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Global education research and practice

Developing a graduate course in global education in Hungary

Abstract: The evolution of global education programs started in the 1970s and 1980s when it became clear that social-economical activities both in industrialized and less industrialized societies could not be sustained in terms of the planet's resources. This paper contains a short summary of the background of global education movement, the main points and tendencies of international attempts, actions, possibilities and effects of these processes with focusing on the implementation of a MA level global education course in the Hungarian higher education. **Keywords:** global education, global citizenship education, Hungarian higher education, graduate course.

Acknowledgements

The authors received a Campus Hungary grant in 2015 and spent the Spring Semester in the Alliant International University in San Diego, United States in a special research course, in Educational Leadership Management: Focus on Global Education (ELM 8999) with Dr. Estela C. Matriano as Professor assigned for this course. The present scientific contribution is dedicated to the 650th anniversary of the foundation of the University of Pécs, Hungary.

Introduction

Global economic, social and environmental processes of the second half of the 20th century have resulted more and more intensive efforts in different fields and different levels to react the challenges and negative feedbacks of the activities of humankind and lead to rethink the role, purpose and aims of the education all over the world. In an optimal situation learning processes could produce informed and active citizens who are able to solve the problems with creativity, who understand the working mechanisms of nature and the environment, society, law and the economy, understand the connections between these elements and make responsible decisions in their individual and public actions.

Almost 40 year worldwide experience of global education shows that there have been several global, regional and local attempts, activities, programs with the participation of different stakeholders of market forces, governmental and nongovernmental actors, formal and nonformal education institutions where, according to Sadiq A. Abdullahi, the basic goal has been to prepare students for responsible national and global citizenship in an increasingly interconnected and interdependent world (Abdullahi, 2010a).

Similarly to other countries, in the last decades the basic questions and challenges of global education have also become significant in Hungary, mainly focusing on learning for peace, democracy, active citizenship and responsibility, intercultural learning, learning for sustainability, environmental education. The global education learning processes are implemented by

different actors at different levels but mainly dominated by NGOs¹ with organizing programs, workshops, develop educational programs and curricula and are primarily financed by European Union funds in Hungary as the present government education policies in the country are not really focusing properly on the holistic, interdisciplinary and cross-cultural aspects of learning.

In the Hungarian higher education one of the leader actors in these educational processes is the University of Pécs where on the Faculty of Adult Education and Human Resources Development in the last years the main questions of global education (active citizenship, sustainable development, cross-cultural aspects of learning, intercultural learning, adult education) appear in curricula, educational programs, conference papers and research activities as well. In 2010, the University of Pécs and the Faculty of Adult Education and Human Resources Development was the host for the WCCI 14th World Conference in Education where the colleagues of the school also presented their results.

The first research was concentrated on the main tendencies of workforce mobility: the exponential increase in global workforce mobility in the past decade, the increasingly complex workplace relationships certainly result active, global citizens, “mobile” professionals improve their learning abilities, their capacity to transfer their skills into new areas, they have to be ready to work in various fields, and accept that this process requires flexibility, adjustment, adaptivity and investment in human capital.²

The second paper examined the main points and tendencies of international attempts, actions, possibilities and effects of learning in connection with the sustainable development from the first environmental education programs to the United Nations Decade for Education for Sustainable Development 2005-2014, focusing on the half way review of this initiative by the overview of the related UN DESD documents.³

The authors of the above mentioned papers received a grant in 2015 and spent the Spring Semester in the Alliant International University in San Diego, United States in a special research course, in Educational Leadership Management: Focus on Global Education (ELM 8999) with Dr. Estela C. Matriano as Professor assigned for this course. The outcome of the course was a framework of a global education course in the University of Pécs, Hungary, which – after the above mentioned initiatives, activities and research – would be the next important milestone in the global education learning processes of the faculty.

This paper contains a short summary of the background of global education movement, the main points and tendencies of international attempts, actions, possibilities and effects of these processes with focusing on the implementation of a MA level global education course in the Hungarian higher education.

Global Education

From the second half of the 20th century humankind has had to face with serious sustainability challenges: the negative effects of the more and more intensive economic, social and

¹ Some examples: Anthropolis Association: <http://www.anthropolis.hu/english/>; Cromo Foundation: <http://cromo.hu/>; Hungarian Society for Environmental Education: http://mkne.hu/index_english.php; etc.

