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ANGEL Early Career Researcher Network

# New Voices in Global Education & Learning

Partners:



# ABSTRACT BOOK

<p><b>Amy Strachan</b></p>	<p>University of the Sunshine Coast, Queensland</p>	<p>Supporting teacher wellbeing and agency through a mindset approach to climate change education</p>	<p>Scientific evidence identifies the urgency for human action in relation to the ecological and climate crisis on our planet (IPCC, 2022). The role of education system, therefore, requires more than a change in curriculum which delivers a cohesive understanding of the causes, impacts and solutions to climate change and biodiversity loss. It demands an education which supports a transformation across mindsets and systems (OECD, 2024). While there are some changes to curriculum policy across different countries, young people and teachers demand for a better-quality climate change education that promotes student voice, communication skills and opportunities for action (UNESCO, 2022; Rushton, 2024)</p> <p>This poster presents a design-based research study (Hoadley, 2022) exploring how future teachers can be supported in the development of a climate-conscious mindset across their professional practice. Using an iterative process of delivering workshops to future primary teachers, a framework of ten key ideas was refined to inform a holistic climate change education. The overarching aim being to support future teachers agency and responsiveness in their practice, promoting resilience, positive-action and wellbeing, for themselves and the children they teach.</p>	<p>Climate Change Education, Wellbeing, Agency</p>
<p><b>Asep Rudi Casmana</b></p>	<p>University of York</p>	<p>Global Citizenship Education in Indonesia: a case study from the senior high school's practices in Jakarta</p>	<p>Global citizenship education is currently important for Indonesia particularly in formal education. School is one of the place to transform students to be global citizen in the future. In Indonesia, there is particular school subject called civic education which becomes the place for promoting global citizenship education and it is compulsory subject from elementary school to university level. This research will uncover how global citizenship education practice in Indonesian context particularly in the senior high school by using transformative learning and critical pedagogy theory by emphasizing reflective dialogue. The method which will be used is a case study in senior high school Jakarta. 25 teachers of civic education across Jakarta will be participated through interview and senior high school students will be participated in focus group interview. In addition, there will be an observation in the classroom to see the pedagogical approach in teaching global citizenship education. The results will uncover 1) the values and competences which are required by the</p>	<p>global citizenship education, learning transformation, critical pedagogy, global learning, civic education, Indonesia</p>

			<p>Indonesian perspectives about global citizenship education, 2) the teachers and students perspectives towards global citizenship education, and 3) the pedagogical approaches and the classroom practices used by the teachers in teaching global citizenship education. The finding of this research will contribute towards the global citizenship practices in Indonesian perspectives as the GCE in Indonesia is need to be developed.</p>	
<p><b>Brigid Golden</b></p>	<p>Mary Immaculate College (DICE Project)</p>	<p>Adapting a framework for critical global learning</p>	<p>This paper offers in insight into the ongoing process of working with others to adapt an established framework for critical thinking within GCE (critical global learning). The framework includes both a model, which details the crucial components of critical global learning, and a planning tool to aid in its implementation. The framework was developed as part of a PhD research project. The framework was designed for use in a unique context, namely initial teacher education at primary level in Ireland. Furthermore, the context was in person teaching of large student cohorts which impacted on its design. However, during design, care was taken to ensure the framework could be adaptable in order to be responsive to diverse contexts. Through the study being shared in this paper, I will work with others aiming to implement GCE in diverse contexts, such as NGOs, teacher education in non-Irish contexts, and non-formal education, to explore how this framework could be adapted to suit their diverse and unique contexts. The outcomes from this study will enable me to share practical examples and informed reflections with the wider education and GCE communities in relation to how this framework can be adapted to enable others beyond those involved in this project to adapt the framework for their own contexts. As this process is currently in its initial stages, this paper will share the initial plan, emerging considerations, and ideas for moving the project forward.</p>	<p>critical thinking, initial teacher education, theory to practice</p>
<p><b>Caroline Ferguson</b></p>	<p>University of Tasmania</p>	<p>Experiences and practices of Global Citizenship Education</p>	<p>This presentation relates to the theme of Global Education and Learning in Practice by presenting recent empirical comparative and international research conducted through the University of Tasmania, Australia. Respecting children’s perspectives and roles as active social agents, the research foregrounded the lived experience of global citizenship in the lives of students at international schools in Finland, Australia and The Netherlands. The</p>	<p>Global learning, Global citizenship education, international schools, students, qualitative research</p>

