

Title: Teacher education for global competence in the ‘post-global’ era: a cross-European perspective

Abstract: This forum paper explores the evolving landscape of teacher education for global competence in a post-global era by adopting a cross-European perspective encompassing Italy, Portugal, and Slovakia. The forum begins with an introduction providing an overview of global competence and its implications for teacher education in a post-global world. The forum then explores how different European societies are adapting their teacher education programmes to cultivate globally competent teachers amidst the resurgence of nationalism and populism. The forum then summarises these arguments, underscoring the challenges and opportunities presented by post-globalisation for teacher education. The paper concludes by advocating for innovative pedagogical strategies and international collaboration to ensure that teacher education programmes remain relevant and responsive to both global and local realities.

Keywords: post-globalisation; global competence; Europe; teacher education

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Teacher education for global competence in the ‘post-global’ era: a cross-European perspective

Introduction

Ji Ying and Adam Poole

This cross-European forum explores how teacher education in different European countries (Italy, Portugal, and Slovakia) prepares globally competent teachers in and for a post-globalisation era. In this first section, we (Ying Ji and Adam) offer an overview of debates around global competence and reflect on their implications for teacher education programmes in a post-globalisation world. In the following three sections, our contributors from three countries (Mónica from Portugal, Davide from Italy, and Renáta from Slovakia) will reflect on, from different aspects of teacher education in their own societies: (1) what post-globalisation means to them and their societies; (2) what teacher education for global competence in a post-globalised world might or should look like; and (3) how teacher education programmes might cultivate globally competent teachers in their societies. In the final section, we will summarise key arguments and offer suggestions for future research.

In recent years, global competence has increasingly been seen as a desirable outcome of a twenty-first century education (Boix Mansilla and Jackson 2023). Firstly, it is seen by educators and policymakers as boosting employability as young people become able to investigate and develop a position about an issue of local or global significance, collaborate in culturally diverse teams, and appreciate different perspectives and languages (Boix Mansilla and Jackson 2023). Secondly, global competence education promotes cultural awareness and

respectful interactions with others (Boix Mansilla and Jackson 2023) and prepares youth to develop the knowledge and skills required to promote a culture of peace and sustainable development (OECD 2018). Finally, global competence compels youth to take action on global problems (Engel et al. 2019).

In this context, ensuring that teachers are ‘globally competent’ has increasingly become a concern for teacher education stakeholders, policymakers and researchers worldwide (Kerckhoff and Cloud 2020). The momentum to develop globally competent teachers has increased and the educational agenda of teacher education programmes in many countries has shifted from simply training local teachers towards training teachers who are globally prepared (Darji and Lang-Wojtasik 2014). In the broadest terms, teachers with global competence are expected to be capable of preparing their students to successfully navigate the interconnected and interdependent global society and help make it more inclusive and sustainable with their intercultural capacities and by taking actions to address global challenges such as environmental issues and social inequalities.

However, the conceptualisation of global competence remains contested across societies and among educational stakeholders. Some scholars regard it as synonymous with intercultural competence, defined as the attitudes, knowledge and skills that enable an individual to communicate effectively and behave appropriately in intercultural settings (e.g. Deardorff, 2011). For other scholars, the definition of global competence has been expanded to encompass knowledge of global challenges such as environmental degradation and social inequalities and the willingness and capacity to address them (Boix Mansilla and Jackson 2023; OECD 2018). Attesting to its contested nature, global competence has also overlapped with related concepts, such as global citizenship, cosmopolitanism, multiculturalism, and internationalisation (Engel et al. 2018; Chandir 2020).

The OECD (2018, p.8) provided an updated and comprehensive conception of global

competence:

the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

However, contemporary conceptions of global competence, including that of the OECD, have been continuously critiqued for their potential to reinforce capitalist-oriented goals by reproducing ‘the new worker citizen’ capable of participating in the global economy, and ‘obfuscating global systems of domination and inequalities’ (Cobb and Couch 2018; Robertson 2021, p. 179). Robertson (2021, p. 179) argues that current conceptualisations of global competence aim at establishing ‘a way of belonging and being in a globally-competitive market society and economy’ with its focus on individuals’ knowledge and skills to navigate the globalised labour market, and thus perpetuate systems of global dominance and inequalities as individuals capable of developing such knowledge and skills are those who are already privileged. Based on these critiques, it is proposed that in a world rampant with various global issues and challenges such as climate change, poverty, and social injustice, global competence should particularly highlight an individual’s capacity to understand and act upon those issues and challenges (Robertson 2021).

This evolving and contested nature of global competence raises challenges to reaching consensus on who the globally competent teacher is and how teacher education programmes should cultivate ‘the globally competent teachers’ across different contexts, entailing various practices and tools to cultivate and evaluate the global competence of different student groups, including those in teacher education programmes (Parmigiani et al. 2022).

