10 | THE IMPACT OF GLOBAL CHANGES ON TEACHER EDUCATION: CHALLENGES AND OPPORTUNITIES AND A VISION FOR A CULTURE OF PEACE

Dr. Estela C. Matriano
Universidad de Cincinnati, Ohio

OPENING REMARKS

It is with great pleasure for me to come back to Madrid especially at UNED which will be the generous and hospitable host of the World Council for Curriculum and Instruction (WCCI) 10th Triennial World Conference on September 9-15, 2001. As Executive Director of WCCI, I am very pleased to make this return visit and, on behalf of WCCI, I wish to express our sincere appreciation and gratitude to UNED Facultad de Educación. I am here for meetings with the UNED Conference Committee on the WCCI Triennial World Conference. As its Executive Director I take pride in representing this world organization. I invite you to be a member of WCCI and to join us at its Tenth Triennial World Conference on September 10-15, 2001 which will be held here at your institution. Thanks to the very capable leadership of Ramón Pérez, Conference President, Elvira Repetto, Dean, Beatriz Álvarez and members of the UNED/WCCI Conference Committee. WCCI is deeply grateful to all of you.

My friend and Professor at UNED Ramón Pérez suggested that during this visit of mine at your institution I can give this lecture. I am very pleased to do it as I find this occasion a good opportunity to present to you a paper in my area of specialization which is Global Education or the trend in Education

2000 known as globalization. Aside from being my area of specialization, this paper is also related to the theme of the WCCI Tenth Triennial Conference which will be held at UNED which is "Pedagogy of Diversity: Creating a Culture of Peace." The Year 2000 has been proclaimed by the United Nations as a Year for the Culture of Peace. I am pleased to share with you some educational ideas on this topic. It is important that we start thinking seriously about changing the global culture from war to peace. We all live in one small planet that needs to be preserved with less violence and maximum justice. We should all join hands to achieve this culture of peace.

INTRODUCTION

For my paper today I have chosen the topic "The Impact of Global Changes on Teacher Education: Challenges and Opportunities: A Vision for a Culture of Peace." Having had the experience of teaching Global Education for almost three decades, I feel compelled to share with you my global perspective to help improve teacher education along the tenets of the United Nations in general and UNESCO in particular.

In 1996 J. Delors , et. al. submitted a Report to the UNESCO International Education Commission, entitled "Learning, The Treasure Wi" thin, from which I will quote the following paragraphs:

> Our vision of the coming century is one in which the pursuit of learning is valued by individuals and by authorities allo ver the world not as a means to an end but as end in itself. Each person will be encouraged and enabled to take uplearning opportunities throughout life. How much will be expected and demanded of teachers largely depends on them whether this vision can come true. Teachers have a crucial role to play in preparing the learners not only to face the future with confidence but to build it with purpose and responsibility. The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more in the twenty first century. The need for change from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world where high technology is the privilege of a few to technologically united world, places enormous responsibilities on teachers who participate in the molding of the characters and minds of the new generation.
>
> Source: J. Delors, et. al., Learning, The Treasure Within. Report to UNESCO International Commission on Education for the Twenty First Century, pp. 141-142, Paris, UNESCO, 1996.

What I quoted from the Delors Report is a timely springboard for my presentation because the twenty first century has finally arrived. The vision in this report becomes a reality in this conference, as we face the challenge of educating learners for a new millennium. To realize this vision, teacher education should respond to the profound global changes taking place in the world today. Education for sustainable development and a better quality of life becomes a big responsibility. The challenges before us are matched by ample opportunities that can help teachers assume their crucial role of educating for global responsibility.

