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Abstract Book

Paper Presentation Session Summaries

B1: Climate Change Education and Education for Sustainable Development for the implementation of Global Education

Chair: Ana Larcher (Global Education Network Europe)

Climate change has rightly become a priority topic within all areas of formal education curriculum. But what does this mean in practice? Should it be taught as a discrete subject, as part of a whole school approach, or is it part of a wider programme around global citizenship and sustainability? These questions will be addressed through a range of papers that look at the role that emotional responses play, the influence of policy-agendas, and extent to which it motivates students for their learning.

B2: Global Social Justice

Chair: La Salete Coelho (University of Porto and Polytechnic of Viana do Castelo)

Within global education and learning, social justice has been an ever-present theme. The papers in this session directly address issues relevant to social justice such as human rights, gender equality and broader humanistic values. Any discussions on social justice should bring in questions of decolonisation and the linkages between the two will be discussed in the session.

B3: Higher education and Global Citizenship

Chair: Elina Lehtomäki (University of Oulu)

Universities have become a leading area for promoting and engaging with the Sustainable Development Goals and themes such as global citizenship. They play a key role in building a stronger educated community around global education and learning yet having at the same time to deal with the influence of neoliberalism, marketisation and international status. The papers in this theme address these matters through looking at processes of students learning and development of a global mindset, including the influence of Target 4.7 of the SDGs and the contribution of international partnerships and mutual learning across a range of universities.

B4: Teachers perspectives and engagement on Global Citizenship

Chair: Annette Scheunpflug (University of Bamberg)

The role teachers can and do play as agents of change is the main theme of this session. Papers addressing how teachers represent and promote global citizenship, from a range of different contexts and empirical research will be presented. In particular, the research presented covers some of the challenges around continuous teacher training and professional development for long-lasting engagement on Global Education programs, or the issues regarding teaching of controversial issues.

B5: Theoretical perspectives on Global Education and Learning

Chair: Liam Wegimont (Global Education Network Europe)

What are the theoretical influences on global education and learning? What are the diverse ways the field can be introduced and developed? Are there examples from research that show a range of effective methodological approaches ? The need to recognise differing ways of thinking about and delivering global education and learning will be explored in this theme. Reference will be made to the global-local interrelationship, the extent to which the field can facilitate a transformative approach to learning and ways in which the discourse is perceived in different regions of the world.

B6: Comparative perspectives of teacher education

Chair: Mónica Lourenço (University of Aveiro)

The initial and continued professional development of teachers has become one of the most popular and successful ways of embedding the themes of global education and learning within the school classroom. Recognising the influence of global citizenship and sustainable development themes within both policies and practices concerning teacher education, the papers in this theme look specifically at contrasting examples of projects and research in Turkey, Pakistan, England, Ireland, and Portugal. A feature of the discussions will be the extent to which global education and learning themes should be the focus of distinct courses, integrated in cross-curricular approaches or underpinning the programmes in general.

B7: Global Citizenship, Sustainable Development and Transformative Education

Chair: Namrata Sharma (State University of New York)

Target 4.7 of the Sustainable Development Goals has become a focus of ways of bringing together the themes of global citizenship and sustainable development in education. Papers in this session will directly address the extent to which some of the themes within this Target has been valuable and has acted as a catalyst for transformative learning. Reference will be made in the papers to the role that climate change education has played in this process and the need to address directly voices from the Global South.

B8: Global Education and Learning and informal and non-formal spaces

Chair: Clare Bentall (Development Education Research Centre)

Learning and engagement about global citizenship and sustainability issues takes place in a variety of spaces, as well as within formal education structures. Papers in this session will address particularly the role of youth engagement beyond formal education in these issues, including, for example, the connections between global citizenship and refugee education. It will also address the contribution and impact of informal forms of learning, with a focus on the role of social media spaces. A feature of the session will be a discussion on how learning on global issues takes place and is translated into action, including within local communities and with their own peer groups.

B9: Integrating Global Education and Learning into the curriculum

Chair: Frances Hunt (Development Education Research Centre)

The main focus of this session is where global and sustainability themes are reflected within a school curriculum. Presentations will cover examples of specific subject areas such as mathematics, geography and citizenship and the role that the International Baccalaureate can play in Global Education. Decolonial themes and social justice are likely to feature in curriculum development programmes and evidence from research in this area will be discussed.

B10: Peace Education

Chair: Alexis Stones (IOE, UCL's Faculty of Education & Society)

Although the outbreak of war in Europe has led to increased interest in peace education, this field has long been central to global education. The papers in this session will look at the contribution of peace education to the theme of global citizenship, decolonisation, and transformative pedagogical approaches. Reference will be made to themes such as international peacebuilding, UNESCO 1974 Recommendation, specific UNESCO projects, and linkages with other disciplines such as psychology.

Session by session: Paper Presentation Titles

Mon 19 June, 13:45 - 15:15 Session B (Part 1): Latest Research on Global Education & Learning

Name	Affiliation	Title	Abstract
Strand B1: Climate Change Education and Education for Sustainable Development for the implementation of Global Education. Chair: Ana Larcher (Global Education Network Europe)			
Aruj Khaliq	Learning Alliance International	Becoming Sustainablity Pedagogues: A Teacher Development Intervention on Whole School Approaches to Sustainablity	Page 20
Francesca Sangiuliano Intra	Free University of Bolzano-Bozen	Sustainable development and responsible decision-making: the role of personality traits and prosocial behaviours	Page 32
Hajar Idrissi	The National School of Education and Training, Chouaib Doukkali University, El-Jadida, Morocco	Towards a Climate Change Education Policy Agenda	Page 35
Katariina Salmela-Aro	University of Helsinki	Students' optimal learning moments in climate change project-based learning	Page 43
Rebecca McCartney	Liverpool John Moores University	Challenges and Opportunities in Climate Change Education: Student perspectives	Page 60
Rick Millican	University of Gloucestershire	Educating with a 'Rounder Sense of Purpose'	Page 61
Rowan Oberman	Dublin City University	Positive emotions in a climate change education programme	Page 63

Name	Affiliation	Title	Abstract
Strand B2: Global Social Justice. Chair: Martial Ze Belinga (Ind. researcher)			
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Audrey Bryan	Dublin City University	Re-claiming "the Conscience of Humanity": UNESCO, the Futures of Education and the threat to Democracy	[Page 22](#)
Jenny Hatley	Bath Spa University	How can values within global citizenship education achieve greater social justice?	[Page 40](#)
Karen Pashby	Manchester Metropolitan University	(Upper)Secondary teachers' perspectives on decolonial praxis for global issues teaching in Sweden	[Page 42](#)
Penny Jane Burke	Centre of Excellence for Equity in Higher Education, University of Newcastle	A Global Pandemic: Understanding the Impact of Gender-based Violence on Higher Education Participation	[Page 58](#)
Tuija Kasa	University of Helsinki	Reimagining human rights education to resist dehumanization for a more just world in the era of global crises	[Page 68](#)
Strand B3: Higher education and Global Citizenship. Chair: Elina Lehtomäki (University of Oulu)			
Angela Daly	Liverpool John Moores University	Artefacts, Attitudes and Agency: global learning and creative student-led research in higher education	[Page 17](#)
Elizabeth Eta	Global Innovation Network for Teaching and Learning, University of Helsinki	Education Partnerships for a Sustainable World: Co-constructed ingredients of good North-South academic partnerships	[Page 30](#)
Jalpa Ruparelia	University of Nottingham	Cultivating a 'global mindset' within an interdisciplinary context as part of Global Citizenship Education in Higher Education	[Page 38](#)
Jørgen Klein	Norwegian University of Science and Technology	Multicultural practicum groups -internationalization at home and away	[Page 41](#)
Simon Eten	UCL Institute of Education	Towards a reconceptualisation of internationalisation for global citizenship formation in African higher education	[Page 65](#)

All timings are given in Paris time / CEST

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Dobrawa Aleksiak	University of Warsaw	Teachers' theory and praxis of Global Citizenship Education - a comparative multicase study of teachers in Poland and Portugal	**Page 28**
Magdalena Kuleta-Hulboj and **Dobrawa Aleksiak**	University of Warsaw	Guerrillas or Missioners? Teachers Addressing Controversial Global Citizenship Education Topics Under Unfavourable Conditions. The case of Polish teachers	**Page 48**
Miriam Ham	Central Queensland University	Balancing policy with reality: contextualising professional development for global education and learning	**Page 53**
Riikka Suhonen	University of Helsinki	Vocational education teachers' views on critical thinking and knowledge in the post-truth era	**Page 62**
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Strand B5: Theoretical perspectives on Global Education and Learning. Chair: Liam Wegimont (GENE)			
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J. Melanie Young	Douglas College	Global Education and Systems Theory: Towards Transformative Global Education	**Page 37**
Khalaf Al'Abri	Sultan Qaboos University & University of Toronto	Towards achieving transformative education in the Arab world: challenges and proposed action plans	**Page 44**
Malgorzata Anielka Pieniazek	UCL Institute of Education	Embracing Global Education in Kenya: between Global Citizenship Education and Education for Sustainable Development	**Page 49**
Stefania Moser, Giulia Filippi, Alessandro Gelmi, Barbara Caprara	Free University of Bolzano	A neighbourhood in the world, the world in a neighbourhood: the LoGlo project and GCE in a non-formal context	**Page 66**
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Ciarán Ó Gallchóir	Maynooth University	Global Citizenship in Initial Teacher Education: The difficult dynamic of teacher educators as policy actors.	Page 25
Gabriela Martinez Sainz	University College Dublin	Learning to teach for Global Citizenship Education using the PLANS framework (Purposeful Learning through Actions and Networks in Sustainability)	Page 33
Mónica Lourenço	University of Aveiro, Department of Education and Psychology, CIDTFF	Global citizenship in primary EFL classrooms: an exploration of pre-service teachers' practices and discourses	Page 54
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Harsha Chandir	Deakin University	To what extent can PISA's Global Competence be a measure for SDG4.7.	Page 36
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Eugenia Katartzi	University of Nottingham	Global Refugee Education and the Illusion of Inclusion: Evidence from a study with Unaccompanied Minors in Greece	Page 31
Luisa Zecca	University of Milano Bicocca	Bridging the gap between schools, non formal education and families: an exploratory study in the Milano multicultural suburb of San Siro	Page 46
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Name	Affiliation	Title	Abstract
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Giovanna Malusà	Free University of Bozen, Italy	I trust you': education for peace through cooperative games in pre-service teacher education: an Italian case-study	**Page 34**
Manisha Pathak-Shelat	Professor, MICA, India	Global Education for a Just, Peaceful and Sustainable World: Reconciliatory Global Citizenship Education	**Page 50**
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Presenter(s): Aaron Benavot (University at Albany-State University of New York)

Presentation title: Rethinking the global monitoring of sustainability, climate change and global citizenship education

Co-authors:

Session: B7: Global Citizenship, Sustainable Development and Transformative Education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *ESD, climate change education, GCED, global monitoring*

Abstract: While ideas for monitoring, reporting and evaluating (MRE) ESD were advanced during the Decade of Education for Sustainable Development (2005-2014), few were put into practice. It was only after the adoption of global targets involving ESD, GCED and CCE (Targets 4.7 and 13.3) that international actors were obliged to either repurpose existing MRE platforms or create new ones. In this paper I characterize existing global monitoring efforts as inadequate and unfit for purpose. I argue that while 4.7 and 13.3 are among of the most ambitious and transformative international education targets, they are unlikely to gain momentum so long as current MRE strategies remain encased in conventional practice. I also raise doubts whether a revision to the 1974 Recommendation or the recent Greening Education Initiative will address deep-set MRE challenges.

The paper concludes with a call for the creation of a more dynamic and informative MRE platform. Drawing on ideas by Benavot and Williams (2023), it proposes a crowd-sourced, global observatory of ESD, GCED and CCE policies, practices and initiatives, which would support global monitoring efforts, help foster peer learning among countries, and identify notable strategies of action at the national, regional and international levels.

A. Benavot and J. Williams (2023) "Can we transform global education without transforming how we monitor progress?" Journal of International Cooperation in Education.

MENU

Presenter(s): **Abiud Maosa Bosire** (University of Porto)

Presentation title: **Exploring Rwandan Teachers' views on Global Education: Insights from a survey in secondary schools in Kicukiro District**

Co-authors: Dr. Dalila Pinto Coelho- University of Porto

Prof. Luís Grosso Correia- University of Porto

Session: B4: Teachers perspectives and engagement on Global Citizenship. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *global education, Rwanda, secondary schools, teachers*

Abstract: Global Education is a necessity for the 21st century as the world is rapidly interconnecting. With teachers as the backbone of education and society in shaping future leaders and citizens in the best possible way, their knowledge and understanding of global perspectives are critical. This paper presents some of the findings from a survey conducted with secondary teachers about their views on global education in secondary schools in Kicukiro district, Rwanda. This presentation will further teachers' familiarity, understanding and knowledge of concepts related to global education and whether their levels of qualification and ages significantly impacted their general understanding of these concepts. The study involved 208 teachers in 15 schools selected through random stratified sampling. The study argues that teachers in Kicukiro district are cognisant of global education-related concepts and perspectives. Their levels of qualification and not their ages were significant in determining their awareness and understanding of these concepts. The article concludes that, despite teachers' agreement on the importance and need for a global approach to teaching and learning, the availability of resources, teacher education and lack of continuing in-service training were the main challenges hindering active inclusion of global education and a transformative learning approach in schools.

MENU

Presenter(s): Aisling Twohill (Dublin City University)

Presentation title: Mathematics for Global Citizenship

Co-authors: Benjamin Mallon, Dublin City University

Session: B9: Integrating Global Education and Learning into the curriculum. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *Global Citizenship Education; Critical Mathematical Literacy*

Abstract: Access to information is recognised as a human right (Article 17, UNCRC, 1990; Article 19, UDHR, 1948), and increasingly as a key element of active citizenship. In the era of big data, important information on matters of local and global significance is presented increasingly in quantitative and statistical terms. In order to build peaceful and sustainable societies, attention must be paid to the mathematical literacy of all people, regardless of age and educational attainment. Greer and Mukhopadhyay (2012) highlight how mathematics is persistently a vehicle for inclusion and exclusion from decision-making within many facets of society. Where citizens do not have access to robust mathematical literacy, opportunities to unpick societal structures and power-dynamics remain obscure and inaccessible. Whilst not all elements of traditional mathematics curricula are equally relevant to active citizenship, the need for critical literacy as a foundation for transformative citizenship education is recognised. For example, Global Citizenship Education seeks to support learners across different domains, including the cognitive, through the development of knowledge and thinking skills required to better understand the complexities of the world around us (UNESCO, 2016). In this presentation, we unpack the intersections between mathematics and citizenship, exploring the points of contrast and areas of tension between different conceptualisations of Mathematics Education and Global Citizenship Education. We draw together these key overlapping concepts and present a framework of Mathematics for Global Citizenship.