For us, the questions of who the globally competent teacher is and how they should be fostered becomes particularly pertinent in a ‘post-global’ world and the related academic

concept of post-globalisation, which commonly refers to a new era of globalisation that can be contrasted with the proceeding era of 'peak globalisation' which reigned from about the mid-2000s to roughly 2018 (Flew 2018). If peak globalisation was characterised by, amongst other things, the declining significance of nation-states and the rise of a shared global culture (Flew 2018), then post-globalisation, for us, represents a new era characterised by growing skepticism towards globalisation as a self-evidently positive phenomenon, the reaffirmation of the nation as a key unit of analysis, and the rise of populism (Bagrova and Kruchinin 2020).

We consider post-globalisation to be a complex academic concept. Nordtveit (2010) defines it as 'completed globalisation', suggesting it occurs when economic integration is fully achieved under a capitalist framework. Kennedy (2010) sees it as a stable period following the rapid growth of globalisation. Some scholars view post-globalisation as a more equal world with peace rather than conflict (Bagrova and Kruchinin 2020). Scholars with similar viewpoints regard post-globalisation as a new 'after-globalised' world with social equality and 'agreements instead of war' (Bagrova and Kruchinin 2020, 2).

In contrast, Srirangarajan and Bhaskar (2011) highlight the potential for insecurity and stress due to rising competition and inequalities. Berry (2010) predicts a homogenisation of knowledge and identity, but also anticipates a counter-movement valuing historical and local specificities. It is seen as a more global or existential phenomenon, characterised by 'reversed globalisation', heightened geopolitical tensions, skepticism, and a resurgence of nationalism (Bagrova and Kruchinin 2020). This 'return of the nation' involves complex interpretations of nationalism. It can be seen as 'classical nationalism', opposing globalist and cosmopolitan values (Malešević 2018), or as 'banal nationalism' (Billig 1995) and 'everyday nationhood' (Skey and Antonsich 2017), manifesting through daily practices of patriotism, for which the focus is love of one's country instead of being anti-globalism or anti-cosmopolitanism.

In this forum paper, drawing on current research on global competence and its implications for teacher education in Portugal, Italy, and Slovakia, we explore how global competence is understood and cultivated in European teacher education. Europe has seen a rise in populism (Noury and Roland 2020), reflecting ‘post-global’ social changes highlighted by some scholars (Berry 2010; Bagrova and Kruchinin 2020). During the COVID-19 pandemic, scholars and policymakers called for the European Union to prepare for a post-globalisation era (Gaillard 2020 cited in Hervé 2021). However, some argue that Europe is experiencing a new, tangible globalisation due to the influx of digital services, data, ideas, and other exchanges not fully captured in traditional trade statistics (Hunter 2004; Van der Marel 2020).

We do not prescribe a specific interpretation of post-global/post-globalisation and its emergence in Europe. Instead, we encourage authors from the three European countries to engage with the concept from both theoretical and practical perspectives to develop an emergent understanding. We also encourage a critical approach. For some, the return of the nation might represent a positive change for teacher education, whilst for others, it might be viewed as a step backward and a threat to global integration. All perspectives are welcomed. The common ground in this forum paper is the recognition of the re-emergence of the nation and the rise of populism, indicating a qualitatively different era from globalisation. The final section will synthesise different interpretations of post-globalisation to provide an emergent understanding that drives future scholarly inquiry.

If global competence, as traditionally conceived, emerged from a context of globalisation, we ask what global competence might or should look like for teacher education in a post-global world. Specifically, we ask how post-globalisation manifests itself in different socio-spatial contexts, who the globally competent teacher is in these contexts, and how teacher education programmes in different societies might prepare teachers to be globally competent in the post-global era.

In the following three sections, our contributors offer a cross-European perspective through their responses to the following overarching questions:

1. What is teacher education for global competence in your country like in different aspects (e.g., curriculum design, pedagogical approaches)?
2. What does the term post-global mean to you?
3. What should teacher education for global competence in your country look like in a post-global world?

We next hand over to Mónica who will explore teacher education and post-globalisation from the Portuguese perspective.

(Re)imagining the post-global narrative: service learning as a possibility for ‘glocally’-minded teacher education in Portugal

Mónica Lourenço

On 10th March 2024, Portuguese voters headed to the polls to elect the members of Parliament. The results signalled a shift to the right, with the far-right, anti-immigration Chega party emerging as a powerful third force. This shift mirrors broader trends, evident in the rise of far-right parties in countries like Finland, Italy, and Sweden, as well as in the enduring support for populist conservative leaders, such as Donald Trump and Jair Bolsonaro, in the USA and Brazil (Pereyra Doval and Souroujon, 2021). Whilst the drivers behind the far-right resurgence vary from country to country, there is compelling evidence that globalisation processes, which have contributed to increased migration and wider economic and social disparities, have played an important role (Rodrik 2021). Interestingly, whilst the far-right capitalises on anti-immigrant rhetoric in response to globalisation, there is a simultaneous surge in anti-globalisation

sentiments among left-wing factions critiquing the capitalist framework inherent in globalisation, which they argue perpetuates inequality and cultural homogenisation (Azedi and Schofer 2023).