> The fundamental challenge before us is globalization which impacts in our lives in different ways and meanings. It has become an important effective factor in education as we prepare for the new millennium. We are witnessing that globalization is no longer an exclusive domain of the world of economics and the global marketplace. Kofi Annan, Secretary General of the UN has this to say about globalization and the challenge before us:

> "I believe the overarching challenge of our times is to make globalization mean more than bigger markets. To make a success of this great upheaval we must learn how to govern better, above all how to govern better together. We must learn to govern with the voice of the peoples, with a view to meeting the needs of peoples. If there is a lesson to be learnt from recent experience, it is that while globalization has produced winners and losers, the solution is not confrontation. It is to make winners of the loosers and loosers of winners. It is to ensure that nobody sinks, but we swim together with the current times. The way forward is for state and non-state actors to work together to address the consequences and challenges of globalization."

> (Kofi Annan, Report on the Opening Plenary of the Millennium Forum Focuses on globalization and the Role of Civil Society, Internet, United Nations, May 23, 2000).

The challenge of globalization to education is to realize that the needs of the learners are the needs of the peoples. In answering these needs, education for the new millennium can help achieve the fundamental goal of the UN Programs on Education for All and Education for Life which is "to meet the needs of all peoples, for all times, with no exception." Reform in teacher education should be aimed at what K. Annan referred to as a win, win situation. It should be holistic and transformative with an overarching goal of attaining a civil society which is committed to a culture of peace.

In this paper I wish to suggest a 3-dimensional framework or a triad for reforming teacher education. This triad consists of : (1) The Human Being: The Learner, (2) Planet Earth: The Setting for Teaching and Learning, and (3) Technology: The Instrument of Instruction. Each of them has its own place

in globalizing teacher education. In my search for new dimensions for a world class teacher education program for a new millennium, I will develope this triad.

THE HUMAN BEING: THE LEARNER

We are all learners. The human being who is the learner must be at the center of this triad. Everybody counts in the world's five billion human family. Everything we do and strive for must revolve around the human person. Regardless of age, race, class, gender and other special qualities or difficulties, the learner deserves quality education. The challenge is how to humanize education and design a teacher educational program that is responsive to the needs of the human family, the socio-cultural milieu, the societal institutions (political, economic, education, health, etc.) and the high-tech world. As the world shrinks into a highly interdependent global community, human interactions and the cultural web become more complex. Racism, prejudice, discrimination, intolerance and cultural wars or ethnic conflicts develop into a social cancer. On the other hand, there is the threat of homogenization of the global community as a result of overextended development of western phenomena such as the global shopping mall, the global marketplace, the global workplace and global entertainment. (Barnet & Cavanagh, 1994). The counterculture movements and violence that are portrayed as the symbols of strength and victory of the affliction against humanity are forces to reckon within the schools and pivotal places where human beings congregate. Not to be missed is the most current and exciting scientific challenge to human beings, "the genome out of the bottle: science plays God (Cincinnati Enquirer/New York Times, July 2, 2000 and Time Magazine, July 3, 2000). Genetic engineering has come to the forefront of human challenge. Is it good or evil? The human genome, the 3.15 billion-letter instruction book for our cells has fueled a new debate, Junk DNA. (The Cincinnati Enquirer, July 4, 2000) The DNA debate is an explosive issue on human existence, a new addition to the many challenges educators face because of the socio-ethical-moral and scientific impact on education. It raises more questions about who we really are and how do we preserve our being human in the midst of scientific discoveries.

The enormity of the challenges of globalization before us is real. What do we do? Friedman in his book, *The Lexus and The Olive Tree: Understanding Globalization* (Friedman, 1999) pointed out that the challenge before us is rooted in the conflict of "the Lexus and the olive tree" which is the tension between the globalization system and the ancient forces of culture, geography, tradition and community while at the same time, he spells out what we all need to do to keep this system of in balance. A companion reader to this, is a newly published book by Indiana University Press entitled, *Globalization and the*

Challenges of the New Century (O'Meara, 2000) which in a variety of articles, some 36 of them, discusses different perspectives of globalization. It is interdisciplinary and presents varying views on a broad range of topics such as politics, culture, business, trade, the environment, population, conflict and many other pressing global issues that impact on human life. This book affirms that there are different perspectives for common problems of humanity.