MENU

Presenter(s): **Alison Lloyd Williams** (Global Link DEC)

Presentation title: **Building Solidarity Across Time and Place: Community Heritage as Global Education**

Co-authors: Prof Corinna Peniston-Bird, Lancaster University & Marzena Ples, Stowarzyszenie Rozwoju i Integracji Młodzieży

Session: B8: Global Education and Learning and informal and non-formal spaces. **Time slot:** Mon 19 June, 15:30 - 17:00.
Type of presentation: Full

Keywords: *Community heritage, histories of peace and internationalism, historic and contemporary migration, Solidarity, Communities of hope and action*

Abstract: This paper reports from a long-term collaboration between GE practitioners and academic historians which uses community heritage as a focus for Global Education. Drawing on a series of projects with youth and adults across Britain and other European countries that explored histories of peace activism, internationalism and migration, we will discuss how the approach has brought to light important but largely 'hidden' histories that have enabled people to see their communities in a new way through connecting past and present, local and global histories. Our methodology, led by the participants as heritage researchers, challenges conventional narratives about the places we live, stimulating critical thinking and reflection on the relevance of these (his)stories for us today, including the ways they can empower us to action.

While Global Education inspires solidarity across space and place, we suggest that a GE approach to heritage can also promote a powerful sense of solidarity across time. Our projects have shown that discovering how individuals and groups have worked before us to address similar challenges and try to build a better world for themselves and others can inspire learning and hope for us today, while creating new communities of action among the project participants themselves.

MENU

Presenter(s): **Andrea Bullivant** (Liverpool World Centre)

Presentation title: **Becoming Global Through Local Community Engagement: a model for higher education?**

Co-authors: Karen Wynne, Liverpool World Centre

Session: B5: Theoretical perspectives on Global Education and Learning. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *Global learning community engagement university CSO*

Abstract: This presentation is relevant to higher education and facilitating relationships between researchers and civil society organisations (CSO). We will share findings and reflections in relation to a model of collaboration between a CSO and three universities. The model introduces students to Global Learning concepts and pedagogy, and provides opportunities for students to experience school and community engagement projects which aim to address a global issue at local level. Originating in teacher education over ten years ago (Bamber and Bullivant, 2015), the model has been adapted for students in Education Studies and those studying a range of science degrees. Survey and focus group data collected over a three year period highlights the impact on increasing students' confidence to engage with global issues and, beyond this, their understanding of relevant pedagogy and skills needed to engage with the complexity of these issues. However, ongoing observations in practice and interviews with individual students, has raised questions for us about the impact on students' values and actions in the longer term. As practitioner-researchers based in a CSO, we also have reflections to share about the opportunities for and barriers to collaboration with universities, and implications for delivering and replicating models like this in future .

MENU

Presenter(s): **Ane Bergersen** (Western Norway University of Applied Sciences)

Presentation title: **(De)colonial lenses: Reflections from the Norwegian and Global South teacher educators facilitating student mobility.**

Co-authors: Prisca Bruno Massao, Inland Norway University of Applied Sciences

Session: B2: Global Social Justice. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *internationalisation, mobility, North-South, Teacher education, Social Justice, Norway*

Abstract: Emphasis on the need of the Norwegian teacher education students to conduct part of their teacher education program abroad is increasing. Among the arguments for this emphasis is the belief that, globally aware teachers have better international and intercultural competence, that can facilitate sustainable development and more just education. However, evidence to support those claims are contested (see in Klein, Bergersen & Larsen, 2022). Moreover, the existing studies focus more on students' experiences and perceptions and little about teacher educators' perceptions. In this paper we wish to explore how teacher educators who facilitate student mobility to and in the Global South reflect over their positions and contribution of just education in the field as part of the (de)colonial project? We apply Nakata's et al. (2012) understanding of decolonial framework as a framework that aligns with the inclusive curriculum, liberatory politics of social justice and multicultural education. The paper is based on the empirical interview data from around 4-6 teacher educators from both Norway and Zambia/Tanzania who facilitate Norwegian student teachers' mobility. 3 participants er interviewed and we are expecting to interview the rest by april and the preliminary results will be presented in the conference.

MENU

Presenter(s): Angela Daly (Liverpool John Moores University)

Presentation title: Artefacts, Attitudes and Agency: global learning and creative student-led research in higher education

Co-authors:

Session: B3: Higher education and Global Citizenship. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Short

Keywords: *global learning, creative research, higher education*

Abstract: This paper presents longitudinal research illustrated by student-led creative research into global issues conducted by four cohorts of undergraduates in the north of England. Sustainable Development Goal 4.7 urges all educators to respond to uncertain times including climate emergency and socio-economic inequalities. Discussion of findings explore how global learning in higher education provides a bridge between teaching, research, and creative methods as a mechanism for building transformative competencies in understanding and challenging inequalities. Students were tasked with establishing their own inquiry into local/global issues and through research, collaboratively develop a 'provocation' in the form of a creative artefact. The session will explore some of the challenges in transforming traditional research cultures into creative approaches to research in the context of 'high stakes' higher education (Bland and Atweh, 2007). Yet by making learning visible to others and uniquely expressing ideas as artefacts, a supportive and rich space for participation, critique and questioning emerged between staff and students (Lave and Wenger, 1991). Such creative approaches connect social justice and global learning in higher education and has implications long after the module is completed and into students' futures thinking as they consider social justice and global learning methodologies in their own education practice

MENU

Presenter(s): Anne Marie Kavanagh & Caitríona Ní Cassaithe (Dublin City University)

Presentation title: Unsilencing our storied past: Using indigenous stories and knowledge systems to imagine a more sustainable world

Co-authors: Anne Marie Kavanagh & Caitríona Ní Cassaithe, Dublin City University

Session: B6: Comparative perspectives of teacher education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *indigenous knowledge systems, indigenous stories, climate change, climate action, eco-social relations, school curricula*

Abstract: It is widely acknowledged that climate change is inextricably linked to colonialism's ongoing impacts (Williams & Bermeo, 2020). Indeed, one of the most enduring legacies of colonialism has been the silencing, erasure and displacement of indigenous knowledge systems and practices. UNESCO, through its LINKS programme has long recognised the role that indigenous knowledge systems play in the sustainable development agenda. Yet unsurprisingly, indigenous epistemologies, voices and perspectives remain largely absent from mainstream environmental discourses (Hernandez, 2022) and global school curricula (Kavanagh & Ní Cassaithe, 2022).

This paper examines the role that indigenous onto-epistemologies, particularly those embedded in indigenous stories, can play in fostering a more reciprocal and respectful relationship with the natural world in the primary classroom. It argues that these stories have the potential to challenge and disrupt the dominant capitalist narratives and assumptions that often underpin discourse by empowering children to critically engage with and reimagine their relationship with the natural world. In this way, indigenous stories and knowledge systems have the potential to motivate climate action (Goal 13 of the SDGs).

We also present the Culturally Sustaining Storytelling pedagogical framework developed by Kavanagh and Ní Cassaithe (2023) that allows teachers to move beyond superficial retellings of stories to student-centred approaches which uncover other ways of seeing and being in the world. During the presentation, examples of how indigenous stories be used to support children's thinking and critical engagement with indigenous and non-indigenous forms of eco-social relations will be provided

MENU

Abstract: The space for peace education needs to be found within existing systems in schools. There is a peace education -project run by the Center for Educational Assessment CEA, under the UNESCO professor Arto Kallioniemi in the University of Helsinki that trains teachers to integrate peace education into their subject teaching. The purpose is to set peace education as the thematic as well as the pedagogical level in the everyday teaching.

One pedagogical method of peace education is interworld-view dialogue. The idea of inter-worldview dialogue is present in the Finnish core curriculum (Finnish National Board of Education, 2014).

By implementing inter-worldview dialogue in schools, pupils from different religious and other worldview backgrounds learn to be aware of multiple perspectives and learn to critically reflect on their own thoughts and experiences relating to worldview issues, and they learn to interact peacefully with others on these matters (Rautionmaa & Kallioniemi, 2017).

The on-going research aims to find out what are the competences for such dialogue settings where mutual understanding is being emphasized. RE teachers in integrated religious education in Helsinki are asked in the survey about the key principles and approaches that are needed to undertake in inter-worldview dialogue education for peace.

MENU

Presenter(s): **Aruj Khaliq** (Learning Alliance International)

Presentation title: **Becoming Sustainablity Pedagogues: A Teacher Development Intervention on Whole School Approaches to Sustainablity**

Co-authors:

Session: B1: Climate Change Education and Education for Sustainable Development for the implementation of Global Education. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Short

Keywords: *Whole School Approaches to Sustainability, Education for Sustainable Development, Teacher Development Intervention, Mixed Methods Research*

Abstract: In this rapidly changing world, global sustainability challenges require schools to be transformed to teach for sustainability (Orr, 1994). Whole School Approach (WSA) to Sustainability is a novel concept, focused on holistic approach to drive Education for Sustainable Development (ESD) focused transformation in all domains of a school. This research designed and tested a teacher development intervention called 'Becoming Sustainability Pedagogues' (Khaliq, 2022) to visualize a WSA to Sustainability approach for training teachers to be practitioners of Sustainability education. This teacher development workshop series was the last step in a multi-tiered study and was centered on a thinking tool on Whole School Approaches to Sustainability developed by the researcher in earlier research. The tool paired with the workshop serves as the starting point for deriving WSA to Sustainability within different domains of a school. The teacher development intervention aids earlier research concluding that for schools to progress towards sustainability, transformative action. The intervention also affirms the need to have cognitive coherence between schools and community for WSA to Sustainability. Furthermore, the study has implications for teacher trainers, development scientists and policy developers by making knowledge contribution through the thinking framework and creating a new pedagogical tool in the form of teacher development intervention.

Presenter(s): Ashmeet Kaur (N/A)

Presentation title: Decolonising Peace Education: A case study of de-colonial praxis of Rishi Valley Institute of Educational Resources (RIVER) in rural Andhra Pradesh, India

Co-authors: N/A

Session: B10: Peace Education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *Key words: Peace Education, Decolonisation, Curricular and Pedagogical Justice, Multi-Grade Multi-Level Education,RIVER, India*

Abstract: The call for decolonisation in peace education (P.Ed.) research and practise has gathered momentum in recent years (Fontan 2012; Williams 2017; Zembylas 2018a, 2018 b; Kester et al. 2019; Kurian and Kester, 2018) encouraging decolonisation of curricula and pedagogy fromwestern centricity. This underscores the need to move away from western normativity towards understanding structural and cultural complexities shaping P.Ed. praxis in local contexts (Bajaj 2008; Davies 2016; Salomon and Nevo 2002, Kester and Cremin, 2017). The legitimization of non-western epistemologies especially research on indigenous pedagogy and curricula is being seen as a P.Ed. imperative. This research addresses the growing call for decolonisation of peace education from the context of school education by presenting a case study of a customized pedagogic method driven by a community based curriculum. Conceived by RIVER, the Mutli-grade and Multi-level (MGML) is an educational method that is an exemplary of Universal Design of Learning (UDL). This is set against the background of how eurocentric learning systems remain incompatible with the interests and abilities of the marginalised and least advantaged teachers and learners especially from low resource settings.

MENU

Presenter(s): **Audrey Bryan** (Dublin City University)

Presentation title: **Re-claiming "the Conscience of Humanity": UNESCO, the Futures of Education and the threat to Democracy**

Co-authors:

Session: B2: Global Social Justice. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords:

Abstract: This paper critically considers UNESCO's role in advancing the humanistic principles and democratic values enshrined in its landmark Futures of Education report, entitled Reimagining our futures together: A new social contract for education (ICFE 2021). Drawing on critical discourse analytic techniques, it analyses the Futures of Education's engagement with global citizenship principles via discourses of "planetary consciousness", "planetary interdependencies" (ICFE 2021, 113), "active citizenship" and activism (ICFE 2021, 3, 39, 40, 74). The paper considers these intertwined discourses against the backdrop of a number of recent political developments, interlocking policy trends, and ideologies which are threatening democracy and eroding political freedom (or which have the potential to do so)

Presenter(s): Brighid Golden (Mary Immaculate College, The DICE Project)

Presentation title: Current challenges to implementing global citizenship education within initial teacher education

Co-authors:

Session: B6: Comparative perspectives of teacher education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *critical thinking, initial teacher education, tensions, challenges, critical global learning*

Abstract: This paper shares the outcomes from a recently completed self-study action research project which explored the implementation of global citizenship education (GCE) within initial teacher education (ITE). The research project took place in the Republic of Ireland across three academic years. The research focused on examining my practices as a teacher educator in supporting student teachers to develop critical thinking skills within the context of learning about global social justice issues. Although there were many instances of success, in my journey towards coming to know my practice better and make improvements to better support student teachers in their development of critical thinking skills in the context of GCE, my progress was impacted by challenges, tensions and dilemmas which arose. The challenges experienced reflected where conflict between competing considerations emerged in my practice. This paper will outline three categories of tensions which emerged: pedagogical tensions, student specific tensions, and tensions rooted in external factors. Many of the challenges experienced are also reflected across both GCE and ITE literature. Through sharing the outcomes from this research project which reflect my experiences in working to mitigate against these tensions this paper aims to contribute to the cache of academic knowledge in this field.

MENU

Presenter(s): **Caroline Rau** (University of Bamberg)

Presentation title: The Potential of Humanities Subjects for Global Learning of Pupils

Co-authors:

Session: B9: Integrating Global Education and Learning into the curriculum. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *Humanities Subjects, Global Learning, Culture, Teacher Professionalism, World Society, Qualitative Research*

Abstract: This article focuses on how teachers develop the potential of humanities subjects (e.g. history, literature, religious education, etc.) for Global Learning (cf. GENE, 2022). For, humanities subjects have the ability to initiate Global Learning in pupils in a special way. For example, in the domain of "reading and using literature", pupils learn about different regions of the world through new genres, narrative forms, texts, etc. In addition, pupils collect different reception experiences. Moreover, pupils gather different reception impressions of relations of the world society by discursively discussing with their teacher in the classroom. Furthermore, pupils encounter different expressions of aesthetics. Additionally, objects in the humanities subjects have a special epistemic quality: they are ambiguous and open to meaning. This makes it possible to look at universally valid symbols, motifs and values with the pupils. In this way, humanities subjects can ultimately support the individuation and world-social self-assignment process of pupils (cf. Rau, 2020).