			<p>research also investigated the perspectives of teachers and school leaders in three sample schools to learn about school practices. This was accompanied by discourse and semiotic analysis of participant schools' self-representation of global citizenship through the texts and images on websites and prospectus materials. The findings offer insight into how global education is manifested in specific contexts, and suggestions for strengthening student experience and further research.</p> <p>This qualitative study, positioned within a social constructivist paradigm, uses phenomenology, critical discourse analysis, and semiotic analysis to investigate the main research question: What are the articulations of global citizenship education in International Baccalaureate international schools? Phenomenological interview data (Van Manen, 1990) was interpreted through thematic analysis (Braun &amp; Clarke, 2022). Language conveys social power and politics, and schools use language to express their aims and processes, therefore using CDA (Fairclough, 2013; Fairclough, 2013a), an analysis of school self-representational texts sought to explore the schools' global citizenship aims. Furthermore, the study used data from a semiotic visual analysis of images (Kress &amp; Van Leeuwen, 2006; Van Leeuwen, 2005) related to GCE on school documents and websites. The study's findings show that while texts communicate mostly neoliberal discourses, young people experience global citizenship through feelings of an intercultural global community, by participating in curriculum-based community service, within charity frameworks, but also in student activism. Teachers and school leaders displayed conceptual uncertainty of global citizenship education and tended to stay within their comfort zones.</p>	
<b>Cat Ho</b>	University of Illinois	Dismantling the Iron Cage of Neoliberalism: Critical Economic Literacy for Teachers in the promotion of Critical Global Citizenship Education	While Global Citizenship Education (GCE) has taken on growing prominence over the years, yet Critical GCE and teacher professional development (PD) for Critical GCE is still sorely lacking. Furthermore, the influence of neoliberalism as a modern form of the "iron cage" with the attendant rise of global crises and inequality render many teachers at a loss as to ways to question the Economics that has built and maintained this "iron cage" It is posited that there is a need for an "alternate criticality" since Critical Pedagogy and Critical	Critical GCE, Alternate Criticality, CEL, Iron Cage

			Thinking, while valuable, have not effectively countered the rise of neoliberalism over the past four decades. This study is based on a 8 week Participatory Action Research where non-Economics teachers of a secondary school explore and are given approaches to question the current neoliberal Economics in each of their own subject fields. The research uses a discourse analysis to analyze the ways that teachers adapt their unit plans pre and post PAR to more effectively teach for Critical GCE.	
<b>Corinne Angier</b>	University of Stirling	What does GCE look like in a secondary maths classroom?	<p>Mathematics teachers in the secondary phase in Scotland are under pressure to ‘teach to the test’ (Shapira et al 2023). A small number of teachers who engaged in GCE professional education saw value in finding space for activity which did not conform to preparation for exams. I will suggest that whilst what they did might seem small these alternative tasks were in fact significant and potentially subversive because they raise questions about the purpose of mathematics education.</p> <p>Mathematics is a compulsory subject of study across the globe. Classrooms are traditionally undemocratic with the teacher, the text book and exam marking instructions accepted as the arbiters of truth. Much of the activity is procedural and consists of precisely repeating what has been demonstrated by the teacher. Opportunities for learners’ to express themselves through their questions, choices and voices are limited. Many learners experience these classrooms as anxiety inducing and Ernest (2020) argues the training in compliant unquestioning obedience can cause lasting damage.</p> <p>Using GCE contexts to teach or simply to illustrate the standard curriculum is powerful in part because it is unexpected and unusual. The element of surprise can disrupt the business as usual working of the mathematics classroom and may provoke different responses including engagement from usually silent or uninterested learners.</p> <p>Education in Scotland is riven with incompatible purposes. There are three policies: the capacity oriented Curriculum for Excellence (Scottish Executive 2004), the welfare and rights oriented Getting It right For Every Child (2014a) , and the economic growth oriented Developing the Young Workforce (Scottish Government 2014b). These are in tension with the attainment focussed National Improvement Framework established in 2015 and updated every year</p>	Mathematics education for global citizenship, teacher agency, neoliberal values and practices