² Nemeskéri, Zs. – Cseh, M. (2010): *Building a Global Civil Society: Developing a Way of Life Through Global Citizenship Education*. WCCI 14th World Conference in Education, July 11-17, 2010. University of Pécs

³ Zádori, I.(2010): *Learning for sustainability? Experiences of the un decade of education for sustainable development*. WCCI 14th World Conference in Education, July 11-17, 2010. University of Pécs

environmental processes all over the world have resulted a slow revaluation of the role and impact of the human activities in many fields and generated the idea of sustainability and sustainable development.

According to some standpoints, the appearance of the idea of sustainability and sustainable development is a cultural phenomenon, a self - reflection for the economic, social and environmental challenges and problems generated by human culture. People born to different cultures and later they live in the framework of symbolic, objectified and institutional structures of those cultures. These cultures are shaped by the permanently changing challenges (similar to any earlier periods of human history), so those adaptive models and strategies that respond to these challenges are an integral part of human culture.

These sustainability challenges and reactions are not new in the history of human communities but there is a substantial difference between the earlier periods and the present situation: the economic, social and environmental challenges are much more global instead of local in an interdependent, interconnected world. In this globalized situation the importance of learning is crucial, because learning processes could help to deal with the problems and in an optimal situation could result adaptive models and strategies that could help to generate sustainable conditions in the long run for individuals and communities as well.

Generally speaking, the concept of global education is trying to reflect on these sustainability challenges focusing on the working mechanisms, effects and relationships of the human activities in a global scale and make to understand the place and role of the individual that acts in a globalized world.

The evolution of global education in the last decades has resulted many definitions, approaches and aspects all over the world. International organizations, sovereign states, transnational corporations, international professional associations are working separately and sometimes together in this field and the results manifest in international agreements, treaties, common projects, educational programs, or learning standards. There is, however, not a standard definition for global education. Hereinafter, without attempting to be comprehensive, there are some definitions and interpretations that could help to understand the main dimensions of global education.

Global Education: definitions and interpretations

In the 1991 Association for Supervision and Curriculum Development (ASCD) Yearbook (Global Education: From Thought To Action) the definition of global education was the next: 'Global education involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems – cultural, ecological, economic, political, and technological. Global education also involves learning to understand and appreciate our neighbors who have different cultural backgrounds from ours; to see the world through the eyes and minds of others; and to realize that other people of the world need and want much the same things.' (Kenneth (Ed.), 1991)

According to Sadiq A. Abdullahi, the central objectives of global education are to prepare and develop students to:

- (a) understand multiple perspectives and demonstrate knowledge of different cultural understanding (beliefs, values, perspectives, practices, and products);
- (b) understand similarities and differences in peoples, cultures, and nations;
- (c) demonstrate knowledge of global dynamics, issues, problems, trends, and systems;

(d) demonstrate the capacity to think, write, reflect, and articulate issues, problems, and ideas from historical, philosophical, sociological, psychological, and global comparative context; and (e) develop and demonstrate the ability to make decision and apply knowledge of global education to solve problems in the global community (Abdullahi, 2010b).

Kenneth A. Tye and Barbara Benham Tye of the Center for Human Interdependence (CHI), Orange County, California, constructed the following working definition: 'Global education involves learning about those problems and issues that cut across national boundaries, and about the interconnectedness of systems—ecological, cultural, economic, political and technological. Global education involves perspective taking—seeing things through the eyes and minds of others—and it means the realization that while individuals and groups may view life differently, they also have common needs and wants.' (Xanthopoulos, 2005)

In the Maastricht Global Education Declaration (2002) the definition is the next: 'Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.' (The Maastricht Global Education Declaration, 2002).

The global education project in Australia states that: 'The heart of global education is enabling young people to participate in shaping a better, shared future for the world. Global education emphasises the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, as well as building peace and actions for a sustainable future in different times and places. Global education promotes positive values and assists students to take responsibility for their actions and to see themselves as global citizens who can contribute to a more peaceful, just and sustainable world.' (Quittner, K. – Sturak, K. (Eds.), 2011a)

According to Dr. Estela C. Matriano as Professor at Alliant International University, San Diego, 'global education is a holistic and interdisciplinary field of study which embraces our home, the Planet Earth and human family. It is driven by the fast changing process of globalization and experiences and the impact of the advances in technology and communication on the global/world community.'... 'Planet Earth requires of us a stewardship of making and keeping our home, the planet, a livable place and a healthy environment and maintaining a reasonable and comfortable quality of life of the human family should be the top concern. Human family places a premium on the human person who should be nurtured with "human qualities" of being. It should include a delicate balance in the interplay of different cultures which confronts us with our ways of behaving and managing ourselves oftentimes resulting in conflicts arising from issues and problems that we need to deal with.' (Matriano, E. C., 2012)

Present initiatives

There are several initiatives focusing on global education proposed and managed by different actors at regional and international level. From these activities we would like to highlight two significant project that contribute to reach the aims of global education in the next years although these initiatives are based on earlier regional programs and international attempts to achieve some objectives (f.e. Millenium Development Goals), or set to focus new approaches (Education for All; Decade of Education for Sustainable Development, etc.).

