Global Education Guidelines

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Global Education Guidelines

Global Education – the Inevitable Promise for Educational Change

Globalization and the Coming of an Interdependent World

„The future does not constitute of one single dream, it is a multiplicity of dreams."

Pierre Paulo Pazzollini

Globalization as a historical process, is thus characterized by: „ a stretching of social, political and economic activities across political frontiers so that events, decisions and activities in one region of the world come to have significance for individuals and communities in distant regions of the globe; the intensification or growing magnitude, of interconnectedness, in almost every sphere of social existence; the accelerating pace of trans-border interactions and processes as the evolution of the worldwide systems of transport and communication increases or velocity with which ideas, news, goods, information and capital and technology move around the world; this growing extensity, intensity and velocity of global interactions is associated with a deepening enmeshment of the local and the global in so far as local events may come to have profound consequences, creating a growing collective awareness of the consequences of the world as a shared social space, that is globality or globalism." (1)

Globality is a way of connecting the whole planetary space and results in social relations between people and groups of people in different locations on Earth. Globalization is a qualitatively new process around the globe, intensifying connections and relations in each region. Unlike the recent past, the World is now the arena for that kind of relations, not the national state. The processes of politics, economic development, interactions with the environment, the exercise of control and those of communication and culture are happening in a different surrounding and start in a completely new qualitative dimension – a global one.

Globalization as a process of intensifying, globalizing relations and connections between people and institutions that change our controversial world, leads to different consequences.

It builds and at the same time destroys the settled through centuries connections, relations, traditions etc. It unites people in global space, but often isolates the separate person, depriving him from his traditional background. It also isolates huge groups of people and leaves them outside its extent, in the periphery – where nothing happens, but where also nothing changes or improves.

Globalization enriches those who possess and increases their huge loads of ties (and with their help they get new information, acquaintances and possibilities)

and it also unites those who stand isolated from world unification and enrichment.

It divides the world on centre(s) and periphery, but also makes this very world internally dependent on the amassed controversies, inequalities, mistrust and the refusal to accept others.

As if globalization seeks or premises the emergence of a centre for global for contesting and rejecting one-sided decisions on development and/or impositions of universal cultural, economic or political models.

It premises the emergence of common politics with cooperation, mutual solution seeking, peace and stability in its foundation. In the event of a crisis, however, states are most likely to return to their well-known forms of traditional geopolitics in which interdependency doesn't exist.

This is the controversial reality of globalization or more like what it introduces in our torn by inequalities contradictory world.

When we speak of the necessity of Global education, we understand the idea through the existence of a Global World for fulfilling a process of closure, interpenetration and a global peaceful settling down or otherwise said as a process that:" reinforced the notion of humanity as a single, global community of fate –Schiksalgemeinschaft" (2) and in which people must unite to shape their own future, to be creators, not victims of globalization.

" Profoundly aware of the fact that vast global inequalities persist … and basic human rights including the right to education … are still not met for all the people. Democratic decision making process requires a political dialogue between informed and empowered citizens and their elected representatives … The fundamental and necessary transformation of unsustainable production and consumption patterns that are required to achieve sustainable development can only be realized if citizens have access to information, understand and agree to the necessity to act and participate actively in political processes. A well conceived and strategically planned global education should contribute to increase citizen participation in this global transformation and the acceptance of the related measures … We live in an increasingly globalized world where trans-border problems must be met by joint multilateral political measures involving citizen's participation at all levels. Challenges to international solidarity justice, democracy and human rights must be met with firm resolve. All people need competences to understand, participate and interact with our global society as empowered citizens."(3)

Education in a Global Knowledge Society

Modern society is a global knowledge society.

Modern education is now facing several, crucial for its future, challenges:

How should the average person learn the essential, the necessary amount of knowledge, both in personal plan and in order to be a unit of public life; and how the avalanche-like, disproportionate increase of knowledge is to be covered in school programs. Education has never been more obsessed with the idea of knowledge, but it has never found it so difficult to find a way to organize the processing and utilization of knowledge which is one of its essential functions;

”Today we create new networks of knowledge, connecting the conceptions in an amazing way…creating stunning hierarchies of conclusions …developing new theories, hypothesis and conceptions based on new suppositions, new languages, codes and logic. What is more important is that now we connect the data in more ways as we attach to it context and shape of information and besides we connect separated parts of information in more and more massive models and structures of knowledge”. (4)

At the same time, we are “witnessing a deeper and more serious discrepancy between our knowledge – divided, fragmented and distributed between the disciplines and the realities, and between the problems which are more and more poly disciplined, transversal, multidimensional, transnational, global, planetary” (5)

Durkheim said once that “the aim of education is not to give a student constantly increasing amount of knowledge but to create a deep inner state in him, polarity of the soul that can direct him not only during his childhood but throughout his entire life”. (6)

Today’s new reality is the world globalization. This is the environment in which the young man grows, whatever his location is, and this environment will become increasingly comprehensive; it will be present in and will play a greater role in his life. This is the second challenge of modern education - how to prepare the young man to become a a fully developed personality, to become a citizen, how to build the competences necessary to live in public life, to pursue professional realization, how to become a part of the global world.

Education is the answer and paradoxically education should be in the first line, developing and growing faster than the society (global or national) to which it belongs and which it will like to transcend and to transform. Education should transcend the narrow subject divisions, while the world remains divided into countries. Education should give more and more opportunities for active participation of the learner in contrast to the passive role of citizens in most counties around the world. Education should not only strive to link different fields of knowledge together, but it also should struggle to split the border between learning and practice, opening itself up to the problems of everyday life, of the community and of the world. This open education presents a new project for transformation of young people into effective citizens of the community and the world; education which gives everyone the opportunity to build his own life project with its help.

This is education which prepares the young person for a globalizing, interdependent but also strongly unfair world; a world of competition and conflicts, and consequently, a world which should be changing, so that an individual can feel comfortable and familiar with.

This educational model requires new sensitiveness towards the world to be built, towards the problems, the others, the communities, towards the learning as such, so that learning can be experienced as a stage of the personal development and a fundament of the future.

Global education is based on learning and exploration of crucial, key problems, it is an attempt to prepare the young man or young people for a life with problems and in problems. The quest, rather than the lasting answers, is the decision; the interaction between learners themselves and between them, teachers and the environment is of key importance, rather than the group obedience to the teacher, the former sole transmitter of knowledge. The search for global or local decisions or the understanding of global or local problems is becoming essential instead of repeating and remembering unclear recipes and inapplicable even to the past and impossible to happen in the future.

The slowly establishing global education, whose goal is to build global consciousness for the world and understanding of the world through exploring its problems, is something that corresponds to the new tendencies in education. It has to be education giving holistic knowledge (the one necessary to understand and experience the world), and in this sense, it links various subject areas. It is education for problems, for things which are happening around school and in the young person's life, also in the world in general. It is education exploring the relations which the world is made from; it is equally education which teaches critical thinking and attitude toward the world, education that assists the construction of attitudes for participation, activity and inclusion in the world. It not only develops personality, but also connects the young individual to practice. This is education based on project activity in which the exploration and understanding of the world is also a project and such is the quest for a place in this world as well. It is also education of experiencing self-humanity by exploration and understanding of the conditions of self-existence and simultaneously developing attitudes of solidarity, cooperation and assistance of people who differ from the young person.

Education and Development

Theories of development in recent years are related to the processes of globalization. They reject the focus on national development and their analyses are global – development of production, markets and capitals. According to global theories, development is not a state strategy but a result of the actions of global forces. China is not a national success but an industrial cross-border capital workshop of the world. Persistent inequalities are explained with the help of the global network (the division of centre and periphery), and the possibilities

for a change are visible in forces not integrated in the system – such as the evolving global civil society.

In conclusion, the basic elements of the modern concept of development are overcoming the purely national understanding of development; abandonment of the function of states and governments to be the key subjects of development; the issues of poverty and inequality turn out to be in the centre of researches – in this way, a broader concept of development is aimed, which covers not only the creation of wealth but also of poverty; attempts for creating global development theories are made not only for countries from the Third World or in a specific area.

The concepts of development today are far more balanced, they are trying to overcome the narrow economism; they are based on the idea of realization of human rights and the achievement of social justice; they attempt to consider the global reality of the increasingly interdependent world.

Therefore, development education or global education has as its foundation the study of the development process, of the problems arising in this process and of the ways to deal with them.

The ideas of global education are based on human rights, on the social global justice and on the implementation of development in a peaceful context.

The subject of global education is the world in development and its goal is the understanding of this development and the examination of the global problems that it creates in the modern global world. In every moment development is a main topic – that is why global education is research-oriented education, designated to investigate the problems of the world as a whole. It is education for development because it seeks an answer to the question how and in what direction this world is developing. It is comparative education, too, because it gives understanding of the world's fate, of its parts and of the relationships and interdependencies between these parts. Global education is also future-oriented as it explains the directions and indicates the tendencies in the world development. It is also education of action – emphasizing our role, the role of the individual, the community and the country in the development process.

