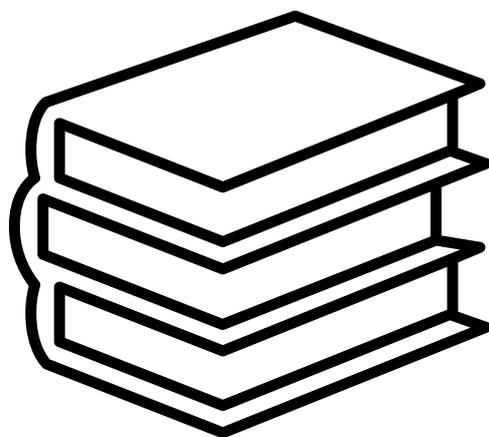


Abstract Book

For Paper Presentations, Workshops and Symposia at the ANGEL Conference 2025



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Paper Presentations

8 - Global Citizenship Education and Critical Reflection: Exploring the views and experiences of teacher educators

Joanne O'Flaherty¹, Orla McCormack², Rachel Lenihan², Ann Marie Young²

¹Ubuntu Network, School of Education, University of Limerick, ²School of Education, University of Limerick

The study explores the integration of Global Citizenship Education (GCE) and reflection within Initial Teacher Education (ITE), in Ireland, where both are mandated by national standards set by the Teaching Council. Drawing on qualitative data from semi-structured interviews with teacher educators, the paper examines how reflective practices can help pre-service teachers (PSTs) challenge their own assumptions and address issues of inequality within education and broader society. The findings reveal that reflection should move beyond a mere problem-solving exercise to encompass a deeper, ongoing engagement with self-awareness and social justice. Participants emphasised the need for reflective practices that allow PSTs to "notice" and question prevailing structures, encouraging responsibility and empathy as global citizens. Concerns were raised about the dominant reliance on written reflections and rigid models, which can stifle genuine critical inquiry. The study suggests that fostering collaborative, dialogic, and creative approaches to reflection could better support critical GCE, thus advocating for teacher educators to model and promote such practices. Overall, the paper calls for a rethinking of reflective methodologies within ITE to enable future educators to critically engage with and address global challenges.

Organisation

Ubtuntu Network

Country list

IE

Presentation type

Paper Presentation

Thematic links

Links: research and policy, Social justice, Teacher ed

Keywords

Critical Global Citizenship Education; Reflection; Reflective practice; Initial Teacher Education.

10 - Preparing Prospective Teachers for Global Citizenship: Practical Insights from a Seminar for Educators in a Globalized World

Lasse Hansen¹

¹University of Potsdam

The transformative educational concept of Global Citizenship Education is receiving increasing attention in the current discourse on education. But what is the potential of this concept for teacher education and how can it be effectively conveyed? This presentation will review an exemplary GCE seminar for teacher education students that the author led for three years in collaboration with a UNESCO project school. Through an explanation of the methodological-didactic and content-related considerations, an introduction is provided to the pedagogical and conceptual foundations and current research of the controversial GCE approach in the context of contemporary teacher education. Insights into key areas, success factors, challenges and lessons for future learning settings on the topic of GCE can be drawn from participants' feedback and the authors own reflections on its implementation.

Organisation

University of Potsdam

Country list

DE

Presentation type

Paper Presentation

Thematic links

Teacher ed

Keywords

Global Citizenship Education, Teacher Education, School Development

13 - What citizenship looks like from here: connecting the local to the global through 'compact' photovoice

Penelope Williams¹

¹University of Bristol

For young people aged between 16 and 18 in full time education in England, issues of global citizenship and social justice are delivered either within subject specific curricula or co-curricular opportunities, both of which are chosen by individual students: no statutory requirements for citizenship education for this age group exist. Therefore, there is a need to reflect on the prevalence of assessment and resulting compartmentalisation of the English

curriculum which limits opportunities for all students to engage equally in these areas. This paper explores the potential of photovoice enacted as a critical pedagogy of place in delivering (global) citizenship education at post-16. Acting as facilitator the researcher worked with participants to *generate* rather than *collect* data and the participants themselves curated a public exhibition showcasing their viewpoints and concerns. Through an examination of the photovoice data, this paper considers how young people's engagement with their local area opens doors to a critical discussion of local and global issues and creates a space of dialogue for citizenship and global education. In the study, the photovoice framework was operationalised through a 'compact' format and conceptualised as both research method and pedagogy, where participants were encouraged to link curriculum-based learning and life experience.

Organisation

University of Bristol

Country list

GB

Presentation type

Paper Presentation

Thematic links

Social justice

Keywords

citizenship, critical pedagogy, research methods, photovoice, post-16 education, curriculum

20 - The Role of International Mobility Programmes and Intercultural Competence Development in Addressing Social Issues after the Participants Returned Home

Dr Natalya Hanley¹

¹University of Oxford

The role of international mobility programmes is widely recognised in the development of international students, encompassing knowledge, skills and expertise acquisition by exposure to a cross-cultural environment. A number of studies (Kwak & Chankseliani, 2023; Wang et al., 2024) have been further analysed the potential impact that participants may have on their respective home nations through contributing to their organisations, educational institutions and communities.

The paper unpacks the International Mobility and World Development project findings from 704 interviews of change-makers conducted in 2022-2025 across six regions. It focuses on participants' experience and the role of global learning in intercultural development and the contribution of International Mobility Programs in addressing the social issues (e.g. inequality, disparity and human rights) locally and globally after they returned home. Global learning

“focuses on the promotion of learning in an interdependent world, addressing the similarities of peoples around the world and a belief in working towards a fairer and more sustainable world”(Bourn, 2014, p. 18). It demonstrates how the international experience changed their global perspectives and impacted their active participation within their home countries. Additionally, it discusses the challenges participants faced abroad and how addressing such difficulties helped to evolve the development and contributions to their initiatives in their home countries.

Organisation

University of Oxford

Country list

GB

Presentation type

Paper Presentation

Thematic links

Social justice, Challenges to democracy, Human Rights

Keywords

International mobility, intercultural competence, global learning

25 - Global Citizenship Education: Insights from a systematic review

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¹University Pablo de Olavide (UPO)

Global Citizenship Education (GCE) has become a global educational purpose according to UNESCO guidelines; however, this does not mean that it has been approached from a transformative perspective. This study aims to identify those academic discourses that from 2016-2022 make a significant contribution to the construction of a transformative GCE in the international context and in Spain where the lack of these studies is evident. In this sense, it complements the review carried out by Goren and Yemini (2017) that extends until 2015. To this end, using the PRISMA methodology, a documentary search was carried out in the databases WoS, Scopus, and ERIC. After applying the selection criteria, the final sample consists of 35 articles. Combining Thematic content analysis with NVivo12 for data analysis, the results indicate, on the one hand, the tendency to reduce GCE to the formation of a competitive citizenship with a strong national identity. However, on the other hand, they identify the need for a transformative GCE that fosters an education committed to a citizenry capable of facing and taking responsibility for the serious humanitarian challenges posed. Finally, some suggestions are framed for future research to the formation of this indispensable global transformative citizenship.