			(see e.g. Scottish Government 2023). It is the latter that schools and ultimately teachers, especially in the secondary phase, are held accountable to.	
<b>Emmanuel Niyibizi</b>	Protestant Institute of Arts and Social Sciences (PIASS)	Education for Global Perspectives: Insights from Missions and Visions of Higher Learning institutions in Rwanda	Global interconnectedness has become a must to jointly face global challenges including but not limited to inequality, climate change and migration. In this orientation, global education is at the heart of sustainable development Goals. Though it is recommended to be framed in national and international educational policies and curricula, little is known about how higher learning institutions (HLIs) frame their missions and visions towards global perspectives, especially in the so-called Global South. Through a qualitative approach with content analysis, the study at hand bridges this gap by exploring the framework of HLIs' missions and visions that are oriented towards global perspectives. The results revealed a diversity of orientations towards global perspectives including nationalisation, regionalisation (Africa), internationalisation and globalisation separately and combined. Other dimensions like Christianisation and profession-centeredness are visible in some university missions and visions in Rwanda. Reflected from the discourse on global education, missions and visions are seen as possible success or risk factors for global openness by HLIs in Rwanda. The study stimulates further scientific, political and practical implications.	Global education, global perspectives, university vision and mission
<b>Fadhila Hadjeris</b>	UCLA	Educating for Global Citizenship in Post-colonial Algeria: Neoliberal Ideologies, Inequality, and Alienation	This study uses English Language education as a lens to gain deeper insights into the goal of teaching for global citizenship and its possibilities in the Algerian context. To achieve this end, it takes an in-depth look at the journey and pedagogical practices of English language teachers by placing the discussion within the broader discourse on neoliberal education reforms and the post-colonial educational model. Twelve (12) semi-structured interviews were conducted with Algerian Middle School English Language teachers to delve into the mechanisms of globalization and neoliberalism as they play out in their journey and pedagogical practices. The research findings reveal different obstacles grouped into institutional, pedagogical, economic, and cultural factors which negatively impact the experiences of teachers indicating a state of "alienation" and exacerbating inequalities among learners at the local and the global scale. These findings, therefore, suggest moving beyond	GCE; teacher education; Global South; alienation

			colonial and unjust post-colonial educational frameworks towards embracing local knowledge systems to advance the project of sustaining the wellbeing of humanity and Mother Earth.		
<b>Giulia Filippi</b>	Free University of Bolzano	Preparing primary school teachers for university: Student teachers and GCE. A comparative study	<p>This research project examines initial teacher education programmes (ITEPs) in Italy and Ireland, primarily involving student teachers and teacher educators as ITE participants. Using a qualitative exploratory design, the study explores the impact of participants' perceptions during ITE programmes, highlighting how these perceptions influence practices and attitudes. The focus is on unravelling educational concepts and awareness, particularly regarding Global Citizenship Education (GCE).</p> <p>Structured as a multiple case study, the research uses university programmes, the EU context and the duration of ITE programmes as criteria for comparison. Three cases are considered, based in two different countries (2 in Italy and 1 in Ireland), identifying ITEPs as the unit of analysis. The qualitative design of the study uses semi-structured interviews and focus groups as the main tools for data collection. In addition, observation and document analysis inform the cases analysed. Specifically, the participants involved in the study are 33 student teachers, 21 teacher educators and 3 stakeholders. In this way, the focus of the research is an in-depth exploratory research project on pre-service teacher preparation at university, which examines how future teachers are equipped to handle global issues in schools, particularly through the lens of GCE.</p> <p>Preliminary findings highlight the critical role of the investigation into pre-service teachers' perceptions and their influence in promoting GCE conceptualisation within educational settings. Although the qualitative nature of this study limits the generalisability of the findings to other countries, the insights are valuable as an indicative starting point for further research. By adopting a comparative approach and using qualitative research methods, the study provides nuanced insights that can inform the development of ITEPs and help cultivate competent and culturally responsive educators capable of promoting global citizenship values in diverse educational contexts.</p>	Initial teacher education, comparative education, GCE, multiple case studies	