Finally, global education is also practical education in that it helps learners to plan and to participate in activities leading to changes, in the community around them and to explore how changes happen in different parts of the world. Although it is also ideological education (because it establishes a certain view of the world and a vision for its development) , it is also a humane education because it seeks the answer not only in the big ideas of dignity, rights and justice, but also in ways which affirm sensibility, mutual aid, empathy and cooperation.

Global Problems

The world is how we define it. One way is by facing its problems. For the first time, humanity is truly global (trying to define problems and finding a real solution for them); the world is global (something more than its composing communities), "for today, more than ever before, the future of mankind is shaped by problems beyond the capacity of any nation." (7)

This global world gives rise to the visions of limiting the development – this engine of globality. The theories proclaiming the necessity of zero growth due to depletion and exhaustion of resources and to the population explosion. Globalization turns out to be a physical "filling" of the ever shrinking planet and this creates problems. The problem is in reaching limits – of population, of resources available, and environment.

Globalization pins the world against the necessity of opening – occupying new space, finding new horizons and perspectives, looking for development beyond the limits set by problems. The extreme and uncontrollably changing world becomes home to the human race – a place where we seek order that is unattainable, security, better conditions for living (or in the most pessimist version – for survival). Emerging from the jungle of human and international relations problems, the world is looking for a new social contract adequate to its globality. An important part in this new global contract should be devoted to the agreement concerning the global problems we face and the possible solutions to be realized.

"Global Issues are anything that change or harm the Earth, such as:

Each issue affects a large number of people on different sides of national boundaries; Each issue is one of significant concern, directly or indirectly, to all or most of the countries of the world, often as evidenced by a major U.N.declaration or the holding of a global conference on the issue; Each issue has implications that require a global regulatory approach; no one government has the power or the authority to impose a solution, and market forces alone will not solve the problem" . (8)

Global problems are enormous processes, often with vague contours in the very beginning, they are life changing developments , contributing to the growing insustainability of our world. That's why dealing with them is a task for survival, but also an opportunity for a possible progress for mankind (not to mention that global problems are interconnected and demand complex decisions). The world unites and becomes truly global in searching for solutions, as well as the inability to deal with problems is a testimony for the unstable nature of globalization and many people do question on that basis our very survival.

In the global and universal nature of problems and their solving, we constitute ourselves as humanity, because to define them means to find solutions, public goods, management and defense, all on a global basis. The process of solution however, requires not only unified efforts of the states, but also new relations, changes in the functioning of the economic, social and political systems. The effort to cope with problems shows the limitations of our present political, economic, social and cultural system with the nation state at the center. If until now, the catalyst of progress was primarily the problems faced in one nation state, today the factors become global, because they affect people worldwide and require common answers and efforts.

Manuel Castells underlines: „ Overall, the critical issues conditioning everyday life for people and their governments in every country are largely produced and shaped by globally interdependent processes that go beyond the realm of countries as defined by the territories under the sovereignty of a given state. Under such conditions, a number of processes constitute the new landscape of global politics. There is a growing gap between the space where the issues are defined (global) and the space where the issues are managed (the nation-state)." (9)

Perceiving the problems as global constitutes the world in a new different way. One can make an analogy with the nation state where different regional and local interests and views are combined. Chief constituting elements in the nation state are external threats, common economic interest and the development of national identification, common culture and language. On a global level, such elements could be the priority of survival, development of common democratic culture, global identification and global citizenship.

Problems are being solved interconnectedly, as much as this is possible; efforts are being unified and in the process of solving, all sides' interests are involved. As a part of the new paradigm, a unilateral solution is to be avoided. Problems are being solved by considering the effect on the environment, inter-human relations, potential threats and the chance for development of different communities. Creating mechanisms for mutual problem solving (despite being still *in statu nascendi* and underdeveloped) is a guarantee for stability. The progress of technology and information technologies creates a suitable environment for successful problem solving.

In a political sense, emerging global movements for ecology, poverty, conflict resolution and inequality are relatively new. A new model for solution is being developed, where the international institutions, states, corporations and global citizenry are the actors

This way the process of global problem solving becomes massive and does not limit itself into expert or political circles. Even the involvement of more people in it is a guarantee for a greater chance of success. In this sense, the role of global civic society becomes crucial, because it guarantees for the realization of

the common interest and ward off the hazard of solving problems only in the name of national or business interest.

The very engagement of unprecedented amount of actors in the whole process of solution – defining, spreading, researching, looking for solution, agreeing upon it, forming a plan of action – it develops global sensitivity, consciousness and empathy.

Global problems are also local problems. Dealing with global problems is done at all levels, but most of all – at the local one. Therefore, this requires active participation from everyone – for example, the problem with pollution. In this sense, participating in solving global problems is a new dimension of citizenship, thus becoming global citizenship.

The whole world becomes a field for problem solving, while creating a universal and democratic culture for problem solving is an imminent task (primarily of education). The way of defining and posing problems is eased as well by the global media – i.e. it is impossible to cover up a problem of major significance.

Global problems are the same as human rights – universal. They concern everyone, they are inseparable (we can't solve one thing at the expense of another) and must be considered as a whole; inalienable (impossible to neglect their existence and to avoid their resolution). Global problems presuppose the necessity of common answers, cooperation, coordinated action of institutions on various levels etc.

The common framework for realizing human rights indicates global problems and a necessity for solving them. Today a global problem could be defined as well as a process which leads to a severe violation of human rights for a majority of the population.

The other new uniting idea when solving problems is the idea for solidarity and responsibility: from the idea of responsibility for the past, to the emergence and development of a certain problem to the far more practical idea of shared responsibility in problem solving. The ideas for solidarity, mutual effort and minority protection (as the main groups bearing the burden of globalization) are as well important when solving problems.

Solving global problems demands global justice. Only thus is defined the problem of responsibility and countries engage in problem resolution. Even though slowly, the contemporary world abandons the idea for unilateral resolution. „ Global justice is a basis for a purposeful action which leads to lesser inequalities and more balanced distribution of chances all around the world. Global justice requires leaving the narrow focus of the community or of the nation and looking for a fair world order, for multilateral actions aiming to overcome the existing inequalities,which in turn will improve general welfare and stability ". (10)

Best experience and example in global problem solving are Millennium Development Goals. Millennium Development Goals are to mark out and set goals for solving several of the more severe problems of humanity. Their very ratification in the beginning of the new century is a good metaphor for the new phase of global development. For the first time, the leaders (and ergo the member states of the UN) have unanimously formulated and posed global problems and specific goals for a period of 15 years as the first step in resolution. The problems themselves are not posed to be solved as a whole, but only in several important aspects. The ones with priority should become a daily order of humanity in its struggle for resolving them.

Humankind in general reflects upon its destiny and begins to take itself seriously. Solutions for worldwide problems are constantly researched within the limits of the possible and a new mechanism for realization is being formed.

Once in sight of the worldwide public opinion and the media, Millennium Development Goals will start to live a life of their own – they define or channel the idea for development at least in their targeted areas.

As a first attempt, it is only natural that the MDGs are an offspring of compromise between various states, interests, beeween bold visions of the future and the inclearly and timidly expressed willingness for change.

Probably this is the mutual step which humanity can do at the moment – timid, not exactly resource supported, lacking a mechanism of any kind for regulation and monitoring for its realization. Even today, nearly two years before the deadline of MDG (2015) when all setbacks are taken into account, it is important that the road for global problem solving is now open and in 2015 there could be another more realistic change and coordination of new goals. The role of civic society is likely to be bigger, the responsibilities of business more and the chance of public – private partnerships for achievement, greater. The success in the realization of MDG in the fields of primary education, women empowerment, fighting discrimination, diseases, reducing child mortality, is only the beginning, ever posing new problems and priorities to solve in the coming years.