Organisation

University Pablo de Olavide

Country list

ES

Presentation type

Paper Presentation

Thematic links

Links: research and policy, Varieties of GEL, Social justice

Keywords

Global citizenship education, Transformer education, School, Systematic review, Prisma statement

26 - The community 'Education for sustainable development' in the *Kompetenzverbund lernen:digital*

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The *Kompetenzverbund lernen:digital* fosters a dialogue between researchers and practitioners for the digital transformation of teacher training in Germany. Over 200 research projects develop evidence-based teacher training programmes. In the transfer office of the *Kompetenzverbund lernen:digital*, researchers and practitioners from the projects are brought together. Education for sustainable development plays a central role as an interdisciplinary, cross-cutting topic.

As part of the project, various events were used to build a community that focusses on ESD in teacher training from different perspectives. This enables exchange and discussion across subject boundaries. One focus is on the programmes designed for teacher training and how they are organised with regard to ESD. In another event, a competency-oriented consideration of these programmes was undertaken.

This project is not a classic research project, as the transfer office operates at a meta-level. Nonetheless, we would be delighted to provide an insight into the ESD community and its work in the *Kompetenzverbund lernen:digital*. It is funded by the European Union and by the Federal Ministry of Education and Research. This project is of great interest for both researchers and practitioners because it operates at the interface between these two groups and connects them with each other.

Organisation

IPN - Leibniz Institute for Science and Mathematics Education, Kiel

Country list

DE

Presentation type

Paper Presentation

Thematic links

Teacher ed, Varieties of GEL

Keywords

teacher training, education for sustainable development, digital transformation

27 - Peace education today. Non-violent communication as a path to education quality

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¹PH WEingarten

Quality in education has various facets in the international discourse. Mainly, it deals with access to institutions and related resources to run organizations, measurable performance and attitude of actors within the teaching-learning-process. According to the Sustainable Development Goals, the interdependence of education for all over the lifespan (goal 4) and peace (preamble, goal 16, target 4.7) are important aspects for the implementation of a future-oriented world community (UN, 2015).

Peace education opens up opportunities to overcome the mystical power of violence, search for peace strategies beyond mere security, concentrate on human beings and put peace in the center of quality education (Lang-Wojtasik, 2024). Transnational exchange (Pries, 2008) is helpful, to overcome limitations of national borders in thinking and decolonizing enlightenments beyond Europe.

The concept of non-violent communication (NVC) has been tested internationally across national borders in various contexts (Rosenberg, 2015). Through NVC, it is possible to transform individual attitudes, enter into a connecting and transformative dialogue with others, thus creating a community with transformation potential and irritating society (Lang-Wojtasik, 2024a; Lang-Wojtasik & Natterer, 2025). To this end, experiences in the university context of more than 12 years and initial observations from a current ethnographic NVC-project in an elementary school are reflected. That leads to perspectives concerning attitudes as basis of education quality.

Organisation

PH Weingarten

Country list

DE

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Challenges to peace

Keywords

Transnational, Peace Education, Change. Dealing with societal trauma

33 - Perceptions and Practices of Promoting Global Citizenship through Foreign Language Education: A Study of English as a Foreign Language (EFL) Teachers in Chinese Universities

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This research investigates how university English as a Foreign Language (EFL) teachers in China perceive and practice promoting Global Citizenship (GC) through their teaching. Grounded in qualitative methodology, the study examines EFL teachers' views, pedagogical strategies, and the contextual factors influencing their promotion of GC. Data collection involved interviews with 25 university EFL teachers across three diverse institutions, complemented by thematic analysis.

The findings reveal that EFL teachers in China perceive GC as a multi-faceted construct involving intercultural understanding, respect for cultural diversity, and global competence. Their practices include fostering students' awareness of global issues, facilitating cross-cultural communication, and integrating Chinese cultural values into the EFL curriculum to enhance China's global image. However, the study highlights significant challenges, including institutional constraints, lack of professional development, and the tension between global perspectives and national ideological priorities.

By bridging the fields of globalisation, higher education, and citizenship education, this research makes three key contributions. Firstly, it provides empirical insights into the role of EFL education in fostering GC in a non-Western context, addressing a critical gap in the literature. Secondly, it offers practical implications for policy and curriculum design to better support EFL teachers in promoting GC. Finally, it enriches theoretical discussions by contextualising GC within China's socio-political and cultural frameworks.

Organisation

University College London

Country list

GB

Presentation type

Paper Presentation

Thematic links

Teacher ed

Keywords

Global Citizenship; EFL education; Teachers' perspectives; Higher education

35 - Integrating Singing and Caring Thinking in Music Education: Enhancing Resilience and Well-Being for Refugee Children through Design-Based Research (SingCaRe)

mahsa mohammadhosseini¹, Silke Schmid¹

¹university of education freiburg

Sustainable education for vulnerable groups, especially refugee children, remains a pressing challenge. While numerous initiatives aim to foster social connections through music, there is still a lack of systematic research on designing educational environments that effectively promote well-being and resilience. This study aligns with the Sustainable Development Goals (SDGs), particularly Goals 3 (Well-being) and 4 (Quality Education), and integrates Caring Thinking to enhance resilience and self-care among refugee children. Although Caring Thinking is gaining recognition in educational research, its application in music education remains underexplored.

This research seeks to design and evaluate a Singing-Based Learning Environment (SLE) that incorporates Caring Thinking principles for primary school-aged refugee children. The study's objectives are to (1) develop design principles that integrate singing and Caring Thinking to promote social-emotional skills, and (2) understand children's perspectives on the SLE. Using a Design-Based Research (DBR) methodology, the project employs participatory, child-centered methods, including the Mosaic Approach. Data collected through group discussions, observations, and video-recorded activities will be analyzed to reveal insights into children's lived experiences and inform iterative refinements to the SLE.

This research contributes to the global discourse on happiness, kindness, and social-emotional learning (SEL) in education, echoing initiatives such as UNESCO's Kindness Matters campaign and Happy Schools framework. By fostering empathy, compassion, and resilience through interactive singing and storytelling, the study supports UNESCO's vision of equipping learners with skills for peace, collaboration, and well-being in an increasingly divided world. The findings aim to provide a blueprint for creating sustainable, inclusive educational models that amplify children's voices and align with global goals of equity, social justice, and peace.