I argue that these trends and developments constitute what Flew (2018) considers to be the ‘post-global era’ – a period characterised by mounting scepticism towards globalisation as an inherently positive force, a decline in various indicators of global interconnectedness, the reaffirmation of the nation-state, and the rise of populism. This era stands in stark contrast with the proceeding era of ‘peak globalisation’, which prevailed from the mid-2000s to around 2018 and was characterised by the expansion and intensification of social relations, the declining significance of nation-states, and the emergence of a shared global culture (Giddens 2002).

Considering these shifts, I believe it is important to examine the implications of post- (/anti-) global discourses for education in general and teacher education in particular. Will teacher education revert to being solely a matter of national concern, or can teacher education programmes still cultivate attitudes, knowledge, and skills that align with principles of global competence and global citizenship, as advocated by international organisations over the past decade (e.g., OECD 2018; UNESCO 2014)? If so, how can this be achieved?

In addressing these questions and the issues raised in the introduction to this forum, my section will focus on the case of Portugal. Firstly, I will explore how global concerns have been incorporated into teacher education policy and the contents and goals of study programmes. Subsequently, I will argue for service learning as a potentially valuable approach to cultivate teachers who are both globally aware and locally engaged *in and for* a post-global world.

Global competence in teacher education programmes in Portugal

Like many nations worldwide, Portugal has actively responded to the imperative of enhancing 21st-century skills and promoting equity to empower students and teachers in constructing fair, inclusive, and sustainable societies. In 2017, a series of reforms were spearheaded, beginning with the definition of the competencies expected from students upon completing compulsory education (Ministry of Education, Portugal, 2017). These include critical thinking, collaboration, and respect for diversity.

In the same year, a *National Strategy for Citizenship Education* (NSCD) was implemented, adding a subject called ‘Citizenship and Development’ to the curricula at all school levels. This subject covers themes such as human rights, gender equality, interculturality, or sustainable development through projects involving the community. In this process, teachers are regarded as crucial actors with ‘the mission of preparing students for life, to become democratic, participative, and humanistic citizens (...) to promote tolerance and non-discrimination and suppress violent radicalism’ (Ministry of Education 2018, p. 2, author’s translation).

Considering these demands, the NSCD underscores the importance of integrating Citizenship Education into Initial Teacher Education (ITE) and Continuing Professional Development (CPD). Additionally, it outlines the expected profile of the Citizenship and Development teacher, which includes the ability to recognise and respect cultural differences; the capacity to create learning environments where students can develop critical thinking, collaborative skills, and problem-solving abilities; and skills in enhancing learning experiences through collaboration with the community (Directorate-General for Education 2017).

These competencies are aligned with the provisions of Decree-Law 240/2001, which defines the profile of teachers in Portugal. Among other competencies, teachers are expected to respect the cultural and personal differences of students and other members of the

educational community; appreciate diverse knowledge and cultures whilst combating discrimination; and view the school and the community as environments for inclusive education and social engagement. Although the concepts of global competence and global citizenship are not explicitly mentioned in these documents, teachers' expected profile closely mirrors what has been described in the literature in this field (e.g., Zhao 2010).

I next show how these competencies are integrated into teacher education programmes in Portugal. Studies predominantly focus on ITE contexts, examining the outcomes of short-term projects and initiatives led by teacher educators in undergraduate or postgraduate (optional) courses linked to pedagogical practice. For example, Lourenço (2021) conducted a qualitative multiple-case study, using individual reflections to explore pre-service teachers' beliefs and experiences with global education.¹ Her research indicates that practical, learning-to-teach activities centered on global issues – often combined with action research or project-based learning – can positively influence pre-service teachers' attitudes towards global education, fostering pedagogical skills, enhancing knowledge of global issues, and deepening their understanding of their roles in a globalised world.

To a lesser extent, global education has been integrated into CPD, through courses offered by higher education institutions, either independently or in collaboration with civil society organizations, as noted by Lourenço and Andrade (2022) and Coelho et al. (2020). Additionally, professional development courses for teacher educators have been reported, aimed at helping them embed a 'global outlook' in the curriculum through participatory action research (Lourenço, 2018), though this remains an underexplored area in most institutions.

¹ I use global education as an umbrella term to encompass notions of global competence and global citizenship. In Portugal, the concepts most commonly used to express an awareness of and engagement with global issues and concerns are 'development education' and 'global citizenship education'

Overall, this research reveals teachers' receptiveness to global education and willingness to promote critical societal views and responsible participation. However, there are challenges, including perceiving global education as vague and complex, requiring more time, support, appropriate teaching and assessment methods, and better subject knowledge (Lourenço 2024). The same research also highlights the need to foster competencies beyond the cognitive domain, preparing teachers to be active agents of change in society. In this regard, service learning, which I explain below, may play a significant role.

Service learning: a 'localised' initiative to promote teachers' global competence

Service learning (SL) is an experiential approach that combines formal learning with civic engagement. SL activities typically engage students in partnerships with a community or non-profit organisation to address a specific community need or social issue. This is accompanied by students' reflections on the experience in class to gain a deeper understanding of the course content and an enhanced sense of civic responsibility (Aramburuzabala et al. 2019).