Here are the outlines of one of the possible classifications of world problems:

„**Global issues** - Global economy International trade, financial stability, poverty and inequality,debt relief, international migration, food security, intellectual property rights

Human development - Universal education, communicable diseases, humanitarian emergencies, hunger and malnutrition, refugees

Environment and Climate change - deforestation, access to safe water, natural resources loss of biodiversity, land degradation, sustainable energy, depletion of fisheries;

Peace and security - Arms proliferation, armed conflict, terrorism, removal of land mines, drug trafficking and other crime, disarmament, genocide;

Global governance - International law, multilateral treaties, conflict prevention, reform of the United Nations system, reform of international financial institutions, transnational corruption, global compacts, human Rights." (11)

Titus Alexander differentiates problems into three major groups:

„ Global Issues:

Sharing our planet: Issues involving the global commons

- Climate change / global warming
- Biodiversity, ecosystem losses, soil erosion
- Fisheries depletion
- Deforestation
- Water quality and deficits
- Maritime safety and pollution
- Sustainable agriculture

Sharing our humanity: Issues which size and urgency require a global commitment

- Global poverty
- Food security for the world's poor
- Peace keeping, conflict prevention, combating terrorism
- Militarization, arms proliferation and weapons of mass destruction
- Production and distribution of sustainable energy
- Education for all
- Global infections and diseases, including HIV/AIDs
- Digital divide
- Natural disaster prevention and mitigation
- Population growth
- Over-consumption / ecological footprint of the rich world
- Racism, xenophobia and discrimination
- Gender inequality and discrimination
- Employment and economic opportunities for the world's poor

Sharing our rulebook: Issues needing a global regulatory approach

- Global financial architecture
- Taxation, tax evasion and financing of global public goods
- Global crime and the illegal drugs trade
- Trade, investment and competition rules
- Biotechnology rules
- Intellectual property rights
- Human rights and crimes against humanity
- E-commerce rules
- International labour and migration rules
- Transparency, accountability, equality and participation in global governance

- Enforceable rules governing the environment." (12)

Solving problems is all about cooperation between different institutions and structures, but also a fight between them, because of their various interests. To solve problems, various coalitions emerge - between poor countries and international civic organizations; between rich and poor countries and between international institutions, transnational corporations and various parties.

Researching global problems lies at the foundation of global education. Gilda Wheeler states that: "By approaching global issues from a systems perspective we can help students create a world that represents their highest aspirations. It is up to each of us individually and as a community to make the choices and take the actions to create a future we want for ourselves and for future generations." (13)

Getting in touch with problems interests young people and helps them realize the impact they have on their lives and this motivates them to participate actively in the creation of a more sustainable world. Great is the potential of studying global problems: informative, full of exciting events and processes, showing the world in controversy and change. Through research of global problems, young people begin to understand the different dimensions of the contemporary world (local, national, global) and also the ideas for cooperation, solidarity and joint action. Each group works together on problem solving using a step by step approach and analyzing and offering new solutions in the form of public policies.

Global problems give young people the opportunity to meet with the real world and its challenges, increase their reflectivity, develop their social sensitivity and social critical thinking and helps them question various myths etc. they take for granted in their own lives and in the life of the society they enter such as: behavior, consumer culture, entertainment, social engagement, solidarity, responsibility.

Young people explore issues as they relate to human rights - that is, to learn through violations of human rights, become sensitive when they occur and look for ways to implement them, knowing the world of democracy and rights and its real normative nature. Working on these problems shows the unfairness of the contemporary world and thus not only it validates the desire for greater justice in young people, but also indicates ways to reach it with their own responsible behavior, involvement in various development causes. Global problems have their local dimension, so scientists and their research is not something abstract - problems are part of immediate reality and define the lives of young people.

Exploring global problems and how to solve them has its element of vision. Young people assimilate ideas of solidarity, global management, elimination or reduction of inequalities, sharing of material and spiritual wealth. Thus they become part of a future oriented community which knows how to surpass itself,

provide the needs of the day, how to pose problems and seek solutions.

Education and Social justice

The main principle of social justice is "equal distribution of resources, guaranteeing everyone's chance for full personal and social development" and the common opportunity for equal use of natural and societal resources. The problem of a socially just society however is not only fair resource distribution, but finding a way how to ensure equal chances and opportunities for all members of society.

If we acknowledge Globalization as a unique process of intensifying trans-planetary relations between people and closing in a whole the world, the question for social justice should be how to build a fair world. We need a new way to regulate relations among people, various groups (of people), nations, states, because we all consider the present situation as unfair, oppressing, destroying human lives and causing immense suffering.

How we have to construct a global society based on new relationships and values, believing that we all have not only equal rights, chances of realization, and the freedom to make decisions, but also the obligation not to violate these rights?

Today, more than 60 years after creating the Universal Declaration of Human Rights, Human rights are surprisingly affirmed in both international and domestic law and in relations between states, where the emphasis is on Human Rights realization and on the condemnation of rights violations.

Nowadays we could hardly imagine the world without human rights regulation. „Social justice means realization of human rights on an institutional level and on a possible extent." (14)

The question: „ could our relations have realization of human rights as a basis?" has its affirmative answer. From the Universal Declaration, these principles follow: the individual is put in the centre of each action, intention, policy; there is a growing respect for people's rights and their dignity, tolerance, co-operation, nondiscrimination, support for the disadvantaged and for those with violated rights, positivism.

The realization of these rights is still denied to billions of people. The first step in the new way of development is a fact. A world, however, that has human rights among its basic laws and not abiding them is an unjust world. Why (here lies the answer about the nature and the essence of justice) do we keep denying equal chance, human dignity and potential realization?

One of the many vision documents elabourated by organizations concerned about humanity called "Our global neighborhood" states: "Being global neighbours requires new ways of perceiving each other as well as new ways of

living…The most important change that people can make is to change their way of looking at the world…. But change our fundamental angle of vision and everything changes--our priorities, our values, our judgments, our pursuits… We believe that action to improve global governance to cope with contemporary challenges would be greatly helped by a common commitment to a set of core values that can unite people of all cultural, political, religious, or philosophical backgrounds. These values must be appropriate to the needs of an increasingly crowded and diverse planet…These provide a foundation for transforming a global neighbourhood based on economic exchange and improved communications into a universal moral community in which people are bound together by more than proximity, interest, or identity or family". (15)

The global neighborhood requires global ethic which should be implemented toward everyone involved in the world deeds. This global ethic has « three different dimensions. Extension in terms of space - worldwide justice; extension in terms of time - including future generations, sustainability; extension in terms of facts - the impact assessment of all strategies, privately and politically, local and global , and the possibility of risk must be included into all ethical contexts". (16) On a global scale, the idea for social justice could be achieved with global democratization, otherwise it would have a more realistic character (its realization on domestic scale depends on inner socio-political juncture).

Another great idea intertwining with social justice is the one for solidarity. "Under solidarity I understand admitting people's misfortune emphatically and willingly standing with them till reaching a solution on common pressing matters." (17)

Global Education and the Idea of Global Citizenship

The goal of modern and civic education is to make the young person a citizen of its country. The process involves acquiring knowledge on society and the rules under which it operates; forming attitudes and competences for a life with others in society and the development of a relevant value system.

According to Stanford Encyclopedia of Philosophy a citizen is a member of a political community, exercising rights and accepting membership obligations. There are two models perceiving these dimensions. The liberal one – emphasizing protection by the law and citizenship is "important but occasional identity, a legal status rather than a fact of everyday life". The republican model accentuates on the political measurement of citizenship and participation in governing processes. Thus the citizen „appears either as the primary political agent or as an individual whose private activities leave little time or inclination to engage actively in politics, entrusting the business of law-making to representatives". (18)

Today of growing importance is the concept of democratic citizenship which finds a broad reception on a national basis in a growing number of societies. The

whole idea of democratic citizenship is positive, based on voluntary acceptance of principles and norms; creating liaisons of affiliation and participation. Thus the narrow space of family, class, confessional community, creates a more universal feeling for community and multilayer affiliation. As Jurgen Habermas remarks: „only a democratic citizenship that does not close itself off in a particularistic fashion can pave the way for a world citizenship…State citizenship and world citizenship form continuum whose contours ate least are already becoming visible". (19)

Globall sensitivity What is new on global education is that it places young people in a different space – neither local, nor national – but in an undefined, vague, ambiguous global space. It gives a more dynamic and promising perspective from the well-known static one of world space, divided into states and nations than ever before.

"Global consciousness is the capacity and the inclination to place our self and the people, objects, and situations, with which we come into contact within the broader matrix of our contemporary world. In our formulation, global consciousness places the self along an axis of contemporary space in ways comparable to the way historical consciousness places it along an axis of time". (20)

Gardner states the hypothesis that **individuals, more or less have stable form of global consciousness –** i.e. specific ways of understanding the changing world and our place in it. (21)

This is of extreme importance to global education – those schemes are formed in middle and high school if education is purposely set in this direction. If not, this global consciousness forms spontaneously and could usually accept various world perspectives or most often is an unconscious mixture of different rudimentary beliefs. Our goal is to lay the foundations of global consciousness emphasizing information and understanding of all global processes, different dependencies and relations, to find our place in this world – without imposing narrow ideological margins. Global consciousness could create coherence among divided individual experience and concepts, which is not possible any more to be realized under nationalist, class or familial ideology. It gives us an opportunity by situating us in unifying narratives which help us make sense of everyday planet development thus expanding our Self beyond the narrow limitations of here and now and helps to find new aspects of our identity (in correspondence with others and the planet). Consciousness of world situation requires understanding of predominant world conditions, development, tendencies and any problems that the world community might encounter – population growth, migration, economic inequality, resource depletion, international conflict, etc. What we need is a deeper understanding of global dynamics – to perceive the world as an interdependent system of complex traits, mechanisms, unpredictable consequences and global change consciousness.

