Global Education Integration in Teacher Training and Teacher Qualification: A Comparative Study of Hungary and Thailand

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This study examines the integration of global education principles within the context of teacher training and teacher qualification in Hungary and Thailand, two countries from distinct regions of the world, utilising the Global Education Guidelines by the Council of Europe. The study's guiding question is: How do teacher training requirements and teachers' standards mirror themes and approaches in global education? The paper provides an overview of teacher training in Hungary and Thailand, details the methodology employed in the study and presents the findings. The global education-related content analysis of documents on teacher standards and requirements in Hungary and Thailand is conducted against the backdrop of the Common European Principles for Teacher Competencies and Qualifications of the European Commission and the Southeast Asia Teachers Competency Framework, respectively. A comparative overview of the findings reveals considerable commonalities and differences in terms of global education between the teacher requirements and standards of the two countries. While there is overlap in key areas such as co-operation, respect for cultural diversity and individual development, there are also notable disparities, with certain competencies present in one country's standards but not the other's. The study contributes to the dialogue on global education, teacher preparation and teacher qualification, offering insights into policy and practice. By providing a comparative view of the representation of global education in teacher requirements, the study sheds light on the presence and nuances of global education in each country's educational landscape.

Keywords: Global Education, Teacher Training, Comparative Analysis, Hungary, Thailand

Introduction

The 2030 Agenda for Sustainable Development of the United Nations links human rights and sustainable development and is 'a shared promise by every country to work together to secure the rights and well-being of everyone on a healthy, thriving planet.' (United Nations, 2023, p. 4). However, seven years before the deadline, the UN report sees this promise 'in peril' and calls for urgent action in the form of a rescue plan for people and the planet.

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Quality education (SDG4), especially Education for sustainable development and global citizenship (SDG 4.7.), in other words, global education, is one of the significant means to help achieve the Sustainable Development Goals: 'By 2030, 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 and appreciation of cultural diversity and of culture's contribution to sustainable development'. (The North-South Centre of the Council of Europe, 2008/2019, p. 18). The above-mentioned UN report in 2023, however, highlights concerns regarding this goal and reveals a significant gap, among others, in climate change education. While it points out the need for young people to receive quality, action-oriented education that addresses global issues while also being sensitive to local contexts, climate change education is absent from 47% of the national curricula examined. Although most teachers (95%) agree that it is essential that their students understand the severity of climate change, the competencies of teachers leave much to be improved: only one among three of them can effectively explain climate change's consequences in their respective regions. Hence, the imperative for global education is undeniable.

This study aims to examine how Global education is incorporated into teacher standards and the training and outcome requirements of initial teacher education in Hungary and Thailand, two countries from distinct regions of the world. Global education, as defined by the North-South Centre of the Council of Europe (2019), is a deliberate effort to enlighten individuals about the intricacies of our interconnected world, fostering a steadfast commitment to promoting justice, equity and universal human rights. This overarching mission necessitates the cultivation of global competence, encompassing crucial elements such as knowledge, skills, attitudes and values. To effectively instil global competence, initiatives should ideally commence with pre-service teachers, empowering them to nurture these qualities in their future pupils. Among the diverse approaches to achieving this goal, teacher standards and the teacher training curriculum emerge as pivotal instruments. This study aims to comprehensively examine the integration of global education principles within the context of Hungarian and Thai teacher training by closely scrutinising teacher standards and teacher competence requirements in these two countries against the backdrop of common principles and standards of EU countries and countries in South Asia. The examination will specifically explore the presence of global education using the Global Education Guidelines by the North-South Centre of the Council of Europe. The guiding question for this study is: In what ways do the standards mirror themes and approaches in global education? The paper will commence by providing an overview of teacher training in Hungary and Thailand. Following this, the methodology employed in the study will be detailed, and the findings will be presented. The paper will conclude with a discussion of the findings, aiming to elicit implications for both policy and practice. The study contributes to the ongoing dialogue on the intersection of global education and teacher preparation, offering a foundation for informed decision-making and potential enhancements in the Hungarian and Thai educational landscape.

Overview of Teacher Training in Hungary and Thailand

Overview of Teacher Training in Hungary

According to the McKinsey Report, teacher quality is the most crucial factor of any successful education system (Barber & Mourshed, 2007). Teacher quality is based on the initial training. The Hungarian teacher training system consists of several layers based on the level and key stages of education. Teacher training has different regulations as well as training schools. Regarding the legislation, we can see the following categories: Nursery

and Pre-school Education, Kindergarten Teacher Education, Primary School Teacher Education, Teacher Education and Special Needs Education – for all age groups.

In Hungary, teacher education has several tracks; students must choose whether to be trained as a kindergarten teacher, a primary school instructor or an upper-elementary/secondary school teacher. Conductors and special education needs instructors are trained separately again. As far as elementary and secondary teacher training is concerned, in Hungary, in the past 20 years, teacher training has been under almost constant reforms. Currently, the training is undivided (without having separate Bachelor's and Master's stages) for upper-elementary/secondary school teachers. In the end, students gain an MA certification. The course is to be finished with 360 credits, and the training is 10 semesters long. They typically study two subjects – see Decree 283/2012. Therefore, they focus on both fields, except the vocational and art teachers, who usually look at only one field. The main fields are education science, psychology, and teaching methods in the chosen subject. Students learn theoretical and practical knowledge during their school practice as a part of their training. A final and incorporated practical training is carried out typically in the last semester. Practical schools are attached to the training institutions.

According to the statistics provided to Euridyce, 38 institutions offered some form of teacher education in 2023. In total, 10 514 students started teacher training courses in Hungary in 2023. By checking the official site for entrance exams for 2024/2025 (felvi.hu, 2024), the following data can be found: All public universities offer some teacher training courses, but only 4 run teacher training for secondary school education. Various churches also own 13 higher education institutes. 17 higher education institutes owned by foundations also offer teacher training.