Salam et al. (2019), among others, have highlighted numerous benefits of SL for students, including improved academic performance, personal growth, increased social awareness, intercultural understanding, and enhanced career prospects. In teacher education, SL is particularly valuable as it exposes pre-service teachers to real-life challenges faced by schools and communities, therefore helping them to develop a heightened awareness of their role and local community needs, leading to more responsive teaching practices (Resch and Schritteser 2023). A mixed methods study led by Chan et al. (2022), which used action research and a pretest-posttest design, has also suggested that SL can promote teachers' civic responsibility and engagement, which aligns well with notions of global competence and global citizenship.

In Portugal, SL has been integrated as a pedagogical strategy in several higher education institutions (e.g., Menezes 2023). However, within the sphere of teacher education, SL initiatives are scarce. I argue that this gap offers a clear opportunity for more extensive research, exploring the integration of SL in teacher education as a dynamic pedagogical strategy that may enhance future teachers' awareness and engagement in their communities while helping them deal with an interconnected and multicultural world. There is potential for local SL to reconcile the apparent contradictions of the post-global world, empowering pre-service teachers to address both local and global issues and act for a better world. Moreover, SL may offer a practical alternative to international exchange programmes, which not only face academic and economic barriers but also constraints related to physical mobility, evident during the COVID-19 pandemic.

Concluding remarks

As the pendulum swings away from globalism, there is a risk that teacher education may prioritise national interests over global perspectives. However, I urge the reader to remember that the challenges of the modern world still underscore the continued importance of global competence and citizenship. If the past decade of a global pandemic, fake news, a rise of populism and extremism, racial and gender discrimination has taught us anything, it is to highlight the continued importance of international collaboration, critical thinking, and respect for diversity (Saperstein, 2022). The threat of post-globalisation, therefore, calls for a transition towards more localised initiatives and practices that promote (inter)cultural encounters whilst acknowledging the enduring impact of globalisation.

In teacher education, this means cultivating competencies that allow teachers to engage in local and global settings. As I have argued throughout my part of this forum, SL could offer a practical approach that encourages future teachers to address real-world challenges within their communities while fostering cross-cultural understanding. By incorporating SL into

teacher education, it might be possible to equip future educators in Portugal and elsewhere with the tools and perspectives needed to navigate the complexities of a changing global landscape, characterised by shifting political ideologies and societal challenges, while remaining rooted in their local contexts.

I now hand the forum over to Davide, who will explore teacher education programmes and global competence in the post-globalised era from the Italian perspective.

**Italian teacher education programmes and global competence in the post-globalised era:
a complex relationship**

Davide Parmigiani

Global competence and education in Italy

The concept of Global Competence in Italy is not well known because the related concept of Global Citizenship tends to be used instead. Indeed, in 2018, an important plan was approved named ‘Strategia nazionale di educazione alla cittadinanza globale’ (‘National strategy for global citizenship education’). This document was written by a committee composed of representatives of several ministries in order to improve development cooperation (AICS 2018).

Following this document, in 2023, the ‘Piano di azione nazionale. Educazione alla cittadinanza globale’ (National action plan for global citizenship education) was published (AICS 2023). This plan aimed at putting into practice the ideas and the concepts declared at the target 4.7 of the 2030 agenda for sustainable development. Specifically, the target 4.7 to ‘ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable

lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship' (UN 2018, 28).

In particular, the Italian plan focuses on two main topics: global citizenship education and education for sustainable development. Some categories are specified for these two topics: interconnectedness (e.g., the capacity to create strong relationships among associations, NGOs, countries) and global citizenship; gender equality; peace, non-violence and human security; human rights; health and well-being; sustainable development; environmental science (geoscience). To develop these different aspects, the plan will arrange several kinds of educational activities to be carried out both in formal and informal settings, such as schools, museums, theatre, and sport.

Significantly, I was surprised to find that the idea of post-globalisation is also not present in the public debate in Italy. In particular, from the specific educational point of view, teacher educators and teachers are not aware of this global challenge, perhaps because it is largely an academic construct and, as such, has yet to be articulated in ways that resonate with teachers. However, the changes due to the recent socio-political events (such as the war in Ukraine and the conflict in the Middle East) combined with the economic situations, do suggest that educators are facing a new situation that can be referred to as post-globalisation.

Additionally, Italy is a country of recent immigration (King 1993), which started in late 1980s. Nowadays, a big portion of the European debate is focused on issues related to how to manage the relationships with the other side of the Mediterranean Sea: a new form of immigration and a new idea of how to create stable and solid connections with African and Middle Eastern countries.

Global competence vs Intercultural education

The concept usually related with Global Competence in Italy is Intercultural Education (Sales et al. 2023). Global competence, as I mentioned earlier, is not explicitly cited, but it is clear that these two notions overlap regarding several issues: the awareness of diverse and multiple perspectives, especially with people from diverse backgrounds and being culturally responsive.