The first program is the **Global Education Network Europe (GENE)** started in 2001. GENE is an European network focusing on support, funding and policy-making in the field of global education with helping national structures in their work of improving the quality and increasing the provision of global education in Europe. GENE does this through networking and regular round table discussions, through peer learning and policy research, and through the development of national strategies. (Global Education Network Europe, 2015)

In the operation of this network it is important aim to share experineces, strategies and best practices of global education, to support the national level in the European partner-countries to develop well operating structures to reach the aims of global education and, on a long run, to form a common European agenda on strengthening global education. In the last years – beside the regular meetings, workshops and roundtables – several member countries of this network have published their national reports to summarize the activities and programs done on the field of global education. In the next years it is important task to widen the number of the participants and put this initiative on European level to strengthen the global education in the governmental bodies of the member countries.

The second emphasized initiative, the **Global Education First Initiative (GEFI)** is an United Nation program has launched in 2012 closely related to the earlier UN proposals in connection with educational processes, learning, global issues and sustainability. 'Education is a major driving force for human development. It opens doors to the job market, combats inequality, improves maternal health, reduces child mortality, fosters solidarity, and promotes environmental stewardship. Education empowers people with the knowledge, skills and values they need to build a better world.' – said Ban Ki-moon, UN Secretary-General in September 2012 (Global Education First Initiative, 2015a). The three priorities of the program are the next:

Priority 1: Put Every Child in School

Although there is a significant change in primary school enrollment rates in the last years this doesn't mean automatically that primary education is for all and every young people finish primary school so this is still an important task in the next years to raise the number of those who enroll and finish their elementary aducation worldwide

Priority 2: Improve the Quality of Learning

To put every child in school is certainly just the first step, and doesn't guarantee in itself that students get an appropriate quality level of learning. There are several places all over the world where education process is very weak, poorly trained and not motivated teachers teach in schools where the infrastructural background is often missing. The second aim is to raise the quality of learning to make capable students to get better competencies to deal with the challenges they face in the 21st Century.

Priority 3: Foster Global Citizenship

In education process it is not enough for education to produce individuals who can read, write and count. We live in an interconnected and interdependent world where we face with global challenges, which require global solutions. Education is regarded as an important field which can help in the shift from local to global and foster the change of the way of thinking worldwide with reevaluating the economic, social, cultural and environmental activities and effects of humanity in a globalized world.

This global initiative shows that education has a central, catalyzing role in this process and – as it can be read on the website of GEFI, 'give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st Century'. Besides the GEFI Secretariat, UNESCO provides overall support to the Initiative the partners include UNDP, UNFPA, UNICEF, UN Women, UN Special Envoy for Global Education, World Bank, Global Partnership for Education, Educate a Child, Education International, Global Campaign for Education as well as philanthropic and business institutions who work together to reach the aims of the initiative. (Global Education First Initiative, 2015b)

Global citizenship education

Globalization leads to a new understanding of citizenship. The original understanding of citizenship goes back to the period when modern nation states started to form and concentrate more and more intensively for that basic 'toolkit of knowledge' that helped countries to form 'standard' citizens with standard information about the background and working mechanisms of the given nation. This has resulted more or less the same understanding of culture, language, traditions, history, customs and relations to the 'others'. In this period every nation state concentrated on to establish an institutional background and national education system that served these aims.

According to Ian Davies, Mark Evans, Alan Reid, there are three significant fields where global processes and effects are apparent. These fields are the global economy; technology and communication; and population and environment (Davies, Evans, and Reid, 2005). There are also interactions between the three elements parallel with that certain rules at a minimum level have started to result an universal legal background that are above the norms of nation states.