Teacher training is carried out under the following legislation: Act CXC of 2011 on National Public Education – about the national education system, Decree 229/2012 (VIII. 28.) of the Government on implementing the Act on National Public Education. 48/2012 (XII. 12.) EMMI Decree on pedagogical-professional services, institutions providing pedagogical-professional services and the conditions of participation in pedagogical-professional services. The Government Decree No 489/2020 (11.XI.) on emergency rules for teacher training – was created during the COVID outbreak. The Government Decree No. 121/2013 (IV. 26.) on the Education Office is about the Office having the right to monitor training institutions.

Overview of Teacher Training in Thailand

Thailand's teacher training has a rich history dating back to 1892 when the first teacher training school was established. Initially focused on primary school educators, the training later expanded to include secondary school teachers. The country boasts around 113 teacher training institutions, categorised into eight groups, including 20 public autonomous universities, 7 public Rajamangala University of Technology, 40 public Rajabhat universities, 2 public Buddhist universities, 1 public Thailand National Sports University, 1 public Bunditpatanasilpa Institute and 42 private universities. Over the years, Thailand has experienced changes in its teacher training curriculum. Prior to 2003, a 4-year structure was implemented, consisting of 3.5 years of coursework and a half-year of student teaching, culminating in a teaching license exam. From 2003 to 2018, a 5-year curriculum was adopted, with 4 years of coursework and 1 year of student teaching leading to a teaching license. However, in 2019, the curriculum reverted to a 4-year format, comprising 3.5 years of coursework, three practicum courses and 1 semester of student teaching. Graduates are now required to pass an exam for a teaching license under this revised curriculum. The current 4-year curriculum includes approximately 132-152 credits and is divided into three components. The first component consists of 30 credits dedicated to

general education subjects, covering both university requirements and general education courses. The second component encompasses special subjects ranging from 96 to 116 credits, incorporating teacher profession and major subjects. Lastly, elective courses, totalling 6 credits, form the third part of the curriculum.

Teacher training programs in Thailand are required to align their curricula with educational standards set by both the Teachers' Council (TCT) and the Thai Qualifications Framework for Higher Education, supervised by the Office of the Higher Education Commission. The TCT, established in 1945, plays a pivotal role in overseeing teacher training and ensuring quality nationwide. Its functions encompass the issuance of teachers' licenses, establishment of standards for Thai teachers, approval of teacher education curricula, enforcement of ethical guidelines for teachers and promotion of professional practices within the teaching profession. Moreover, teacher training programs must adhere to the Thai Qualifications Framework, which includes six standards covering moral and ethical aspects, knowledge, intellectual skills, interpersonal skills and responsibility, numerical analysis skills and proficiency in communication, information technology and learning management. This collective endeavour is aimed at maintaining elevated standards in teacher education, responding to the changing educational landscape in Thailand. In terms of curriculum types, some universities opt for a subject-based approach, organising their curricula around specific disciplines like mathematics, science, Thai language, foreign language, social studies, physical education, art education and business/industrial education. They also include specialised areas such as early childhood education, primary school education, special education, counselling psychology, and guidance. On the other hand, certain universities prefer a structure based on educational levels, encompassing early childhood, primary and secondary education while incorporating specialised areas like special education, counselling psychology, guidance, educational technology and non-formal education.

Global Education and Global Competences

In 2022, the 5th European Congress on Global Education, a joint initiative of the Council of Europe's North-South Centre and the EU's Global Education Network Europe (GENE), a European network of Ministries and Agencies with national responsibility in the field of global education suggested the most recent definition in their Dublin Declaration, the European Declaration on Global Education to 2050:

'Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability and international understanding. It involves respect for human rights and diversity, inclusion and a decent life for all, now and into the future. Global Education encompasses a broad range of educational provisions: formal, non-formal and informal, life-long and life-wide. We consider it essential to the transformative power of, and the transformation of, education.'

Global education stems from the recognition that in today's increasingly globalised world, individuals are living and engaging with one another on a global scale. What happens in one's life and immediate environment is not independent of local, regional or global events. Global education provides opportunities and competencies to help individuals understand and navigate the complex web of relationships that deal with common social, cultural, ecological, political, and economic issues. It helps individuals engage with the world in a reflective and critical way and take their role and responsibility as individuals and as members of the community (The North-South Centre - NSC - of the Council of Europe, 2008/2019).

NSC grounds its work on the global competence definition of OECD (2018, p. 7): 'Global competence is 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.'

The global competence conceptualisation of OECD, however, is built on the Reference Framework of Competences for Democratic Culture (RFCDC) of the Council of Europe that articulated 20 global competencies under four distinct groups in their Competence Model (Council of Europe, 2018. p. 38)

Values: Valuing human dignity and human rights – Valuing cultural diversity – Valuing democracy, justice, fairness, equality and the rule of law.

Attitudes: Openness to cultural otherness and to other beliefs, world views and practices – Respect – Civic-mindedness – Responsibility – Self-efficacy – Tolerance of ambiguity.

Skills: Autonomous learning skills – Analytical and critical thinking skills – Skills of listening and observing – Empathy – Flexibility and adaptability – Linguistic, communicative and plurilingual skills – Cooperation skills – Conflict-resolution skills.

Knowledge and critical understanding: Knowledge and critical understanding of the self – Knowledge and critical understanding of language and communication – Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability.

Detailed descriptors of these 20 competencies and, user-friendly practical tools, detailed learning interventions are also provided for formal, informal and non-formal educational settings in the GE Guidelines (2008/2019) of NSC.

Methodology

This research adopts a qualitative document analysis approach to examine published laws, rules and regional organisation policies pertaining to global education issues in Hungarian and Thai teacher standards. The methodology involves a comprehensive analysis of primary qualitative documents to present an overarching description of the global education issue within the Hungarian and Thai teacher competencies and professional standards.

In this study, content analysis was employed as a method for interpreting data, with a specific focus on examining messages, words and meanings within different sets of standards. The primary objective was to gain an initial understanding of the diverse themes present in global education. The data analysis utilised pre-established coding based on the Global Education framework, which was initially introduced in 2008 and subsequently updated in 2012 and 2019, serving as the foundational structure for global education. The analytical process encompassed a systematic examination of documents, coding, and extraction of themes related to global education. Identified key terms were then interpreted within the context of the surrounding text, facilitating the synthesis of these terms to derive meaningful findings.