In particular, I think it is important to explore the hidden idea of global competence in two educational contexts. The first one can be defined starting from the strategies to make a learning environment inclusive for pupils in migrant conditions – that is, all schools should be able to welcome and accommodate all pupils in migrant conditions in the regular classes. Consequently, I believe educators should embrace the idea of intercultural teaching (Dimitrov and Haque 2016) in order to design a learning environment that involves intercultural teaching competencies (Foundational competencies, Facilitation competencies, Curriculum design competencies) (Dimitrov and Haque 2016).

The second idea of global competence conjoined with the notion of intercultural education is related to the emergency situations in which schools welcome displaced children, specifically, refugee and asylum-seeking pupils. In this case, the main notions to be focused on are linked to a post-war trauma, since it is necessary to re-create an environment suitable to reconcile and increase the sense of belonging and adaptation process (Taylor and Sidhu 2012).

The characteristics of global competence can be mixed with intercultural education and generate confusion. Global competence and intercultural education are clearly interrelated because the concept of global competence ‘builds on the ideas of different models of global education, such as intercultural education and education for democratic citizenship’ (Parmigiani et al. 2022, 3). Specifically, the definition of global competence issued by the OECD (2018, 7) underlines how global competence involves the capacity to examine local, global and intercultural issues.

Teacher education programmes in a post-globalised era

As I mentioned in the first two paragraphs, teacher education programmes in Italy do not explicitly embrace the concept of global competence but, rather, teacher educators include this notion into the idea of intercultural education and, broadly, under the global citizenship umbrella and, in general, under the UN 2030 goals. This quite undefined situation is exacerbated due to post-global issues (which I identify as the rise of nationalism and far-right groups), which creates a sense of insecurity and high stress (Srirangarajan and Bhaskar 2011) as educators need to balance national priorities with global ideals. Clearly, teacher education programmes must prepare prospective teachers to face the challenges of a globalised and post-globalised world. But I ask: What might be their ‘new’ aims? And what strategies can teacher educators develop and deploy to help pre-service teachers in developing global and post-global competencies?

Writing from the Italian perspective, I consider the main challenges of a post-globalised world to be represented by the inclusion of all learners and how to create the conditions to allow pre-service teachers to have international experiences. As I mentioned in the previous paragraph, currently, teacher education programmes are more focused on intercultural education, which is largely taken by teachers in Italy to be synonymous with global competence. Consequently, initial teacher education programmes are not prepared to enhance the preparation of pre-service teachers in facing the challenges of a post-global world.

Developing inclusion

The first educational issue I wish to underline is represented by the capacity of teacher education programmes to educate future teachers in managing complex learning environments. In-service and pre-service teachers could arrange learning environments with two main characteristics that allow all pupils to be included. First of all, teachers might include learners coming from diverse backgrounds depending on many factors: languages, special needs, etc. Consequently, classes

are quite heterogeneous so teachers need to be able to create plural and inclusive learning environments. I think it is important to remind the reader that the term ‘inclusion’ does not refer only to pupils with disabilities, but to all potential vulnerable groups of learners, as stated by the European Agency for Special Needs and Inclusive Education (EASNIE 2022). Fortunately, in Italy, the idea of inclusion has a long history that started in the 1970s.

The history of inclusion started in the 1970s with the aim of integrating all pupils into the regular classrooms. During this time, inclusion was mainly aimed at integrating pupils with disabilities. Now, however, the word ‘inclusion’ is more expansive and refers to all pupils with special education needs or with socio-economic and linguistic difficulties. It is hoped that the return of the nation – what I see as the basic concept of post-globalisation – does not affect the level of educational inclusion and should not represent a barrier to the inclusion of other pupils coming from different countries.

Internationalisation levels

The second educational issue I wish to explore is the possibility to arrange effective international experiences. The European Education Area, specifically, the final Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on achieving the European Education Area by 2025 stated the ‘international mobility of students, teachers and teacher trainers should become part of teacher education to broaden the access to the diversity of quality teaching approaches to meet the needs of pupils’ (EU 2020, 10).

International cooperation should allow pre-service teachers to develop a global idea of teaching and learning. With meaningful international experiences (e.g., a placement in another country or online interactions with teachers from different countries), prospective teachers might improve multiple perspectives and views of how a learning environment could be

arranged. In this way, the possibilities of effectively facing the challenges presented by a post-globalised world are higher. From an educational point of view, a class is always global because it includes pupils with different needs and conditions. For these reasons, an international experience can support the professional growth of prospective teachers in managing the issues emerged by a post-globalised world, as indicated in my work (Parmigiani et al., 2023).

Unfortunately, the Ministry of Education indicates that only 10% of Italian teachers are able to engage in international experiences mainly through Erasmus exchanges (Parmigiani et al., 2023). On the other hand, opportunities are offered by virtual exchanges that can increase this percentage and allow more pre-service teachers to discuss with many colleagues from all over the world and live several intercultural dimensions (O'Dowd 2023). Specifically, the COIL (Collaborative Online International Learning) could 'facilitate students' intercultural competence development at their home institute and therefore could be a way of ensuring all students have the opportunity to develop intercultural competencies, not just the select few who avail of a study or internship abroad (Hackett et al. 2023, 1).