Specifically, the article asks: Which dimensions of global learning are evident in the practices of teachers who teach a subject in the humanities? The data collection was carried out with the group discussion method (19 group discussions with N=78); the data analysis was carried out with the documentary method (cf. Bohnsack, 2010). The results show that global solidarity and caring relationships with the Global South have a high priority for the teachers.

The article presents the results of the study. Furthermore, suggestions are formulated on how teachers' beliefs can be further developed in order to sensitise students to living in a global society.

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MENU

Presenter(s): Ciarán Ó Gallchóir (Maynooth University)

Presentation title: Global Citizenship in Initial Teacher Education: The difficult dynamic of teacher educators as policy actors.

Co-authors: Dr Joanne O'Flaherty - University of Limerick

Deirdre Hogan - UBUNTU Network, University of Limerick

Dr Orla McCormack - University of Limerick

Session: B6: Comparative perspectives of teacher education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *Global Citizenship, Initial Teacher Education, Teacher Educator, Higher Education,*

Abstract: The aim of this conceptual paper is to explore and problematize the integration of global citizenship education (GCE) in initial teacher education (ITE). The literature and policy context is primed for an integrative approach for GCE in ITE (Bourn, 2020; DFA, 2021; OECD, 2018; United Nations, 2015). This is further augmented with the inclusion of GCE as a core element in the Céim Standards for Initial Teacher Education published by the Teaching Council of Ireland (2020).

However, central to the enactment of any policy initiative is its leadership (Leithwood, 2008), as the journey from public policy to pedagogy requires negotiating varying contextual and cultural factors (Braun et al., 2011). Despite the embracement of GCE at a policy level and the resultant mandatory inclusion in educational discourse in Ireland, we draw on Ball's (1994, 2008) understanding of policy as a process of enactment to frame our exploration of teacher educators' critical role as leaders of GCE within ITE. Our discussion is framed by three responses which explore the consequential challenges and opportunities of each. To conclude, we share an example of a national programme, the Ubuntu Network, which aims to support this paradigm shift in ITE in a dialogic affective framework.

MENU

Presenter(s): **Dennis Sadiq Kirschbaum & Carolin Philipp** (glokal e.V.)

Presentation title: **Connecting the local to the global**

Co-authors:

Session: B10: Peace Education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *Participatory research and education, global-local education, transnational memory culture, decolonial global education, history*

Abstract: In our educational work as the Berlin based glokal collective, we have been researching global strings to local stories for over 10 years. Through our work we try to empower and introduce global perspective of marginalised parts of human history.

In the „Global Erinnern"-Project (https://globalerinnern.org/), we focus on local traces of global history: In every city there are historical events and people related to the global scale: strikes by migrant workers; sites of African organizing in Europe; People who were active in the international resistance against fascism. Some harbours were central to emigration from Europe, other cities played (and still play) an important role in global economic relations. Traces of German colonialism, National Socialism and right-wing extremist violence, all these subjects can be traced on our global history maps.

In our short presentation we want to share the diverse historical and contemporary perspectives from our counter maps as a tool of peace education and practised multidirectional memory (Rothberg 2009). We would like to discuss the challenges of our participative research methods and hope to increase our organisational and personal networks by getting in touch with other participants and experts in the field.

Presenter(s): **Diego Posada** (Unviersità degli Studi di Padova)

Presentation title: **Asian and European Teachers Attitudes and Beliefs Concerning Global Citizenship Education and Climate Change Education**

Co-authors: Alessio Surian - Associate Professor at Università degli Studi di Padova

Session: B7: Global Citizenship, Sustainable Development and Transformative Education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *Global Citizenship Education: Climate change education; Teacher voice; International survey.*

Abstract: In face of global societal and environmental challenges, education is considered one of the key elements to trigger and to sustain mitigation and adaptation components for large-scale sustainability changes. Global Citizenship Education (GCE) has emerged as an educational policy that attempts to offer a comprehensive framework concerning local-global challenges, with Education for Sustainable Development (ESD) and Climate Change Education (CCE) gaining particular attention since the establishment of the Paris 2015 SDGs agreements (Agenda 2030).

This study provides teachers' perspectives on GCE from 40 countries in Asia and Europe based on a survey focused on CCE conducted by The Asia–Europe Foundation (ASEF). Out of the 328 participants, almost 80% of respondents work as teachers in their institutions.

Findings show that: i) over 95% of respondents agree that it is important to teach CCE and 98% of respondents believe that it is extremely important to have a CCE curriculum at the secondary education level; ii) respondents believe that a variety of actors - governments, education policy makers, teacher trainers, school heads, and teachers colleagues - have an important role to play for introducing and implementing CCE curricula.

This survey analysis highlights the importance of a systemic whole-school approach to CCE planning, implementation, and curricula.

MENU

Presenter(s): **Dobrawa Aleksiak** (University of Warsaw, Poland)

Presentation title: **Teachers' theory and praxis of Global Citizenship Education - a comparative multicase study of teachers in Poland and Portugal**

Co-authors:

Session: B4: Teachers perspectives and engagement on Global Citizenship. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *global citizenship education, in-service teachers, critical global citizenship education, formal education, qualitative study, global citizenship*

Abstract: The presentation focuses on the results of qualitative investigation of the in-service GCE teachers in Poland and Portugal. Academic discussion of how teachers represent GCE in schools is scarce. This study aims to fill in the gap by: exploring teachers' understandings of GCE; investigating teachers GCE practice; researching how teachers experience GCE in different school contexts; pinpointing the factors contributing to the shape of GCE among teachers.

Research methods included document analysis, focus group interviews, and case studies with Polish and Portuguese teachers. Thematic analysis was employed for data analysis. Theoretical framework was social constructivism with a critical and social justice orientation. In this framework, GCE strives to achieve global social justice by recognizing complexities, systemic inequalities, and shifting global relations.

Drawing on the results, three main points are argued: a) GCE is understood through liberal and humanist approach, occasionally interfacing with critical b) teachers' understanding, experiences, and practices are greatly shaped by GCE's formal status in schools c) GCE theory (especially critical) is in conflict with possible school practices. To sum up, schools provide limited opportunities for teachers to engage in GCE. To enable more critical GCE, systemic changes in formal education must be made.

MENU

Presenter(s): Elisabetta Biffi (University of Milano-Bicocca)

Presentation title: B-YOUth Forum: A youth-led research to promote Global Education

Co-authors: Malatesta Stefano, Pippa Stefano, Bianchi Daniela (University of Milano-Bicocca)

Session: B8: Global Education and Learning and informal and non-formal spaces. **Time slot:** Mon 19 June, 15:30 - 17:00.
Type of presentation: Full

Keywords: *Youth, youth-led research, participatory research, social justice, sustainability, global education*

Abstract: This contribution intends to present the interdisciplinary research project B-YOUth Forum, which is part of MUSA (Multilayered Urban Sustainability Action), a project funded by the Italian National Recovery and Resilience Plan. B -YOUth Forum is a youth-led research (Delgado, 2006), which aims to investigate how young people's participation in public life and in the dialogue with institutions takes place.

The project was developed within the Education for Sustainable Development (ESD) framework, which encompasses a broad spectrum of socio-political issues, including global citizenship and social justice (UNESCO, 2014). Youth participation is considered as a resource for the future of society and social progress in the most recent youth strategies (European Union, 2018; Council of Europe, 2020; United Nations, 2018). The active participation of all social actors in a community project is indeed a basic condition for the transition of a social system towards sustainability (Pippa, Malatesta, De Michele, & Biffi, 2021). Therefore, the project implements youth participatory approaches, which value young people as an active part of the community (Checkoway, Dobbie & Richards-Schuster, 2003; Clark, 2010), contributing to the knowledge of social issues (Horgan & Kennan, 2021), as well as to the development of more just and sustainable societies.

MENU

Presenter(s): **Elizabeth Eta** (Global Innovation Network for Teaching and Learning, University of Helsinki)

Presentation title: **Education Partnerships for a Sustainable World: Co-constructed ingredients of good North-South academic partnerships**

Co-authors: Kelly Brito, Finnish University Partnership for International Development & University of Helsinki; Elina Lehtomäki, University of Oulu; Marika Matengu, University of Oulu; Taimi Ndapandula Nghikembua, University of Namibia; Frieda Nanewo Shingenge, Unive

Session: B3: Higher education and Global Citizenship. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *collaborative research, education development, global learning, higher education, international partnerships*

Abstract: Can higher education partnerships be spaces for global learning? Research on international higher education partnerships has established the complexities involved in the process of building meaningful partnerships. These include the diverse motivations for engagement, the choice of partners, the development of objectives, working practices, resources and funding, evaluation of outcomes and impact as well as issues related to ethics, sustainability, and reciprocity. This body of research notwithstanding, there is insufficient research about what constitutes good partnerships which seek to advance both SDG4 and SDG17, who constructs the partnerships and how, whether and how partnerships embed global learning, SDG4.7. In this paper, we present a thematic analysis of a collaborative research and draw on data from a series of dialogues between actors in Africa-Finland higher education partnerships in 2022. Participants with diverse backgrounds and experiences have contributed to the dialogues, shared knowledge and ideas for the development of practices. Based on the analysis of the co-constructed perceptions, a model for good partnerships is suggested to help higher education institutions build more equitable partnerships that can better support institutional objectives set for education development through international partnerships, and moreover, for global learning necessary for a sustainable world.

MENU

Presenter(s): Eugenia Katartzi (University of Nottingham)

Presentation title: Global Refugee Education and the Illusion of Inclusion: Evidence from a study with Unaccompanied Minors in Greece

Co-authors:

Session: B8: Global Education and Learning and informal and non-formal spaces. **Time slot:** Mon 19 June, 15:30 - 17:00.
Type of presentation: Full

Keywords: *refugee education, inclusion, Greece, Unaccompanied Minors*

Abstract: IIn recent years we have been witnessing an unprecedented scale of forced migration, with 89,3 million forcibly displaced people (UNHCR, 2022) of whom almost half were children under the age of 18. However, this group remains overlooked, with pleas by scholars (Suarez-Orozco, 2019) for children to be placed more centrally in the educational research and policy fields. The paper seeks to contribute to the growing field of global refugee education, drawing upon a British Academy funded project (2022-2023) that ethnographically documented the lived experiences of Unaccompanied Asylum-seeking children (UASC) in a major host country, Greece. Existing research indicates that refugee children tend to have interrupted learning trajectories, with irregular patterns of educational participation, often both in the countries of origin, transit and asylum. The findings, in keeping with other studies (Dryden-Peterson 2016), illustrate the role of language barriers and discrimination in school settings. Yet an additional important barrier that the current study identified is the impact of UASC's uncertain legal status and the ambivalence it seems to generate towards education. It is argued that further research is needed to explore the educational trajectories of refugee children and the effects of state-induced legal liminality on their educational outcomes and wellbeing.

MENU

Presenter(s): Francesca Sangiuliano Intra (Free University of Bolzano-Bzen)

Presentation title: Sustainable development and responsible decision-making: the role of personality traits and prosocial behaviours

Co-authors: Francesca Sangiuliano Intra (Faculty of Education, Free University of Bolzano-Bozen, Italy)

Carla Nasti (Department of Psychology, University of Campania "Luigi Vanvitelli", Italy)

Demis Basso (Faculty of Education, Free University of Bolzano-Bozen, Italy

Session: B1: Climate Change Education and Education for Sustainable Development for the implementation of Global Education. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Short

Keywords: *Sustainability, Child Development, Education, Decision Making, Prosociality, Personality Traits*

Abstract: Education in sustainability is a leading development strategy to tackle increasing social inequalities and propagate environmentally responsible decision-making.

Responsible decision-making and long-lasting prosocial behaviours play a crucial role in building a sustainable society and can be fostered through the development of Socio-Emotional skills.

In this study, we investigate the relationship between prosociality, personality traits, and decision-making to identify which social skills could be targeted to promote a sustainable educational approach. The sample belongs to disadvantaged educational context and includes 1150 primary school children aged 7 to 10 years old.

The Big Five personality traits, the Peer Relationship Questionnaire and the Dictator Game were administered to the entire sample.

A correlation analysis and a mediation model were estimated using prosociality as predictor, the Dictator Game score (DGs) as the dependent variable, and personality traits as mediators. Prosociality and DGs are positively correlated (rho=0.09; 95% CI=0.06-0.29); extraversion, agreeableness, and conscientiousness mediate these results reducing the correlation by 37%.

In conclusion, although the decision-making process is influenced by stable personality traits, an educational intervention targeting prosociality is suggested to unlock the opportunity to foster adaptive developmental outcomes toward a sustainable education and society.

MENU

Presenter(s): **Gabriela Martinez Sainz** (University College Dublin)

Presentation title: **Learning to teach for Global Citizenship Education using the PLANS framework (Purposeful Learning through Actions and Networks in Sustainability)**

Co-authors:

Session: B6: Comparative perspectives of teacher education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *Sustainable Futures, Development Education, Global Citizenship Education, Children's Agency, Purposeful Education*

Abstract: Children and young people are more aware than ever before of the global issues we face as a society, from climate change and war to global inequality and social injustices. These are significantly complex and challenging issues to explore and critically engage in the classroom and when not addressed adequately can lead to feelings of hopelessness and disempowerment among students. Equipping future teachers with the knowledge and skills to incorporate Global Citizenship Education (GCE) into their practice can help them to increase awareness and understanding of the rapidly changing, interdependent and unequal world. This paper introduces a framework for Initial Teacher Education programmes that promote GCE not only as content but as a methodological lens that models professional teaching practices. The 'PLANS' framework, Purposeful Learning through Actions and Networks for Sustainability, addresses global issues with the aim to empower individuals to build a fairer and more sustainable world even from a young age. This paper explores key pedagogical challenges for Teacher Educators promoting Global Citizenship Education (GCE) in their programmes and demonstrates how the 'PLANS' framework can help teachers to address them.

MENU

Presenter(s): **Giovanna Malusà** (Free University of Bozen, Italy)

Presentation title: **I trust you': education for peace through cooperative games in pre-service teacher education: an Italian case-study**

Co-authors:

Session: B10: Peace Education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Short

Keywords: *Pre-service teacher education; Peace education; Social- emotional competencies; Experiential learning; Cooperative games; Trust*

Abstract: Promoting a culture of peace and non-violence, with competent teachers who can foster Social-Emotional Learning from pre-primary onwards, presents – now more than ever - an urgent challenge for teacher education, to cope with the situations of many vulnerable children, exacerbated by the pandemic. The 'Findhorn experiential cooperative games' model (Platts, 2015) is potentially an effective training tool for facilitating socio-emotional competencies.