Keywords: Caring Thinking, Singing, Refugee Children, Singing-Based Learning Environment, Design-Based Research, Social-Emotional Learning, Global Education, Happiness, Kindness, Well-being.

Organisation

University of education of Freiburg

Country list

DE

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Challenges to peace, Human Rights, Sustainability etc, Approaches to policymaking, Links: research and policy, Varieties of GEL, Social justice, Decolonisation, Teacher ed, Innovation

Keywords

Caring Thinking, Singing, Refugee Children, Singing-Based Learning Environment, Design-Based Research, Social-Emotional Learning, Global Education, Happiness, Kindness, Well-being

37 - How to Build an ESD Network from Scratch: The New Rhineland-Palatinate Network for Teacher Educators

Anna Bauer¹

¹Pädagogisches Landesinstitut Rhineland-Palatinate

In this presentation, the very young history of the Rhineland-Palatinate network for teacher educators will be portrayed. The founding of the network, which just happened through the kick-off in July 2024, has been the result of two years of work by the local coordinator for Education for Sustainable Development (ESD) and Global Learning (GL) (Landeskoordination für Bildung für nachhaltige Entwicklung und Globales Lernen). This job position is part of the Global Development School Program (GES) of the BMZ, the German Department for Development, executed through Engagement Global gGmbH, which promotes the implementation of ESD and GL into the German school system.

The lecture will explain the role of the "Landeskoordinationsprogramm," outline felicity conditions and challenges of the young network, as well as provide a quick report about the results of the first symposium, which just occurred on April 2nd, 2025. Finally, there will be a forecast about the network's hopefully bright future.

For further information about the network take a look at: <https://s.rlp.de/LBNE-RLP>

Organisation

Pädagogisches Landesinstitut RLP

Country list

DE

Presentation type

Paper Presentation

Thematic links

Teacher ed

Keywords

networking, teacher educators, teacher training

41 - A systematic review of Paulo Freire's work in Global Citizenship Education in Europe

Ana Benavides Lahnstein¹, [Marta da Costa](#)¹, Gonzalo Peñaloza Jimenez²

¹Manchester Metropolitan University, ²Center for Research and Advanced Studies of the National Polytechnic Institute

The legacy of Paulo Freire's work has significantly shaped educational discourses globally, including the field of Global Citizenship Education (GCE). In European contexts, Freire's concepts have been credited with revolutionising GCE by foregrounding the political nature of knowledge and the transformative potential of education in addressing global injustices. However, critical questions remain about the selective adoption of Freirean concepts, particularly when detached from their original context, potentially reinforcing Eurocentric epistemologies. This study examines the uptake of Freire's work in recent European conceptualisations of GCE and whether such references challenge or reproduce colonial power relations. We employed the Critical Interpretive Synthesis (CIS) method to systematically explore the relevant literature through critical analysis across diverse educational contexts. Unlike traditional evidence-based reviews with predefined research questions, CIS uses evolving questions that adapt to ongoing reflections and emerging findings. In addition, during the analysis, we employed a partial mixed-methods approach that integrates interpretative and bibliometric analyses. The paper will present emerging findings from the ongoing analysis. Drawing on post- and decolonial critiques of Eurocentrism, we will discuss implications for 'critical' conceptions of GCE that might learn from Freire's work whilst remaining conscious and explicit about their enunciative position within Eurocentrism.

Organisation

Manchester Metropolitan University

Country list

GB

Presentation type

Paper Presentation

Thematic links

Varieties of GEL, Decolonisation

Keywords

Global citizenship education; development education; postcolonial and decolonial; systematic reviews; emancipatory pedagogies; transformative pedagogies

42 - Teachers and constraints to their peace building agency: Disruptions to Peace Education praxis

Ashmeet Kaur¹

¹Independent Researcher

Peace Education affirms centrifugal role of pedagogic practice and teachers; positioning them as conduits of peace. Such expectations discursively project them as agents supporting P.Ed. as a transformative practice.

However, teachers expected to facilitate and embody such efforts might themselves struggle to feel the sense of agency due to various structural factors. Like Ball (2003) illustrates one such structural constraint as 'performativity' while Thapan (1991) explains it as imperatives of being a 'pedagogue'. Kumar (1991) explains these vulnerabilities through the term 'meek-dictators'. (Chubbuck and Zembylas 2008; Zembylas and Bekerman 2018) highlight emotional violence teachers encounter when implementing pedagogies of social justice. Therefore, increasing emphasis on individual agency potentially risks 'glossing over' structural fault lines (Kester and Cremin, 2017).

The article focuses on understanding everyday complexities in facilitating P.Ed. praxis by teachers in an international school in India pseudonymously named Rolland School. For this it aims to analyse how structure and agency is understood and negotiated by teachers while seeking to implement P.Ed. praxis in school. For this, it tries to understand structural factors which constrain teacher's abilities in seeking to implement P.Ed. i.e., exploring factors hampering teachers' peace building agency. This article is based on extensive ethnographic fieldwork.

Organisation

N/A

Country list

IN

Presentation type

Paper Presentation

Thematic links

Teacher ed

Keywords

Peace Education, Teacher Education, Peacebuilding, Structure-Agency, School Education

44 - The Role of Global Citizenship Education in Addressing Contemporary Democratic Challenges

Alexis Legault¹, Paul R. Carr¹, Gina Thésée²

¹Université du Québec en Outaouais (UQO), ²Université du Québec à Montréal (UQAM)

Normative Western democratic models are seen as the ultimate objective for Global South countries. The United States, cloaking itself in the idea of American exceptionalism, probably constitutes the most obvious example of this hegemony, which is predicated on normative elections. As we argued in the book *The Epicenter* (Carr et al., 2023), the global ecological and climate crisis, along with other global concerns (femicides, social inequalities, poverty, discrimination, xenophobia, racism, freedom of expression and non-respect of indigenous rights), blurs the lines of what is a democracy. Similarly, the hegemonic economic, political and military manoeuvres and positioning of the United States and Western countries have an important effect on the destabilization of Global South countries, where conflicts are exacerbated by extreme weather events, a lack of access to potable water and climate migration. Given the capacity to cultivate reflection, action and conscientization around international/global responsibilities and injustice, and importantly around the need for democracy, peace and international solidarity, global citizenship education (GCE) appears as a tool to invert the rise of populist nationalism and the decline of democracy around the world. GCE, which can cultivate eco-citizenship, is also the key, we believe, to addressing environmental degradation around the world.