Although a number of different themes are mentioned, we do not intend to perform a direct quantitative comparison between the two countries of Hungary and Thailand or the European Union and South Asia. The different lengths and types of documents do not provide sufficient equivalence for such a direct comparison. The numbers inform the readers in terms of the relative focus on different aspects of global education within a country (or region).

Document analysis – Hungary

The document analysis in Hungary (see Table 1.) is embedded in a larger background of the European educational policy concerning teacher competencies and standards. Instead of detailed lists of specific competencies and their descriptors, rather roadmaps and common principles have been recommended for national and regional educational policymakers in terms of teacher competencies and qualifications. In our study, we analyse the Common European Principles for Teacher Competences and Qualifications of the European Commission, Directorate-General for Education and Culture (2005) that consider high-quality education and the role of teachers and their life-long learning and career development key priority in the endeavour to make the EU a high-performing knowledge society. This short document (of 5 pages) was issued as a response to the concerns and challenges addressed by the Joint Interim Report by the European Council and the European Commission on the situation of education and training in the EU countries. The report raised the urgent need for common European references and principles in different domains, among them common teacher and trainer competencies and qualifications.

In Hungary, the incorporation of global education in teacher training was investigated in a previous study in 2012 (Hain & Nguyen Luu, 2012). The coding developed for content analysis in the 2012 study based on the Global Education Guidelines of the North-South Centre was adopted for this present study, both for the Hungarian and Thai document analysis. In comparison to the codes used in the 2012 study, new codes have been added to provide more comprehensive coverage of the themes found in the Hungarian documents and the various aspects of global education. These new codes include life-long learning, autonomy, and knowledge society.

In this study, our aim is to investigate how global education is represented in teacher competencies and professional standards in Hungary at two distinct stages of a teacher's career:

Regarding teacher professional standards and requirements in Hungary, two documents will be content analysed:

a) The initial teacher education training and outcome requirements regulated by the Ministerial Decrees 8/2013 (I.30) and 64/2021 (XII.29). The requirements were formulated concerning 8 different domains 1) Helping personality development and individual treatment of learners; 2) Helping the development of groups and communities of learners; 3) Methodological and subject knowledge; 4) Planning the pedagogical process; 5) Supporting, organising and managing learning; 6) Evaluating pedagogical processes and learners; 7) Communication, professional cooperation and identity; 8) Autonomy and responsibility for professional development. In each domain, training and outcome requirements centre around knowledge, skills and attitudes.

b) The competencies and professional standards during the qualification and promotion stages of practising teachers, as regulated by the guidelines set forth by the Hungarian Education Office (Oktatási Hivatal) as of June 14, 2019. An additional competence area was incorporated into their list of teacher standards. Notably, this addition encompasses competence in environmental education and awareness of the values of sustainability, which were not covered in the aforementioned ministerial decrees. In this article, we specifically analyse the section of the guideline that outlines the levels of competencies (teacher professional standards) necessary for practising teachers to qualify and advance to the stages of Teacher I and Teacher II. The presence of these competencies 'is <mandatory> for all teachers because it is essential for the performance of their daily professional tasks.' (p. 14). In our article, we do not analyse the sections concerning the competency levels of Master Teacher and Researcher Teacher, which represent two subsequent stages of teacher career development. Additionally, the

competencies outlined in the guideline are not dissected into knowledge, skills and attitudes. Instead, a list of behavioural indicators, which can be observed by external observers, is provided to indicate the presence of these competencies. In total, 66 indicators are listed.

No	Documents/ Abbreviation	Analysed Section	Abbreviation
1	Common European Principles for Teacher Competences and Qualifications (2005)		CEP-TCQ
2	Ministerial Decrees 8/2013 (I.30) and 64/2021 (XII.29),	Initial teacher education training and outcome requirements	MDS-ITE
3	Hungarian Education Office's (Oktatási Hivatal) Guidelines as of June 14, 2019	Competences and professional standards during the qualification and promotion stages of practicing teachers for Teacher I, and Teacher II.	HEO-PTS

Table 1. Key Teacher Professional Standards Documents in Hungary.

At the moment, the training and outcome requirements of all the higher education programs of Bachelor and Master level in Hungary are undergoing a revision. Consequently, changes are anticipated in teacher training programs across all levels.

Document analysis – Thailand

The identification of pertinent documents relies on targeted Google searches utilising specific keywords such as 'The Southeast Asia Teachers Competency Framework' and 'Teacher professional standards'. Subsequently, key public documents focusing on teacher professional standards are collected, as outlined in Table 2. The timeframe chosen for document selection spans from 2005 to 2021, encompassing the most recent and relevant developments in the field.

No	Documents/ Abbreviation	Analysed Section	Abbreviation
1	The Southeast Asia Teachers Competency Framework (SEA-TCF) (2018)	Enabling Competencies and Success Descriptors	EC-SEA-TCF
2	Regulation of the Teachers Council of Thailand on Professional Standards and Ethics (2005) (PSE) (Royal Gazette, 122, 76D).	Chapter 2 Standard of Performance: Clause 10 Chapter 3 Professional Ethics: Clause 14-22	C2-PSE C3-PSE
3	Notification of the Teachers Council Committee of Thailand (2020) (TCT) (Royal Gazette, 137, 109D)	Article 3: The knowledge and professional competencies standards	A3-TCT
4	Notification of the Teacher Professional Licensing Administrative Sub-committee (2021) (ENTPLAS)	Enclosure of Notification of the Teacher Professional Licensing Administrative Sub-committee	E-NTPLAS

Table 2. Key Teacher Professional Standards Documents in Thailand

The selected documents play a crucial role in shaping teacher training and competency standards in Thailand. Developed collaboratively by the Teachers' Council of Thailand, the SEAMEO Secretariat, SEAMEO Regional Centre for Innovation and Technology (SEAMEO INNOTECH), and 11 Ministries of Education in Southeast Asia, The Southeast Asia Teachers Competency Framework (SEA-TCF) was introduced in 2018. Crafted by regional educators, this framework is specifically designed for Southeast Asian teachers, taking into account the diverse national and regional contexts (Teachers' Council of Thailand, 2018). It serves as a guiding blueprint for member countries as they formulate their teacher standards.