These challenges are matched by opportunities to counteract them in order to preserve the humane quality of life in the global society. There are numerous opportunities for program development that can enhance the human dimension and enable the teacher to maximize learning. The highly interdependent and multicultural global community provides a wealth of knowledge which can be developed on a firmly established moral and ethical paradigms. It should uphold the dignity and integrity of the human person. The pursuit of life, liberty, and peaceful existence are rooted in the inalienable rights endowed on the human person. These rights are defined and are protected by United Nations documents namely: The Universal Declaration of Human Rights, Women's Rights Are Human Rights, Children's Rights, which were developed from historical documents such as the Magna Charta and others. Documents to protect human rights are continuously being developed in different parts of the world. The United States recently passed The Patients' Rights in Health Care. These documents are valuable resources in designing a teacher education program which can be responsive to basic human needs. Human Rights Education is basic to a humane quality of life in this planet.

The human dimension is pivotal to the success of a teacher education program. The teacher who can uphold the integrity and dignity of the human being is the successful teacher.

PLANET EARTH: THE SETTING FOR TEACHING AND LEARNING

The care for Planet Earth is important because it gives us life and determines the survival of human existence in its physical setting. It is our home and we have to take care of it. A healthy environment which is the proper setting for human learning is being threatened by challenges of an enormous proportion world wide. i.e. global warming, natural disasters, chemical/oil spills, deforestation, nuclear disasters. We are urged by environmentalists to work with them in order to preserve Planet Earth as a decent habitat for all its people. Mother Earth is hurting. We must make it less painful for her. Stewardship of Planet Earth is not only a challenge but a duty of every citizen in the global community. (Muller, 1991).

Teachers must be trained to combine their knowledge and skills in making their learners learn while at the same time creating a healthy environment to maximize learning. A balanced attention and care for the learners and the classroom setting can help achieve a well-rounded education for global citizenship. Ultimately, proper care for Planet Earth will uphold a core value of human existence which is sustaining and sustainable environment, the right to a livable and healthy physical and social environment (Reardon, 1995).

Environmental studies are being developed and implemented in schools and community agencies in order to protect the right of human beings to a livable and healthy physical and social environment. The global community strives to realize this right through the efforts of the United Nations and other world organizations in promoting and undertaking projects for a healthy environment. Teachers must join these world wide efforts and teacher education programs must include provisions for creating a healthy environment for learning.

TECHNOLOGY : THE INSTRUMENTS OF INSTRUCTION

"If You Want to Speak to a Human Being, Press 1" is a title of a chapter in Friedman's book, *The Lexus and The Olive Tree* (Friedman, 1999). This title caught my attention as it clearly shows an intimate connection between technology and the human person. Furthermore, it demonstrates that technology can chart the direction of human relations and globalization. Human beings and human enterprises such as e-commerce, education, travel, shopping, and almost all facets of life are increasingly becoming welded by technology through the internet, the web, e-commerce and numerous connections which is becoming accessible, fashionable and intriguing as "press 1."

Throughout history, changes in global relations have been driven by technological innovations that have altered the way in which economic interactions occur. The evolution of democracy and the changing nature of borders and security are altering political interactions. Technological innovations also affect the ecological and cultural environment in which we live. In sum, globalization as a process is driven by a series of interlocking innovations. (Patrick O'Meara, 2000). Technological innovations are products of the human mind. Technological innovations can be a boon or a curse to humanity. People all over the world tend to be hooked into technological innovations to the extent that it becomes a "fury" to own a computer for every individual, school or home. It becomes a barometer for progress as it makes the human endeavor seem easier and faster. However, progress can also bring about consequences that humanity has to reckon with as it affects globalization in general and education in particular.

Globally, technology is creating a "digital divide" among the "haves" of the north and "have nots" of the south. The "haves" of the north hemisphere find it exhilarating to hook every classroom to a computer and other technological devices. The " have nots" of the south hemisphere can only dream for such a classroom but may not realize it even in their lifetime. Their struggle is for survival and basic education. This leaves them no room for what can be "frills" in their classroom situation.