Organisation

Université du Québec en Outaouais (UQO)

Country list

CA/QC

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Challenges to peace, Sustainability etc

Keywords

Global Citizenship Education; Education for Democracy; Education for Peace; Transformative Education; Social Justice; Eco-citizenship

45 - Education in transition: seminar and excursion on the deconstruction of colonial perspectives in geographical education

Nicole Raschke¹, Carla Hermanussen¹

¹Technische Universität Dresden

As part of a dissertation, the negotiation of the climate crisis in countries of the Global South is being analyzed. The aim is to make educational perspectives from these contexts more visible and to lay the foundations for future research collaborations. In order to sensitize students, especially prospective geography teachers to research contexts in and with the Global South, to train them as multipliers of diverse perspectives and to motivate them to develop international, ideally collaborative-participatory research and educational projects, an education-focused excursion with geography students to South Africa is planned for March 2026. The preparation for this excursion includes a seminar. The seminar is based on postcolonial theories and aims to promote critical reflection on one's own and generally Eurocentric and colonially influenced perspectives on *Africa* in relation to various topics. A critical examination of historical colonial structures and current coloniality offers the opportunity change one's own way of thinking and thus contribute to a more reflexive society (Bauriedl und Carstensen-Egwuom 2023, S. 14) During the excursion, the critical approaches will be discussed together with students and teachers from South Africa and approaches to deconstruction will be developed jointly. The concept will be presented for discussion in this lecture.

Organisation

Technische Universität Dresden

Country list

DE

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Social justice, Decolonisation, Teacher ed

Keywords

excursion, decolonizing education, collaborative research, climate change education

46 - What motivates youth to engage in activism to care for the planet?

Arto Kallioniemi¹, Rilli Lappalainen², Heidi Rautionmaa¹

¹University in Helsinki, ²Bridge 47 Network

The aim of the study organized in the spring of 2025 focus on the multifaceted relationship between worldview development, motivations and values by the younger generation participating in activism, particularly around such a global theme as a care for the planet. The e-survey explores the role the youth activism plays in worldview and identical developments. These past decades the religious and other worldview landscape has faced increasing secularization and pluralization all over Europe. Many researchers have shown that besides

young people's worldviews are hybrid they are also increasingly fluid. Personal ethics and meaning are important across the different worldview profiles of young people (Pauha et al, 2024).

The presentation is related to the research project being done in Finland that aims to make a reality check on young people's motivations and values to act for the more sustainable and just world. There are other issues too being examined such as resilience, hope, empowerment, participation, recognition and opportunity to act and have a meaning in the engagement in activism among youth from different organizations and networks based in Finland.

Organisation

University in Helsinki

Country list

FI

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Varieties of GEL

Keywords

sustainability, planetary citizenship, activism, climate justice, worldview development, motivations for actions

47 - Sámi-fying and Decolonizing Teacher Education in Finland: pathways to sustainable futures

Michelle Francett-Hermes¹

¹Giellagas Institute, University of Oulu

This presentation on Indigenizing/Sámi-fying and Decolonizing Teacher Education suggests firstly that a conversation on climate justice, decolonization of research, educational aims and pedagogies in the Nordics and Europe must include Indigenous-Sámi perspectives. My research highlights pedagogies of hope and desire as pathways to sustainable Sámi and global societal as well as planetary futures. Tuck and Ree (2013) define desire as something possessed by [the Indigenous], and that narratives [or pedagogies] of desire work in countering damage narratives that are attributed to them. Desire is then a manifest to survivance despite the damage, and includes the acknowledgement of suffering due to modernity/colonialism and capitalism. Pedagogies of discomfort on the other hand address the need for the inclusion of different positionalities to take part in becoming response-able for the effects of modernity/coloniality on societies and ecosystems most affected and vulnerable as well as the collective losses of us all.

My research works addresses the disconnect between educational policy, its lofty aims and the culturally non-responsible and response-able content from teacher education to

classrooms. In the face of polycrisis, Sámi parents carry considerable responsibility for ensuring sustainable future in terms of their children, Sámi society and the planet. Through foresight research Sámi parents can be considered as experts in education and pedagogy and their position of responsibility should be alleviated through shifting responsibility to allies and the settler state.

Organisation

Giellagas Institute, University of Oulu

Country list

FI

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Social justice, Decolonisation, Teacher ed

Keywords

teacher education, decolonization, desire, hope, climate justice

49 - Adolescents' educational opportunities in conditions of social inequality and crisis - a qualitative study

Johanna Carolina Sánchez-Castro¹, Nelly Esther Caliz Romero², Laura Pilz González¹, Christiane Stock¹, Katherina Heinrichs¹

¹Charité - Universitätsmedizin Berlin, corporate member of Freie Universität Berlin and Humboldt-Universität zu Berlin, Institute of Health and Nursing Science, Augustenburger Platz 1, 13353 Berlin, Germany, ²Universidad Nacional de Colombia. Facultad de Enfermería. Carrera 45 N° 26-85 Edificio 228, 111321 Bogotá, Colombia

Background: Adolescents living in contexts characterised by poverty and social vulnerability find reduced opportunities to access education. This inequality becomes even more apparent during events that threaten public health, as well as the socioeconomic and political stability of communities. This study aims to explore the access to education and life plans of adolescents in conditions of social vulnerability and global health crisis.

Method: Adolescents from public schools in socially disadvantaged urban areas were recruited in Bogotá, Colombia. A total of 42 semi-structured interviews were conducted between October 2022 and May 2023. A reflexive thematic analysis was performed.

Results: Adolescents experience conditions of social inequality that determine their possibilities of freely accessing education and condition their life projects. Due to the COVID-19 pandemic and the subsequent lockdowns, adolescents face restrictions on resources such as digital/electronic devices and access to internet connectivity, poor school performance, and adverse consequences for their well-being.

Conclusion: Social inequality diminishes educational opportunities, especially during crises - health, socioeconomic, political, or environmental - that leave adolescents, communities, and states unprepared. Public policy should ensure the achievement of young's life plans. At the same time, resources must be optimised to guarantee the right to education in crises.

Organisation

Charité - Universitätsmedizin Berlin, corporate member of Freie Universität Berlin and Humboldt-Universität zu Berlin, Institute of Health and Nursing Science, Augustenburger Platz 1, 13353 Berlin, Germany.

Country list

DE

Presentation type

Paper Presentation

Thematic links

Approaches to policymaking, Social justice

Keywords

adolescents, social inequality, education, human rights.