Teacher educators for a post-global era

In the context of post-globalisation, I believe the role of teacher educators becomes more crucial than ever (Parmigiani et al. 2021). Teacher educators should arrange multiple experiences to re-create intercultural, global and post-global settings within the teacher education programme: workshops, seminars and, above all, diverse placements spent in schools located in areas with different cultural, social and economic backgrounds. Teacher educators can also develop a teacher education that emphasises intercultural and global aspects (MacPherson 2009).

In particular, teacher educators should represent a bridge between global and post-global world. Even if the return of the nation is stronger than before, I am confident that teacher

educators can still create multicultural learning environments for pre-service teachers. The majority of Italian teacher education programmes are beginning to include students coming from different areas of the world due to the new immigration flows. In this way, teacher educators can still maintain a high level of globalisation even in a post-global world. It would be necessary to develop a post-globalised teacher education because the institutions that offer programmes for both in-service and pre-service teachers should create curricula based on the challenges of our complex societies.

To conclude, I consider the most important challenges to be faced in setting up a meaningful teacher education programme in a post-global era are represented by three fundamental points: inclusion, internationalisation, and the changing role of teacher educators. If the concept of inclusion comes first, the consequence is that teacher education programmes will automatically be aimed at developing the idea of a classroom where all pupils with whatever conditions can be welcomed. And all pupils can express and bring with them their own narratives. Consequently, I urge all Italian teacher education programmes to develop ways to attract students with diverse cultural backgrounds in order to maintain and develop a rich and multiple learning environment in a post-global world.

I now hand the forum over to Renáta, who will consider global education for teacher education in a post-global world from the Slovakian perspective.

Global education for teacher education in a post-global Slovakia

Renáta Timková

Global competence and education in Slovakia

The evolving social dynamics in Slovakia highlight the relevance of post-globalisation concepts. This shift underscores the necessity to reform our current educational approach, which has traditionally focused on national principles. When I look around, I see there is a pressing need to embrace inclusive education by understanding diverse cultures more broadly. This involves developing strategies for the seamless integration of all pupils into Slovakia's educational system. Based on my analyses of documents that define education in general and the education of future teachers (GENE 2013), global competence is an important topic in discussions around the education of future teachers in Slovakia. In general education, an explicit emphasis on increasing awareness and capacities for global thinking and functioning in a global world started in 2012 when the National Strategy for Global Education 2012-2016 was adopted as an official programme document of the Government of the Slovak Republic to define the main objectives and background for global education in the country (Slovak National Strategy 2012). The Strategy was developed as a policy document of the Slovak Republic and aims to develop a deeper understanding and critical thinking of the areas and themes that concern the world and raise awareness of global issues that concern each individual (Jendeková et al. 2021, 5).

The Strategy's themes and topics are related to sustainable development and the environment, natural resources, food and agriculture, health and well-being, consumption and production, migration, peace and conflict, political power, democracy and human rights, poverty, diversity and intercultural relations. Global education in this document is defined as an approach to education that emphasises the global context and the understanding of global topics and contexts in learning. It further explains that global education is about the ability to change or transform our frames of reference. It aims at changing the views with which we define the world through critical analysis, allowing us to critically reflect on our own ideas and beliefs, our position in the world and our relationship with other people or parts of the planet.

I also want to emphasise that the education of prospective teachers in Slovakia also has to take into account the reform that was recently adopted and its ongoing implementation in primary schools in Slovakia. The education reform in Slovakia started with the adoption of the strategy *Education for the 21st century*, which targets education at primary schools in Slovakia (Ministry of Education, Research, Development and Youth of the Slovak Republic). *Education for the 21st century* is one of the components of the National Recovery and Resilience Plan as an instrument for EU Member States to help recovering from the effects of the COVID-19 pandemic, it offers the opportunity to help speed up the recovery in Europe. The main objective of the *Education for 21st century* component is to provide pupils with an education adapted to contemporary society. The new curriculum reform focuses on reform of the content and form of education, and teacher education and development for new content and forms of teaching, such as changing teacher university training and strengthening teacher professional development.

The aim of the proposed changes is to significantly improve and strengthen basic education in the education system, adapt the goals, content and forms of education to the needs of current and prospective society and the current and upcoming generations of children, improve the results of pupils' education in the basic areas of literacy, ensure justice, equality and accessibility in education and building such a system of elementary schools where every school will be able to create conditions for quality education (Pupala – Fridrichová 2022).

In the area of foreign language learning, the aim is to develop students' intercultural competences and prepare them for life in a pluricultural environment and multilingual society; to support personality, emotional, value and aesthetic development in learning processes of a foreign language; to support the development of general and transversal skills (critical thinking, creativity, ability to solve problems and others). The new curriculum requires a change in the training of teachers so that they can apply these changes in everyday practice.