The paper presents findings from a training project and explores the experiences of pre-service teachers after one/more sessions of cooperative games, examining the project's impact in terms of participants' personal and/or professional development. 129 second-year students, enrolled in 2021-22 and 2022-23 Primary Education Master's programmes, were asked to write about their experiences after a games session designed to encourage exploration and foster connections and trust within the context of experiential training.

All the data (narratives, debriefings post-its, photos) were analysed according to Grounded theory procedures. The emerging categories (Discovering self-other, Opening up to diversity, Empathic listening, Relational well-being) suggest that the paradigm of teacher training should be rethought, providing – from university onwards – sufficient experiential spaces (including cooperative games) to effectively refine teachers' socio-emotional competencies, crucial for supporting inclusion and a culture of peace in complex school environments.

MENU

Presenter(s): **Hajar Idrissi** (The National School of Education and Training, Chouaib Doukkali University, El-Jadida, Morocco)

Presentation title: **Towards a Climate Change Education Policy Agenda**

Co-authors:

Session: B1: Climate Change Education and Education for Sustainable Development for the implementation of Global Education. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Short

Keywords: *Climate Change Education; pre-service teachers; attitudes; Morocco; taking action;*

Abstract: Climate change is considered perhaps the most challenging issue to have confronted human social, political, and economic systems. From shifting weather patterns that threaten food production, to rising sea levels that increase the risk of catastrophic flooding, the impacts of climate change are global in scope and unprecedented in scale. In October 2018, the Intergovernmental Panel on Climate Change (IPCC) released a report on climate change warning that 12 years remained to prevent climate catastrophe. The special report urged nations to increase climate change education (CCE) to accelerate the wide scale behavior changes consistent with adapting to and limiting global warming. In Morocco, pre-service teacher education has been slow in building the capacity of new teachers to teach topics that underpin sustainability knowledge or pedagogy in pre- and in- service courses and program available to teachers. The aim of this research is to work on the intersection of climate change with education focusing on pre-service teachers potential inclusion of climate change education in Morocco. This study utilized a mixed methods embedded research methodology. In this case the open ended questions will be designed to illuminate PSTs' engagement with climate change by eliciting their views about what knowledge their future students should know, their perceived gaps in knowledge and the sources of their own information, matters not easily captured by the multi-choice knowledge questions. Data will be collected from a sample of primary school pre-service teachers who attend the different Higher School of Education and Training centers (ESEF) in Morocco.

MENU

Presenter(s): **Harsha Chandir** (Deakin University)

Presentation title: **To what extent can PISA's Global Competence be a measure for SDG4.7.**

Co-authors: Radhika Gorur, Deakin University

Session: B7: Global Citizenship, Sustainable Development and Transformative Education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *PISA, SDG4.7, Global Competence, quantification, situated practices*

Abstract: The United Nation's SDG4.7 focuses on education for 'sustainable development and global citizenship', which the 193 signatories of the SDGs are expected to incorporate into their curricula, policies, teacher education programs, and student assessment. The OECD's assessment of Global Competence in PISA 2018 is presented as one measure of SDG 4.7. Given the OECD's influence in shaping national policies, it is important to analyze the extent to which this PISA test is usefully able to inform policy and practice and contribute to evaluating SDG 4.7. This paper extends on the work done by other scholars in this field by empirically examining the assessment from the perspective of both the test developers and the test takers. We first present data from interviews with key PISA developers to explore how the diverse views and understandings of global competence were rallied, negotiated, and cajoled, and stabilised into a set of measurable indicators. We then present responses from a sample of 15-year-old students from three schools in Australia, where the method of 'survey encounters' allowed for an opportunity to 'test the test'. This paper concludes that the assessment of Global Competence in PISA 2018 does not capture the richness of the diverse practices of global competence and as such is not yet able to provide useful policy direction around SDG4.7.

MENU

Presenter(s): J. Melanie Young (Douglas College)

Presentation title: Global Education and Systems Theory: Towards Transformative Global Education

Co-authors:

Session: B5: Theoretical perspectives on Global Education and Learning. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *Systems Theory, Critical, Transformative Global Education*

Abstract: A transformative global education aims to create a more just world, demanding both an appreciation of and critical orientation toward the complex systems that create injustice. Yet, in many Canadian classrooms, we continue to see a global education that does little to critically explore or challenge those systems, turning instead to a disproportionate emphasis on charity and volunteerism (Bickmore, 2014; Leduc, 2013; Massey, 2014). How do we move beyond this? Given that discussions around global education and education for sustainability consistently refer to systems and systems thinking, this paper looks to the Systems Theory developed in Operations Research and Management Sciences for answers. The examination of human activity systems in Soft Systems Methodology (Checkland, 1981) and the recognition and justification of boundary judgements central to Critical Systems Theory (Flood & Jackson, 1991; Ulrich, 1991) can provide the theoretical and practical guidance necessary to answer two common questions asked in global education practice: first, given the fact that everything is connected to everything else, how can such enormity be practically and creatively managed in the classroom? And second, how can this understanding of interconnectedness lead to the critical change/action-oriented aims of global education?

MENU

Presenter(s): Jalpa Ruparelia (University of Nottingham)

Presentation title: Cultivating a 'global mindset' within an interdisciplinary context as part of Global Citizenship Education in Higher Education

Co-authors: Naoko Arakawa - University of Nottingham, School of Pharmacy

Session: B3: Higher education and Global Citizenship. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *global mindset; interdisciplinary; knowledege and power*

Abstract: Fostering a global mindset to support SDG 3 and 4 (good health and wellbeing and quality education) requires interdisciplinary collaboration to create spaces within universities to share knowledges and experiences that encompass opportunities to fight against global inequities.

With a focus on equity and social justice, a collaborative project group formed by members from Education, Pharmacy and International Law attempt to reimagine our curricula by evaluating whose knowledges and voices are missing to problematise the notion of a global mindset. This interdisciplinary approach adds insight into the current discussions on integrating global citizenship education during this disturbing time when the world is recoiling into insular spaces as a consequence of increasingly pervasive forms of nationalistic populism. Recognising the importance of daily experiences that 'emerge out of complex, relational negotiations within personal networks' (Finn, 2017, p. 744) we also explore how we each see the world, and reflect on how we may 'think global, act local', (Dixon, 2020) in how we approach interdisciplinary learning and knowledge production .

Aspects of global mindedness/global citizenship operate in and through universities by perpetuating coloniality and being complicit in maintaining the status quo of frames of knowledge and power (Said, 1979; Bhambra, 2007). We seek to break away from this colonial mindset to consider the 'Other' (Said, 1979) to foreground new frames of knowledge

MENU

Presenter(s): **Jeana Kriewaldt** (University of Melbourne)

Presentation title: **Fostering citizens for a sustainable world by developing powerful knowledge in school geography**

Co-authors: Sally Windsor, Gothenburg University, Sweden

Session: B9: Integrating Global Education and Learning into the curriculum. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *Sustainability; powerful knowledge; powerful pedagogy; future thinking, geography*

Abstract: In this theoretical paper we draw on the concepts of powerful knowledge and powerful pedagogies to argue that school geography curriculum is a key site to develop structured teaching programmes for students to extend their knowledge and act as citizens for a sustainable future. We argue that Geography education uniquely opens up opportunities for action with its focus on place-based experiences, that centre students' schools and their communities. This paper posits that while important, merely identifying geographical powerful knowledge is not enough, teachers must also engage with geographical 'powerful pedagogies' (Roberts, 2017). Geography as a discipline holds a critical role when it comes to sustainability and education for the future as it makes the links between people and the environment clearly visible, opening their eyes to the bigger picture. Yet for Geography to be a discipline that is powerful for students to navigate their current and future life-worlds it must encompasses action through fieldwork and incorporate dialogue between students, teachers, experts and the public that focus on perspectives and possibilities for praxis – action for the good of humankind.

MENU

Presenter(s): Jenny Hatley (Bath Spa University)

Presentation title: How can values within global citizenship education achieve greater social justice?

Co-authors: None

Session: B2: Global Social Justice. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords:

Abstract: This paper analyses the place of values within UNESCO's Global Citizenship Education (GCE) and considers how the role of values may be reconceptualised to increase GCE's effectiveness. It is based on a multimodal critical discourse analysis of 'values' within UNESCO texts (Hatley 2018, 2019). Values motivate action and through values people evaluate what is worthwhile which then regulates people's actions. Education amplifies values and so how values are promoted becomes an important question. Whilst UNESCO's approach of universal values provides aspirational ideals which are arguably needed their application universally suggests the unintended denial of cultural uniqueness and the misrecognition of ways of being a global citizen more suited to national or local contexts and this can be considered unjust (Fraser 2010, Hatley 2019). Analysis reveals that promoting the universal denies evidence that values are volatile and exist in distinct cultural zones and in so doing may unintentionally disconnect from communities rather than assist them, undermining UNESCO's GCE. This contrasts with the Dublin Declaration (GENE, 2021) and Futures of Education initiative (UNESCO, 2021) which emphasise community negotiation. The position of values within GCE need to be reconceptualised such that it can more effectively achieve its aims and bring greater social justice.

MENU

Presenter(s): **Jørgen Klein** (Norwegian University of Science and Technology)

Presentation title: **Multicultural practicum groups -internationalization at home and away**

Co-authors: Gerd Wikan, Inland Norway University College

Session: B3: Higher education and Global Citizenship. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *internationalisation practicum teacher education*

Abstract: This presentation describes a project where four higher education institutions in four countries, (Poland, Sweden, Namibia and Norway) has launched an international exchange programme called Multicultural Practicum Groups and Internationalisation of Teacher Education (MUPIT). The aim of the project is to increase pre-service teachers' (PST) intercultural competence and global awareness during a five-week practicum period. The PSTs have school-based practicums abroad together with students from other countries and from the host institution. This means that some students are getting international experience by going abroad, while non-traveling students get an international experience by placement in practicum groups with foreign students. According to Mezirow (1997), first-hand knowledge of other cultures is fundamental for perspective transformation that may lead to global awareness and intercultural competence. In this project we want to investigate if being part of a multicultural practicum group contributes to perspective transformation that might lead to increased intercultural competence and global awareness. Researchers from the four partner institutions have jointly developed a qualitative trailing research design that will be used to monitor the effects of the program. In this presentation we report findings from the first phase of the project.

MENU

Presenter(s): Karen Pashby (Manchester Metropolitan University)

Presentation title: (Upper)Secondary teachers' perspectives on decolonial praxis for global issues teaching in Sweden

Co-authors: Louise Sund, Örebro University (will not be able to attend)

Session: B2: Global Social Justice. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *decolonial praxis, critical global citizenship education, environmental and sustainability education, participatory research with teachers*

Abstract: According to the new European Declaration, Global Education "enables people to reflect critically on the world and their place it in….to bring about a world of social and climate justice…" (GENE, 2022). Policy at international (UNSDG 4.7), regional (European Declaration), and national (Swedish curriculum) levels support teaching about global justice issues (GJIs). Yet, how/do teachers address GJIs such as the inequality between who is most responsible for and most impacted by climate change across subject areas? Research and practice in both critical Global Citizenship Education (GCE) (Andreotti, 2012; Pashby, 2012) and Environmental and Sustainability Education (ESE) (Sund, 2016) have raised an established critique that education can reinforce and reproduce colonial systems of power in materials and approaches, creating an 'us' in Europe who learn about and solve the problems of a 'them' in the so-called developing world. This paper will provide a background rationale for and share emerging findings from the first stage of a four-year Swedish Research Council project working with a group of 16 upper secondary school teachers in Sweden currently applying or interested in decolonial concepts. It considers to what extent and in what ways decolonial resources can support the teaching of ethical global issues.

MENU

Presenter(s): Katariina Salmela-Aro (University of Helsinki)

Presentation title: Students' optimal learning moments in climate change project-based learning

Co-authors: Inka Ronkainen, Velimatti Vesterinen, Jari Lavonen

Session: B1: Climate Change Education and Education for Sustainable Development for the implementation of Global Education. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Short

Keywords: *optimal learning moments, climate change, project-based learning, experience sampling method*

Abstract: This study aims to identify students optimal learning moments in climate change project-based learning (PBL). PBL is student-centered teaching method where students have an active role in the goal setting, investigation, and reflecting the learning process. Optimal learning moments are moments with high interest, skills, challenge and effort. Upper secondary school students' situational motivation in PBL were studied using experience sampling method (ESM) in learning situations and identified using person-oriented approach with latent class analysis (LCA) from situational responses. Data consists 3695 situational responses from 354 Finnish upper secondary school students (38% males, mean age 16). Student optimal learning moments were measured using four questions: Interest, skills, challenge and effort. Students also answered what activity they were doing at that time. Five situational motivation profiles were identified using LCA: High challenge (14%), optimal learning moment (15%), high interest (23%), low all (27%) and moderate optimal learning moment (22%). Based on the results 15% of the PBL moments in climate change were optimal learning moments and in addition 22% of the learning moments were moderate learning moments. With this study, we are able to better understand about students' optimal motivation during different situations in climate change learning lessons.

MENU

Presenter(s): **Khalaf Al'Abri** (Sultan Qaboos University & University of Toronto)

Presentation title: **Towards achieving transformative education in the Arab world: challenges and proposed action plans**

Co-authors: Khalaf Al'Abri, Sultan Qaboos University & University of Toronto

Massimiliano Tarozzi, University of Bologna

Semia Ben Ali Saadaoui, UNESCO Multi-Country Office for the Maghreb (Tunis Antenna)

Session: B5: Theoretical perspectives on Global Education and Learning. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Short

Keywords: *Transformative education, Global Citizenship Education, Education for Sustainable Development, Arab States*

Abstract: Since the adoption of the 17 Sustainable Development Goals in 2015, UNESCO has worked to advance global citizenship education (GCED) and education for sustainable development (ESD), which together make up what is referred to as "transformative education" (TE) by target 4.7 of SDG 4. As a concept, TE produces learners who care about their world, through empowering them with knowledge, skills and behaviors to make their societies more peaceful, just, inclusive and sustainable. Similarly, to other parts of the world, the education systems of the Arab world have faced some challenges of integrating GCED and ESD. This pa-per reports on findings from a qualitative study, aimed at investigating those challenges of integrating TE in the Arab States' education systems.