Identity Global identity is characterized with a feel for affiliation towards the human race, for sensing and sharing problems and challenges, a feel of solidarity and giving support, a change in behavior according to demands of life in the common world. Scholte describes simultaneous existence and development of various identities:

- National identity multiplication
- The appearance of small nations and indigenous group
- Emergence and expression of regional nations on a small scale
- Strengthening the links within the diaspora
- Support for non-territorial identities
- More and more often identifying as human race
- Revival of identity based on religious faith, especially among movements striving for religious renewal
- Appearance of certain class identities
- Development of gender identity especially among female gender movements
- Development of racial identity, especially among coloured people
- Development of global youth culture
- Increase in the role of sexual orientation in the process of construction of social identity and group membership
- Hybridization increase
- Many more pluralist and mixed identities
- Inability to construct a communitarian way on group solidarity (22)

The role of global education is important for the development of such identities in a situation where the individual defines himself in an unfamiliar context broader than ever, making conscious choices of identification and developing multiple identity as a result of different roles.

Global citizen Today, reducing the role of the state makes citizen to co-experience within the local community and also within the global – i.e. a new global consciousness emerges, determined by the impact of global issues on community life and on world development as well.

The unification within the EU puts the issue of obtaining and implementing a second supranational citizenship - European. The process of European unification includes creation of general policy, freedom of movement, of capital, information, general economic projects, attempts for problem solving within the community, constructing common plans for development. A process of European socialization begins, through institutions, special legal regulations, through the implementation of projects for increased mobility of citizens. In practice the category of "European citizenship" emerges and every citizen of an

EU country has two legal citizenships - national and European.

What we see is the emergence of legal citizenship, which means acceptance of rights, responsibilities and obligations by the citizen and the European Community as well. However it is not that developed and effective as national citizenship. As for the other dimensions of citizenship - social, economic, cultural - they are still at an early stage of development. To a similar phase is the development of a European sensibility which leads to a sense of belonging, of building another identity for the European citizen. Despite the formal border removal and the efforts for unification continuing for more than five decades, national citizenship remains the leading category.

The idea of Global Citizenship is a pending one, but it is important to be aare of its possible characteristics.

„ Global citizenship. Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens.

• developing skills to evaluate information and different points of view on global issues through the media and other sources;

• learning about institutions, declarations and conventions and the role of groups, NGOs and governments in global issues;

• developing understanding of how and where key decisions are made;

• appreciating that young people's views and concerns matter and are listened to; and how to take responsible action that can influence and affect global issues;

• appreciating the global context of local and national issues and decisions at a personal and societal level;

• understanding the roles of language, place, arts, religion in own and others' identity". (23)

„Active global citizenship empowers people to participate in public affairs, strengthen civil society and fosters a living democracy. It enhances citizen' active involvement and engagement for social change within their local communities and native societies.It promotes a sense of global citizenship and co-responsibility at the global level of world society". (24)

Global citizenship would be the product of the future world society. Still today still, despite the International Bill of Human Rights and many other international agreements, it has no clear legal dimensions. The world of divided national space excludes the creation of social and cultural status of the citizen and his political status is also far from being achieved with different political cultures present.

A sense of belonging and identity remains nationally and even with cosmopolitans it is either a professional or a social class sense of global nature.

The path to world integration leads through the creation of groups of countries, groups of actors (capitalist workers), etc. Global sensitivity to the

problems of the world and risks of development emerges, but it does not evolve into global solidarity to solve these problems. There is sensitivity to those in distress and need instead, but there is no acquired understanding of how to solve their problems on the basis of global social justice. The world is far from the building of its contractual unity basis in addressing problems and social injustice, and addressed resource basis (0.7% of GDP for providing aid) is not enough.

Global education – Subject and purposes

„ Educating shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace". (25)

With this document education becomes global. The purpose it serves surpasses the narrow horizons of individual development in the community/nation or the acquirement of skills to cope with everyday problems.

The new type of education aims at constructing perception for the individual as a small particle of this world which is a place for realization and development, instead of referring to the world as an object.

„Studying requirements in the global community include four aspects:

- Understanding the biosphere or earth as a whole as a system which is completely alive and we are part of;
- Discovering our role in the social sphere of the expanding global community with all of her different cultures, perspectives and points of view;
- Understanding our place in time, our deep connection with the past and the evolution that is about to come;
- The moral and mental development of each individual along with responsibility to others regarding the entire global community." (26)

Understanding the world as "global" requires global education. Hence we could examine contemporary education as an attempt to find the studying framework for individual development as part of the globalizing world. In this sense global education is a new characteristic and is a challenge for education. Only then we could understand the Finnish call for global education:

"Education must put Global Education at the heart of learning, if it is to be considered quality education. Global Education has a crucial role to play in all national education system improvement, in curriculum development, teacher education, improvement of school practice and learning culture, and the development of educational landscapes." (27)

In this broad plan highlighting the future course of education we find key aspects of global education – the world in its entity and interconnectedness, the world as a process of development, the world as a result of united human effort and action; the place of the man in this new world and the competences which have to be acquired for living in it.

Globalization raises the question of world development as a whole. The view regarding the globalized world presets understanding basic tendencies in its development and perspectives.

Like never before, great theories and schemes of development are absent today, but there are plenty of trends in different areas of social life and in various regions and communities on Earth which are explored.

If we accept that world globalization is typical of our time, then it becomes harder to construct models of stable and durable development within the national community.

The process of world democratization and the easier construction of world economic and political order preset ideas for supranational development. The growth of population and migration, the process of technological development, of depletion of limited resources and pollution define the new global framework for development.

The process of interpenetration and simultaneous development of separate cultures is also influenced by new ideas; realizing Human Rights and the connected processes of overcoming discrimination and giving power to the minorities. The process of cooperation and provision of support to overcome unequal development or falling behind also change the focus on global scale problems. A good example of global approach and planned development are the Millennium Development Goals which for the first time preset development realization in key areas such as increasing welfare, fighting disease and epidemics, having cleaner environment and developing human relations through overcoming discrimination.

Global development results in new ideas for global ethics and realization of social justice principle. The process of unification among activists or citizens of the global community is strengthening. A new kind of affiliation, global sensitivity and global consciousness is being formed which looks upon the process of development surpassing the borders of national communities. This consciousness and sensitivity are further strengthened by global hazards which threaten the world and its inhabitants.

Thus we could define global education as one for global trends and problems in development or education for global development.

The subject of global education are relations among people, communities; how they develop and also the principles and values referring development which one does possess and hold. These are the problems and topics connected with the realization of social justice, problems of mutual aid, solidarity, tolerance and responsibility, all being necessary relations for the realization of Human Rights.

Another important characteristic of global education which expresses its new activist character, is the topic of the place of the individual in this world, his/her actions, common sense, way of life, but also the responsibility for the planet, for constructing an active kind of perception, all which should make him/her part of the change itself. (citing Mahatma Gandhi).

The goal of global education is development of sensitivity and understanding for the world and its problems, creating a sense of belonging to this world, of compassion toward the others, a sense of our interdependency on global problems and the risks they carry for our lives and the necessity of constructing an active position for the solution of these problems.

What we often define as active citizenship is a purpose of education in the process of socialization within the national society. In the world, we have no legally defined global community or citizenship as such. In this sense, the goal of global education is creating a mindset and competences typical for active citizenship – sensitivity towards world problems, understanding how global society functions, compassion, solidarity, eagerness to aid those in unequal condition not belonging to our community and networks.

In Europe we are coming to understand global education as an educational process of studying global problems, as examination of basic legal documents "describing" the world; of building awareness and knowledge concerning the way supranational institutions act; of embracing solidarity and responsibility, providing aid, expressing concern and also of attempting to include youth in actions which will reinforce this new perception of the world.

In practice global education is mostly about understanding global problems that humanity faces, supposing that during this process global consciousness is developed, global sensitivity is built and identity for universal affiliation is being formed.

Naturally, the global education topics to this day do have their place in some subject fields, but they are studied first as a part of another subject and there is not always interconnectedness between the topics, thus the idea for globalization is lost in outdated, subject oriented and static educational programs.

