase investment in the education sector to address large unmet needs, particularly in improving learning conditions and expanding access.

This could include strengthening the capacity of the Ministry of Education to prioritize spending, analyze policy-budget linkages, and manage fiduciary risks associated with rapid budget increases is crucial. Utilizing standardized student learning assessments to monitor and improve education quality is also necessary. Evaluating the impacts of the "bilingual education" policy on minority students' learning and well-being can help develop more inclusive language-in-education policies. Providing targeted professional development support and incentives for indigenous teachers to address their concerns about teaching in a non-native language is essential. Encouraging greater autonomy and community engagement for higher education institutions to adapt to local needs, while maintaining appropriate accountability mechanisms, can foster a more responsive and effective educational system. Promoting longer tenures for education ministers to enable the implementation of long-term, sustainable reforms is another important consideration. The key differences between China and Myanmar lie in the level of government involvement and the extent of international aid dependence. China's government plays a much more active and directive role in shaping the development of educational technology to align with national priorities, while Myanmar's government provides less direct support and coordination, relying heavily on international aid. These contextual factors significantly influence the policy and practical implications in each country, necessitating tailored approaches to address their unique challenges and leverage their specific strengths.

Based on the literature review, several recommendations emerge for policymakers and educators in both China and Myanmar. In China, there is a clear need to increase central and provincial educational expenditures, particularly at the secondary level, and to ensure equitable per-student spending across regions and counties within provinces. High-quality teacher training programs should be developed to recruit and retain rural and minority teachers, with incentives provided to encourage them to stay in their local communities. Policymakers should also evaluate curricular reforms to ensure they prepare students for the global job market, selectively implementing effective reforms across regions with continuous adaptation to local contexts. Additionally, a more scientific teacher evaluation and student assessment system that considers long-term impacts on student learning and development is essential. Implementing policies and support systems to mediate teacher-parent and teacher-student interactions and reduce teacher stress and workload can also significantly enhance the educational environment.

In Myanmar, increasing investment in the education sector to address large unmet needs, particularly in improving learning conditions and expanding access, is crucial. Strengthening the capacity of the Ministry of Education to prioritize spending, analyze policy-budget linkages, and manage fiduciary risks associated with rapid budget increases is necessary. Utilizing standardized student learning assessments, such as the Early Grade Reading Assessments, to monitor and improve education quality is also recommended. Evaluating the impacts of the "bilingual education" policy on minority students' learning and well-being can help develop more inclusive language-in-education policies. Providing targeted professional development support and incentives for indigenous teachers to address their concerns about teaching in a non-native language is essential. Encouraging greater autonomy and community engagement for higher education institutions to adapt to local needs, while maintaining appropriate accountability mechanisms, can foster a more responsive and effective educational system. Promoting longer tenures for

education ministers to enable the implementation of long-term, sustainable reforms is another important consideration. The overarching themes in both countries emphasize the need for increased and equitable educational investments, evidence-based policymaking, attention to teacher quality and working conditions, and contextual adaptation of reforms. These recommendations aim to address the unique challenges and leverage the specific strengths of each country's educational system, contributing to more effective and equitable education policies and practices in the context of deglobalization.

The survey results indicated that Chinese students have better access to and more frequent use of digital tools and platforms for their studies compared to their Myanmar counterparts. For instance, 65% of Chinese students reported using digital tools daily, compared to only 48% of Myanmar students. This disparity reflects the significant investments and government-led initiatives in China to promote educational technology, as discussed in the literature review. Schulte (2018) highlights China's ambitious plans for digital classrooms and national online education platforms, which are evident in the survey responses. In contrast, Myanmar's reliance on international aid for technological resources, as noted by Machmud et al. (2021), manifests in the limited and uneven integration of technology in by education, with significant barriers such as internet connectivity and cost of devices reported Myanmar students (Gomersall & Floyd, 2023). These findings highlight the disparities in technological advancements between the two countries, influenced by differing levels of government support and infrastructural development. Understanding these differences is crucial for developing targeted policies that address the unique challenges and opportunities in each educational context, ultimately promoting equitable access to technological resources.

Only 23% of Myanmar students were aware of international organizations' involvement in their education system, compared to 46% of Chinese students. Moreover, the qualitative responses indicate that international aid is crucial for sustaining educational services in Myanmar, particularly in conflict-affected and rural areas. This aligns with the findings of Esson and Wang (2018), who noted the uneven distribution of educational aid and the challenges in implementing aid programs in Myanmar. Conversely, China's strategic engagement with international bodies, such as through the Confucius Institutes, underscores its proactive approach to leveraging global partnerships for enhancing its educational influence, despite the challenges of balancing Western models with local priorities (Yang, 2004). These differences underscore the contrasting roles and impacts of international organizations in the educational contexts of China and Myanmar, highlighting the need for tailored approaches to international cooperation that consider each country's specific political and economic conditions.

The survey findings indicate that Chinese students generally perceive their education as more outward-looking and globally oriented. For example, 56% of Chinese students agreed that their education system integrates global perspectives, compared to only 32% of Myanmar students. This perception is further supported by the qualitative data, where Chinese students noted increased use of online platforms and more international collaborations. This reflects the literature on China's efforts to integrate global educational standards and digital innovations, as highlighted by Yang (2004) and Witt (2019). In contrast, Myanmar students' experiences were more constrained by political instability and economic challenges, with limited opportunities for cultural and academic exchange (Yaw, 2023). The qualitative responses underscore the significant barriers faced by Myanmar students, such as financial constraints and lack of information about exchange programs, which align with the broader challenges of deglobalization discussed by others (Gomersall & Floyd, 2023; Hayes & Weber, 2021). The survey results indicate that China has more established exchange programs, better support for participation, and a significant presence of foreign students, reflecting a positive shift towards globalization. In contrast, Myanmar faces limited exchange opportunities, significant obstacles for participation, and fewer foreign students, with students observing limited changes towards globalization due to political and economic instability. These findings highlight the differing impacts of globalization and deglobalization on the educational systems of China and Myanmar, emphasizing the need for policy interventions that address these disparities and foster international collaboration in education.

Based on the findings and limitations of this study, several areas for future research are suggested. Firstly, longitudinal studies could provide deeper insights into the long-term effects of deglobalization on educational technology integration and the evolving role of international organizations. Such studies could track changes over time and offer a more comprehensive understanding of the dynamics at play. Secondly, comparative studies involving more countries with varying degrees of political stability and economic development could enhance the generalizability of the findings. Examining a broader range of contexts

would provide a richer understanding of how different factors influence educational technology integration and the role of international aid. Lastly, future research should explore the perspectives of other stakeholders in the education sector, such as teachers, administrators, and policymakers. Understanding their experiences and challenges can provide a more holistic view of the issues and inform more effective policy interventions. Additionally, qualitative research methods, such as interviews and focus groups, could complement survey data and offer deeper insights into the nuances of educational technology adoption and the impact of international organizations.

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