50 - Metasocial Psychometrics - decolonising community cohesion and sustainability metrics via transperspective attribute and outcome identification, quantification, and standardisation

Marcus Horwood¹

¹Deakin University

I present a transdisciplinary approach intended to overcome the plethora of challenges that have prevented cross-culturally applicable, standardisable, outcome metrics for peace education and humanitarian and peacebuilding intervention impact assessment. EU, UN, and NGO representatives at the 2023 ANGEL conference expressed the necessity to objectively identify community need and measure impact of programs and events, in order to inform policy and allocate finite resources effectively. Via collaboration with international partnerships representing over 500 civil organisations, stakeholders from a range of disciplines and international perspectives identified attributes and outcomes universally applicable to community social cohesion and sustainability. I will discuss the progressive methodology, informed by both 'hard' and 'soft' science disciplines and methodological practices, that resulted in the proposed psychometrically robust assessment strategy devoid of westernised systems and conceptualisations ever-present in current metrics and goalposts. Not only providing an avenue for identifying and monitoring community needs, this transdisciplinary approach may be used as a foundation for the development of varied tools of community

measurement across global and peace education curriculum and assessment, if not the broader social sciences.

Organisation

Deakin University

Country list

AU

Presentation type

Paper Presentation

Thematic links

Decolonisation, Challenges to peace, Human Rights, Links: research and policy

Keywords

Peace, Psychometrics, Measurement, Community Needs, Transdisciplinary Research

59 - Contextualising terminology: a model for operationalising global education in teacher education and training.

Sarah-Louise Jones¹, Miriam Ham², Karena Menzie-Ballantyne²

¹Univesrity of Hull, ²CQUniversity

Lack of clarity is consistently cited as a hindrance to the systematic inclusion of 'global education' in teacher education. This is exacerbated by various terminologies used, each with nuanced origins, inclusions, and perceived intent. Thus, a Delphi research project was undertaken with 15 expert teacher educators representing 15 countries worldwide, to determine which terminologies they use, and how they use them to conceptualise and operationalise 'global education' in their contexts. 'Global citizenship' emerged as the most frequently used term. The experts emphasised however, that the nuances of any term must be examined, with a compromise between time spent on definitions and practical operationalisation. From the analysis of the data, this article proposes a model to support teacher educators to implement global education in teacher education. The model is both significant and has relevance to teacher educators, as it provides a concrete scaffold of 38 actions for teacher educators to engage with. This model is also original, as to date none exist.

Organisation

University of Hull

Country list

GB

Presentation type

Paper Presentation

Thematic links

Teacher ed, Varieties of GEL

Keywords

Teacher Training; Teacher Educators; Global Education

61 - Are human rights enough? - Extending the human rights education framework through ecopedagogical perspectives

Ricardo Römhild¹, Greg W. Misiaszek²

¹University of Passau, ²Beijing Normal University

Earth's rights are integral to human rights (HR) discourses because the tackling of social issues and environmental injustices is not a contradiction - the two dimensions are inseparably linked. Ecopedagogies, grounded in criticality and the work of Paulo Freire, are based on the inherent connections between environmental violence and social injustices that are essential for critical global citizenship education (GCE), and vice-versa. Ecopedagogical widening to planetary citizenship holistically reinvents citizenship for all of Earth, beyond humans. Our presentation will ecopedagogically unpack the contested terrains of needs, possibilities, and challenges of HR founded upon humanization with Earth's rights' from expanded planetary views, including (re)constructions of citizenships.

We argue for reinventing HR frameworks vis-a-vis the rights of Earth through ecopedagogical and citizenships framings for more planetary-inclusive HR education (HRE) models to emerge. We start by unpacking Torres' (2023: 21) idea of GCE and education for sustainable development (ESD) entering an elective affinity, a relationship of mutual reinforcement, as 'twin sisters', including HR. HRE is then looked at through ecopedagogical and posthumanist lenses to identify points of intersection between the notions of HR, socio-ecological justice, and planetary citizenship. We conclude with an argument for the integration of more than human rights in HRE contexts.

Organisation

University of Passau

Country list

DE

Presentation type

Paper Presentation

Thematic links

Human Rights, Sustainability etc, Varieties of GEL

Keywords

global citizenship education - socio-ecological justice - more-than-human rights - planetary citizenship - posthumanism

64 - 'We can make our voices be heard!': Promoting Deliberative democracy in Climate change education: a case study of a secondary green school in Vietnam.

Nha Uyen Nguyen¹, Caroline Daly¹

¹University College London

Submission title: 'We can make our voices be heard!': Promoting Deliberative democracy in Climate change education: a case study of a secondary green school in Vietnam.

Abstract

Enhancing environmental awareness and stewardship through climate change education (CCE) is crucial in developing countries, where the impacts of climate change are often felt most acutely but receive insufficient support. However, implementing CCE in these regions faces significant challenges due to the dominance of Eurocentric epistemology and globalised modernity, driven by fossil fuels, consumerism, and colonialism. This paper examines the potential for incorporating deliberative democracy into CCE curricula to empower locally rooted models for addressing ecological crises, focusing on a secondary school in the northern hill region of Vietnam as a case study. As a lower-middle-income Southeast Asian nation, Vietnam's education system navigates a complex intersection of Western influences, Indigenous traditions, and the pressing need to address natural disasters intensified by global warming. This context inspires the hill school's site-specific innovations in fostering students' proactiveness, adaptability, climate literacy, and deliberative mindset by integrating Western philosophy, such as Deweyan democratic deliberation, with Indigenous ideologies, including Buddhist concepts of mindfulness, familial relationships, and grassroots community structures. The findings from in-depth administrator, staff, teacher, and student interviews, focus groups, and classroom observations indicate a promising alternative educational paradigm for addressing planetary instability that strengthens our connection with the environment through a multicultural lens.

Keywords: Deliberative democracy, Climate change education, case study, secondary school, Vietnam.

Organisation

University College London

Country list

GB

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Sustainability etc, Decolonisation

Keywords

Keywords: Deliberative democracy, Climate change education, case study, secondary school, Vietnam.

66 - The Impact of Teacher Education on the Development of Global Citizenship in Africa

Dr Samson Maekelle Tsegay¹, Dr Mcjerry Atta Bekoe²

¹Anglia Ruskin University, ²National Petroleum Authority,

Despite the togetherness view of globalization, the world is still diverse and multicultural. In these circumstances, education is a key element in adaptation to the diverse social and cultural environment within and across borders. Education also enables individuals to participate in local and global communities and engage in rational and enlightened thinking. Informed by scoping review and thematic analysis, this paper explores the development and ongoing discourse of global citizenship education in relation to teacher education in Africa. In particular, I discuss the impact of teacher education in developing global citizenship by focusing on educational policies, course content, and pedagogical practices. Furthermore, I critically analyse the dis/connections between indigenous (African) and Western global citizenship frameworks. I argue that many African values and norms are significant to GCE. However, since colonial times, indigenous knowledge or traditional wisdom of African people has been dominated by Western knowledge. Finally, I analyse the challenges of incorporating global citizenship education into (teacher) education. In doing so, I investigate issues of democracy and resources and their impact on the education system. The paper contributes to advancing people's understanding of the nexus of teacher education and global citizenship education, and the role of other intervening factors.