According to the English Development Education Association (DEA), "Development Education is a process of lifelong learning:

- It enables people to understand the links between their own lives and those of people throughout the world;
- It increases understanding of the economic, social, political and environmental forces which shape our lives;
- It develops the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives;
- It works towards achieving a more just and sustainable world in which power and resources are more equitably shared ." (28)

Goals of Development Education „ **to raise awareness** and **understanding of how global issues** affect the everyday lives of individuals communities and **how all of us can and do influence the global.**

To prepare an individual for life in the current **inter-connected changing world.** The intention is to lead students to **understanding** of the problems of present world, to **creating one's own opinion about these problems** and the **development of skills to solve these problems.**

Development education fosters the full participation of all citizens in world-wide **poverty eradication**, and the **fight against exclusion**. It seeks to **influence more just and sustainable economic, social, environmental, human rights based national and international policies**." (29)

More important is the connection between Global Education and Education for Sustainable Development (ESD). "Education for sustainable development) enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future." (30)

The basic concepts of ESD are also concepts of Global Education:

• **Diversity** - respect and toleration for human social, economic, cultural and biodiversity;

• **Quality of life** - recognition of global justice as a cornerstone of sustainability and that everyone's basic needs are to be satisfied;

• **Interdependence** - people, environment and economy are linked at all levels;

• **Citizenship, rights and responsibilities** - recognizing the importance of taking personal responsibility to make the world a better place for everyone;

• **Needs and rights of future generations** understanding our basic needs and the implications for future generations needs from today's actions;

• **Sustainable change**: understanding that resources are finite and that this has consequences on the way of life, trade and industry;

• **Uncertainty and attention**: Recognition that possible approaches to sustainability are numerous and that situations are constantly changing as a need for lifelong learning and flexibility.

Elements of Global Education As David Hicks says, there are several main elements of global education:

- The first is **'issues dimension'**, which embraces **five major problem areas and solutions to them:** inequality/equality, injustice/justice, conflict/peace; environmental damage/care; alienation/participation;
- The second is **'spatial dimension'** which emphasizes exploration of the local-global connections that exist in relation to these issues, including the nature of both interdependency and dependency. „this dimension also

concerns the cycles and systems of nature and the relationships between human society and the environment";

- The third is **'temporal dimension'** that emphasizes exploration of the interconnections that exist between past, present, and future in relation to such issues and, in particular, scenarios of preferred futures. is a future perspective that "looks at how global issues affect and are affected by interrelationships between past, present and future";
- The fourth is the **'process dimension'** that emphasizes a participatory and experiential pedagogy which explores differing value perspectives and leads to politically aware local-global citizenship". (31)

From a different angle, the Development Education Association underlines eight dimensions:

- "Interdependence: understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale;
- Conflict resolution: understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony;
- Sustainable development: understanding the need to maintain and improve the quality of life now without damaging the planet for future generations;
- Diversity: understanding and respecting differences and relating these to our common humanity;
- Social Justice: understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people;
- Human Rights: knowledge about Human Rights including the UN Convention on the Rights of the Child;
- Values and perceptions: developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values." (32)

Global education is a unifying concept, just like history and literature in national society. It unites learners exploring and trying to understand the conditions of life in a global world and what connects them - rights, relations with nature and relations among them, desire to achieve social justice. Global education unites, by covering fields and relations reserved up to now for separate subjects and educations.

It has a subject of its own - globalization, global connections, global issues, global development, global risks, the human and the community in global problems.

Its development is as difficult as achieving a global world with a human face. Its institutionalization is also hard in a parcelled education, still far away from the idea of interdisciplinary approach, as well as from achieving the idea of lifelong learning.

Global education is an idea that is so global that perhaps cannot be closed in any curriculum or coining a general algorithm. The global world is in the way we define and formulate - and therefore the world and global education will also be different in various parts of the world.

Even within the EU there are differences on the concept of global education. There is no universal global education. In this sense differences between global education in developed Western countries and global education in new member states - without the burden of colonialism, without global responsibilities, without sufficient resources – is a fact which make them resemble in many features the states from the South.

„ Contents in global education bridge the problems in a micro context with global issues (which are also problems in macro context) and move from close reality (the family, the neighborhood, the school, the city) to intermediate reality (the region, the state) and distant reality (the global world).” (33)
It is only natural for global education to be different because it is based on linking micro and macro context, therefore each country, each region will have its own local view of how global issues affect life and it will likely face the global problems in their own way.

Some believe that „Global education does not introduce new contents, but it enriches the concepts and contents of all subjects and fields of education related to global development by widening their dimensions”. (34)

The new content is the global dimension of the processes, of relationships, the global outlook, hazards and risks, global connections, global justice and solidarity, but also personal responsibility for the world, and adopting a learning attitude – none of it is in contemporary education.

Another peculiarity is the uncommon focus of global education described as such. „Knowledge of the globalization process and the development of world society the focuses of global education are social justice and sustainable development to give life chances to everyone. Therefore the content areas from which global education can draw its themes include key issues such as living conditions at local level and in other parts of the world, multicultural societies, social, political, economic and cultural contexts, structural and direct violence, interdependencies between regions, countries and continents and limited natural resources, the information society and the media”. (35)

Global education refers to „ universal concepts of humanity like: human rights, democracy and good governance, economics, social justice, fair trade, gender equality, peace and conflict transformation, citizenship, diversity, intercultural and interfaith dialogue, sustainable development, health and equal access to scientific and technological achievements”. (36)

The Global Teacher

"A teacher who is not a global citizen or a global learner cannot teach efficiently global education…for it would be difficult to practice global education based on solidarity's ethics." (37)

The appearance of global education or the mere idea of global education sharpens our sensitivity towards education and teacher. This sharpened sensitivity does not yet mean knowing and understanding. The role of the teacher in this new world is uncertain, often neither she knows what she wants nor we know what to expect and require from her.

The traditional role of the teacher is that of a guide in the realm of knowledge. However as science and the means of mass communication evolve, as the role of parents to introduce their children to the world increases and the independence of young people grows, this role of the teacher becomes more and more routine and unnoticeable.

If not teachers and if not through education then who will guide and socialize the youngsters? Should we leave everything to the media, to the informational waves and give up on our future and the idea that education can rule both our lives and the live of the community?

The world is different. The other world, the virtual world gains ground far more powerful and omnipotent than the world of books; knowledge is different- boundless yet also giving incentives to people and communities to unite themselves with its help and in its name. The idea of the world is also different. For the first time the idea of unity begins to settle down and seemingly also its opposite- the idea of natural diversity, as well as their derivatives- solidarity, mutual assistance and tolerance.

The environment is different – the world invades school, teacher`s and student`s life in a much more powerful and less restricted way than before.

Children are different- they are a part of this world yet at the same time they are more free, less confined, more easily evading the attempts to influence them and more resistant to our attempts to communicate with them and learn.

We want the global world to be built on global values, though they became more and more difficult to be understood and followed in our lives. It is one thing to unite through values or to capture through them a small world and behaviors in a closed society and another to do it in the abstract and often inconceivable space of globality.

Today we think differently of the global world. It is not only an abstract notion, object or process which we need to research and understand. The global world is what we make of it. It is a dream, an ideal and a constant and wide-range practice, a guided idea which becomes reality anytime and anywhere. The liberation from destiny`s or from the power of chaos is impossible without

education. The world design is the product of educated researchers` and citizens` thoughts and actions.

It is one thing to be a teacher and a leader in standardized somewhat narrowed domains such as geography and history and another in a world that has just come to comprehend how whole, extreme, yet undefined and unstable is itself.

Global education gives us the chance (like civic education) to rediscover and reinvent the education.

" Sustainable development can offer them a shared language of hope and possibility provided it keeps a wide range of options open. For indeterminancy rather than order should become the guiding principle of a pedagogy in which multiple views, possibilities and differences are opened up as part of an attempt to read the future contingently rather than from the perspective of a master narrative that assumes rather than problematises specific notions of work, progress, and agency." (38)

"As an educational process, the Education for sustainable development should primarily seek to develop such a frame of mind rather than develop 'positive' attitudes and behaviour, realise sustainability indicators, and deliver 'relevant' knowledge as set down in policy documents. It requires teachers and learners to be open and engaged with the complexity and meaning of things…".(39)

All of this sets as a premise a new role i.e. a global teacher with new competencies, responsibilities just like the people in the past who used to begin a quest in undiscovered and faraway places needed qualities, abilities and did provoke expectations different from those of the settled down and closed group of people .

The general guidelines for global education of the Council of Europe`s North-South Center state that: „The global educator has a key role in helping people to make sense of the world. She needs to: be aware of the main global issues and understand at least one in depth; know about international political institutions and dynamics; understand key mental models, concepts and ideological approaches to world politics; get people to think critically about their own and others' assumptions and mental models; help people to find and assess information on global issues and perspectives; encourage people to develop knowledge and skill to take effective action as citizens." (40) Let`s note again how easy it is to set up requirements for the teacher. On one hand it is required to possess immense cognitive competencies that allow getting to know and understand the world and on the other- to possess social competencies not only in order to teach people but also to help them "develop effective actions as citizens"!