The paper used focus group method in which a facilitator guided a discussion on TE in the Arab world. The participants were selected purposively from academia, UNESCO Chairs, university networks, and experts. Four groups were formed, after being given a full picture about TE by UNESCO experts. The findings revealed that integrating TE was impacted by the context of the region, faced with challenges at the society, education systems and their philosophies, school, and teacher's levels. A holistic approach was suggested to overcome these challenges.

MENU

Presenter(s): **Léon Engondo Makaba** (UNIVERSITE DE KINSHASA)

Presentation title: **Enseigner l'Education à la citoyenneté dans un contexte de lutte contre les violences au monde**

Co-authors: UNIVERSITE DE KINSHASA, FAUSTIN MANGI, JACQUES DEKA

Session: B9: Integrating Global Education and Learning into the curriculum. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Short

Keywords: *ENSEIGNEMENT, EDUCATION A LA CITOYENNETE*

Abstract: La présente étude cherche à donner de réponses à la question du genre : « comment enseigner l'Education à la Citoyenneté Mondiale et créer chez les apprenants des habitudes qui leur permettent de vivre en paix ? »

Après avoir analysé tour à tour grâce à la technique documentaire, le programme national d'Education Civique et Morale du niveau primaire et secondaire ; les cours d'Education à la citoyenneté au niveau Supérieur et Universitaire de la République démocratique du Congo ainsi que quelques travaux antérieurs sur les techniques de communication pédagogiques…

Nous avons mis en place quelques principes d'enseignement- apprentissage, des tâches essentielles de préparation de cette leçon, des démarches pédagogiques à suivre, du rôle des supports et moyens didactiques ainsi que de l'organisation des travaux pratiques des apprenants pour réussir dans l'action éducative tant au niveau formel que non formel.

Summary: This study seeks to provide answers to the gender question: "How to teach Global Citizenship Education and create habits in learners that allow them to live in peace? »

After having analyzed in turn through the documentary technique, the national program of Civic and Moral Education at the primary and secondary level; Citizenship Education courses at Higher and University level in the Democratic Republic of Congo as well as some previous work on pedagogical communication techniques…

We have put in place some principles of teaching-learning, essential preparation tasks for this lesson, pedagogical approaches to follow, the role of teaching aids and means as well as the organization of practical work for learners to succeed in learning. educational action both at formal and non-formal level.

Keywords: Teaching, Citizenship Education.

MENU

Presenter(s): Luisa Zecca (University of Milano Bicocca)

Presentation title: Bridging the gap between schools, non formal education and families: an exploratory study in the Milano multicultural suburb of San Siro

Co-authors: Claudia Fredella, Valeria Cotza - University of Milano Bicocca (IT)

Session: B8: Global Education and Learning and informal and non-formal spaces. **Time slot:** Mon 19 June, 15:30 - 17:00.
Type of presentation: Full

Keywords: *Learning Cities, Dropout prevention, Multiculturalism, Community empowerment, School, Non Formal education*

Abstract: Lifelong learning and the idea of a learning society play a key role in our generation's transition to truly sustainable societies. Within the UNESCO perspective of achieving the Agenda 2030 SDGs 4 and 11, the Learning Cities framework promotes spaces of democratic citizenship that can improve quality learning in communities and families, conceiving the city as an educational context able to foster active participation, policy dialogue and capacity building. The paper presents the results of the first exploratory phase of a RRI research carried out in the San Siro district of Milan, a suburban area of the city that is very multicultural and multi-problematic (what we can call a ghetto), aimed at inspecting if actions of community empowerment and non-formal education interventions (complementary to formal learning) can enhance each other to prevent school drop-out and disadvantages. From a qualitative point of view, this exploratory study investigated the perceptions of many social actors of criticalities and strengths in guaranteeing the right to education for children with learning and social difficulties. In total, 2 focus groups with 50 teachers, 2 focus groups with families, 2 observations in primary school classes and 2 observations in the educational study support centre were conducted.

Presenter(s): **Madeleine Le Bourdon** (University of Leeds)

Presentation title: **#GlobalCitizens: Social Media, Global Education and Activism**

Co-authors:

Session: B8: Global Education and Learning and informal and non-formal spaces. **Time slot:** Mon 19 June, 15:30 - 17:00.
Type of presentation: Full

Keywords: *Global Education, Social Media, Activism, Knowledge Sources, Political Pedagogy*

Abstract: The role of social media as a tool for activism is widely research yet it's role as informal space for learning in Global Education has gone unexplored. This paper draws on research investigating the role of social media on young peoples' engagement with global social justice issues. Data collected from focus groups from four regions across the UK provide insight into how students learnt from, participated, and were impacted by their interaction with global social justice issues across social media. The paper will unpack three key findings. Firstly, that young people are highly literate in navigating the dangers of social media and practice caution online, feeling most comfortable consuming, re-posting and or 'liking' content to share information or show solidarity. Secondly, that social media provides an affective space for cutting through hegemonic knowledge sources through personal accounts or visual displays of direct lived-experience, connecting the learner to the Global Education topic in a profoundly emotive way. Lastly and consequently, this leads learners to conduct further research, stimulates conversations in their community or even activism. The paper argues that while young people are sceptical of social media as a reliable educational tool, it does provide an affective catalyst for informal learning and activism.

MENU

Presenter(s): **Magdalena Kuleta-Hulboj** (University of Warsaw)

Presentation title: **Guerrillas or Missioners? Teachers Addressing Controversial Global Citizenship Education Topics Under Unfavourable Conditions. The case of Polish teachers**

Co-authors: Dobrawa Aleksiak, University of Warsaw; Anna Zielińska, University of Warsaw

Session: B4: Teachers perspectives and engagement on Global Citizenship. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *Global Citizenship Education, teachers, controversial topics, Poland, qualitative research*

Abstract: Discussing controversial issues in the classroom is crucial for global citizenship education (GCE). However, under certain political conditions teaching it may be challenging and encounter resistance. Certain GCE-related topics might be considered divisive and risky.

The main objectives of this study were to explore: which topics are considered particularly controversial; what are the contextual obstacles for GCE teachers in Poland; why do teachers continue addressing controversial GCE topics despite the unfavourable conditions; what kind of strategies teachers employ to teach GCE.

The focus group qualitative methodology was employed to acquire data, with 16 GCE teachers. Thematic analysis, informed by critical and postcolonial GCE, enabled us to draw conclusions: a) GCE is seen as a blend of acceptable and unacceptable topics, and the status of acceptance/controversy is contingent on contextual factors; b) despite the difficulties, teachers decide to continue involving GCE in their classes; c) teachers have developed several strategies that enable engaging students in becoming global citizens. This study shows that despite the unfavourable environment teachers' inner motivation, shared strategies and sense of mission allow them to continue teaching GCE, even controversial topics. We call their attitudes part-guerrilla, part-missionary.

MENU

Presenter(s): **Malgorzata Anielka Pieniazek** (UCL Institute of Education)

Presentation title: **Embracing Global Education in Kenya: between Global Citizenship Education and Education for Sustainable Development**

Co-authors: Anielka Pieniazek, Institute of Education, UCL with Kenyan academic co-authors (names tbc)

Session: B5: Theoretical perspectives on Global Education and Learning. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *Global Education, conceptual framework, Kenya, Africa, higher education, academia,*

Abstract: Global Education (GE) is a complex term, manifested in academic, educational, policy, and civil society contexts and shaped by various philosophical viewpoints (Pashby, 2016). In light of the ongoing interest that the concept has received as well as with the emergence of its conceptual variations, it has at times been used interchangeably with the term Global Citizenship Education and in close alignment with the notion of Education for Sustainable Development (see Bourn, 2020). This paper explores the relationship between the three orientations theoretically and empirically. Firstly, through a conceptual framework of five interpretations of GE: (1) an international policy framework; (2) an over-arching, umbrella term incorporating related educational traditions; (3) an educational field of theory and practice; (4) a body of knowledge on global issues; and (5) a pedagogical framework to teaching and learning about local and global problems (Pieniazek, 2020). Secondly, by discussing how GE and the related traditions resonate in the national context of Kenya.

The paper draws from doctoral research currently underway which addresses an understudied area of Global Education from the viewpoint of Sub-Saharan African academia, focusing on perspectives and contributions of scholars situated in higher education institutions in Kenya and South Africa. Drawing from emerging findings, the presentation will offer insight into the Kenyan educational landscape, illustrated through examples from policy (including the influence of UN SDGs in framing the discourse), academic research, teacher, technical, and vocational training programmes.

MENU

Presenter(s): Manisha Pathak-Shelat (Professor, MICA, India)

Presentation title: Global Education for a Just, Peaceful and Sustainable World: Reconciliatory Global Citizenship Education

Co-authors:

Session: B10: Peace Education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *Reconciliatory approach, trauma, reflexive and critical remembering, conscious forgetting*

Abstract: In this paper, I present a transformative pedagogical approach that we call reconciliatory global citizenship education. This approach strives to reconcile our hope for the future with the intergenerational memory of our traumatic pasts, our desire for peace with our conflict-ridden relationships, and our quest for justice with the pervasiveness of neocolonial systems.

The reconciliatory approach allows us to design negotiation practices to create and sustain reconciliatory relationships between nations and groups that have long internalized the trauma through collective memory. Drawing from our work in India, the paper outlines a two-step process that requires reflexive and critical remembering, followed by selective forgetting. The reconciliatory approach begins with sensitively and transversally examining the geographical histories with issues of conflict, disturbances, dissatisfaction, and unrest related to nation-state territories and/or religious/ethnic groups. We highlight the significance of local and personal experiences as they intersect with and inform global and international relations and interpretations. We define the next step of conscious forgetting as a healing process to bridge the chasm between the memory of trauma/sustained discrimination, the anger, and the guilt that are often the outcome of critically engaging with the past, and the possibility of resolving conflicts in the present.

MENU

Presenter(s): **Marcus Horwood** (Deakin University)

Presentation title: **Peace, politics, and practice – the need for multidisciplinary consultation to progress peacebuilding and peace education**

Co-authors:

Session: B10: Peace Education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Short

Keywords: *Positive peace, education, positive psychology, peacebuilding, participatory action*

Abstract: This paper first examines the current state of knowledge and typical strategies used toward international peacebuilding and peace education. It argues two fundamental shortcomings exist; the underlying motives and assumptions of international peacebuilding initiatives; and the methods used to assess the impact of such initiatives. As a result, the fundamental bases on which peacebuilding initiatives and peace education are designed and implemented are flawed. Identifying the substantial overlap between the fields of positive peace, positive psychology, and education, multidisciplinary consultation to explore alternative peacebuilding and education approaches, both theoretical and methodological, to address current effort shortfalls, was performed. Consistent throughout each field it is evident a universal needs over ideals basis is necessary. Thus, informed by a universal needs perspective, this paper proposes a framework using a paradoxically sounding strategy of standardized customization. Combining the standardization and psychometric rigor of International Large-Scale Assessments (e.g., Programme for International Student Assessment), with community designed, led, and managed interventions via a community participatory action approach, this paper theorizes current shortfalls in peacebuilding and peace education efforts can be overcome, significant insights into positive peace monitoring and development can be derived, and importantly, geopolitical motivation and positive peace promotion can be aligned.

MENU

Presenter(s): Marta da Costa (Manchester Metropolitan University)

Presentation title: Bridging GCE and ESD in their critiques of Western modernity - methodological considerations

Co-authors: Marta da Costa, Manchester Metropolitan University

Session: B7: Global Citizenship, Sustainable Development and Transformative Education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Short

Keywords: *Global Citizenship Education, Education for Sustainable Development, Critiques of Western Modernity, Decolonial approaches, Pluriversality*

Abstract: Global Citizenship Education (GCE) and Education for Sustainable Development (ESD) are at the centre of Target 4.7, which is seen as key in ensuring the achievement of the United Nation's Sustainable Development Goals (UNESCO, 2016). Recently, scholarship in the field has also shown the importance of exploring the overlaps and interfaces between GCE and ESD, and bridging their efforts to develop more ethical engagements with global issues in practice (e.g. Pashby and Sund, 2020). Starting from the position that the global crises we are currently facing are a consequence of Western modern ways of knowing and being, this paper will present an updated version of the findings of a recently published report (da Costa, 2021) on the intersections between GCE and ESD scholarship within Andreotti and colleagues' (2015) cartography of Responses to Modernity's Violence. The research identified and mapped 23 theoretical and 21 empirical articles, and this paper will present the learnings from the mapping exercise and consider implications for global education research and practice. Thus, the paper responds clearly to the conference's cross-cutting themes, particularly those related to exploring articulations between GCE and ESD and reimagining how we might approach global education research and practice in the future.

MENU

Presenter(s): Miriam Ham (Central Queensland University)

Presentation title: Balancing policy with reality: contextualising professional development for global education and learning

Co-authors: Karena Menzie-Ballantyne Central Queensland University

Session: B4: Teachers perspectives and engagement on Global Citizenship. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *Contextualise profesional development teacher beliefs*

Abstract: One of the current challenges for global citizenship education (GCED) professional development is the top down approach to policy implementation at national and local education levels, based on international agendas such as the United Nations' Sustainable Development Goals and the OECD PISA Global Competence Framework. Such approaches risk alienating educators who may see the GCED agenda as yet another department imperative rather than an essential way to prepare students for engagement in our globalised world. This paper discusses how one education department used teachers' existing beliefs and process of contextualisation of a GCED policy to inform the co-design of a state-based framework and associated professional development packages. Data gathered from teachers prior to the commencement of a global education program were analysed using Keltchermans' Personal Interpretive Framework. Results showed a clear alignment with the teachers' known pedagogical frameworks and the national curriculum. These findings formed the basis for the design of the teacher workshops. The research is an important reminder of the need to work collaboratively with teachers in developing and implementing policy and professional development to ensure 'buy-in' and the ability to connect new policies with existing contexts and practices.