Organisation

Anglia Ruskin University

Country list

GB

Presentation type

Paper Presentation

Thematic links

Varieties of GEL, Social justice, Teacher ed

Keywords

Teacher education, global citizenship education, indigenous education, pedagogy, Africa

69 - Youth Engagement in Global Challenges

Isabel Hevia Artime¹, Renée DePalma², Adelina Calvo-Salvador³, Carlos Rodríguez-Hoyos³

¹University of Oviedo (Spain), ²University of A Coruña (Spain), ³University of Cantabria (Spain)

The Dublin Declaration (2022) recognises “people’s right to learn, to critically reflect on their place in the world, to respond and to act in solidarity, as global citizens with planetary responsibility.” This paper reports on the results of qualitative research in Spain into the possibilities and challenges to guaranteeing this right to young people. Our previous and ongoing studies address two central questions: What opportunities are there for youth to participate in addressing global challenges? What kind of digital literacies are necessary to facilitate this kind of participation? Based on interviews, discussion groups and participatory techniques, we explore how young people become aware (or not) of global challenges and their capacity to relate these challenges to their own lives, connecting their own experiences with what is happening in other parts of the planet. Our results point to a need to create spaces that offer opportunities for youth to immerse themselves in processes of inclusive participation. The role played by technology and social networks is a crucial point of analysis. Depending on whether young people develop strategies for critical understanding and informed use, these tools can either favour civic and political engagement or function as barriers to this type of engagement.

Organisation

University of A Coruña

Country list

ES

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Links: research and policy, Social justice

Keywords

global citizenship, youth, educational policy, curriculum, social media

70 - Problem-Posing Pedagogies in Action: Insights from the First Cycle of a Self-Study Exploring the use of Philosophical Inquiry with Preservice Teachers in the Context of Global Citizenship Education.

Simon Brennan¹

¹Mary Immaculate College, Limerick

This PhD self-study, funded by Research Ireland, explores the use of philosophical inquiry (PhI) as a transformative praxis to cultivate critical consciousness (CC) in preservice teachers, an essential foundation for enabling them to teach Global Citizenship Education (GCE) effectively, by critically engaging with and problematising its complex concepts. This research contributes to three interconnected fields, philosophical inquiry, critical pedagogy, and GCE, by demonstrating how PhI can explore real-world challenges and nurture transformative GCE educators through adopting a CP problem-posing model. Furthermore, it aligns with the educational goals and principles of the Irish Aid Global Citizenship Education Strategy 2021-2025 by proposing and evaluating a participatory teaching method to deepen practitioners' engagement with GCE.

This qualitative self-study employs an action research design grounded in the critical pedagogy principle of collaboration between researcher and participants. It comprises two major cycles: the first with B.Ed. 3 students in the GCE elective at Mary Immaculate College, Limerick, in Spring 2025, and the second in Autumn 2025.

Data will be collected through inquiry recordings, focus group interviews, and a reflective journal informed by discussions with a critical friend. Thematic critical discourse analysis will examine how power, ideology, and knowledge are constructed and contested in my reflections and participants' discourse.

This paper will discuss the initial findings from the first cycle of the research, highlighting emergent themes and their implications.

Organisation

Mary Immaculate College, Limerick

Country list

IE

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Social justice, Teacher ed

Keywords

Philosophical Inquiry, Critical Pedagogy, Global Citizenship Education, Complex and Controversial Issues.

77 - Institutionalization of Global Education in Estonian Education Policy and Practice

Johanna Helin¹

¹University of Toronto

This study provides a historical policy analysis of the initiation, implementation and institutionalization of Global Education in Estonian education policy and practice during the past 20 years. This period has been characterized by vast reforms in the education sector, value changes in the society, as well as volatility in the geopolitical context especially during the past two years. The study discusses the challenges and opportunities deriving from the post-Soviet context and high-achieving education sector where schools and teachers have a lot of autonomy. However, enhancing teacher competence in global education is left in the care of NGOs and resources to support global education activities are decreasing. Differences in top-down (national policy-makers) and bottom-up (NGOs and educators) understandings of the concept and how to best support are detected and discussed. The study is based on document analysis and 30 interviews with NGOs, teachers and policymakers collected during the past three years.

Organisation

University of Toronto

Country list

CA/ON

Presentation type

Paper Presentation

Thematic links

Approaches to policymaking

Keywords

Estonia, post-Soviet context, institutionalization, global education and learning

79 - How to approach global inequalities in primary school teaching settings? Sharing some insights from applying the Ethical Global Issues Pedagogy frameworks with a group of pre-service teachers

Claire Grauer¹

¹Leuphana Universität Lüneburg, Germany

Education in global learning environments requires teachers' awareness of global inequalities being rooted in historical processes that translate into current hierarchies of power and persisting colonial continuities. One approach developed to foster this kind of awareness is the framework on ethical global issues pedagogy by Pashby & Sund (2023), based on the work of Andreotti (2011, 2016).

This framework seeks to engage teachers with decolonial thinking through inviting self-reflexivity and by offering practical guidelines of how to assess existing teaching materials and in-class discussions.

During a seminar on addressing global inequalities in primary education, 25 pre-service teachers were invited to use the framework for analyzing existing teaching materials and for creating their own. The majority reported that it gave them more confidence to approaching topics related to global injustices they previously considered too difficult to discuss with children.

In my presentation, I will introduce the framework and provide examples of its practical application. I will also outline possible future adaptations of the framework and invite the audience to share their experiences with similar tools to further promote decolonial thinking and related reflection processes as important elements of teacher training and professional development in primary education and beyond.

Organisation

Leuphana Universität Lüneburg, Germany

Country list

DE

Presentation type

Paper Presentation

Thematic links

Decolonisation, Teacher ed, Sustainability etc

Keywords

ESD, critical global citizenship education, teacher training, primary education

83 - Theatre of the Oppressed as a pedagogical tool in promoting Global Citizenship Education in the fight against social discriminations

Ilaria Paradiso¹

¹University of Bologna

This paper explores the *Theatre of the Oppressed* (TO) methodology as a pedagogical tool within Global Citizenship Education (GCE), aiming to counteract power dynamics that perpetuate social discrimination, marginalization and inequality. Rooted in my personal field experience as a TO practitioner, this research highlights the practical applications of TO in fostering critical awareness and collective action. TO method is both political and maieutic, offering a unique approach to theatre. The main goals of TO can be identified in the following elements: the use of the body, the rupture of social roles, the strengthening of social links, audience engagement during Teatro Forum sessions, challenging social oppression and reinforcing the power of the oppressed. By examining the link between Boal's ideology (1975)

and Paulo Freire's educational philosophy (1968), this contribution outlines the connections between TO and GCE and explains why TO can be a tool to sustain the challenges that contemporary western democracies are facing. In addition, it explores how TO techniques, when applied in large groups, can facilitate the reconstruction of social bonds, solidarity, self-help and how these elements can positively impact on the empowerment of individuals and the reconstruction of a more equitable society. The study also investigates the influence of neo-liberalism on our lives and the way in which it reshapes our way of interacting, our choices and our acting towards discrimination and social marginalization (Dardot, Laval, 2013).