The Regulation of the Teachers Council of Thailand on Professional Standards and Ethics (2005) outlines three educational professional standards: standards of professional knowledge, standards of performance, and standards of conduct. However, only the second and third standards remain effective, as the first standard has been revised and separately issued in The Notification of the Teachers Council Committee of Thailand (2020). This updated standard follows a competency-based approach, covering content knowledge, learning management, teacher characteristics and community relations. Therefore, this study specifically delves into Chapter 2, 'Standard of Performance,' and Chapter 3, 'Professional Ethics', within the framework of the Teachers Council of Thailand's Regulation on Professional Standards and Ethics (2005).

Furthermore, the notification from the Teacher Professional Licensing Administrative Sub-committee (2021) presents a thorough overview of the criteria, methods and tools utilised for evaluating teacher professional competency. The document outlines the assessment process, ensuring that candidates' qualifications align with the specifications outlined in the Teachers' Council of Thailand Board's notification. The assessment revolves around three fundamental competencies: Learning Management Competence, Parent and Community Relations Competency, and the Performance of Teachers' Duties and Professional Code of Ethics Competencies. Within these competencies, the notification provides a detailed breakdown, encompassing three

core competencies, 14 competency elements, and 40 behavioural indicators used for testing and assessment. This study specifically scrutinises the 40 behavioural indicators, as they offer intricate insights into each core competency, providing a nuanced understanding of the assessment criteria.

Findings

Hungary

The presence of global education in Common European Principles for Teacher Competences and Qualifications

The common European principles in teacher competencies and qualifications recommended by the Qualifications of European Commission, Directorate-General for Education and Culture (2005) aim to give roadmaps rather than blueprints for regional and national policymakers. This approach applies to Hungarian educational policy as well. To promote the quality of education across the European Union, four common European principles were phrased: a well-qualified profession, e.g. all teacher should have their diploma from higher education institutions; a profession placed within the context of life-long learning, the continuous professional development throughout the careers of teachers; a mobile profession, mobility is encouraged between different countries in the European Union, between different levels and professions within education; a profession based on partnerships with different stakeholders to guarantee the academic and scientific basis and the practical skills.

The key competencies teachers should have are listed as the ability to work with others, work with knowledge, technology and information, and work with and in society.

Our analysis from the angle of global education (see Table 3.) shows that among the different aspects of global education in this early document, individual development (12 occurrences), cooperation (8 occurrences), life-long learning (6 occurrences), knowledge society (6 occurrences), broader context (5 occurrences), recognition of cultural diversity (4 occurrences), and democratic citizenship (3 occurrences) seem to have a more significant role.

In line with the explicit aim to contribute to a high-achieving knowledge society in Europe, the continent with a high value of individualism (Hofstede, 2001), the focus is put on individual development. Teachers 'should be encouraged to participate actively in professional development'. The themes life-long learning ('view learning as a lifelong journey') and knowledge society ('review evidence of effective practice and engage with current innovation and research in order to keep pace with the evolving knowledge society') are also connected to the individual professional development of teachers.

Essential elements of global education, such as the capacity to think and act in a broader context ('an understanding of the social and cultural dimension of education'), are well represented. The focus on the broader context is well manifested in the theme of cooperation as well ('work effectively with the local community, and with partners and stakeholders in education – parents, teacher education institutions and representative groups'). This quote shows well how different themes of global education, such as cultural diversity, democratic citizenship and responsibility, are combined: 'to value and respect cultural diversity and to educate learners to become EU citizens and globally responsible'.

With a narrower focus, other contents of global education such as multiple interconnections, anti-bias (prejudice) thinking and action, social participation, taking responsibility, individual differentiation, inclusive ped-

agogy, social and information society skills, analytical skills and autonomy can also be found in the document. Sustainable development and environmental education, however, are notably absent from the document.

Aspect	Occurrence	
	CEP-TCQ	Hungarian teacher professional standards
cooperation	7	18
broader context	5	16
insight	0	2
multiple interconnections – interrelationships	2	13
take into account the views of others reception	0	4
against prejudices-stereotypes	1	2
recognition of diversity	4	6
values	0	5
intercultural education		
equality - creating equal opportunities	0	4
tolerance	0	1
social sensitivity	0	1
democratic citizenship	3	2
respect for cultural diversity	0	0
multiculturalism	0	0
justice	0	0
social participation	2	3
solidarity	0	0
gender equality	0	0
taking responsibility	2	10
action	0	2
conscious action	0	2
sustainable development	0	8
environmentally conscious behaviour	0	4
individual differentiation	1	25
individual development	12	20
special educational needs	0	3
inclusive pedagogy	2	4
conflict management	0	4
understanding the world	0	0
social skills	2	3
problem solving	0	3
information society skills	2	13
communication skills	0	8

analytical skills	2	6
foreign language communication	1	0
life-long learning	6	6
knowledge society	6	13
autonomy	2	22

Table 3. Concept of Global Education in Common European Principles for Teacher Competences and Qualifications and Hungarian teacher professional standards

The presence of global education in Hungarian teacher education's training and outcome requirements and Teacher standards

As mentioned above, in this section, two documents are analysed from the point of view of a representation of global education in the requirements and professional standards concerning initial teacher education and the continuous professional development of in-service teachers in Hungary.

There is a notable emphasis on individual development, with 20 occurrences mirroring the common European principles. Additionally, other key elements of global education such as individual differentiation (25 occurrences), autonomy (22 occurrences), individual development (20), cooperation (18 occurrences), and consideration of broader contexts (16 occurrences) are prominently featured. Furthermore, multiple interconnections (13 occurrences), the concept of a knowledge society (13 occurrences), and the development of information society skills (13 occurrences) and analytical skills (6 occurrences) are highlighted. There is also a focus on taking responsibility (10 occurrences), promoting sustainable development and environmental behaviour (8 and 4 occurrences, respectively), as well as the importance of lifelong learning (6 occurrences) and the recognition of cultural diversity (6 occurrences).