At the same time, the reform aims to strengthen the quality of the skills of teaching and professional staff and motivate them to lifelong professional development. Emphasis will also be placed on inclusive education and the acquisition of digital skills. When looking at the setting of education policies and their objectives, I think it is more likely that education is aimed at developing global competence in pupils and also in future teachers in the context of teacher education programmes in universities. For example, our tasks as educators of student teachers is to improve the quality of language teaching and support the development of plurilingual competences of all pupils in multilingual classrooms based on the linguistic and cultural diversity of pupils. In this sense, the development of global competence is closely linked to the development of intercultural awareness. With future language teachers, the focus will be on promoting positive attitudes towards linguistic and cultural diversity by developing an understanding of the principles and values underpinning pluralist and intercultural approaches and by developing teachers' capacity to use these approaches in their teaching.

Strategies for increasing intercultural awareness and global competence

I believe that increasing student-teacher intercultural awareness and global competence in a post-global era might be most effectively achieved by one of the tools of effective education in the field of global competence, such as international study opportunities and mobilities. *The Higher Education Internationalization Strategy 2030* (Ministry of Education, Science, Research and Sports of the Slovak Republic, 2021) of the Slovak Republic was adopted in 2021 with the aim to improve the quality of higher education and research as well as the competitiveness of Slovak universities in the European Higher Education Area. On a global scale, the goal is to achieve higher education which in 2030 will provide future university graduates with knowledge, skills and competences useful in a globalised labour market. This global goal has been further developed into three key strategic goals which will be achieved by

supporting and developing cross-cutting and auxiliary aspects related to the arrival and stay of foreign students and university staff in the Slovak Republic.

The strategic goals include improving the quality of higher education through internationalization, increasing the availability of international experience during studies and modernization of higher education in the context of internationalisation. I view this strategy as a tool for increasing the global competence of students, including student teachers, and academic staff via adjusting settings of the mobility who for various reasons cannot travel abroad or find it difficult to access mobility. The internationalisation of education is a strategy that could help to fulfil the efforts of learners and educators. However, I am aware that finding and setting up the right ways to develop international experience is still in process, as future teachers, due to their field of study, have a more difficult position in the international context than students of other study programmes.

The question about the barriers that prevent our student teachers from participating in international exchanges and gathering experience at schools in an international environment raises many unanswered questions: are the national teacher training programmes in European countries closed entities or are they open to international cooperation? What should be done to communicate our national policies internationally and find strategies to allow our student teachers to be a part of an international community of student teachers and enhance their global competence more naturally? I cannot answer these questions here, but raise them to drive future research.

Teacher education for a post-global era

The social dynamics in the global world as well as in the national context in and around Slovakia certainly resonate with the characteristics of a post-global era. However, like Davide in Italy,

we have not yet come across the concept of the post-global or post-globalisation in the implementation of national policies and public or scholarly discourses on education in Slovakia.

The idea of global education is being continuously developed and implemented in national and institutional documents and strategies in Slovakia. The global competence concept and its development and acquisition in teacher education in Slovakia is based on the global education concept which combines both education for culturally sensitive teacher and learner and education of competent teachers opened to a global world. In this sense, I argue that teacher education should be more focused on practicing transversal competences of teachers involving, amongst other things, critical thinking and global citizenship. Internationalisation of teacher education as a tool for raising future teachers' cultural and social awareness would be one possible way to enhance the professional awareness of future teachers.

However, even though I am able to suggest what should be done, it is still difficult to grasp this topic and introduce it to future teachers. In offering strategies for implementation, it is first necessary to approach teacher education not only from the point of view of theoretical-didactic education within the university study programme for student teachers, but also from the point of view of the implementation of global topics in theoretical-didactic education. The accent on this topic is all the more intense because post-global processes are taking place in the world and around us that increase the need for and emphasise education for citizenship, social responsibility, sustainability and inclusion. Recent post-global developments have brought into focus the lack of attention and discussions on topics such as inclusion, multilingualism and cultural awareness in our teacher education (Kováčiková and Kic-Drgas 2023), which can be seen as manifestations of post-globalisation.

Concluding remarks

The education of future teachers reflects the developments in teaching practice and teaching practice fulfils national education policies. I believe that future teacher education is expected to mirror developments in education to prepare our graduates for 21st century teaching and learning school environments. As university educators, we are responsible for bringing the definition of global competence to life by implementing it into teacher training courses and understanding it as a multi-dimensional construct that requires a combination of knowledge, skills, attitudes and values successfully applied to global issues or intercultural situations. It also means that as teacher educators we are expected to calibrate the curriculum for the education of future teachers in a post-global world in accordance with progress in the development of society, to connect the teaching profession more closely with real-world demands and to educate student teachers not only to be professionally prepared in the subject but also equipped with transversal skills in the field of digitalisation of education in schools, inclusive strategies and education to active citizenship. It requires further shaping of teacher training curricula to face recent post-global developments.

I now pass the forum back to Adam and Ji Ying, who will offer a summary of our perspectives and make suggestions for future research.

Conclusion

Adam Poole and Ji Ying

In this forum paper, we offered a cross-European perspective to explore the changing landscape of teacher education for global competence in a post-global era. Through contributions from Italy, Portugal, and Slovakia, we explored the multifaceted nature of global competence and how teacher education programmes are adapting to the complexities of a post-global world which has witnessed a renewed emphasis on the nation-state and local contexts.