Different but not in the least less exigent are the Association for education for development`s requirements for the education for development teacher: „ skills and approach to facilitating groups: a sound knowledge of a broad range of global issues, combined with an ongoing commitment to extending this knowledge; practical experience of developing and adapting local and global materials to raise development awareness; the ability to structure learning sessions, selecting activities to meet intended learning outcomes, using a range

of teaching strategies and evaluating the session against intended learning outcomes; a commitment to the three OSDE principles; an approach to teaching which challenges learners and enables them to gain new insights and make their own sense, building on their experiences, as opposed to seeing learning as transferring knowledge from the trainer to learners as empty vessels the ability to encourage connectivity both global / local and among group members; the ability to distinguish between campaigning and developing critical literacy and to make appropriate choices as a trainer; a commitment to encouraging reflective learning among participants; the ability to be a co-learner within a group, as well as trainer or facilitator, and to reflect on the learning process as well as the content of training sessions." (41)

We listed so many requirements for the global teacher that it is obvious that they are impossible to fulfill. In most countries global education is not yet part of the educational programs, there are no trained teachers and consequently neither their preparation nor what their competencies should be like is being discussed. The postulated burden of the requirements for the global teacher is more of an outline of the desired and the ideal teacher though it would be long before this role (or roles) becomes institutionalized.

Global education and global teacher both appear in a time when the whole educational concept and the teacher`s role are being redefined. More accurately it is not that the requirements are too exigent, it is just that we apply them not to the contemporaneous` teacher profile but the teacher of the future.

Hence this is the first dilemma in the role of the global teacher. The expectations and requirements are so high to the point that teachers cannot easily step up to them. The global essence of the world and its problems are incarnated in the professional fate of the global education teachers. They teach the latter in a world where information flows through different and more important channels for the student, a world where the school loses its role to provide knowledge, cultivate attitudes and values.

Although outlining the circle of the global teacher`s competencies may be defining the activities and the realization of the teacher in the future, it is not an abstract problem. Global education cannot be taught by the traditional type of teachers nor by teachers who execute this role by chance- because of new educational programs or employment opportunities.

The ideal requirements should therefore be outlined at a time when this profession emerges and settles down bearing in mind that although impossible to fulfill, these requirements set the direction for both professional and personal development since these requirements show that, global education reminds once again of the need to incorporate the teacher's personality into the profession.

The questions how to reach the teachers, select, prepare them and work with those who used to teach other subject matters remain. How to turn the teaching and understanding of this global world into an activity that pays back the efforts; into a passion instead of an impossible burden?

It is believed that the the concept of competences will allow aligning the mixed-up requirements and expectations towards the global teacher better than any other idea behind teachers preparation and training.

However if we have a look at different ideas and classifications of competences **(**at least concerning civic education teachers) we will discover too many repetitions or generalizations and thus the competence heuristic value for the teacher`s preparation and qualification is far too small. As far as global education is concerned, the subject is new- the globalizing world in process of development and in search of stability on different levels (local, national and global). It resembles a lot the civic education though the frames of teaching and learning are broader; the interactions are on a larger scale; what is more important, in civic education the citizen is a historically formed category in the national society`s framework and there is an agreement on the role and the characteristics of the civic education teacher as to a large extend the characteristics of the national society – legal, social, economic and cultural are researched and clear. In what refers to global education, there isn`t any clarity neither about the global citizenship nor about the global education itself, about the global education teacher nor about the object of education - the globalizing world.

Let's present a proposal for Global Teacher Competences which is based on different proposals and ideas.

Cognitive competences

- Knowledge about global world, about trends of development, about global problems and its interdependence, about basic theories explaining the contemporary world, about development.
- Knowledge about the public policies trying to deal with global problems at all levels – local/national, regional/global.
- Knowledge and abilitiy to present global/local dimensios of global problems and developments, as well knowledge about the world in the past, contemporary world and the world in the near future.
- Knowledge about the nature of change in modern society and in the world, about the change and its role in his own life and in the life of the community.
- Knowledge about intercultural understanding and diversity.
- Knowledge and understanding of own personality as a product of culture.
- Knowledge and understanding about the interdependence between main systems of the contemporary society, about the role of the natural system as an environment supporting life, knowledge about the the connection between social problems (poverty, overpopulation, overconsumption and subconsumption) and degradation of the global environment, knowledge about the sustainability of natural, social and economic systems..
- Knowledge about the needs and rights of future generations.

- Knowledge and understanding of the problems connected with the quality of life, knowledge about alternative ideas of growth and development, knowledge about key resources which currently are exhausted or degraded. Knowledge and understanding of the connection between the quality of life and justice in its relation to the process of sustainable development.
- Knowledge and awareness of the Earth's carrying capacity.Knowledge about the impact of political and economic forces over the use and management of resources.
- Knowledge about approaches aiming at sustainable solutions of the problems: legal, economic, managerial, scientific, technological, educational.
- Knowledge about action which could be undertaken at personal, family, community and society level in their relation to sustainable development.
- Understanding of the global effects of the local actions and vice versa, ability to integrate on its territory the local and the global.

Competences needed for the realization of responsible citizenship

- Individual, social and environmental rights and responsibilities implied by citizenship
- Clarification of personal values relating to globalization
- Approaches to global policies and solutions: legal, economic, managerial, scientific and technological, educational
- Action that can be taken at personal, household, institutional and community levels relating to global problems

Ethical competences

- Freedom, solidarity, support, co-operation
- Vision about the future society based on sustainable development
- Awareness of global citizenship, rights and responsibilities, following from the citizenship
- Exploration and clarification of personal values in relation to sustainable citizenship and globalization
- Critical autonomy, sense of responsibility, ability of taking deisions being aware of the existing limitations concerning the public goods and the resources.
- Ability to act as a citien at individual and collective level, to initiate changes.
- Self reflectivity or the ability to see ourselves implicated in the issues/problems the teacher is trying to address
- Open/global mindedness to construct other possible worlds together with others

- OK-ness with the self so the teacher could learn to live with and not to be overwhelmed by uncertainty, complexity, multiplicity and agonistic conversations
- Relationality, mutuality, reciprocity, hospitality so that the teacher develops the capacity to create solidarity particularly with others who disagree with her.
- Hopeful skepticism so that she could always focus on pushing the boundaries of what is possible
- Divergent thinking and intellectual autonomy to keep conversations always open and alive for herself, others and generations to come

Teaching competences

- Balance intuitive, intellectual, affective and cognitive learning approaches
- Use direct experience in a variety of settings
- Use pupils' knowledge and local community knowledge as well as abstract and decontextualised knowledge in relation to globalization and development processes
- Explore and clarify values in relation to globalization and development processes
- Use of range of participative techniques to understand development and to facilitate exchange of viewpoints in relation to globalization
- Consider the interrelationship between uncertainty and controversy
- Critically reflect on pedagogical approaches
- Consider both sustainability related problems (cause and effect) and possible solutions
- Refer to and encourage participation in global education practices at school and at home
- Use interdisciplinary and transdisiplinary approaches where appropriate

Competences needed for interaction with the environment

- To involve the school/class in community/regional initiative aiming at solution of global problems.
- To organize partnerships, networks in the immediate social and pedagogical environment
- To interact and to organize interactions of the students with local community actors, with local authorities
- To develop and to manage projects and to involve effectively in it students thus realizing their connection with the environment
- To be opened toward the global environment – to use partnerships, to start networks or to include herself and the students in already existing national/global networks. To establish contacts with different parts of the

world in order mutual learning to be realized and to establish relations of co-operation and intercultural exchange
- To establish relations with media and to use new communication forms and languages

Assessment competences

- To assess students' progress in global education in the following areas: from seeing simple connections between cause and effect to an appreciation of complexity; from an appreciation of the importance of individual action to an understanding of the need for cooperation with others to effect strategic change; from a view that separates out the environmental, economic and social aspects of sustainable development to a more integrated, holistic approach; from a concern for personal and local sustainability issues to an understanding of national and global sustainability issues and the links between them; from a focus on current sustainability problems to an appreciation of the influence of past decisions and the implications of current trends for the future; from an uncritical acceptance of the views of others, values and assumptions relating to sustainable development to a critical, creative evaluation of alternative views and possible solutions

Another approach toward the understanding of Global teacher is the role analysis. Here are the main roles of the Global Teacher enumerated

Subject specialist

The globalization is typical for the contemporaneous development of the world and it is a subject of global education. The global teacher must know the key processes of global education - building of a global order, struggle between global interests and conflicts, global movements for change, global issues emerging in the process of globalization.

It is impossible to build a global consciousness and global sensitivity without knowledge. The knowledge needed to create the basis of the global consciousness is knowledge based either on experience or their accumulation requires time and devotion. Last but not least this is knowledge of the global developments and problems on different levels- on a local, regional and global scale.

The teacher not only has to acquire solid knowledge of the main (global) issues but at the same time the globalization requires more complex knowledge (economic, social, cultural and psychological) in order to be understood.

Of course, we can imagine a global education where the specialists` role regarding certain global problems and developments is being carried out by subject matter experts: changes in the environment (biology, biochemistry), social changes (sociology, civil education, law), economic changes (economy,

geography). However this does not replace the new knowledge that has to be gained by the teachers in the global world. The times of the good subject matter experts` self-sufficiency in any educational area are long gone.