<p><b>Katie Ormrod</b></p>	<p>Manchester Metropolitan University</p>	<p>Exploring the potential for critical global citizenship education in a local community food bank</p>	<p>In Britain the demand for food banks is rising, with challenges to face such as the aftermath of the coronavirus pandemic and the recent escalation of the cost of living crisis, against a backdrop of increasing global conflict and uncertainty. This project investigates how food banks, currently associated with charitable food donations amidst wider neoliberal societal discourses, could be places for critical global citizenship education (CGCE) and adult informal learning. Informed by post and decolonial theories, it explores how people in the food banks can challenge injustices at local and global level, whilst learning about themselves, each other and their relationships to the wider world. It also examines what either constrains or facilitates this learning, hierarchies and relationships within the food bank space, and participant perspectives and knowledge which arise in their interactions. The project includes food bank volunteers as participants, following an ethnographic framework to provide a rich detailed account of the space and incorporating enhanced interviews, drawing on their diversity, knowledge and experience. The project also situates the researcher as a CGCE learner and also as a volunteer in the food bank, examining the discourses present and how they may relate to CGCE and the wider world. The project will contribute to the conversation surrounding critical/post-critical global citizenship education (Andreotti, 2021), whilst reframing the food bank as a potential place for CGCE. It will also contribute towards sustainable development goal target 4.7, exploring global citizenship education in an informal learning context of marginalised adults and volunteers, amongst the discourses and power relationships which may surround them.</p>	<p>Food bank, informal learning, adult education, volunteering, discourse, global citizenship education</p>
<p><b>Keri Reid</b></p>	<p>University of Stirling</p>	<p>Reflecting critically on a Ghana-Scotland school partnership: a rhizomatic narrative approach</p>	<p>Drawing on my own lived experiences, this research examines the complexities and conundrums of an international school partnership (ISP) between two primary schools in Scotland and Ghana. The study is a response to questions that arose having completed extensive South-North school partnership project work, years of quiet wonderings, and numerous entries in a personal research and travel journal. Previous research has called for the importance of inclusive spaces for building critical and ethical engagement around different perspectives. The relational and socio-emotional aspects of ISPs, and global citizenship</p>	<p>Rhizomatic thinking, memory stories, reflexive writing.</p>

			<p>education more widely, have not yet been widely researched. In addressing this gap, the research applies a narrative approach and uses rhizomatic analysis of personal reflections, memories and lived experience stories. Despite 'good' intentions, the analysis reveals glimpses of neo-colonialism at play within our partnership, alongside material and knowledge inequalities. The analysis highlights the potential role of school partnerships in decolonising teacher thinking through 'unlearning'. As a researcher and practising teacher, the research has involved critical reflection and reflexivity to challenge assumptions, develop criticality, and transform (colonial) thinking.</p> <p>In this study, the research uses professional and personal lived experiences as a starting point for a critically-informed rhizomatic narrative analysis. This approach generates new ideas that address the need for more inclusive educational partnerships between South and North. Distinctively, the research's insights add new understanding to the known paradox of simultaneous connection and distinction between oneself and the Other in partnership working between countries. Firstly, this study posits that informal spaces, as a 'Third space' or 'place of displacement', may be more conducive to mutual and transformational learning than more traditional formal settings. Secondly, the research develops a key insight that relational transformation is more likely to happen when teachers engage with difference through authentic, personal relationships and 'moments of sharedness' with one another. Lastly, the findings support the need for new forms of inclusion based on a plurality of knowledges within ISPs, rather than being driven by Western ways of being and knowing. Further derivable research in this area can help develop new de-colonial practices and a more radical and inclusive stance across future South-North ISPs.</p>		
<b>Luca Vittori</b>	University of Bologna	Refugees in Higher Education. The resettlement process of UNICORE students	The study examines the resettlement process of university students with a history of forced migration to a third country, bearing in mind that migration is always a total phenomenon (Sayad, 1999). The study aims to critically analyse the UNICORE - University Corridors for Refugee project in order to create a common knowledge base useful for future developments and comparisons among Italian universities, taking into account the students' point of view. The	Refugee Education; GCE; Higher Education; University Corridors for Refugees	