On the other hand, In a knowledge based economy and society people must keep up with the economic and social changes, they have to improve their learning abilities, their capacity to transfer their skills into new areas, they have to be ready to work in various fields, and to accept that this process requires flexibility, adjustment, adaptivity and investment in human capital. Learning processes could produce informed and active citizens who are able to solve the problems with creativity, who understand the working mechanisms of nature and the environment, society, law and the economy, understand the connections between these elements and make responsible decisions in their individual and public actions.

In the new understanding of citizenship, people are not just a members of a given nation state but the members of the human (global) community, responsible for the condition of the planet, and have competencies to cope with the challenges wherever they are in the world. To 'get' this global citizenship people need information and knowledge that education could ensure, so the main purpose of global citizenship education is to manage and catalyze this process and get more and more people involved all around the world. Every generation has to understand the principles and ideas behind the sustainability which has to be integrated into education curricula at all levels of education including higher education all over the world. Global education could be a base to get a general overview, and parallel with this, global citizenship education is focusing more to the knowledge, skills, values and competencies that help the different generations to find their place in the global system and – as a responsible citizens – are able to take the advantages of the interdependent and interconnected globe. This task is a great challenge as there are millions of people who live in a globalized world without real possibilities to connect and participate in these processes.

Global citizenship education has to concentrate on every generation, although there is a special interest focusing on the present younger generation, because in the next decades these youths are going to be that adult generation who, as it can be read on the homepage of Oxfam, 'have the knowledge, skills and values needed for securing a just and sustainable world in which all may fulfil their potential' ... 'Education for Global Citizenship encourages children and young people to care about the planet and to develop empathy with, and an active concern for, those with whom they share it' (Oxfam, 2006).

The activity of Oxfam on the field of global citizenship indicate clearly the importance of developing educational programs and curriculums, knowledge and understanding, skills, values and attitudes – for different age groups. This worldwide known NGO is using 5 age groups, between 0-19 years, although it is important to point out that global citizenship also could be crucial for older generations where (international) labor market issues and nonformal/formal adult education could be in focus that could allow other age groups to actively engage with the world.

In March 25 2015 at a panel discussion on women's leadership during the U. N. Commission on the Status of Women, Ambassador Anwarul Chowdhury said: „global citizenship is your ability and capacity to think as a part one broad humanity. It is believing in 'oneness' of humanity, that we are all connected and interconnected, all interdependent”.

Global Education and Global Citizenship Education – our Vision

To understand the importance and need of global education and global citizenship education we have to take into consideration that Planet Earth is our home, the place where we live. We use the resources of natural and artificial ecosystems of the Planet for a long time to sustain our human communities. The use of these resources hadn't been free from conflicts in the past, it is not harmonic today and probably we have to cope with the challenges of resources in the future in our interconnected and interdependent world. It only works if human family is able to understand its place and role in this global system, learn the rules of the game and plays as a responsible actor in order to create a more sustainable world. Global education is focusing on the understanding of the working mechanisms of the world from global, holistic, multidisciplinary point of view: the economic, social and environmental processes, connections, causes and effects of humankind. The new understanding of citizenship in a globalized world means that education produces new types of world citizens who are equally sensitive for the challenges of humanity and Planet Earth and also have competencies that enable them to make responsible decisions in their individual and public actions.

In the next pages, we are focusing on the implementation of a Master level global education course in the Hungarian higher education in the University of Pecs, Faculty of Adult Education and Human Resources Development, within the framework of Human Resources Counselling Master study program.

Developing a graduate course in global education in Hungary

In 2014 the Faculty of Adult Education and Human Resources Development, University of Pecs launched an English language Human Resources Counselling Master study program. The Hungarian version of this program is among the most successful Master programs of the University of Pecs. Due to the fact that internationalization of higher education programs is an

important priority of the University of Pécs, the colleagues of the school started to develop the English language version to attract local and international students as well.

The purpose of this course is to educate and train professionals who are experts in providing help to organisations and companies regarding any area of human resources management, one of the functional areas of leadership counselling.

In this program, besides laying a sound theoretical and methodological foundation, students will acquire up to date methods and techniques of strategy building, change management, personnel work and human resources management. Great emphasis is laid on specific aspects of organisational and social psychology relevant to the objectives listed.

In accordance with European tendencies special attention will be paid to career-planning and counselling, and a major discipline is devoted to equal opportunity and the treatment of disadvantaged groups. According to the tradition of this faculty students will also deal with employment policy, adult education as well as the interdependence of education and the workforce market.

From among the practical skills trained the abilities of counselling and conflict management should especially be pointed out. The curriculum also arranges for a compulsory professional field practice, where skills and knowledge acquired may be applied and deepened in practice.