Organisation

University of Bologna

Country list

IT

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Challenges to peace, Human Rights, Teacher ed, Varieties of GEL

Keywords

Theatre of the Oppressed, Global Citizenship Education, neo-liberalism, social discrimination, social bonds

85 - Transnational Spaces of Knowledge Co-Production in Teacher Education between Colombia and Switzerland: Formative Research in Planetary Learning

Angela Stienen¹, Stefanie Strulik¹, Hilda Mar Rodríguez Gómez²

¹Bern University of Education, ²Universidad de Antioquia

This paper discusses an innovative approach to planetary learning in teacher education. It examines the cooperative knowledge production in the context of an academic collaboration between the University of Antioquia in Medellín, Colombia, and the University of Teacher Education in Bern, Switzerland - two public universities that are in unequal positions within the global geopolitical order. The paper explores the power and knowledge structures that arise from the interplay between different "geopolitical" and "body-political" epistemic locations. Using the example of the Transnational Pedagogical Expeditions conducted in and between Switzerland and Colombia - a formative research model inspired by the National Pedagogical Movement of Colombia - the paper shows how a transnational team of researchers, teachers and students from both cooperating universities ethnographically examined the educational landscapes in the migration societies of both countries. The contribution analyzes the norms, categorizations, classifications, and knowledge orders in each context and highlights the insights generated by "disruptive" questions and irritations that arose from the cross-context

engagement of the transnational team . Finally, the paper discusses how a planetary learning approach that creates transnational spaces for knowledge generation contributes to the democratization of knowledge production and to the development of a power-critical, anti-discriminatory and global justice-oriented teacher training in migration societies in the global South and North.

Organisation

Bern University of Education

Country list

CH

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Sustainability etc, Challenges to peace, Human Rights, Approaches to policymaking, Links: research and policy, Varieties of GEL, Social justice, Decolonisation, Teacher ed, Innovation

Keywords

planetary learning, democratization of knowledge production, global justice, formative research, transnational pedagogical expeditions, teacher education.

86 - From data to action: Leveraging a barometer and force field analysis to shape policy on global citizenship education

Jan Van Ongevalle¹

¹HIVA-KU Leuven

This paper elaborates how organizations in Belgium working on global citizenship education (GCE) have been leveraging research in formal education to inform GCE programming, as well as strategies for lobbying and advocacy related to GCE policy. The paper first highlights the results and main lessons learned from a recent barometer study on GCE in primary and secondary schools in Belgium, focusing on both methodological aspects of the barometer instrument and notable trends in the current state of GCE in Belgian schools. In addition, key insights from a policy research aimed at identifying both formal and informal levers that GCE actors can use to strengthen the integration of GCE into Flemish education policy are outlined. Particular attention is given to how the use of 'force field analysis' enhanced the participation of GCE organizations in analyzing the research data, thereby increasing the usefulness of the findings. Finally, the paper examines the various ways in which the results from both research efforts were utilized in tandem to inform GCE policy at the organizational level and to mobilize GCE organizations toward developing a concerted lobbying and advocacy strategy for GCE policy at the government level.

Organisation

HIVA-KU Leuven

Country list

BE

Presentation type

Paper Presentation

Thematic links

Links: research and policy

Keywords

Global Citizenship Education, Formal Education, Force Field Analysis, Barometer study, lobbying and advocacy

87 - Reflexive praxis at the intersection of education for sustainable development and global citizenship: Insights from participatory research with educators in Sweden

Karen Pashby¹, Marta da Costa¹, Louise Sund^{2, 3}

¹Manchester Metropolitan University, ²Örebro Universitet, ³Mälardalens universitet

Global education “enables people to reflect critically on the world and their place in it....to bring about a world of social and climate justice...” (GENE, 2022). The Intergovernmental Panel on Climate Change (2022) acknowledged 'colonialism' is a driver of the climate crisis; those most responsible for are not most negatively impacted by climate change. UNSDG4.7 highlights the importance of quality education for *both* sustainable development *and* global citizenship. However, scarce research examines their intersections in addressing the concern that mainstream approaches to global education in 'global North' contexts *themselves* may reproduce rather than taking-up colonial relations of power (e.g. Andreotti, 2006). At ANGEL 2023, we presented the rationale and project design of a participatory research project funded by the Swedish Research Council exploring pedagogical possibilities for decolonial concepts in climate change education with 16 expert upper-secondary teachers in Sweden. We have since completed initial focus groups; workshops developing a conceptual framework, reflecting on practice, and developing tools; and school visits with reflexive interviews. Transcriptions of these data sets provide insights into the possibilities and challenges of supporting and resourcing reflexive praxis. Now, at ANGEL 2025 we will present emerging findings from our analysis, highlighting implications for research, policy, and practice.

Organisation

Manchester Metropolitan University

Country list

GB

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Varieties of GEL, Social justice

Keywords

critical global citizenship education; climate justice education; participatory research with teachers; coloniality in global learning

88 - GreenEdTech: Building a Digital Platform for Real-World Sustainability Education

Aaron Redman¹, Flemming Gammelgaard², Rikke Magnussen¹

¹Aalborg University, ²Exfluency

The critical need for education to foster sustainability has long been recognized including recently in the [Dublin Declaration](#) which calls for global education to "bring about a world of social and climate justice... [and]... planetary sustainability." At the same time the education sector confronts a Janus-faced opportunity with AI and digital platforms as was discussed, for example, at [UNESCO's 2024 Digital Learning Week](#). In Denmark a new project is seeking to leverage digital and AI capabilities to bring real-world sustainability problem-solving into the K-12 classroom, and do so at the needed scale. Green Transition of Education and educational TECHnology ([GreenEdTech](#)) is a collaborative project focused on integrating ESD into the Danish school system. In GreenEdTech students and teachers collaborate with green industries, public organisations, and NGOs in solving authentic sustainability problems as a means of developing key sustainability competencies in secondary school (7th - 10th). The collaboration takes place both physically and via the GreenEdTech digital learning platform which has been developed to support sustainability education grounded in the real world. Artificial intelligence tools are being leveraged to provide rapid, chat-based research support to students as well as to formulate and deliver formative assessment feedback and guidance to them.