			<p>research uses grounded theory methodology. In-depth interviews and focus groups with key informants (students, professors, administrators and reference persons of the project partners) and field observations will be conducted. In addition, member checks will be organised at the end of each coding phase to ensure a more participatory approach. From the first coding phase, it appears that UNHCR Italy (project leader), Italian universities (main funders and hosts) and civil society form the main axis of the project. Overall, UNICORE aims to identify (a few) talents to be hosted in Master's courses in Italy and to guarantee them the necessary support to obtain the documents required for their successful resettlement. In addition, UNICORE offers placement opportunities to promote integration in strategic sectors of the country's economy. In doing so, the project runs the risk of reproducing the system in which the North deprives the South of resources, reinforcing hierarchies and inequalities, as well as the idea that knowledge is accessible only to a lucky few, while for the majority it remains an unattainable aspiration, a denied right. Global Citizenship Education, in its critical and transformative position, should address the issue of the educational experiences of people from refugee backgrounds, as this is a non-neutral field that encompasses contested policies where factors such as age, gender, sexuality, ethnicity, culture, socio-economic status intersect. But what is the place of GCE in the classrooms of UNICORE students?</p>		
<b>Lucy Kentish</b>	University of Bristol	Understanding the role of education in transforming societies	<p>A common feature of societies that have undergone prolonged periods of violent conflict is separate social settings such as segregated education (Murphy, 2017). Students attending schools segregated based on identity, such as those in Northern Ireland, are more likely to enter society with a different view of history, their place within society, and a different cultural identity. Limited exposure to other cultures and identities results in fewer opportunities to challenge divisive narratives learnt at school and within the community. The classroom provides students the opportunity to build and practise the skills to interpret and contextualise the complex world around them (Paulson, 2015). Northern Ireland has a long history of separate denominational schools (Gallagher, 2024). The first Integrated school, which is one that intentionally educates pupils of different religious beliefs or cultures, was introduced in</p>	transformation; citizenship; models of education	

			<p>1981. Initially there was a steady growth of Integrated schools during the 1990s and early 2000s before expansion stalled. In response to this impasse, Shared Education was piloted in 2007 which involves ‘collaboration between separate schools in which pupils and teachers moved between schools to take classes on a regular basis’ (Gallagher, 2016: 367).</p> <p>Utilising Northern Ireland as an illustrative case study, my research project will explore the real and potential transformative impact of integrated approaches to education focusing on intergroup contact and history and citizenship curricula. With regards to citizenship education, I want to trace its development in Northern Ireland since the pilot of the Social Civic and Political Education Project (SCPE) in 1998 which sought to teach ‘young people how to think’ and ‘how to participate in a diverse society’ (Arlow, 2012: 95) through enquiry-based and participatory learning, and investigate the impact current day citizenship education has on exploring identity and social relationships.</p>		
<p><b>Malgosia machowska-Kosciak &amp; Maria Barry</b></p>	<p>Dublin City University</p>	<p>Digital Storytelling and Identity Formation: Exploring the Experiences of Second-Generation Migrant Youth in Ireland Through Global Citizenship Education Lens</p>	<p>Global citizenship education (GCE) is increasingly recognized as a critical educational response to pressing global justice issues. International frameworks for GCE emphasize key objectives such as appreciating and respecting diversity (UNESCO, 2018) and valuing human dignity and diversity (OECD, 2019).</p> <p>This paper examines the experiences of children and young people in Ireland with second-generation migrant and ethnic minority backgrounds through digital storytelling (Machowska-Kosciak &amp; Barry, 2022). The 'Brave' series comprises short digital stories that address themes of identity, belonging, racism, and envisioning a better future as told by young people. These videos are the outcome of a three-year research project co-produced with the research team and young participants using Participatory Action Research methodology featuring creativity, authenticity and representation.</p> <p>It underscores the significance of dialogue, self-discovery, choice, and the right to self-identification. Furthermore, it highlights the profound and detrimental impact of lack of recognition and stigmatization on the well-being and identity development of second-generation youth, particularly in relation to their sense of belonging and the full realization of their rights in Ireland.</p>	<p>second generation young people, representation, authenticity, ethnic background</p>	