MENU

Presenter(s): **Mónica Lourenço** (University of Aveiro, Department of Education and Psychology, CIDTFF)

Presentation title: **Global citizenship in primary EFL classrooms: an exploration of pre-service teachers' practices and discourses**

Co-authors:

Session: B6: Comparative perspectives of teacher education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *global citizenship education, English as a Foreign Language, pre-service teachers, primary education*

Abstract: The English as a Foreign Language (EFL) classroom has been deemed a preferential space to promote global citizenship and intercultural understanding. Yet, language teachers report feeling unsure about the most appropriate approaches to address global issues, particularly with young children. This presentation shares the results of a qualitative case study that aimed to understand whether, how and to what extent pre-service primary EFL teachers in Portugal are educating for global citizenship. Data were collected from pre-service teachers' (PSTs) practicum reports developed between 2017 and 2022, a period marked by extensive reforms to reintroduce citizenship education and lower the age of compulsory English learning. Results from descriptive statistics and content analysis reveal that GCE is present in about 10% of reports, albeit aligned with a humanistic orientation. PSTs seem to discover meaningful entries and approaches to introduce GCE topics related to diversity and sustainability, using storytelling and multilingual pedagogies. Yet, they struggle with discussing these issues with children and assessing learning. Findings suggest that it is important to invest in the education of PSTs, offering times and spaces to help them unpack preconceptions, experiment with assessment tools and consider more critical understandings of this concept.

MENU

Presenter(s): Nese Soysal (University of Bath)

Presentation title: Comparing Student Teachers' Future Commitment to ESD in England, Turkiye and Pakistan

Co-authors: Doug Bourn, UCL; Qudsia Kalsoom, University of Dundee; Burtay Ince, Gazi University

Session: B6: Comparative perspectives of teacher education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Short

Keywords: *ESD, student teachers, teacher commitment, teacher education*

Abstract: Teachers' understandings of ESD shape their implementation of ESD in their classrooms. Teacher education programmes are the main sources that shape their understandings and implementations. This study investigates how student teachers in England, Turkiye and Pakistan plan to engage with ESD in their classrooms. The study employed a mixed method approach. The qualitative data are collected through semi-structured interviews and quantitative data are collected through a survey. Overall, 347 student teachers from four universities in three countries participated in the study. The findings indicate that student teachers from all the participating universities are committed to teach ESD content, values and pedagogies in their classrooms. It is also indicated that the institution's own commitment to ESD is pivotal in empowering student teachers to act as ESD educators in their future teaching. In addition to the institutional commitment towards sustainability, the overall ethos of the teacher education programme also shapes student teachers' future engagement with ESD. Student teachers who experience an ESD-focused teacher education programme (ESD as the underpinning philosophy of the programme, ESD as a standalone course, or ESD integrated courses) demonstrate more holistic understanding of ESD and are more committed towards ESD in their future teaching.

Presenter(s): **Nicholas Palmer** (Deakin University, Australia)

Presentation title: **Orienting practical Global Citizenship Education in an International Baccalaureate International School**

Co-authors:

Session: B9: Integrating Global Education and Learning into the curriculum. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *global citizenship education, international baccalaureate, Jürgen Habermas, communicative action, critical social theory*

Abstract: This presentation details the outcome of a study into the articulation and implementation of global citizenship education (GCE) in an International Baccalaureate international school. Along with providing a summary of the study, including the research problem, aims, and relevance, the presenter will also discuss how constructivist grounded theory was used to construct the resulting substantive grounded theoretical framework. Further, the presenter will share the substantive theoretical framework comprised of the core category allosyncrasy (denoting the behaviours, propensities, and temperament unique to individuals and groups integrating thinking with others of difference) and three underpinning sub-core categories: authenticating through action, determining empathetic propensity and long-term responsiveness. The core category and sub-core categories are then analysed against Jürgen Habermas's Theory of Communicative Action (1984). The conceptualisations will highlight the ongoing importance of Habermas social theory coupled with substantive accounts of GCE and the importance of practitioner insight in developing GCE discourse. This paper presentation will interest those seeking ways of examining innovative GCE practice and international teacher experiences of GCE.

MENU

Presenter(s): Peng Zhang (University College London)

Presentation title: Sustainable Development Goals (SDGs) in English Textbooks in China

Co-authors: Enze Guo, University College London

Session: B9: Integrating Global Education and Learning into the curriculum. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Short

Keywords: *Sustainable Development Goals (SDGs); China; English education; Textbook*

Abstract: The significance of textbooks in achieving the Sustainable Development Goals (SDGs) has been globally acknowledged. Nevertheless, the narrative from China remains notably limited. This study examines the extent to which English textbooks (n=20) from primary to senior secondary school contribute to students' comprehension of the SDGs and foster their development as global citizens. Drawing inspiration from the Rockström and Sukhdev model, the 17 SDGs are categorised into three dimensions: individual (health and human rights), cultural and social (cultural diversity and social justice), and environmental (biodiversity and environmental protection).

The findings indicate that textbooks introduce the UN 2030 Agenda and applaud UNESCO for its exceptional efforts in preserving the world's cultural diversity. Students are urged to become responsible global citizens, advocating for cultural and environmental sustainability. Furthermore, textbooks assert that the Chinese government plays a pivotal role in addressing pollution, eradicating poverty in Africa, and maintaining international peace. However, human rights is a deliberately avoided topic. The meticulously constructed narrative in textbooks seeks to present a prominent image of China in global sustainable development affairs while reducing threats to state and CCP legitimacy. Students are precluded from exploring democracy, free expression, and justice.

MENU

Presenter(s): **Penny Jane Burke** (Centre of Excellence for Equity in Higher Education, University of Newcastle)

Presentation title: **A Global Pandemic: Understanding the Impact of Gender-based Violence on Higher Education Participation**

Co-authors: Julia Coffey, Felicity Cocuzzoli, Stephanie Hardacre, Jean Parker and Julia Shaw, University of Newcastle

Session: B2: Global Social Justice. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *Higher Education, gender equality, social justice education, lifelong learning*

Abstract: While gender-based violence (GBV) has been described as a global pandemic, it has been an invisible issue within higher education. GBV is a manifestation of gendered inequalities and thus universities are challenged to understand and respond to the significance of GBV in relation to the UN's Sustainable Development Goal 5 to achieve gender equality. Yet despite the significance of GBV for women's access to higher education, this has been an under-researched area (Wagner & Magnusson, 2005) and has received little attention in higher education policy and practice, aside perhaps from the issue of sexual violence on campus. This paper draws from 44 in-depth interviews with GBV victim-survivors of their student experiences and brings research and practice together through a community-based program of lifelong learning and a university-based program of relational navigation (Burke, Cameron, Fuller and Hollingworth, 2021), aiming to create counter-hegemonic spaces of care, connection and safety for GBV victim-survivors. These mixed-methods aimed to generate new knowledge about the impact of GBV on higher education access and participation, and to identify strategies for gender equality. An overarching aim was to explore the potential of higher education to be mobilised as a vehicle for social justice transformation.

MENU

Presenter(s): **Raffaella Faggioli** (Unibo GCED UNESCO Chair)

Presentation title: **Embodied Global Citizens**

Co-authors: University of Bologna, GCED Unesco Chair

Session: B7: Global Citizenship, Sustainable Development and Transformative Education. **Time slot:** Mon 19 June, 15:30 - 17:00. **Type of presentation:** Full

Keywords: *GCE, Mobilisation, lived body, GT research, activists, transformative education*

Abstract: This contribution explores the findings of a doctoral research (presented in its preliminary stages at the ANGEL Early Career Conference 2021) that identifies the lived body as central to the development of activation. While there is extensive literature on GCE and ESD, there is less clarity on activation processes, knowledge of which could clarify what elements education should provide to encourage transformation and support young people as change-makers. This contribution explores the findings of a GT research study conducted with 30 young NGO activists. In their in-depth interviews, they describe the stories of their mobilisation. The research data show a model of activation development that takes place when the learner is awakened to a new reality and facts/situations with experiential modalities within a peer group. The body, in the phenomenological sense of the lived body or in the neuroscientific sense of the embodied mind, is the bridge between the biographical and formative conditions that precede activation and the experiences that trigger it. The core category, named intercorporeality, describes social processes that support a dialogue between Western and non-Western approaches identifying an idea of embodied citizen.

MENU

Presenter(s): **Rebecca McCartney** (Liverpool John Moores University)

Presentation title: **Challenges and Opportunities in Climate Change Education: Student perspectives**

Co-authors: Dr Angela Daly - Liverpool John Moores University, Professor Jason Kirby - Liverpool John Moores University, Dr Andrea Mallaburn - Liverpool John Moores University

Session: B1: Climate Change Education and Education for Sustainable Development for the implementation of Global Education. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Short

Keywords: *Climate Change, Education, Secondary Education, Pedagogy,*

Abstract: Education is an essential factor in the urgent response to climate change. Yet, in England a lack of structured government support means that teachers and students continue to navigate the climate crisis on their own, it is unclear what an effective climate education should look like. As a result, young people in England feel a sense of hopelessness, that the future is no longer a promise but a struggle. It is difficult for them to comprehend a positive future for society, often leading to 'eco-anxiety', describing a combination of negative emotions like 'worry' and 'sadness'. A questionnaire was undertaken within one secondary school in England, the main findings show that 74% of students aged 12-18 are concerned about climate change, but, they feel it is a difficult topic to talk about outside of a classroom environment. The challenges identified in the questionnaire where then further explored with a group of year 12 students, who decided that the best way to tackle climate change communication and engagement was to reconnect with nature and thus developed a green spaces programme for the school. This research makes a specific contribution to climate change pedagogy within secondary education.

MENU

Presenter(s): **Rick Millican** (University of Gloucestershire)

Presentation title: **Educating with a 'Rounder Sense of Purpose'.**

Co-authors: Paul Vare: University of Gloucestershire

Session: B1: Climate Change Education and Education for Sustainable Development for the implementation of Global Education. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *RSP; ESD; Sustainability; Educator Competence.*

Abstract: This presentation shares the results of research carried out over two three-year projects (Erasmus+ funded) that developed a set of competences for educators of sustainable development. Drawing on project publications, we will provide an overview of the resulting 'Rounder Sense of Purpose' framework of 12 competences, explain the development process and illustrate its links with the UN Sustainable Development Goals. We will also show how the framework underpins and supports global education and citizenship education.

Available educator and trainer support materials will be discussed together with the challenges of assessing competence.

Using examples from different European contexts, the flexibility of the framework to inform policy and practice will be demonstrated alongside its potential for use in a whole institution approach to sustainability and global citizenship.

Presenter(s): Riikka Suhonen (University of Helsinki)

Presentation title: Vocational education teachers' views on critical thinking and knowledge in the post-truth era

Co-authors: Antti Rajala, University of Eastern Finland; Hannele Cantell, University of Helsinki; Arto Kallioniemi, University of Helsinki

Session: B4: Teachers perspectives and engagement on Global Citizenship. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *controversial issues, vocational education and training, teachers, critical thinking, knowledge, global citizenship education*

Abstract: Teachers worldwide are challenged by different forms of knowledge, misinformation and disinformation that students encounter in social media. The question of knowledge is also emphasised in critical global citizenship education which calls for the need to deal with complexity and uncertainty, question assumptions, learn from others, and encounter difficult knowledge. This paper focuses on teachers in Finnish upper secondary vocational schools: (1) How they describe the role of knowledge in relation to controversial global issues? (2) What kind of pedagogical approaches teachers take to enhance students' ethical and critical thinking ?

The data comprise teachers' responses to a questionnaire (N=187) and focus group discussions with teachers (N=12) in 2022. Participants included both vocational and common subject teachers across Finland.

Teachers address controversial global issues mainly by providing factual knowledge and incorporating multiple perspectives into discussion. Current focus on individual, profession-specific skills limits teachers' in-depth engagement with global citizenship education. Though well placed to address mis- and disinformation, teachers need more contact-teaching time and pedagogical training to develop students' critical thinking and democratic dialogue skills. Furthermore, time is also needed to build sufficient knowledge base for teachers and students to situate their personal experience within broader social, cultural, political and historical contexts.

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Presenter(s): **Rowan Oberman** (Dublin City University)

Presentation title: **Positive emotions in a climate change education programme**

Co-authors:

Session: B1: Climate Change Education and Education for Sustainable Development for the implementation of Global Education. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *climate change education, emotions, picturebooks, inquiry, design-based research*

Abstract: Teaching and learning about climate change is associated with negative emotions, including anxiety, grief and anger, seen as detrimental for student wellbeing and for pro-environmental action (Ogunbode et al., 2022). Research in academic emotions more generally, suggests positive activity and achievement emotions support deeper engagement with content and higher learning outcomes (Camacho-Morles et al., 2021). This presentation draws on data collected as part of a design-based study exploring the use of picturebooks in climate change education. The study saw the progressive refinement of an education programme delivered in three primary schools with students aged 10 to 12 years. The programme sought to develop a critical inquiry-based approach to CCE engaging learners in some of the associated social, economic and ethical questions. Data included focus groups with participant children, audio recordings of whole-class discussion and teacher interviews. Data analysis included coding expressions of emotions in the data by: the emotion, the object of the emotion and the subject expressed as experiencing the emotion. Findings suggest that the picturebook-use supported positive emotional experiences which included those related to shock, creativity and catharsis. These positive emotions were found to support students' critical, complex and creative thinking, highlighting the value of using picturebooks to teach difficult and controversial themes.

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Presenter(s): Roy Tokunbo Olowu (Soft Contents UK)

Presentation title: Role of continuous professional teacher development in promoting global citizenship education in Nigeria: Teachers' perceptions

Co-authors: Professor Emmanuel Adu, University of Fort Hare, South Africa.

Session: B4: Teachers perspectives and engagement on Global Citizenship. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Short

Keywords: *CPTD, GCE, Political zone, Teachers' perceptions. SDGs*

Abstract: Continuous professional teacher education (CPTD) plays an important role in upskilling teachers and their students in knowledge sharing and the delivery of learning. Global citizenship education (GCE) is civic learning that involves students' active participation in a programme that meets the test of time. GCE empowers students at different levels and all ages to assume active roles locally and globally to build and inculcate more tolerance, peace partnerships and collaboration. This paper examines the role of CPTD in promoting GCE in Nigeria. It has adopted the interpretivism paradigm of qualitative approach with a case study as the design, sixteen (3 teachers from each geo-political zone) participants were selected using a purposive sampling technique. This study found out that CPTD is a veritable vehicle to actualise and sustain GCE, the major challenge of CPTD is insufficient funds and lack of readiness on the part of the teachers, excess workload and inadequate information regarding CPTD. The paper suggested that teachers should be proactive and plan very well to attend CPTD at least once a year. Similarly, the school management should encourage the teachers to attend CPTDs as compulsory programmes that can lead to developing their skills, career objectives and competence.