Major subjects of the program are the next:

- Organisational Psychology
- The Method of Counselling
- HR Management
- Career Guidance
- Theory of Human Resources Counselling
- Practice of Human Resources Counselling

The holistic, interdisciplinary and cross-cultural approach of the educational program is strongly focusing on the role education and equal opportunities, psychological aspects of defining personality, adult education and labour market issues, the role of Human Resources Management in an organisation, the sociological impacts of new communicational technologies and the socio-economic environment of labour-market.

The students of this program have to understand the challenges of workforce in a globalized world where the exponential increase in global workforce mobility in the past decade, the increasingly complex workplace relationships certainly result active, global citizens. These “mobile” professionals improve their learning abilities, their capacity to transfer their skills into new areas, they have to be ready to work in various fields, and accept that this process requires flexibility, adjustment, adaptivity and investment in human capital. The almost 20 year experiences of Hungarian and English version of the Human Resources Counselling program shows that it is important to widening the scope of the students about global economic, social and environmental processes and challenges that enable them to understand and take the potential advantages of global knowledge and become an active, responsible citizen of the human community.

Global consciousness has a great notability in these days in Hungary: although many attempts, programs and initiatives exist in the country on the field of global education, the multicultural, interdisciplinary approaches in education, as well as democratic values,

autonomous institutions, the level of tolerancy and the openness for the world have deteriorated in many aspects in the last few years. Therefore we think that in higher education in our programs we have to focus more on these challenges in the next years.

In the first year, from the September 2015 we are going to introduce Global Education course as an optional class, primarily for those students who are already attending the Human Resources Counselling Master study program. Before starting the course, students are filling a questionnaire: we would like to know their ideas about global education and global citizenship. After the course we would like to repeat the inquiry as a feedback of information, knowledge and learning outcomes they got in the semester and we also want to know that what they are thinking about using these new competencies in their everyday life and later, in the world of labor.

The planned course is going to focus on the next perspectives and student learning outcomes, with partly using the framework of a global education project in Australia (Quittner and Sturak (Eds.), 2011b) and the conceptual framework of Professor Estela C. Matriano about global education:

- Planet Earth – an understanding of the working mechanisms of global ecosystems;
- Economic, social and environmental activities of humankind – an understanding of the historical background behind the past and present economic, social and environmental processes;
- Interdependent and interconnected world – an understanding of the evolution, the effects and impacts of globalization;
- Basic concepts and perspectives of Global Education – an understanding of the evolution, role, significance and relevancy of education in a globalized world;
- Identity and cultural diversity – an understanding of role of cultural background and the links between cultures;
- Social justice and human rights – an understanding of the impact of inequality and discrimination, the importance of consciousness and responsibility;
- Peace building and conflict resolution – an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved;
- Sustainable futures – an understanding of the ways how human communities meet the needs of the present without compromising the ability of future generations to meet their needs;
- Global citizenship – an understanding of the concept that enables people to develop the core competencies which could result active and responsible citizens;
- Labor market challenges and global citizenship – an understanding of the global workforce mobility and complex workplace relationships.

In 2016, after one year of operation of the initiative we would present our results and experiences in the WCCI 2016 Conference in Budapest, Hungary.

Summary

Almost 40 year experience of global education and global citizenship education shows that there have been several global, regional and local attempts, activities, programs all over the world. The outcomes of the last few decades clearly indicate that this type of education in certain aspects is successful, but on the other hand the negative trends of human activity hardly

have changed, the environment degradation is still continuing, the population of the world is still growing and the gaps between developed and developing regions are still exist and grow.

If we are looking back to the history it is clear that these processes usually worked when negative feedbacks were strong enough which were forced the people to change their way of thinking and way of life. Most of the cases these learning and adapting processes were not very nice and peaceful, although on the whole it was a successful story, but not for everyone and not for every time. Right now the basic aim could be to solve and control the challenges of humankind without crisis, which is a common ‘game’ so everybody is involved at every stage and level all over the world. In permanently changing environmental and socioeconomic circumstances is very hard to forecast what we should learn and what is going to be useful in the future. The changes of the world are too fast, in most of the cases we are not able to see all the changes, we are not able to feel the real situations, and hardly can say what and how we have to teach to reach the better solutions.

Global education and global citizenship education at every stage of life could be one potential answer for these challenges. Our attempt to introduce this perspective in Hungarian higher education is also a part of this process.

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