<p><b>Mehdi Lazar</b></p>	<p>TBS EDucation</p>	<p>Teaching for global citizenship education: proposal from the field</p>	<p>The presentation will discuss the concept of Global Citizenship Education (GCE). In recent years, due to the increasing interconnection between societies, our societies, and the planet, the need to adapt teaching programs to our global challenges has become even more evident. This need led to the beginning of Global Citizenship Education (GCE), a major concern of supranational organizations such as UNESCO or the Council of Europe.</p> <p>Most major education systems also face the challenge of integrating GCE into their programs. However, these efforts are often insufficient or limited, whether due to a lack of resources, time, conceptual difficulties, or competition from other forms of civic education, particularly national ones.</p> <p>The presentation will propose some pedagogical approaches to allow everyone to include elements of GCE in their teaching, regardless of their class level or teaching subject. It discusses GCE as a complex and holistic learning process requiring understanding the world and its challenges and developing key skills and attitudes to act meaningfully at the local level.</p> <p>The presentation will also provide an example of a high school learning sequence that can illustrate an approach in this direction. It discusses the definition of Global Citizenship Education and the implementation of learning sessions that go beyond the acquisition of knowledge and concludes with an example of a sequence of mathematics applied to public health in high school.</p> <p>In conclusion, two main ideas will be underlined in this presentation. First, GCE is a relatively recent field of teaching that still needs to find its place in national teaching programs. Competed by civic education and other pedagogical priorities, GCE is only partially implemented in many states despite its importance. In this perspective, the presentation proposes an approach to developing GCE through a pedagogical approach focused on developing knowledge of contemporary challenges, such as global inequalities, and developing essential socio-emotional and behavioral skills.</p>	<p>Global Citizenship, Global Citizenship Education, Competencies, Teaching Methods</p>
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			Combining these three dimensions allows for the effective development of solid and sustainable global citizenship skills.		
<b>Pravin Balakrishnan</b>	King's College London	The Anticipatory Governance of Global Agendas in Global Education	<p>This presentation will explore the uptake of anticipatory practices in global agendas in education to imagine education futures. International organizations, and more recently technology corporations, have been heavily involved in the future-making of global education through their global agendas (Elfert &amp; Ydesen, 2023; Robertson, 2022). Since global agendas is a broad term, I will take the definition posited by Elfert &amp; Ydesen (2023), which defines global agendas key instruments of the global governance of education. They also add that global agendas are global targets that unite all relevant actors – national governments, international organizations, non-governmental organizations, and other non-state actors behind a supposedly universal agenda of critical significance (Elfert &amp; Ydesen, 2023, p. 200). For the purpose of this study, the global agendas that I will interrogate are UNESCO's Reimagining our Futures Together (the new social contract), OECD's Program for International Student Assessment (PISA); and Google's EdTech service provider – Google For Education. Using the conceptual vocabulary of 'sustainable futures' and 'techno-solutionism', this paper will seek to understand how anticipatory practices are embedded within the discourses and policies of these agendas. In the study of education futures, both sustainable futures and techno-solutionism have received increased attention. To unpack their definitions, sustainable futures are associated with the humanistic-emancipatory agenda such as lifelong learning, and techno-solutionism is represented with the unwavering belief that technology will save humans from extinction. Initial findings from the analysis suggest that all three global agendas lean towards anticipatory governance by using various anticipation methods, which includes scenario planning, foresight, visioning, and vulnerability. Relying on the concepts of 'sustainable futures' and 'techno-solutionism', international organizations and technology corporations are involved in the steering effects of education futures through the deployment of their global agendas.</p>	international organizations, anticipatory governance, PISA, SDG4, EdTech, teachers	