Individual differentiation refers to the focus on learners in different domains. Individual treatment is mentioned based on demographic characteristics such as age, or (family) backgrounds, or other elaborated factors such as [...] identifying and effectively developing gifted pupils, students facing difficulties, those with special educational needs, those in disadvantaged situations, students struggling with integration or learning, behavioural challenges, and those requiring individualised attention in their subjects. This enables the provision of differentiated education and support alongside their peers'. (Ministerial Decrees MDS). The focus on individual differentiation and differentiated treatment is not a novel aspect of Hungarian teacher standards, as evidenced by a 2012 study conducted by Hain and Nguyen Luu, which observed a similar trend.

Similar to individual differentiation, which focuses on treating individuals fairly but differently according to their needs, individual development emphasises the responsibility of each individual, particularly teachers, for their continuous professional growth and their role in guiding students' development ('develop a realistic picture of [...] the possibilities of education and the development of the learner's personality' (Hungarian Education Office, HEO).

Keeping up with the requirements of knowledge society could be considered a specific element of the individual development of teachers. This content ('Open to new learning theories, teaching-learning methods, new pedagogical applications of ICT.') (MDS) appears with a similar frequency as the development of information society skills and often goes hand in hand with it. The documents not only emphasise the broad scope of learning domains for teachers—from subject knowledge to pedagogical and psychological theories, ICT, community building and project development skills—but also underscore the importance of continuous learning

and development throughout their careers. The concept of lifelong learning is prominently featured, with teachers expected to not only cultivate this capacity for themselves but also instil it in their students (HEO).

The teachers who continuously develop themselves also act with agency and autonomy, who are willing and able to make choices, to act, to come up with and implement ideas and solutions, 'to think creatively and consider different solutions, adapting to the objectives and the given situation, and to make informed decisions' (MDS), a key quality in European literature on global education (Caena, 2014). Teachers also support their students in their autonomous endeavours, assist them in 'self-regulated learning' and 'inding their individual learning path' (HEO).

Teachers not only 'accept the social responsibility of schools and teachers' (HEO), they are also expected to 'actively contribute to the development of community engagement and responsible, active participation' (MDS).

As can be seen from the relatively high numbers of occurrences, broadly conceptualised elements of global education (to think in a broader context, to see interconnections between different events and phenomena) are clearly present. Teachers are required to 'be able to interpret and make use of socio-cultural phenomena that affect students' opportunities and their life in and out of school' (MDS) and '[…] understand the cause and effect relationships and the connection between global challenges and local actions'. (HEO). Teachers not only show cooperation, they also promote it among students by 'applying methods that encourage and motivate cooperation' (MDS).

Recognition of cultural diversity is also a part of the standards with teachers 'taking into account and conveying as values the specific characteristics arising from the diverse cultural and social backgrounds of children, learners, and student communities' (MDS).

The Hungarian Education Office guidelines highlight proficiency in environmental education and the credible representation of sustainability values and attitudes as essential competencies for practicing teachers. These competencies constitute a separate domain in the qualification and promotion criteria. Both conceptual knowledge and practical skills are required from teachers who 'have adequate knowledge of environmental education and principles of sustainability and seek to integrate these into their daily pedagogical activities' (HEO) and 'consider it important to develop sustainability and environmental awareness in students' (MDS).

In addition to the aforementioned competencies, other skills within global education, including values-based thinking at national, European and global levels, understanding diverse perspectives, promoting anti-prejudiced attitudes, fostering equal opportunities, addressing special educational needs, implementing inclusive pedagogy and possessing social and conflict management skills, are also present. However, these areas receive comparatively less emphasis.

Some domains of global education, such as gender equity, solidarity, intercultural education and foreign language competence, are actually absent.

Thailand

This study explores the presence of global education themes in the context of Thai teacher training, guided by the Global Education Guidelines. The initial analysis centres on identifying the manifestation of global education principles and approaches within The Southeast Asia Teachers Competency Framework (SEA-TCF) and then extends to offer insights into the standards set for Thai teachers. The comprehensive findings are presented in Table 4.4. Further details of the findings from each set of documents will be expounded upon in the subsequent sections.

The Presence of Global Education in the Southeast Asia Teachers Competency Framework (SEA-TCF)

The SEA-TCF comprises four foundational competencies: Knowing and understanding what to teach, helping students learn, engaging the community and becoming a better teacher every day. This is supported by a comprehensive structure, including 12 general competencies, 31 enabling competencies, and 136 success descriptors, which are instrumental in assessing teacher competencies. The analysis zeroes in on the 136 success descriptors, revealing that the SEA-TCF framework places a noteworthy emphasis on global education, particularly in four key areas, including cooperation (11 occurrences), inclusive pedagogy (9 occurrences), individual development (7 occurrences) and respect for cultural diversity (6 occurrences) (See Table 4.). For instance, cooperation is robustly represented, emphasising collaborative efforts among teachers, students and parents to create a well-rounded and supportive educational environment. Examples of success descriptors include 'Engage my students in collaborative learning to develop their social, academic, and emotional skills' and 'Work with my co-teachers in ways to assess my students'.