The idea of sustainable development is a good example for the changes in the character of knowledge and education. The idea of sustainability is the search of interconnections. We cannot speak of ecological equilibrium only and thus exclude the impetuous social processes. On the contrary, we cannot speak of the development of mass agglomerations of people by focusing on inter-human relations only and excluding the economic, cultural and ecological character of these formations.

The role of the subject matter expert perceived in this way requires and entirely new type of elementary education for teachers considering that none of the teachers studies global education and they finish their studies mainly as experts who are very likely to be advanced in the knowledge and understanding of a global problem: e.g. economy- poverty; sociology- discrimination; psychology- intercultural communication and understanding; biology- pandemics, ecological equilibrium; chemistry- pollution; law- human rights and international law.

Citizen. Democrat. Public Person.

We live in a global world but this does not mean that the role of globalization is unconditional. Neither the global problems nor the principles of building a global world based on social justice are accepted unconditionally. Not only globalization`s destination is a target but often the globalization itself is being attacked. Its meaning and capitalist nature are put into question. The isolation and nationalism tendencies in the world are also quite strong, tendencies of dealing with problems only in one`s a own community, the continuing development of civil sensibility and conscience.

Therefore the role of the teacher as global citizen, social activist and democrat is new and different. Without these characteristics, they would hardly be able to fulfill their mission as global education teachers.

The problem of the global civic position and activism is extremely difficult in the sense that the engagement is definitely connected to the acceptance of a rather radical ideology (or partial view) of the condition and development of the world. Thus in reality the realization of the teacher as subject matter expert and activist is a clash between different dimensions- between broadly informed and understanding the global processes specialist and activist, pent in the circle of the problems to be resolved or in the frames of the ideology adopted for their solution. This is a collision of two roles: the one of the educator- specialist and the other of the ideologically and often politically engaged activist.

There is no impartial and objective point of view for the development around the world. To dramatize the situation a bit more, the impartial statements for the world`s development as a whole are rare. It is hard for the teachers to reach

impartial knowledge and objective points of view in order to pass them to their students. A possible solution is teaching the settling global world by presenting different individual positions both for its development and for the existence and solution of global problems. This is not possible in short terms and therefore the teacher seeks synthesis and simplifications which already means presenting an ideologically and politically tainted picture of the world. It is possible for the teacher to use the protection of human rights and the fulfillment of democratic principles as criteria for evaluating the theories for global problems solution and the problem solving policies. This is a way to evade the narrow ideology and search for teaching based on the ideas that dominate in the society – democracy, human rights, facing the global problems, global programs fulfillment such as the Millennium Development Goals.

Person who understans the world and helping others to understand it.

As it was already stated, the role of the global teacher is to help the young people to understand the world. This is a very difficult role to carry out because it does not require some scattered and inconsistent knowledge from the teacher but requires understanding how the world functions (the doubt that such understanding is even possible is justified), at least one of its problems in detail and passing on this understanding. Contrary to the codified long ago philosophical theories that explain the world and that the teacher received education for and sufficient access to information about (mostly via workbooks), here neither the information is systemized nor there is an elementary education for teachers that aims at building a understanding of the world.

Usually the novice global education teacher has access to some schemed definitions of the global problems or ideological exposés of the main development processes. Practicing global education usually as an additional activity does not leave time or resources for individual information and education and social activism often leads to ideologies that penetrate the understanding of the world, and its problems in various levels.

Global Teacher as a Manager

That is the role of all teachers but here the subject`s nature itself and going beyond the classroom`s premises (when doing a project activity or activities in the virtual world) requires more serious management skills. It is necessary to reinforce more the management of the learning process then in other subjects when creating a safe learning environment (in a difficult to comprehend world full of risks and dangers) for developing civil engagement, modeling new relations such as carrying out positive interactions, culture of cooperation, non-discrimination and engagement in the classroom and the project activity.

The Teacher as a Mediator between the world and the young people.

Together with the children, the global teacher dives in the real (or the virtual) world of problems but the teacher is always ahead. “Teachers are like brokers between children and their fast changing environment and not like transmitters of certified information.” (42) Teachers are like mediators between the environment and the students. Being a mediator between the global word and the students is a role that is usually reduced to the narrow field of expertise in other disciplines.

The mediator`s role is key to global education and requires a high level of reflection, self-criticism, ability to select and evaluate both the developments that will be presented to the students and the student`s capacities to deal with the information and knowledge they are supplied with.

The Teacher as a critical Social Leader of the Students.

In their role of a critical guide in the global world, teachers co-operate for activities, behaviors and reflection that develop active global civil conscious. The teacher is playing the role of Socrates, the seeker of the truth who doubts the existing realities, explanations and myths and develops the students` critical thinking and ability to reflect. Global education is a fascinating educational field due to the fact that everything is moving in it, nothing is certain and final, it can change, it will change, everything is subject of conversion, put to doubt, criticism and new solutions for change are being sought. When project activities are being carried out in the field of global education, the global teacher helps students elaborate the projects and plans, to analyze their work, see its perspectives and restrictions, see themselves in the activities.

In order to be effective in this role of critical guide, teachers must first look at themselves, study themselves - take into consideration their national, religious and racial prejudices, ideological and knowledge restrictions.

Therefore often the role of the teacher is limited to the superficial repetition and explanation of global problems, sentimental and unjustified calls for their solution, carrying out actions in favor of a certain cause, of sliding on the surface of the world and the problems. Therefore the role of the teacher as a guide in the global world of problems requires initial formation and further constant preparation. This is the only way to build and develop global consciousness and global sensitivity. The latter also need constant feeding for their growth - information on global problems and social guidance such as the theories for world development and problem solving. The global consciousness also means the ability for auto reflection- analyzing one’s own definiteness, views, dependencies, hidden system of believes for the world and its development.

Ethical teacher

To teach about the global world or one's own society means also teaching the principles on which this world should develop, the principles of human relations that the global teacher himself follows and establishes in his/her activity. Global education is not a description of an abstract, frozen world, not influenced by the principles of human rights` realization, social justice, co-operation and solidarity. This is the main dilemma in teaching global education - in order to teach about the world one has to build an attitude towards the world, not only the way the world is but also the way it should be.

Recently the neglecting of values when teaching civil education and humanitarian disciplines is silently being justified and gotten used to. The positivism and objectiveness can be neither our guides nor those of the children. We teach them not only about the world today but also about the world in which they can live tomorrow, the world that can be theirs.

The Global Teacher as an Intercultural Researcher and Designer.

The global world is a challenge for the global teacher and the classroom is its reflection, a small but increasingly diverse world. Before anything else, it is a world where to an increasingly larger extends "the teacher cannot teach relaying on the idea that equal means the same. Students come from a variety of cultures, languages, lifestyles and the multicultural environment does not correspond to all the students` needs. " (43) It is a world that teachers cannot ignore, underestimate or oversee in their activities. The myth of the homogenic classroom and the equal educational needs begins to fade away in the increasingly open and coulourful contemporaneous societies.

Building a global classroom is a process of acknowledging the multicultural nature of the students by analyzing their needs. It is a paradox that this individual approach is needed for the research of the global problems and developments. This is related to the participants, their lives, the local society, the global society. Who are the participants in the group (students and teachers), what is the environment like, where do they come from, how is their cultural identity perceived in the group and in the society they live in?

Thus the context of global learning includes the world in its different dimensions - from local to global and the educational environment is centered on the learners in their behavior towards the problems. This is an environment that fosters global sensitivity and it is built on the principles of democratic, inclusive, cooperative and experience-based learning.

The Global Education – Problems and Dilemmas of Teaching and Promoting of this Subject Field

Global education is problematic not only because it is a new area where there is nothing found, lacking the important tradition and/or canon in traditional

education; it is problematic due to its subject. The globalizing world in its various dimensions, for which there are no generally accepted explanations and diagrams, nor agreement on what it is and rarely there is an attempt to conceptualize it.

The Globality of the subject presents a problem for the Teachers as for the Students.

The teacher can not deal with the ocean of knowledge, nor monitor development in the global world. Simplification, stereotypes, ideological perception and transmission of the world is a possible answer. Another option is to ignore the theory of abstract understanding, comparing and evaluation and focusing on practical solutions for the local manifestations of global problems.

No less a problem for the learner - understanding or entering in depth of the global world is not in his power, while simple transmission can not awake and maintain a cognitive interest nor build the necessary competences.

Is the world recognisable, can we understand this galaxy of events, and if we can, can we empower learners so that they change their own environment and world and contribute to changing the world? The possibility of developing a global sensitivity, global identity and global reflection depends on the answers to these questions.

Sometimes the approach to global reality is expressed in the quantification of characteristics or indicators of development and their study and comparison.