There are moral and ethical issues that evolved from the use of technology in education. There are three prominent issues which are widely discussed by educators: (1) privacy, (2) impact on children's lives and (3) plagiarism. (J. Pittman, March, 2000)

Technology opens the world of information to everyone. With the click of the mouse and going into web sites, anyone can have access to all kinds of information including personal data and confidential information. It exposes people, particularly the children to unprotected domains of information that are being used in ways that can be damaging to the learners. The impact on children's lives of cyberspace communication system is frightening. Educators, parents, and lawmakers are searching for answers as they guard the privacy of children in a cyberspace. The limitless exposure of children to technology requires a different kind of guardianship on parents/adults. Because of the abundance of sources of information in the web and an easy access to the internet, plagiarism becomes rampant especially in the academe. The world wide stealing of information, copying and cheating on examinations, research, scholarly work and school assignments are increasing world wide and becoming hard to control.

Opportunities which offer solutions to the problems created by technology and innovations are growing. Existing technology can assist research efforts to monitor and track information disclosure about children. (Pittman, March, 2000). Laws can be passed in order to protect everyone from the invasion of privacy especially children and fewer fortunate members of society. Education should be in the forefront of fighting these cyberspace wars. The UN has also assumed the responsibility of educating and monitoring the use of technology for more positive approaches and results.

Education and training programs for instructional technology are developing as quickly as innovations become available in the global marketplace. Distance education is becoming a credible program as fast as they are driven by the available technology at the respective institutions. Teacher training is critical. They must be literate and active users of technology. On the other hand, not that many opportunities are available to the less affluent sectors of the world society. This creates the digital divide between different countries and culture.

CONCLUDING REMARKS: A VISION FOR A CULTURE OF PEACE

I wish to conclude my presentation with a vision for a culture of peace for the new millennium. Let me start this section with a vision taken from the Declaration and Agenda for Action Strengthening the UN for the 21st Century of the Peoples Millennium Forum, UN Headquarters, May 22-26, 2000. This vision harmonizes with my view of the future of education for the global community in the new millennium.

> *Our vision is of a world that is human-centered and genuinely democratic, where all human beings are full participants in their own destinies and are members of one human family, in all our diversity, living in one homeland, sharing a just, sustainable, and peaceful world, guided by universal principles of democracy equality, inclusion, voluntarism, non-discrimination and participation by all persons, men and women, young and old, regardless of race, faith, disability, sexual orientation, ethnicity or nationality. It is a world where peace and human security, as envisioned in the Principles of the UN Charter, replace armaments, violent conflict, and wars. It is a world where everyone lives in a clean environment with a fair distribution of the world's resources. Our vision includes a special role of the dynamism of young people and the experience of the elderly and reaffirms universality, indivisibility and interdependence of all human rights - civic, political, economic,social and cultural.*

Federico Mayor (from Catalonia), former UNESCO Director General in his speech, "Towards a Culture of Peace" delivered at the Norwegian Nobel Institute (Oslo, Norway, November 22, 1995) put forth his definition of the culture of peace. To him, a culture of peace transcends the negative conception of peace as the mere absence of war. It is positive peace rooted in the mutual understanding, tolerance, economic and social development, democracy and freedom. It should be a responsibility that each of us has towards our fellow human beings. Moreover, just as we have a duty to world for peace, we have the right to enjoy peace which means we have the human right to peace. Peace conceived as a human right is ultimately sustainable only within the context of democracy and to uphold the democratic principles of dignity, equality and mutual respect among fellow human beings.

What is the Culture of Peace? It is all the values, attitudes and forms of behavior that reflect respect for life, for human beings and their dignity and for all human rights, the rejection of violence in all its forms and commitment to the principles of freedom, justice, solidarity, tolerance and understanding between peoples and groups and individuals. (UNESCO, 2000).