Aspect	Occurrence	
	SEA-TCF	Thai teacher professional standards
cooperation	11	11
broader context	3	5
insight	2	2
multiple interconnections - interrelationships	0	0
take into account the views of others reception	0	0
against prejudices-stereotypes	2	1
recognition of diversity	3	1
democratic values	0	0
intercultural education	2	0
equality - creating equal opportunities	1	2
tolerance	1	0
social sensitivity	1	0
democratic citizenship	0	0
respect for cultural diversity	6	1
multiculturalism	0	0
justice	0	0
social participation	0	0
solidarity	0	0
gender equality	0	0
taking responsibility	1	1
action	0	0
conscious action	1	0
sustainable development	0	0
environmentally conscious behaviour	0	0

individual differentiation	4	3
individual development	7	6
special educational needs	4	0
inclusive pedagogy	9	4
conflict management	1	0
understanding the world	0	0
social skills	0	0
problem solving	0	1
information society skills	1	5
communication skills	3	0
analytical skills	2	0
foreign language communication	0	1

Table 4. Concept of Global Education in SEA-TCF and Thai Teacher Professional Standards

The aspect of individual development for both teachers and students is also a focal point, encompassing continuous learning, the identification of students' needs and strengths, and the assumption of responsibility for personal and professional growth. Success descriptors such as 'Develop my students to continuously learn and improve themselves' and 'Take responsibility for my own personal and professional growth' illustrate this emphasis. Moreover, the SEA-TCF actively encourages teachers to foster respect for cultural diversity, embedding principles such as valuing each individual and developing sensitivity to cultural diversity. Success descriptors exemplifying this commitment include 'Be mindful of my students' diversity and uniqueness' and 'Develop sensitivity to cultural diversity and differences'.

However, certain aspects of global education receive a lesser emphasis within SEA-TCF, such as special educational needs, recognition of diversity, broader context, insights, prejudices-stereotypes, intercultural education, communication skills, equality, tolerance, and analytical skills. Additionally, some aspects present in the Global Education Guidelines are not explicitly addressed in the SEA-TCF framework. For example, democratic values, multiple interconnections – interrelation, multiple interconnections – interrelationships, multiculturalism, justice, social participation, solidarity, gender equality, sustainable development, and environmentally conscious behaviour.

The Presence of Global Education in Thai Teacher Professional Standards

In Thailand, teacher professional standards are structured around three key components: Professional Knowledge and Experience, Performance, and Conduct. The Professional Knowledge and Experience standards demand practitioners showcase proficiency in learning or educational management, acquiring essential skills for effective practice. The Performance standards establish criteria for work behaviour, ensuring alignment with learning objectives, and fostering continuous skill enhancement for ongoing professional development. Simultaneously, the Conduct standards outline ethical guidelines crucial for upholding and improving the profession's reputation, fostering trust within the community, and enhancing the honour and dignity of the educational profession.

The analysis of three key documents (PSE, TCT, EnTPLAS) highlights the incorporation of global education elements within the teacher professional standards, as illustrated in Table 5.2. The standards notably prioritise

key aspects such as cooperation (11 occurrences), individual development (6 occurrences), broader context (5 occurrences), information society skills (5 occurrences), and inclusive pedagogy (4 occurrences).

The theme of cooperation is extensively covered, emphasising constructive collaboration within educational institutions and communities, fostering creative teamwork, and engaging in professional development activities. The key phrases associated with this theme include, for instance, 'Constructively cooperate with others in the educational institution' (C2-PSE), 'Constructively cooperate with others in the community' (C2-PSE), 'Collaborate with parents in developing and addressing students' desirable qualities and problem-solving' (A3-TCT), 'Establish networks of cooperation with parents and the community to support quality student learning' (A3-TCT), 'Capable of establishing a collaborative network with parents to support quality learning for learners' (E-NTPLAS), and 'Capable of establishing a collaborative network with the community such as local scholars, local administrative agency to support quality learning for learners' (E-NTPLAS).

Similarly, the emphasis on individual development is evident in the teacher professional standards. Key phrases underscoring this commitment include, 'Educational Professional Practitioners shall have self-discipline and improve their professional practice, personality, and vision to keep up with academic, economic, social, and political development' (C3-PSE), 'Inspire students to become lifelong learners and innovators' (A3-TCT)', 'Take care of, assist, develop, and report on the individual development of students systematically' (A3-TCT), and 'Keep up with information and adjust themselves to be in line with professional, technological, economic, social, and political changes' (E-NTPLAS). The teacher's professional standards manifest a holistic vision of individual development, weaving together the personal and professional dimensions into a tapestry that reflects a commitment to continuous improvement, inspiration, and adaptability.

The broader context is also emphasised, with phrases such as 'Knowledge of the changing context of society, both domestically and internationally, that affects education' (A3-TCT), 'Capable of reporting a study on community culture and local wisdom by selecting the subjects as follows: 1) Lecturer on community culture and local wisdom 2) Local scholar on community culture and local wisdom 3) Learning resource in the community on culture and local wisdom 4) Preserving local culture and wisdom' (E-NTPLAS), and 'Keep up with educational, social, political, governmental, and economic information by effectively applying/connecting to learning management content' (E-NTPLAS). This imperative is framed within the context of effective application and integration with learning management content, reflecting a commitment to staying attuned to the ever-evolving landscape of knowledge and societal dynamics.

Information society skills are also present in the teacher standards documents. Example phrases include 'Seek and use information for development' (C2-PSE), 'Using information technology for communication' (A3-TCT), 'Utilising digital technology for education' (A3-TCT), 'Conduct research, innovate, and apply technology for the benefit of student learning' (A3-TCT), and 'Able to apply digital technology for learning management such as CAI, Google, Classroom, Kahoot, etc (E-NTPLAS).

Lastly, the emphasis on inclusive pedagogy is articulated in the teacher professional standards. The identified phrases include, for instance, 'Planning and implementing learning experiences that are appropriate for learners' (A3-TCT), 'Seeking diverse sources of learning for learners' (A3-TCT), 'Capable of integrating community culture and local wisdom in learning management in the classroom by considering the subjects such as: 1) Body of knowledge of the lecturer on community culture and local wisdom 2) Body of knowledge of the local scholar on community culture and local wisdom 3) Body of knowledge from the learning resource in the community on culture and local wisdom' (E-NTPLAS), and 'Planning and implementing learning experiences that are appropriate for learners' (A3-TCT). In essence, the standards emphasise the practitioner's pivotal role

in shaping a learning environment characterised by adaptability, inclusivity, and a nuanced understanding of individual learner needs, thereby fostering a truly enriching and holistic educational journey.