Our contributors suggest that, whilst the concept of global competence remains vital, its implementation and interpretation may vary significantly across different European countries. As the authors make clear, these differences have also been exacerbated by our post-global moment. Mónica explored how service learning in Portugal emerges as a promising approach to reconcile local and global educational goals, fostering teachers who are both globally aware and locally engaged. Meanwhile, Davide, focusing on intercultural education in Italy, highlights the overlapping yet distinct nature of global competence and the need for inclusive educational practices. Finally, Renáta argued that Slovakia's emphasis on internationalisation and the integration of global education in teacher training underscores the importance of preparing teachers for a multicultural and interconnected world, even as the nation grapples with post-global dynamics.

The three contributions foreground key insights into post-globalisation's impact on teacher education for global competence. Firstly, post-globalisation is associated with far-right extremism and broader trends of the rise of far-right parties and potentially being a barrier to the inclusion of other pupils coming from different countries. Secondly, post-globalisation is conceptualised as being diametrically opposed to globalisation. This was conveyed through the metaphor of a 'pendulum swing' that signalled a radical break with globalisation that might prioritise national interests over global perspectives in teacher education. For all of the contributors, teacher education was framed in terms of a commitment to global understanding and democratic education, which post-globalisation threatened to undermine.

Thirdly, our contributors also highlighted how conventional approaches to developing global competence (such as study abroad programmes, mobility and citizenship) might be deployed to counter the perceived threats of post-globalisation. Whether through service learning, intercultural education, or international mobility, the goal is to prepare teachers who can navigate the complexities of a world that is both interconnected and fragmented. Teacher

educators clearly have an important role to play in helping teachers navigate this complex new reality. Significantly, our contributors noted that the term ‘post-globalisation’ was not in common use in their countries, suggesting that the concept is still restricted to academic discourse. We consider teacher educators to be advantageously positioned to introduce the concept into the wider pedagogical discourse through praxis and action research. As our contributors suggest, this might be done via service learning, inclusive educational practices and localised initiatives and practices that promote (inter)cultural encounters whilst acknowledging the changing nature of globalisation. Teacher educators could also evaluate the implementation of these practices through action research, which could be shared via academic journals or in more informal spaces online. Not only would this contribute to the theorisation of the burgeoning concept of post-globalisation, but more importantly, it would provide educators with a practical way to reimagine global competence in a post-global world.

In seeking to develop the ideas offered in this forum, we consider it crucial to critically examine the implications of post-globalisation for education, exploring innovative pedagogical strategies, and fostering international collaboration. In the spirit of critical exploration, we urge teacher educators and academics to adopt a nuanced approach to the notion of the post-global/post-globalisation and its implications for teacher education. Whilst post-globalisation does indeed have its negative aspects, many scholars (e.g., de Sousa Santos 2006) have argued that the international and the nation have always been intertwined. However, the academic discourse on globalisation has perpetuated a vision of interconnectedness that has positioned the nation as problematic and antithetical to its project of global unity (Poole and Ying 2024). It is not so much that we are seeing the emergence of the nation, but rather its reappearance as a legitimate focus of study. As such, the nation and nationalism should not be taken as synonymous when situated within a post-global framework, but parsed out and analysed as

discrete units of analysis. At the same time, nationalism comes in many different guises, with extremism representing its most visible form, as noted by our contributors.

Therefore, we offer post-globalisation as a lens through which to bring into focus and problematise the more extreme versions of nationalism (such as the rise of the far-right and xenophobia) that the post-global era is igniting. At the same time, we encourage teacher educators to utilise post-globalisation as a concept to illuminate the interconnections between the nation and international, and thus serve as a springboard for discussions of how to negotiate resulting tensions via a renewed global competence. By doing so, we might strengthen the relevance of teacher education programmes so that they respond to the changing needs of our societies, equipping future educators with the tools and perspectives needed to thrive in a changing global landscape. At the same time, it is essential that educators connect the theoretical to the practical and evaluate the implementation of post-global concepts to ascertain whether they work across diverse contexts, such as the three we have explored in this forum.

In conclusion, whilst the concept of global competence was born out of the era of globalisation, the contributions to this forum clearly show that it is still relevant in a post-global world. Moreover, it might be seen as an antidote to the more problematic aspects of post-globalisation identified by the authors, such as extremism and the growth of the far-right in Europe. For us, the challenge lies in reimagining and recontextualising global competence for teacher education whilst accepting that current intellectual tools (such as the OECD's framework for global competence presented in the introduction) may no longer be commensurate with the current post-global climate. Clearly, teacher education programmes must evolve to address both global and local realities, ensuring that educators are prepared to foster inclusive, sustainable, and culturally responsive learning environments. Through continued cross-regional dialogue and collaboration, we can develop a more nuanced

understanding of global competence in and for a post-global era, guiding future scholarly inquiry and innovation in teacher education.

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Declarations

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