<p><b>Ricardo Römhild</b></p>	<p>University of Münster</p>	<p>The power of language. Why GCE won't work without a revised language curriculum</p>	<p>As part of the United Nations' Agenda 2030, Sustainable Development Goal 4.7 defines what constitutes quality education in the 21st century. It is directive for educational efforts towards sustainable development and marks a cross-cutting task for all subjects taught at schools (primary, secondary, tertiary). Thus, it also poses questions for language education and its contribution to the project of sustainability. At the same time, language, communication across boundaries, dialogue, argumentation, and listening are essential aspects when it comes to preparing learners to live together sustainably and peacefully.</p> <p>Given the important role languages play in the project of education for sustainable development (ESD) and global citizenship (GCE), it is curious that research in foreign language education has only very recently started to explore these educational philosophies (e.g., Lütge et al. 2022; Ortaçtepe Hart 2023; Römhild 2023). This may partly because of long-established concepts and practices of cultural learning in the foreign language classroom, which impede a consistent paradigm shift towards ESD and GCE.</p> <p>This presentation focuses on current conceptions of cultural learning in foreign language education as roadblocks towards ESD and GCE and argues for a paradigm shift in the language classroom. At the same time, it discusses this paradigm shift as a necessary step towards consistent implementation of ESD and GCE approaches in all education using the example of a whole-school approach.</p> <p>In doing so, the presentation provides insights into the conceptual foundation of a post-doc project which sets out to contour the contribution of foreign language education to ESD and GCE and to research its implementation empirically.</p>	<p>global citizenship education; education for sustainable development; foreign language education; cosmopolitanism; cultural learning; interculturality</p>	
<p><b>Satia Zen</b></p>	<p>Tampere University</p>	<p>Teacher Identity and Climate Change Education: Implication to Curriculum Integration in the Indonesia</p>	<p>Climate change education has gained importance, yet significant challenges persist in its integration into formal curricula. Despite the urgency emphasized by scholars (i.e. Anderson, 2012 and Eilam, 2022), UNESCO's findings reveal a lack of teacher confidence and national frameworks that ignore climate change. This complexity extends to pedagogical approaches; while some advocate for interdisciplinary approaches rooted in Education for Sustainable Development (Anderson, 2012), others champion participatory, community-</p>	<p>climate change education, teacher identity, positioning, curriculum integration</p>	

			<p>driven initiatives (Rousell, Cutter-Mackenzie-Knowles, 2020). This study seeks to unravel these complexities by examining how Indonesia teachers' environmental identities intersect with curriculum constructs. Through narrative analysis, the study aims to uncover teachers' beliefs, values, and preferred integration strategies, shedding light on the challenges and opportunities in climate change education in the region.</p> <p>Specifically, the purpose of this study is to investigate integration of climate change in Indonesia from teachers' perspective. Furthermore, the study will explore teachers' beliefs and values concerning climate change education as well as integration strategies they prefer by considering the intersection of complex factors such as political, cultural as well as institutional and individual. Using the teacher environmental identity perspective, narratives about climate change integration from 21 teachers in Indonesia are analysed. The findings are organised into four environmental identity constructs namely: master storyteller, early adopter, reluctant implementer, and discouraged believer. These constructs reflect the complexity of climate change integration while hinting at personal and professional dimensions of teacher identity, as well as relational aspects that need to be considered. Furthermore, the curriculum constructs that may operate in this context also present some challenges and opportunities.</p>		
<p><b>Sharon Armstrong</b></p>	<p>Victorian Department of Education (Australia)</p>	<p>Mandating Global Education in Schools</p>	<p>This presentation will argue that Global Learning should be a mandated part of all school curriculums. Many argue that the school curriculum is already overcrowded, and the focus should be on Literacy and Mathematics. However a recent evaluation of the Global Learning and Engagement offerings provided by the Department of Education in Victoria, Australia found that well-designed Global Learning and Engagement programs go beyond preparing students for active global citizenship. They transform them into ambassadors of intercultural dialogue within their schools, strengthen learning and wellbeing capabilities, significantly enrich the educational experience for both local and international students, and contribute to the development of a more inclusive, equitable and globally aware school community. Additionally, GL&amp;E programs have the ability to address and dismantle the underlying causes of racism and</p>	<p>Global Education, Australia / Victoria, School Curriculum / Evaluation of impact/ mandating global learning</p>	

			<p>bias, either explicitly or implicitly, promoting an environment of cultural safety equity and inclusion.</p> <p>The presentation will summarise the findings of the evaluation, outline the current offerings provided by The Department of Education in Victoria, Australia – such as support for International School Partnerships, Global Student engagement programs and Teacher and School Leader professional learning. It will then seek advice from the audience to suggest new offerings and opportunities for future collaboration and connections.</p>		
<b>Syed Nitas</b>	Bard College	Integrating Global Citizenship into Environmental Education: Out-of-School Program in China as a Model for Ecopedagogy	<p>As the need for global citizens capable of addressing complex environmental challenges becomes increasingly apparent, a program curated and implemented in China for high school students exemplifies a transformative approach to education that marries ecological learning with global citizenship education. This program moves beyond traditional educational paradigms by employing an integrative pedagogical model that emphasises global responsibility through local action.</p> <p>Central to the program’s methodology is its unique integration ecopedagogy with hands-on environmental projects, creating a dynamic learning environment that encourages students to connect deeply and critically with both their cultural heritage and the global ecological community. The curriculum is designed to engage students academically and emotionally, fostering a sense of global citizenship and responsibility. By participating in local ecological restoration projects, students experience firsthand the impact of their actions on the environment, gaining practical skills and a global perspective on ecological issues.</p> <p>Carefully curated outcomes related to the program help to elevate the perceived importance of ecological education and motivate enrollment, addressing the challenge of making such programs appealing to a diverse student body.</p> <p>We demonstrate through the design and implementation of education programs grounded in ecopedagogy, we can move towards ecological</p>	Ecopedagogy, China, High School extracurricular, Global Citizenship	