Various themes are present in the teacher's professional standards but lack prominent emphasis, with occurrences ranging from 1 to 3. Themes such as individual differentiation, insight, respect for cultural diversity, against prejudices-stereotypes, recognition of diversity, equality, and taking responsibility are addressed. For instance, phrases related to individual differentiation include 'Understanding the nature of learners' (A3-TCT) and 'Promote learning, show care, and accept the individual differences of each student' (A3-TCT). The theme of equality is found in phrases like 'Educational Professional Practitioners shall provide services honestly and equally without asking for, accepting or acquiring any interests which would be considered abuses of their authority' (C3-PSE) and 'Equitably provide services with sincerity' (E-NTPLAS). The insight theme is represented by phrases such as 'Profound knowledge in the subject matter being taught and the ability to integrate subject matter knowledge for effective teaching and learning' (A3-TCT, E-NTPLAS) and 'Able to analyse the consistency of learning areas and learning standards of the core curriculum as well as educational institution's curricular' (E-NTPLAS).

On the flip side, the teacher professional standards, as elucidated in documents such as C3-PSE, A3-TCT, and E-NTPLAS, notably lack explicit emphasis on certain key themes integral to the global education framework. Themes such as understanding the world, social skills, tolerance, social sensitivity, justice, social participation, solidarity, and gender equality are conspicuously absent from the delineated standards. Notably, the analysis also revealed indications of Thai nationalism within the standards, as reflected in phrases such as 'Promote the preservation of local culture and wisdom' and 'Applying the principles of the Sufficiency Economy Philosophy in educational management effectively'.

Discussion

In the pursuit of fostering a globally oriented education system, integrating global education principles into teacher standards is a crucial aspect. This study examines the occurrence and emphasis on various dimensions of global education within the Common European Principles for Teacher Competences and Qualifications of the European Commission and Hungarian teacher competencies and standards on the one hand and the SEA-TCF (Southeast Asian Teacher Competency Framework) and Thai teacher professional standards on the other.

In the case of Hungary, we can refer to the findings of a previous study (Hain & Nguyen Luu, 2012) that analysed the training and outcome requirements for teacher education and the content of the programs of different teacher education institutions. In both types of documents, certain broadly conceived elements of global education (broader contextualisation and recognition of the complex, multifaceted interrelationships and interconnections) are relatively prominent, similar to the present study. The sustainable development aspect was, however, not or barely visible. Compared to the situation in 2012, sustainable development and environmental education are now a separate key competence domain among the eight, and they are significant progress. Some areas lacking from the documents analysed in 2012 (e.g. gender equality) are also absent from the present regulations. Individual differentiation was notably prominent in Hungarian teacher training in 2012, and it still persists. However, while national values were solely mentioned in 2012, without the company of European or universal, global human values, values-based education in the present study is embedded in the context of the national-European-global values collectively, showing a visible move towards global thinking in teacher standards. The emergence and the plural occurrences of knowledge society, life-long learn-

ing, and autonomy and agency are also signs of a more powerful presence of global education in Hungarian teacher requirements and standards.

Recent research (Balogh et al., 2022; Varga et al., 2022) pointed out, however, that global education cannot be considered a horizontal principle in Hungarian teacher education. Drawing on the survey method used in a student-teacher sample the Hain & Nguyen Luu study (2012), Balogh et al and Varga et al. found that between 2012 and 2021, the awareness of and familiarity with global issues and global education of student-teachers hardly changed. There is no notable progress. While document analysis can shed light only on 'policy-as-discourse', the survey of students of teacher training programs in Hungary allows us to make inferences as to 'policy-as-practice'. In essence, while the document analysis indicates that Hungarian teacher requirements and standards align with common European principles, examining how these principles are implemented in teacher training suggests a need for cautious optimism.

Regarding the SEA-TCF (Southeast Asian Teacher Competency Framework) and Thai teacher professional standards, one of the notable findings is the common emphasis on cooperation within both frameworks, with an equal occurrence of 11. This underscores a shared recognition of the importance of collaborative skills in preparing educators for the complexities of our interconnected world. However, disparities emerge in the emphasis placed on considering the broader context and gaining insights. The Thai teacher professional standards exhibit a higher occurrence (5) in acknowledging the broader context compared to the SEA-TCF (3). This suggests a nuanced approach to Thai standards, encouraging educators to consider the wider socio-cultural, economic and environmental contexts in their teaching practices. Teacher standards in Thailand, like those globally, initially serve nationalist interests. However, integrating global education shifts focus to regional and global concerns, challenging conventional nationalism. This shift broadens perspectives and reduces the influence of narrow nationalist ideologies on educators, who must address diverse perspectives and challenges.

Recognition of diversity emerges as a crucial aspect, and here, the SEA-TCF takes the lead with three occurrences, surpassing the Thai teacher professional standards, which exhibit one occurrence. This discrepancy may prompt reflection on the extent to which diversity, a cornerstone of global education, is explicitly acknowledged and integrated into the Thai educational framework. Inclusive pedagogy, a pivotal element of global education, shows a significant disparity, with the SEA-TCF displaying a noteworthy emphasis (9 occurrences) compared to the Thai teacher professional standards (4 occurrences). This suggests a potential area for further development in Thai teacher standards to enhance inclusivity in educational practices. Individual development is a shared focal point, with both frameworks recognising its importance, albeit with a slightly higher occurrence in the SEA-TCF (7) compared to the Thai standards (6). This emphasis aligns with the broader goals of nurturing students not only academically but also in terms of personal growth. The analysis also sheds light on specific skills emphasised within each framework. While the SEA-TCF accentuates communication (3 occurrences), analytical (2 occurrences), and information society skills (1 occurrence), the Thai teacher professional standards place a stronger emphasis on information society skills (5 occurrences) and problem-solving skills (1 occurrence). This variation underscores the diverse skill sets deemed essential for educators in each framework.