Presenter(s): Simon Eten (UCL Institute of Education)

Presentation title: Towards a reconceptualisation of internationalisation for global citizenship formation in African higher education

Co-authors:

Session: B3: Higher education and Global Citizenship. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *Global Citizenship Education; Curriculum Internationalisation; African higher education; intercultural education; decolonisation; neoliberal globalisation*

Abstract: The presentation will be based on a completed PhD research that investigated curriculum internationalisation and global citizenship education in higher education in Ghana. As a case study, lecturers, faculty and institutional heads as well as students were engaged through interviews and focus group discussions. A conceptual framework of a critical global pedagogy was developed from three theoretical perspectives of critical pedagogy, postcolonial theory and a pedagogy for global social justice to analyse and interpret the study data. The findings show teaching and learning at the university are mostly Western-oriented owing to its colonial foundation as well as contemporary power dynamics in internationalisation in global higher education. The findings also show there are dimensions of global citizenship in the curriculum of the institution. However, these global citizenship dimensions are incidental rather than planned. The research therefore calls for the institution to embed in its curriculum interpretations of internationalisation and global citizenship that take cognizance of the historical and socio-cultural specificities of the Ghanaian and wider African context. The research makes a case for a reconceptualisation of internationalisation and global citizenship drawing on African indigenous ways of knowing and being as articulated in the Southern African concept of Ubuntu.

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Presenter(s): **Stefania Moser, Giulia Filippi, Alessandro Gelmi, Barbara Caprara** (Free University of Bolzano)

Presentation title: **A neighbourhood in the world, the world in a neighbourhood: the LoGlo project and GCE in a non-formal context**

Co-authors: Stefania Moser (Free University of Bolzano), Alessandro Gelmi (Free University of Bolzano), Giulia Filippi (Free University of Bolzano), Barbara Caprara (Free University of Bolzano)

Session: B5: Theoretical perspectives on Global Education and Learning. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Short

Keywords: *Non-formal GCE Context, Experiential Learning, Linguistic and Cultural Variety*

Abstract: In recent years, several institutional documents and scientific studies have argued for the importance of the context for promoting GCE, recognizing it encompassing "a broad range of educational provision: formal, non-formal and informal" (GENE, 2022). However, the literature points to a lack of knowledge with respect to non-formal and informal spaces as site for GCE (Le Bourdon, 2018). For this reason, the purpose of the research project "LoGlo: discover the world from your city center" was to acquire a better understanding of the GCE learning process in a non-formal context. The research took place in South Tyrol (Italy) and involved the active participation of teenagers in language mapping (Shohamy & Gorter, 2009) with the aim of becoming aware of the linguistic and cultural diversity of their area. The study is structured with a qualitative frame, using observations and focus groups. Findings confirm the effectiveness of "fostering independent, real-world, experiential learning" (Dewey, 2014; Stein & Andreotti, 2021) and the limitations of teaching GCE within formal education (Oxley & Morris, 2013). In addition, the analysis of a creative and collaborative product, the narrative metissage (Bishop et al., 2019), shows interesting findings in how learners differentiate learning outcomes depending on the task coming from formal or non-formal context.

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Presenter(s): **Tania Ramalho** (SUNY Oswego)

Presentation title: **Paulo Freire's Just and Peaceful World--also Sustainable?**

Co-authors:

Session: B5: Theoretical perspectives on Global Education and Learning. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Full

Keywords: *Paulo Freire - Conscientization - Justice - Peace - Critical Pedagogy*

Abstract: Brazilian education philosopher Paulo Freire received UNESCO's peace prize for 1986-1987. At his acceptance speech, the author of Pedagogy of the Oppressed restated the unbreakable link between peace and justice, which is implied in his pedagogy for critical consciousness. Freire also was clear that his work was not his alone but the result of many interactions with people from all backgrounds and from all over the world.

My paper will be presented as a storied letter to Paulo Freire, as I have done in a past ANGEL conference. It will address Freire's speech at the UNESCO prize ceremony, as many do not know he received such an award. Freire was very Freirean on that occasion: he had written the acceptance but at the very moment he could not read them and improvised his words as he humbly recognized his wife and the many others with whom he engaged in dialogues to learn the world, global learning at its best.

The letter will also engage the idea of SDGs from a Freirean perspective—their importance, and more so, what they reveal in terms of global conscientization. It will focus on the quality education SDG, appraising Freire's enduring influence here.

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Presenter(s): **Tuija Kasa** (University of Helsinki)

Presentation title: **Reimagining human rights education to resist dehumanization for a more just world in the era of global crises**

Co-authors:

Session: B2: Global Social Justice. **Time slot:** Mon 19 June, 13:45 - 15:15. **Type of presentation:** Short

Keywords: *Human rights education, dehumanization, nonideal theory, student teachers, teacher education, social justice*

Abstract: Human rights education (HRE) is an important part of Global citizenship education striving for social justice. However, human rights have faced populist, authoritarian, and academic criticism. Furthermore, HRE has been criticized for neglecting non-western and feminist perspectives. HRE needs to be re-evaluated to address current polarization and global inequalities. Although the criticisms offer important insights for HRE, some of them are somewhat moral philosophically unjustified based on failed practices. Thus, I present a theoretical renewal of HRE from the perspective of nonideal theory to address more efficiently current inequalities. I will present 1) theoretical insights from the perspective of philosophy of education and 2) practical insights based on empirical qualitative analysis on the understanding of Finnish student teachers about HRE (n=311). The philosophical aspect draws on nonideal theorists like Judith Shklar and Serene Khader. Practical pedagogical approaches draw on HRE projects where teacher education was developed based on students' voices. I conclude, that renewing HRE practice and theory from the perspective of nonideal theory hold potential to increase the credibility of HRE. Nonideal HRE addresses marginalized voices but does not deny the universal moral non-bargainable core, which is crucial to work towards global justice and resist dehumanizing forces in societies.

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Symposia / Workshop Session Summaries

C1: Reimagining education for a sustainable world – dialogues with non-Western & multispecies perspectives

Facilitator: *Professor Elina Lehtomäki, University of Oulu, Finland.* **Participants:** *Professor Thora Herrmann, University of Oulu, Associate Professor Jani Pulkki, University of Eastern Finland & University of Oulu, Dr Maria Saari, University of Oulu, Dr Yared Demssie, University of Addis Abbaba, Ethiopia & University of Oulu, Finland, Joffy Conolly, University of Oulu, Finland, Fadilla Mutiarawati, Sokola Institute, Indonesia & University of Oulu, Finland.*

This workshop with a critical constructive approach invites participants to a dialogue that both broadens and challenges understandings of what it means to educate for a sustainable world. The aim is to identify ways to include perspectives that are marginalised in GEL and sustainability discourses and to bring in minority, non-Western, indigenous, and more-than-human perspectives and voices to dialogues.

After a short introduction to the theme, the workshop will open with a panel discussion. Workshop participants will be encouraged to ask questions and discuss the introduced points further. Researchers whose interests include citizen science; ecosocial philosophy of education; decolonial sustainability competences; sustainability education in practice - working with indigenous youth; inter- and multispecies sustainability; and ecocentric approaches to global responsibility in higher education will share their knowledge in response to participants' questions and ideas.

Dialogues will continue with a living poster activity: each panellist leads a thematic discussion, producing a 1-page poster which can then be displayed in print and online for all conference attendees to read.

Finally, if additional time were granted and the venue constraints permit, we would be interested in exploring the possibility of organising for a more-than-human actor to contribute to the workshop.

Proposed timings

- Introduction (5m): Explanation of the theme; structure of workshop; goals of session. What do we mean by the critical constructive approach?
- Panel discussion (25m): Panellist biographies and suggestions for questions to debate could be circulated in advance and shared on social media to generate pre-conference interest.
- Living posters (30m): Panellists will position themselves by a poster which focusses on that person's research area. Posters will have a title + some critical questions/themes for discussion. Participants visit 1 or more living posters to discuss the topics, ask questions and record thoughts on to the poster. Posters will subsequently be digitalised and/or printed up and posted for other conference attendees to read.
- Brief summary from each panellist (10m) The aim is to encourage critical dialogue by problematising anthropocentric and Western narratives within global learning for responsibility and sustainability.

Aims: Our research-informed dialogues will bring new perspectives and invite critical thinking and participation on the themes of Global Education & Learning for a Sustainable World and GEL & reimagining the futures of education.

C2: Embedding global education and learning at system and school level: A cross country comparative

Dr Karena Menzie-Ballantyne, CQUniversity, Dr Miriam Ham, CQUniversity, Libby Giles, Centres of Asia Pacific Excellence: University of Waikato, Carla Rey Vasquez, Education New Zealand, Meredene Hill, Queensland Department of Education, Jacinta Webb, Queensland Department of Education, Chantelle Kohn, The Change Collab, Dr Sarah-Louise Jones, University of Hull.

This workshop begins by reporting on data gathered from a 12-month research project in which academics and personnel from government education departments in New Zealand, Australia and England examined the rollout of the global education and learning agendas in their respective system and school contexts. Data gathered from monthly meetings of the research team and interviews with key personnel identified the approaches taken, who was involved, and the opportunities and challenges discovered. Findings of note include the collaborative nature of the approaches taken in both the Australian and New Zealand contexts and the impact this had on educators 'buy-in'; the importance of early and ongoing consultation with First Nations peoples ; the difficulties of navigating competing departmental priorities; and the challenges of embedding the agenda and ensuring its sustainability, irrespective of personnel changes. The presenters will then facilitate activities that enable attendees to examine the data in more depth and reflect on potential opportunities, implications and/or challenges in their schools or systems. The workshop will conclude by exploring the possibility of, and interest in, conducting similar cross-country comparatives with other countries, with the ultimate goal of sharing information and supporting each other to reimagine the future of global education and learning in our respective contexts.

Aims: This workshop is specifically aimed at sharing information and exploring ways in which academics, policy makers, education department personnel, and other stakeholders can work together to reimagine global education and learning both in their individual contexts and internationally. It also aims to explore ways in which this type of cross countrycross-country collaboration and support can be continued beyond the conference with the ultimate goal of sustainably embedding the global education agenda at school, tertiary and system levels.

C3: Better Evaluation in Global Education - Moving policy and practice forward

Global Education Network Europe

Evaluation is an important part of the work in Global Education. If quality Global Education is to reach all in Europe, in solidary with peoples globally, this can only be possible with a deepening of the work on quality and evaluation. One of the commitments in the European Declaration on Global Education to 2050, The Dublin Declaration, was to: "Support the development of appropriate standard-setting, quality assurance, monitoring and evaluation mechanisms, based on models of good practice that are both relevant and appropriate to Global Education".

Evaluation has also become, in recent decades, a fundamental element to demonstrate the results of public policies, namely in international cooperation and Global Education. Ministries and Agencies have undertaken to develop and implement evaluation systems to measure the impact of their programmes to ensure their quality; to learn about the programmes and improve them and to increase transparency and accountability about how public funds are used. As in Development Cooperation, evaluation approaches in Global Education were driven by the international demand for measurable results and use predominantly results-based management approaches. Much progress was achieved by these evaluations in terms of allowing for reflection, questioning, and readjustment of GE work (Bergmüller et al., 2019) and in providing evidence about the vibrancy and range of the work in GE and in terms of accountability (Liddy & Gallwey, 2020).

Global Education actors recognise the need to gather evidence to support their work and to understand how quality can be improved. The question being asked by many in the field is "How can Global Education be implemented in a better, more effective, and more high-quality manner?

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(Bergmüller et al., 2019). However, several stakeholders contend that the predominant evaluation approaches have several limitations. Several voices claim that these models don't fully capture the changes taking place as a result of Global Education; that they assume linear change instead of taking into account complexity and unpredictability; that they don't encourage criticality and miss the richness of GE learning and are very cumbersome; that they place too much emphasis on proving it's working and, most of all, reduce space for innovation and learning (GENE, 2008, Liddy & Gallwey, 2020, Bergmüller et al., 2019, Ongevalle, 2013, 2020).

There is now a solid body of research and examples of practice on alternative evaluation approaches and tools for GE. However, the prevailing models of practice, even though some flexibility and innovation has been included in their use, are still not fully incorporating these ideas.

GENE has been engaged at length in critical reflection about evaluation and has also been involved, as a critical friend, in GE evaluations in several European countries and at different levels. So, GENE is aware of the challenges countries are facing with GE evaluation and that policymakers and other stakeholders are calling for change in evaluation approaches.

GENE will invite for this symposium researchers and policymakers to share their knowledge and experiences about the challenges in evaluation of GE and to present and discuss alternative models and tools of evaluation. The final aim will be to open a conversation about how to move policy and practice forward for more and better global education. Participants will be encouraged to share inspiring experiences of evaluation from the practice and reflections on evaluation and how to move policy and practice forward.

C4: Global partnerships to accelerate action for the SDGs – Research and Teaching Good Practices from Higher Education

Hilligje van't Land, Secretary General, International Association of Universities (IAU) , Isabel Toman, IAU Programme Officer for Higher Education and Research for Sustainable Development (HESD), France, Beate Baldwin, Executive Director, Institute of Intercultural Communication and Management (ISIT), France, Max Spiegelberg, UNESCO Chair Coordinator and Researcher, Pädagogische Hochschule Heidelberg, Germany, Charles Hopkins, UNESCO Chair in Reorienting Education towards Sustainability, York University, Canada.

The International Association of Universities (IAU), with partners from the IAU HESD Cluster, a global network of universities engaging with the SDGs, hosts a session under the theme 'Global Education and Learning for a Sustainable World', specifically looking at the role of higher education in the transformation towards a more sustainable future. Next to the key enabling SDGs, SDG 4: Quality Education, SDG 16: Peace, Justice and Strong Institutions and SDG 17: Partnerships, all SDGs require the contribution from Higher Education Institutions (HEIs): they do research and identify solutions for challenges related to the Goals, educate the next generation of citizens, experts and leaders, and development initiatives with the local communities to reduce inequalities.

Findings from the IAU third global survey on Higher Education and Research for Sustainable Development (HESD) reaffirm that higher education and partnerships are essential to address the global challenges identified in the 2030 Agenda and to build a more sustainable future together. HEIs are in a crucial position to foster engagement with Sustainable Development (SD) by adopting a whole-institution approach to Teaching and Learning, Research, and Community Engagement, thus triggering a fundamental transformation of a sector that impacts society as a whole.

Furthermore, the session will address how ESD, Global Citizenship Education and engagement with SDGs can contribute to a holistic institutional strategy, addressing how different activities at the university level can complement each other and enhance the quality of higher education and society.

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Session structure: 30 min introduction and input presentations of research findings and case studies (IAU and invited experts from universities), 25 min roundtable discussion with speakers, 20 min questions and interaction with the audience.