Finally, if we wish to live in a peaceful sustainable world now and in the future, let me close with a friendly reminder that should take seriously the Year 2000 as an International Year for the Culture of Peace. It is a year to celebrate peace, build and make peace. A culture of peace is the missing link to the universal realization of human rights. We have lived all our lives in a culture of war. It is time that we live in a culture of peace. To globally realize The Human Right To Peace is the highest award we can give to ourselves for all our efforts to reform teacher education for the new millennium. (Mayor, 1997).

I thank you for being patient listeners and I welcome this opportunity to have a dialogue with you on the specialized topics of globalization and a Culture of Peace.

Gracias.

BIBLIOGRAFÍA

BARNET, R. J. & CAVANAGH, J. (1994). *Global dreams*. N. Y. Simon and Schuster.

DELORS, J., et. al. (1996). *Learning the treasure within*. Report to UNESCO International Commission on Education for the Twenty First Century. Paris. UNESCO.

GURUGE, A. (1996). *Education for the role of a civil society in a culture of peace*. A keynote speech delivered at the Third International Education Conference, University of Cincinnati, Cincinnati, Ohio, U. S. A.

MAYOR, F. (1994). *The celebration of diversity*.Speech delivered at the 1994 Assembly of the World Academy of Art and Science. Minneapolis, Minnesota, U. S. A.

MAYOR, F. (1995). *Towards a culture of peace*.Speech delivered at the Norwegian Nobel Institute. Oslo, Norway.

MAYOR, F. (1996). *The human right to peace*. A Declaration by the UNESCO Director General. Paris. UNESCO.

MATRIANO, E. C. (1994). *Challenges and opportunities in education for the twenty first century: a transnational perspective*. Keynote speech delivered at the WCCI Regions 3 & 4 Conference. Kaohsiung, Taiwan.

MATRIANO, E. C. (1995). *Globalizing teacher education for the twenty first century*. Keynote speech delivered at a World Conference. Dokuz Eylul University. Ezmir, Turkey.

MATRIANO, E. C. (1995). *The legacy of human rights to multicultural education*. Paper delivered at the Eight Tirennial World Conference in Education. Amritsar, India.

MILLER, R. (1997). *What are schools for? holistic education in American culture* Brandon, Vermont. Holistic Education Press.

MORIN, E. (1998). *Towards a new social contract*. UNESCO Sources. 106, 4-5.

MULLER, R. (1991). *The birth of a global civilization*. WA: World Happiness and Cooperation Press.

MULLER, R. (1992). *The dimensions of international education: global education, hopeful education and holistic education.* Keynote speech delivered at the First International Education

Conference, University of Cincinnati, Cincinnati, Ohio.

O'MEARA, P., MEHLINGER, H. D. & KRAIN, M. (2000). *Globalization and the challenges of a new century, a reader.* Bloomington, Indiana. Indiana university Press.

ORDOÑEZ, V. (1998). *Educating for balance: integrating technology and the human spirit on a global scale.* Keynote speech at the WCCI Ninth Triennial World Conference. Bangkok, Thailand.

PITTMAN, J. and MCLAUGHLIN, B. Making cyberspace safe for children. *Educational Leadership* 57.(6).

REARDON, B. (1996). *Education for transformation toward a culture of peace.* A plenary speech delivered at the Third International Education Conference, University of Cincinnati, Cincinnati, Ohio.

REARDON. B. (1995). *Educating for human dignity: learning about rights and responsibilities.* Philadelphia. University of Pennsylvania Press.

SADERE, U. M. (2000). Globalization & low income economies - reforming education. The crisis of vision. Parkland, Florida. Universal Publication.

STROMQUIST, N. P. and MONKMAN, K. (2000). *Globalization and education.* N. Y. Rowman & Littlefield Publishers.

Time Magazines:

Cracking the code! The inside story of how bitter rivals, J. Craig Venter and Francis Collins mapped out DNA, the historic feat that changes medicine forever. (2000. July 3).Time.

The future of technology/beyond 2000. (2000, June 19). Time.

Kids at risk, new evidence points to a link between environmental poisons and learning disabilities. (2000, June 19).