			<p>civilisation, in which an overarching Chinese principle of “Unity of Man and Nature” (天人合一) that everyone is taught but seldom knows how it can be achieved. Through this approach, we seek to counter the anthropocentric dominance in the current education system, which often deadens the intrinsic creativity of young people and mould them into effective producers and consumers of the global economic machine (Lent, 2022), thereby also pushing learners away from the true meanings of ecological civilisation and global citizenship.</p>		
<b>Xin Miao</b>	University of Stirling	Rethinking citizenship from an intersectional feminist lens: Mapping Inspirational Women for a more inclusive and informed global citizenship	<p>Mapping Inspirational Women is an Open Educational Resources initiative emerged from my PhD study on agency and curriculum making with participants in Shanghai (Miao, 2024). One of the key findings resonates with Biesta (2022): “on the point(ing) of education” (p.75). In my study with geography teachers, they did not seem to make connections between global climate crisis to everyday teaching, some not even aware that it is a gendered challenge. Geography as a school subject in China contributes to a sense of global citizenship due to its intention to improve global understanding (Duan et al, 2018).</p> <p>There is a gap between what educational researchers’ expectations of geography for understanding the globalised world and school practitioners’ expectations of students achieving high scores in geography examinations. The former pays attention to global citizenship while the latter was restricted to exam-orientations. Mapping inspirational women is my attempt to bridge the gaps by pointing at providing public accessible resources. Instead of the default assumption of education as schooling, inspired by hooks (1994), I extend the initiative as visible to general public by mapping, posts on social media and podcasting. It becomes an organic growing community for people who wants to educate themselves towards a more inclusive and informed person, which is also what I understand as crucial to global citizenship.</p>	intersectional feminist; rethink citizenship; global citizenship; inclusive; mapping; women	
<b>Yi Hong</b>	Soochow University	Educators’ Subjectivities in Localising Global	Global citizenship education (GCE) encounters epistemic barriers in curriculum localisation, which, from a semiotic perspective, are related to educators’ subjectivation process. By choosing a Chinese case based on six	Global citizenship education; vulnerable	

		Citizenship Education: A Chinese Case	<p>secondary schools on the east coast of China, this paper builds on previous efforts to investigate how principals' (n = 6) and teachers' (n = 10) subjectivation process could influence their comprehension of the concept of GCE. The focus of this paper is on distinguishing the subjectivities in participants' interviews that related to their perceptions and planning of the curriculum. The findings of the study included qualitative feedback, which was later categorised into three themes: the communitarian subjectivity, the hybrid subjectivity, and the assimilated subjectivity. The three forms of subjectivity exposed the vulnerability inherent in participants' efforts to localize GCE. This study demonstrated a specific epistemic condition that challenges the prevailing discourse, suggesting that defending traditional culture does not always serve the purpose of promoting cultural diversity on a global scale.</p>	<p>subjectivity; semiotics; Deleuze</p>	
<b>Zeinab El-Khateeb</b>	UCL	Mrs	<p>In a globalised digital world we are currently living, there is a need for educators to be trained to implement intercultural education in their classroom and to develop competence citizens, who are able to live in a global society (Beck, 2000; Habermas, 1996; Held, 1995; Kaldor, 2003). The intercultural education can implement through all the curriculum subject. However, from linguistic perspective, teaching languages has an important aim which is exposes the language learners to a new words, new culture and horizon. This is however, can only be achieve by training the language teachers to enable them to imbedded interculture understanding in their teaching practice and to create a balance between intercultural interaction and communication, to promote a natural understanding and the development of individual as a democratic citizens Byram (2003).</p>	<p>Intercultural understanding in language teaching and and teacher training</p>	