The International Association of Universities (IAU) has advocated for the role universities and other higher education institutions (HEIs) have played in support of sustainable development since the early 1990s. Already in 1993, the IAU Kyoto Declaration called for higher education leaders to better articulate HE's work to achieve a sustainable future. This was reaffirmed in 2014 with the IAU Iquitos Statement. IAU was one of the strongest advocates for the inclusion of higher education as a key stakeholder for achieving Agenda 2030 and the SDGs. IAU was one of the Key Partners in UNESCO's Global Action Programme on Education for Sustainable Development (GAP ESD 2014-2019), and is currently a partner to the follow-up initiative, the ESD for 2030 Global network.

IAU's strategic priority Higher Education and Research for Sustainable Development (HESD) includes surveys on HESD, the IAU Global HESD Cluster Network, specialized publications, the IAU HESD portal, representation at events and more around sustainability in higher education.

C5: Global Sense - Developing Global Sensitivity Among Student Teachers

Mirjam Hitzelberger, Claudia Bergmüller-Hauptmann, Gregor Lang-Wojtasik - Weingarten University of Education.

Global societal challenges such as the erosion of foundational democratic values, increasing polarization and extremism cast special attention to the role of teachers in making students aware of these (global) issues and favor a globally oriented kind of citizenship. This perspective is also reflected in the Sustainable Development Goals (SDGs); particularly SDG 4.7 emphasizes the importance of Global Citizenship in connection with Education for Sustainable Development (UN, 2015). Hence, teachers need to be qualified for this role. In the meantime, a variety of concepts for pre- and in-service teacher training has emerged. However, research about the effectiveness of these approaches and the aligned actual acquisition of professional competencies is still at its beginning (cf. Ortloff et al., 2015; Rieckmann, 2016; Vare et al. 2019; Bergmüller et al., 2021).

This desideratum is addressed in an international and intercultural context within the project "Global Sense Developing Global Sensitivity Among Student-Teachers". This project – supported by the European Commission (2021-2024) – aims at analyzing the role of teachers for educating students as "global citizens" and wants to contribute to the discourse about possibilities to qualify teachers for that role. Five partner universities have developed an interculturally sensitive teacher education concept and are evaluating this concept together. At the core of the teacher education concept lies an international exchange among student-teachers from the five participating countries on global challenges and how to teach such challenges.

The results from the first two out of four semesters with a sample of about currently n=220 participants can be presented during the conference. These results already point towards a two-fold learning process among the students in the sense that learning results can be distinguished in being on a personal level, but also on a professional level.

Aims: The aim of the session is to present and discuss both the pedagogical teacher-training concept and the aligned evaluation results of the Global Sense Project. Moreover, the session will focus on sharing experiences of international cooperation in teacher training with a focus on Global Citizenship Education and discussing how this cooperation can help to prepare future teachers for sensitizing their students for a globally oriented kind of citizenship.

With this focus, the session relates to the conference's aim to share outcomes of current research on Global Citizenship Education with a special focus on GCED in teacher education.

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C6: The new European Declaration on GE to 2050, its implications and opportunities to strengthen links between research and policy

Global Education Network Europe

GENE (Global Education Network Europe), in cooperation with member states, facilitated an 18-month participative process from June 2021 to November 2022 to develop a new European Declaration on Global Education to 2050. The process took place 20 years after the [Maastricht Congress and Declaration](#) set out the first European Strategy Framework for Global Education in Europe, and since then, much has changed. The new declaration takes these changes into account and builds on progress over the last 20 years. It sets out a long-term vision for now and for the future, along with commitments needed at national and European level to enable all people in Europe to have access to quality Global Education. [Read more on the GENE website](#).

At the same time, in the last 20 years, research in Global Education has grown, becoming a distinct field in educational research and providing some of the evidence policy makers increasingly need. The Dublin DE declaration recognises the importance of research for GE as an essential enabler of better, research-informed policymaking and makes several commitments to strengthen research work in Global Education to enable research-informed policy.

Work has begun in earnest to make the vision contained in declaration a reality, with countries using it to align funding, policy and strategy. In connection with implementation, GENE wishes to engage interested parties in a conversation about the opportunities and implications of the New Declaration for research and policy.

This workshop will:
- Offer insights into the process of development, the content and initial follow-up to the European Declaration on Global Education to 2050.
- Invite participants to reflect on research opportunities emerging from the new declaration.
- Explore possibilities to strengthen the links between research and policy, and particularly how policymakers and researchers can cooperate to achieve the vision and commitments contained in the Declaration, in the context of national policy and strategy, funding and evaluation.
- To facilitate the discussion, we would ask participants to reflect and prepare beforehand one or two key ideas to share during the interactive part of the session according to the guiding questions below.

Structure of the symposium: The symposium will invite policymakers and researchers to a dialogue about what the Dublin GE declaration can mean in their respective fields and about the linkages between research and policy. After introductory presentations about the declaration and some of its implications for policy and research, participants will be called to share examples from their countries and from practice and to explore together ways to strengthen the links between policymakers and researchers for more policy-related research and research-informed policy-making.
- The Dublin GE Declaration: Content, process and follow up.
- The policy implications of the New declaration
- The implications of the Declaration for research
- **Interactive session:** Participants will be asked to reflect and prepare beforehand one or two key ideas (2/3 min) to share during the session according to the following guiding questions:
  - Implications for policy:
    * What are the implications of the Declaration for policy in your region or in your country? Could you sharing some example from your country?

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- Implications for research:
  - From the perspective of your work, what could be the implications of the declaration for research?
- Small group discussions: How can we strengthen the linkages between research and policy for more policy-related research and research-informed policy-making.
  - How do you think research in GE could be harnessed to be more useful for policymakers?
  - What kind of research, which topics and which formats are useful for policy makers?
  - How can we bring together evidence for policy from researchers to policymakers?
  - How can researchers and policymakers work together in the field of GE? Could you share some examples from the practice of collaborative processes between researchers and policymakers in GE?

C7: Global Citizenship Education and Sustainability: Engaging the Earth Charter and Value-Creating Perspectives

Prof. Hiroko Tomioka, Soka University Japan (presenter); Prof. Michiyo Kakegawa, Soka University Japan (presenter); Dr. Namrata Sharma, State University of New York USA (session chair and presenter); Alexis Stones, IOE, UCL's Faculty of Education & Society (respondent).

In this session scholars explore intercultural approaches to global citizenship education, with a special focus on the United Nations' Sustainable Development Goals (SDGs) and the 2030 Agenda for sustainability. The objective of the session is to introduce new theoretical developments on scholarly discourses in global citizenship education. Several converging themes within the respective presentations include:

- An exploration of ethical and values-based perspectives that is lacking in the present discourse on education for global citizenship.
- Engaging the Earth Charter and global citizenship to rethink the curriculum across diverse formal and non-formal education settings.
- An examination of existing and alternative pedagogical models and practices, including from non-western perspectives that can contribute to the intercultural dimension of education for global citizenship.

Structure of the session: Three presentations will be followed by a discussion led by an expert in the field.
- Paper 1: Value-Creating Education and Global Citizenship. Soka or value-creating education is an approach to curriculum that emerged in 1930s Japan. Presently Soka approaches undergird several Soka educational institutions worldwide that aim to foster global citizens. This paper is based on research conducted at the Soka school, Tokyo, which suggests several commonalities between Soka education and Global Citizenship Education.
- Paper 2: Practices to Integrate Sustainability into University-Level Learning. It is critical to integrate sustainability into university-level learning, however, it is a challenge when subjects with conventional theories need to be taught . This paper will share examples of practices on sustainability and peace education engaging the Earth Charter and the SDGs, developed at the Faculty of Economics at Soka University Japan, and the institution-wide mandate to mainstream concepts related to sustainability into university learning.
- Paper 3: The Earth Charter and Soka Amazon Institute. Using value-creating approach as a lens, this paper critically engages with the UNESCO-led initiatives of education for sustainable development and global citizenship from non-western perspectives. In drawing on lessons from the Earth Charter for classroom teaching within formal and non-formal settings, this paper discusses educational initiatives partnered between the Earth Charter International situated at the University for Peace in Costa Rica, and the Soka Amazon Institute in Brazil.

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Aims: In this session scholars investigate existing and emerging scholarly work offering intercultural and interdisciplinary approaches to the UNESCO-led initiatives of education for sustainable development and global citizenship. Several converging themes are explored within the respective presentations as indicated in the session description (above). The discussions suggest that there is a lack of scholarly literature on values-based perspectives that can contribute to the discourse and practice of education for sustainable development and global citizenship. As an example of a values-based framework, presentations within this session will draw on the Earth Charter that provides an ethical framework for building a just, sustainable, and peaceful global society in the twenty-first century. Along with reflections on the Earth Charter and the diverse indigenous perspectives reflected in the Charter, presentations also include references to other values-based perspectives, such as the worldwide phenomena of Soka or value-creating education. In exploring the intersections between the Earth Charter, Soka and global citizenship education, practical examples from university-led initiatives as well as from the non-formal education sector will be shared through the session with proposals for a more intercultural approach to learning for sustainability and global citizenship. The structure of the session is for three presentations to be followed by a discussion led by an expert in the field.

C8: Climate change communication and education country profiles: A tool to foster PEER learning and policy dialogue on CCE through improved data

Anna D'Addio, Senior Policy Analyst, Global Education Monitoring Report, Nicola Chopin, Project Manager, Monitoring and Evaluating Climate Communication and Education Project, Daniel Schaffer, CEO, Foundation for Environmental Education, Emmanuel Tachie-Obeng, National Action for Climate Empowerment Focal Point, Ghana Environmental Protection Agency.

Communication and education are critical tools to help citizens understand and address the impacts of climate change. Quality climate communication and education (CCE) includes the holistic development of understanding, values and behaviours that can advance collective climate actions. Quality CCE addresses both climate change mitigation and adaptation, and includes a focus on climate justice and, where appropriate, Indigenous knowledge.

Monitoring is key to better understanding climate action gaps and building capacity. However, there is currently minimal data available on CCE policies and practices across countries globally. Responding to this need for better data on CCE progress, an ongoing partnership between UNESCO's Global Education Monitoring (GEM) Report and the Monitoring and Evaluating Climate Communication and Education (MECCE) Project, hosted by the Sustainability and Education Policy Network (SEPN), has developed new country profiles on CCE. These are available on the MECCE Project website (www.mecce.ca) and on the Profiles Enhancing Education Reviews website (PEER, www.education-profiles.org) of the GEM Report, which also hosts country profiles on other themes at the core of Sustainable Development Goal (SDG) 4.

The CCE country profiles provide a comparative perspective of countries' progress in relation to Article 6 of the United Nations Framework Convention on Climate Change (UNFCCC) and Article 12 of the Paris Agreement, through 'Action for Climate Empowerment' (ACE); and on SDG Target 4.7 which focuses on education for sustainable development. The country profiles cover all regions of the world and all income levels. More than 500 experts and national focal points for Action for Climate Empowerment (ACE) were invited to review, update, and validate the information. Fifty country profiles are available to date, with another 30 profiles to be published in 2023.

The country profiles cover climate change contexts (relevant government agencies, laws, policies, and plans, terminology and budget); climate change education (policy, curriculum, teacher education and assessment) in primary and secondary education; higher education; teacher education; technical and vocational education and training (TVET) and adult education; climate change communication (public awareness, public access to education, public participation); and CCE monitoring.

The country profiles support decision making and prioritization of policy and practice, and provide measures useful for tracking ACE progress. For example, analysis of the first 50 country profiles show ACE content in countries' laws, strategies, and policies is often limited and lacking in depth. The largest policy and program gaps are in training & teacher training, and policies related to the public engagement-related ACE elements tend to be better developed than those related to education. In education, CCE often focuses on cognitive learning and included as part of environmental/sustainability education.

Aims: This interactive workshop convened and facilitated by the GEM Report and MECCE teams will engage participants in discussion on the key trends in country progress on CCE and address the question, What do the profiles suggest about climate change communication and education?

The session will feature the voices of CCE experts, development partners and advocates discussing the different approaches to CCE based on the new PEER profiles. Speakers will share insights on the process of strengthening CCE in national policies, plans and initiatives and offer lessons on how to translate policy commitments into concrete action.

C9: Strengthening synergies between UNESCO's programme on Global Citizenship Education and the academic community

Led by representative from UNESCO Division for Peace and Sustainable Development.

UNESCO's 1974 Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms is a landmark legal instrument that brings together for the first time the concepts of peace, international understanding, human rights, fundamental freedoms, and education.

The instrument is being revised to reflect the changing role of education in addressing contemporary challenges to peace including, but not limited to, climate change, pandemics and poor health, the rapid spread of hateful and violent ideologies, unsustainable consumption, and lingering inequalities.

The revised text of the Recommendation will be submitted for adoption to the upcoming 42nd session of UNESCO's General Conference (Nov. 2023), thus marking a new beginning for UNESCO's GCED programme.

With this perspective, this workshop will provide the opportunity to exchange ideas on what can be done to strengthen the role of academics, researchers and policy experts in supporting the implementation of the Recommendation.

Intended Audience: As the topics of the Recommendation span multiple fields within education, the Workshop intends to engage academic professionals and researchers from various disciplines and working in various levels of education.

Objectives: Updating participants on the state of advancement of the revision process and follow-up plan

Collecting and exchanging ideas on the role of ANGEL and more generally the academic world and research in supporting the implementation of the Recommendation

Proposed Session format

- [15 mins] Update by UNESCO on the revision of the Recommendation and preliminary ideas concerning follow-up, followed by a short question and answer period.
- [40 mins] Panel discussion. Supporting the effective implementation of the Recommendation: The role of academia and research in policy learning
- [30 mins] Group discussion.
- [5 mins] Conclusion.

C10: Connecting Early Career Researchers in global education and learning - Let's create an ANGEL ECR network together

Andreas Rogler (University of Oulu), Dobrawa Aleksiak (University of Warsaw) and Riikka Suhonen (University of Helsinki).

After way too many online meetings, we are very excited to invite Early Career Researchers (ECR) engaged in global education and learning to lay together the foundation of a future ANGEL ECR Network. The session will start by discussing the findings and suggestions of a survey for ECRs we will have conducted on the needs, potentials, goals and practicalities of an ANGEL ECR Network.

Afterwards, the session will offer plenty of opportunities for us to get to know each other and exchange ideas. The main focus of the activities will be to brainstorm for future cooperation that can be informal as well as within a more organised ANGEL ECR Network. Since we want to co-create the network with all the participants, this session will be organised in an interactive manner and therefore requires active participation.

After the session, we plan to continue cooperation by putting our ideas into action and together officially launch the network so that we can continue to support each other. If you want to contribute, don't hesitate to participate. See you all in Paris!