In this global world the teacher confronts the infinity of knowledge, unstructured, huge, constantly increasing, presupposing any explanation and used to confirm different, often opposing theories.

Global dimension in its connection with Time, Space, Important Issues.

How to know the modern world - through challenges to its development or by studying its structures? While there is no comprehensive theory of the modern world, a study seems justified by the challenges of development. This is reflected in defining key challenges and problems, in the search for their relationship over time, as well as a description of the global space of problems or in the creation of a map for distribution and manifestation of global problems. The study of problems gives a dynamic, not overall, but substantial enough and reliable picture of the world.

When examining global challenges, the teacher is on the axis of time - binding moments and elements of past, present and future of the world. This focus makes us look at history in another way, as a process where the current global problems are generated and 'prepared' as a general development of humanity, not as a history of individual nations.

Is it possible for the Teacher and for the Student to Identify with the role of Global Problem solvers?

Identification and sensitivity to global problems should be no difficulty in an interdependent world where everyone feels their influence and usually suffers

the consequences. In the West, gazing in history leads to feelings of guilt about the state of the world today; to responsibility and commitment for a change in it; a place built on inequality, discrimination, poverty and exploitation.

In the majority of states and societies absence of national history over extended periods means the absence of responsibility for the world in the past and its present condition. The sensitivity of the victim excludes sensitivity and responsibility for the present and even care for the future. The learned helplessness in society creates indifference to the past and present, and indifference does not produce visions or responsibility for change. Therefore, the role of the global teacher to build competences for empathy, understanding, involvement and responsibility in many of the new democracies and in developing countries is extremely difficult.

Under the surface of the problems?

To summarize a list of global problems is relatively easy. There are so many of them and they are quite discussed and studied. What's difficult for the global teacher is to get below the surface - the analysis of problems, the search for links between them, the underlying factors of what will happen in future, shows the overall picture created by interlacing problems. Any study of relationships and problems is also an exploration of the dependencies of power, and today, power is blurred, even within the local community or nation-state. In addition, each issue has its own ocean of relations, developments, affiliations, and the teacher is expected to give simplified representations of problems for students to understand.

We do live in a world of change but first of all the Change is frightening and dangerous

Global teacher can not strain the question "What is my attitude to change as a human being?" Can I survive in a world without vision or change in the world of global education with no idea about the world we seek, where global problems will find their solutions?

The global teacher is supporting change and the great paradox in her activities is that, as such she should have a vision of the necessary changes which are difficult to say how and in what form will happen. Education as a program, not only to understand, but also to improve the world, leads quickly to normatively prescribed training. The problem is that a better and more sustainable world can be described, but difficult to be prescribed.

The Global Teacher's Engagement

Faith itself or in the preaching of change (unavoidable, reasonable and / or frightening) requires commitment. Commitment may be expressed as dedication to problems, to their conscientious presentation, but may consist of practical involvement in making public policies, to take shares in cooperation

and solidarity. Engagement can be expressed in a conscious project work for students to learn live how to relate, understand, change, and love this world.

Global Teacher Own Culture Problems

Global education is learning about other worlds and cultures. Without being aware of one's own cultural determination, the teacher will learn with difficulty and it would be even harder to teach. The work accompanying the achievement of intercultural comparison, the effort and the need to look critically and from the side of your own culture, identity and destiny as a product of this culture, the impossible task of not stereotyping other cultures, not to put labels on race, sex, continent, development - this is part of the plight of the global teacher.

European based thinking.

Another difficulty for the global teacher is to overcome Euro-centrism in global education. It is easy to declare that the global teacher is not a eurocentrist in his/her thinking. The question is, whether there is another vision for the world and its problems, enough satisfactory and persuasive to the inhabitants of Europe. Aren't world visions coming from developing countries rather local and irrelevant? Africa, which needs help the most to solve her problems, is rather closed from within and does not live in the global (both the community and individual). Isn't the European vision of the globalizing world forcing itself in the way of thinking and constructing of globalization?

On the other hand, isn't our thinking of Eastern Europeans who grew up in the communist era in resonance with the people of developing countries - having no responsibility for the past, expecting help in the present and in the foreseeable future for our inclusion and live in the globalized world?

Managing the overload

The emerging global education can be seen as an attempt to understand whether the global teacher could handle the overload - the burden of knowledge and knowing, the load of other cultures, customs, types of thinking, the burden of liberated and living in a more global world students, their views of the world and needs, the burden of accepting and maintenaining the change, the load to reject key things from your view of the world, others and your own personality, the burden of the required commitment and social activity, the hardship of social injustice and unfulfilled rights of man. The point in the global teacher's activity is in the awareness of these burdens, the attempt to overcome it, the constant search for means to do so - knowledge, skills, attitudes and values. "Teachers are struggling to position students somewhere in the global matrix between non-engagement and a paralyzing overload." (44) The best way to overcome it is to develop a global sensitivity, global citizenship, to participate and take responsibility in and for this global world.

The Young Persons should become a part of the world

Even if the young learner is more globally linked and well-informed in many ways than the teacher, he is also passive, lost, unaware of the immensity and the interdependence of the wide world, even of its small, stried and subjected to fashion, technology and networks world. Through global education we try to give a global dimension to the local and its personal problems; to empower it for solving them in the community; to develop its competence to lead a life in the globalised world, to experience the world through its relationships with other people (and especially with peers) within the group of global education.

Global narrative and locality

These these two poles in global modernity represent a major challenge for the global teacher. The global is an abstract, even though through technology it becomes tangible and affective. It can't be a constant source of charge for travel and study in the world. It's the local that enables reference, it covers the young person's life, it makes sense for him/her, is a starting point of plans, of dreams for the global. The study and comparison of global and local, their opposition is a permanent motor of learning for the young person on globalization and step to build a destiny in the global future.

How to teach about the world as a whole and to unite young people sending the message about the future, when this same world and the future is unclear, often described as dark, dangerous, threatening our survival. The simplest example is the countless disaster movies that probably influence the formation of the global consciousness of the young, but such examples are the messages of politicians (especially those in the opposition), the scourges of poverty, pandemics, discrimination, destroyed nature, droughts, storms etc. How could these events with a negative charge are to be used to build up optimism and faith in the possibility of change? And how this can be done in the context of countries like Bulgaria where all issues raised in the Millennium Development Goals occur with great acuteness?

One of the ways is young people to identify global problems as threats to personal development, not as abstraction of global development. An examination on the functioning of the learner's personality, in this world of risks and hazards, but also a search for suitable personal and community solutions, is needed. The global teacher is looking to discuss and analyse key specific hazardous or dangerous situations to human destiny, such as hunger, death, disease, violation of fundamental rights and freedoms. Situations in which the young person puts oneself and one's needs and interests, are certainly similar to countless personal situations in the global world. This mounts interest, thus creating sympathy, building global identity and a desire to support or at least for solidarity if one finds oneself at the more capable and with more resources side of the world.

The dreamed New World requires co-operation, support, aid, solidarity, self-restraint , and the current development model is based on personal and community self-expression , competition, realization of own (personal, group , national) interests. A strive to explore (or model) situations that are obvious advantages of cooperation and openness is crucial in global education. As with learning conflict resolution, the key idea of seeking common interests and building up bridges of agreement upon them, so is here the imperative of cooperation which can be deduced from the study of global issues and their solutions, by realising or awareness initiatives for solidarity and the implementation of projects for improving life in the local community. Global Education can be powerful if you use the new language of learning - learning with others, coexperiencing, empathising to understand other people and cultures.

The great objective and in the same time greatest difficulty for the global teacher is to present the development not only as a process founded on overcoming global problems, but as well as consisting of global policies aiming at the solution of these problems. The success of any policy depends on the audience, all of us in terms of global world problems. As solving a problem with a project leads to the formulation of a specific policy, the implementation of which depends on members of the local community, so is the global problem dependant on the creation and implementation of global policies. Presenting and studying public policies has become a key point in global education. Thus, opportunity for world development or the one of its constituent communities is clearer. Thus the role of the people in the process is more visible and the study of the world and the vision to improve it make sense. Global world governance is represented not only by establishing a system of institutions, but also by implementing the myriad of policies that are at the core of the network of global society.

Learning for global world will be unsustainable and partial without reflection

The little space in the curriculum, the sheer volume of knowledge and the time required to collect information on the internet, almost always takes the time for reflection. The newly acquired knowledge, the unusual level of understanding of the community, the modest social experience of the participants, complexity of problems, the lack of clear and convincing answers requires more reflection from any place possible. Apart from fact that the world depends on us, world is as we think and do.

So, rethinking and reflection are necessary for the proper design of our actions for change - within the small school project to solve the problem of the local community; problems between two countries or problems covered worldwide.

Reflection and sharing are wisdom of the citizen and citizenship and they

become more and more relevant to the development of the inevitable global world.

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