The SEA-TCF, endorsed by all 11 member countries' education ministries, aims to foster regional integration and facilitate teacher mobility across Southeast Asia. However, our study reveals disparities between its global education themes and specific Thai teacher standards, particularly in diversity-related aspects. These differences imply that while the SEA-TCF provides a common framework, its application varies across nations, affecting Thai teachers' standards partially rather than fully. Supported by Kulrattanarak and Chaiyoopatham's

(2017) research, which analysed five teacher education curricula across Thailand, Malaysia, Singapore, and the United States and surveyed 383 Thai educators, findings revealed that none of the curricula fully encompassed the 77 competencies outlined for Southeast Asian teachers in the 21st century. Only 19 competencies were present across the five curricula, with an assessment identifying 31 necessary competencies. The study suggests integrating Southeast Asian teacher competencies for the 21st century into national teacher education curricula to address future trends and needs.

Nevertheless, both frameworks exhibit a lack of explicit emphasis on certain crucial aspects of global education. Democratic values, multiple interconnections, social participation, solidarity, gender equality, justice, sustainable development, and environmentally conscious behaviour are aspects that warrant further attention and integration into the teacher standards to comprehensively address the challenges and opportunities in our globalised world.

Although a direct and detailed comparison of the Common European Principle and the South-Asia Teacher Competency Framework is not advisable due to their differing nature and purpose – the earlier is a general roadmap for policymakers while the latter is a blueprint for teacher standards with specific lists of competencies and success descriptors – a comparative overview can provide some useful information for the understanding of the representation of global education in teacher requirements. Three key areas show overlap: cooperation, respect for cultural diversity, and individual development. The significant consensus in individual development serves as a cautionary reminder to exercise restraint when considering the role of individualistic values, as opposed to collectivistic ones, in the context of the Common European Principles. While inclusive pedagogy is one of the most important competency areas in the South-Asia Teacher Competency Framework, it does not appear in the Common European Principles. In return, those competencies that emphasise the process of active learning, knowledge acquiring (life-long learning, knowledge society) and broader contextualisation, as well as democratic citizenship, are present in the European but lacking from the South-Asia document.

As far as global education is concerned in teacher requirements and standards of the two countries, the commonality is obvious. With no exception, all the most frequently mentioned key areas in the Thai standards can be found in the Hungarian documents (cooperation, individual development, broader context, information society skills). Inclusive pedagogy, on the one hand, and individual differentiation, on the other, share some common points as well.

There are areas, however, that are represented in the Hungarian, but not in the Thai teacher requirements. These are sustainable development and environmental behaviour, respect for cultural diversity, taking responsibility, life-long learning, analytical skills, and multiple interconnections. In this explorative, descriptive study, we attempted to give only an overview of the representation of global education in the teacher requirements and standards of Hungary and Thailand, two countries that are far away from one another in several aspects. While there are significant differences, we found substantial commonalities between them during our analysis. We believe that a comparative view provided by our analysis can help shed a different light on the issue and give better insight into the presence of global education in each country.

The findings also underscored a significant absence of focus on specific themes within the domain of global education. These underrepresented elements include a deeper understanding of the world, achieving gender parity, fostering societal involvement, promoting multiculturalism, ensuring fairness, and fostering unity. These aspects are particularly crucial in navigating the intricacies of our increasingly interconnected and globalised society. Moving forward, it is imperative for future research to explore the underlying reasons for the exclusion of both regional and national policies in teacher training programs. Understanding these factors is essen-

tial for developing more comprehensive and effective approaches to teacher education in addressing the diverse needs of students in today's world.

Limitations and Recommendations

Our study has several limitations. The codes we used for our analysis are based on the Global Education Guidelines by the North-South Centre of the Council of Europe. While our work was also informed by the literature and concepts of global education from the UN and OECD, the reliance on guidelines from an organisation affiliated with the Council of Europe, especially considering Hungary's membership of the EU, creates an imbalance in perspective.

Additionally, it is important to note that we analysed documents with varying purposes and lengths, making direct comparison challenging. This limitation hinders our ability to draw precise comparisons between different educational contexts. Furthermore, while our study provided insight into the discourse surrounding global education in documents, we did not have the opportunity to examine the practical implementation of these policies and guidelines in initial teacher training, ongoing professional development, or the daily practices of in-service teachers.

Our findings indicate a clear presence of global education within the teacher requirements and standards across various countries. To enhance its prominence, it is crucial to integrate global education as a horizontal aspect in teacher education. In addition to enhancing the existing global education competencies outlined in teacher requirements and standards, the gaps identified by our analysis could be addressed.

By doing so, we can foster greater familiarity with the concepts and practices of global education among trainee teachers and practising educators. This integration would not only formalise global competencies within documents but also cultivate expectations and practices of global education in the everyday work of teachers.

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A globális nevelés fogalma a tanárképzésben: Magyarország és Thaiföld összehasonlító elemzése

Tanulmányunk a globális nevelési elvek integrációját vizsgálja a tanárképzés kontextusában a világ két külön-böző régiójában, Magyarországon és Thaiföldön, az Európa Tanács Globális oktatás irányelvei című dokumen-tum felhasználásával. A tanulmány fő kérdése: Hogyan tükrözik a tanárképzési követelmények és a tanári stan-dardok a globális oktatás témáit és megközelítéseit? A tanulmány áttekintést nyújt a magyarországi és thaiföldi tanárképzésről, részletezi az alkalmazott módszertant, és bemutatja az eredményeket. A kutatás fókuszában a globális neveléssel kapcsolatos dokumentumok tartalomelemzése áll a magyarországi és a thaiföldi tanári stan-dardokról és követelményekről. Az eredmények összehasonlító áttekintése jelentős hasonlóságokat és különb-ségeket tár fel a globális oktatás tekintetében és a két ország tanári követelményei és normái között. Míg a kulcsfontosságú területeken, mint például az együttműködés, a kulturális sokféleség tiszteletben tartása és az egyéni fejlődés átfedések vannak, addig jelentős eltérések is megfigyelhetők. Bizonyos kompetenciák az egyik ország követelményeiben jelen vannak, a másikban viszont nem. A tanulmány hozzájárul a globális neveléshez, és a tanárképzéshez kapcsolódó diszkusszióhoz, és betekintést nyújt a szakpolitikába és a gyakorlatba.

Kulcsszavak: globális nevelés, tanárképzés, tartalomelemzés, Magyarország, Thaiföld