Organisation

Aalborg University

Country list

US/WI

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Innovation

Keywords

Education for Sustainable Development; Sustainability Education; Key Competencies in Sustainability; Greening Education; Artificial Intelligence; Digital Learning

91 - Democracy as an Experience: A Conceptual Framework and Novel Teaching-Learning Design Using Democratic Constellation Work

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¹Mehr Demokratie e. V., ²Ostbayerische Technische Hochschule Regensburg, ³Universität Duisburg-Essen

Today's democracies are globally under unprecedented pressure, necessitating innovative approaches to strengthen democratic resilience and institutional trust. This paper examines a critical challenge of democratic education that emerges when democracy is understood as more than a mere political representation system. We conceptualize democracy as an experiential phenomenon encompassing free expression, civilized conflict management, and collaborative civic engagement.

Recognizing the limitations of traditional ex-cathedra approaches in conveying democratic values, we present an innovative experiential methodology: democratic constellation. Based on systemic constellation work, this novel teaching-learning design facilitates practical engagement with essential democratic characteristics: political subjectivity, equality within plurality, and common good orientation. The approach enables participants to experience core democratic values - freedom, equality, and public welfare - through embodied learning.

The method allows for simulation of key aspects of democratic action: articulating individual positionality, understanding actor interdependencies, and developing systemically coherent behavior. By presenting a theoretical framework and initial empirical evidence (qualitative and quantitative), we demonstrate the method's effectiveness and explore its transferability to other educational contexts. Ultimately, this research contributes to contemporary discussions on democratic education and civic learning, offering an innovative approach to experiencing democracy.

Organisation

Mehr Demokratie e. V.

Country list

DE

Presentation type

Paper Presentation

Thematic links

Challenges to democracy

Keywords

Democracy, Democratic Experience, Experiential Learning, Participatory Learning, Teaching-Learning Design, Democratic Constellations

93 - Vocational students: politically disengaged or just forgotten global citizens?

Riikka Suhonen¹

¹University of Helsinki

Recent UNESCO strategy (2022) emphasises the pivotal role of vocational education fostering global, participatory and green citizenship to respond to challenges of democracy such as political disengagement or authoritarianism. Despite this, global citizenship education in vocational education remains underexplored in policy, practice, and research. In the Finnish context, our earlier research indicates that while teachers in vocational education colleges value critical and multi-perspective thinking on global issues as increasingly important for their students, they are constrained by limited curricula, time and space for integrating these issues in teaching (Suhonen et al., 2023).

This presentation will focus on the experiences of vocational students in Finland on engaging with global issues in their studies. The data consist of students' semi-structured interviews (N=33) conducted after workshops organised in cooperation with two civil society organisations on inequality or sustainable production and consumption. Using Kemmis' theory of practice architectures, I analyse how cultural-discursive, material-economic and socio-political arrangements present in vocational education enable and limit students' opportunities to develop critical consciousness and take action on global issues. The study underscores the needs and perspectives of students from various vocational fields and backgrounds, and offers insights for educational policy and teaching practices in vocational education in particular.

Organisation

University of Helsinki

Country list

FI

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Social justice

Keywords

vocational education, global issues, critical consciousness, global citizenship education

95 - Global Education in Teacher Training Programs: Empirical Insights into Reflexivity and Transformative Learning during Geographical Field Trips in Higher Education

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¹Professorship of Geography with a focus on Education for Sustainable Development, University of Passau, ²Professorship for Geography with a focus on Education for Sustainable Development

In the Dublin Declaration Global Education is defined as "education that enables people to reflect critically on the world and their place in it" (GENE 2022), which shows a close link to transformative education. It does not only aim to expand knowledge, skills and abilities, "but qualitatively change self-perceptions and world views" (Pettig 2012: 9).

The presentation is based on a geographical field trip to Kenya in 2024, where students in teacher training from Germany traveled together with Kenyans for three weeks. During the trip, the group intensively reflected on their own perspectives and geographical imaginations (Gregory 1994), for example regarding ideas of development, dealing with the colonial age, global inequality, individual stereotypes and worldviews before the trip. The research design of the qualitative survey includes focus group discussions before and after the trip as well as questionnaires and a photo voice exercise during the trip (Huber & Froehlich 2020, Rose 2016).

In this presentation, research findings on the potential of geographical field trips to foster transformative and global learning will be shared. The importance of critical and reflexive thinking among students in teacher training programs will also be emphasized.

Organisation

Professorship of Geography with a focus on Education for Sustainable Development, University of Passau

Country list

DE

Presentation type

Paper Presentation

Thematic links

Teacher ed, Social justice

Keywords

Teacher Training; Geographical Field Trips; Transformative Learning; Reflexivity; Transcultural Learning

97 - The Earth Charter and the Development of a Planetary Consciousness in Brazilian Higher Education Institutions

Silvia Moraes¹, Josefina Moraes Arraut², Eduardo Moraes Arraut³, Pedro Rogerio⁴

¹Universidade Federal do Ceara (UFC), ²Universidade Federal de Campina Grande (UFCG),

³Instituto Tecnológico de Aeronáutica (ITA), ⁴Universidade Federal do Ceara (UFC)

Planetary consciousness is a social movement that brings together ideas, values and projects of which the Earth Charter is a faithful expression. The supremacy of the Cartesian paradigm together with technological progress and irresponsible consumption of natural resources have proven to be a threat to the Earth's balance. The emergence of a planetary consciousness, embodied in the Earth Charter principles of *Respect and Care for the Community of Life, Ecological Integrity, Social and Economic Justice, Democracy, Nonviolence, and Peace*, has the power to influence science, relationships of human beings with the environment and with other human beings. Institutions, social groups and governments are being summoned to engage in such a movement. In this chapter, four academics from different areas show how the Earth Charter principles permeate their work. Our places of action are three Brazilian Higher Education institutions - Federal University of Ceará (UFC), Federal University of Campina Grande (UFCG) and Aeronautics Institute of Technology (ITA). The Earth Charter principles can be the basis for higher education institutions' curriculum. We give special emphasis to the role of sciences, arts and humanities in education for a sustainable future that preserves traditional knowledge and spiritual wisdom in all cultures.

Organisation

Universidade Federal do Ceara(UFC)

Country list

BR

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Decolonisation

Keywords

Earth Charter - planetary consciousness - decolonization - large-scale meteorology - endangered species

98 - Youth perspectives on global issues and the environment: Insights from IEA's ICCS and TIMSS Studies

Ralph Carstens¹

¹International Association for the Evaluation of Educational Achievement (IEA)

This presentation will highlight key data and insights on young people's knowledge, views and engagement towards global issues and the environment as evidenced in the most recent cycles of **IEA's International Civic and Citizenship Education Study (ICCS)** at the eighth grade and **Trends in International Mathematics and Science Study (TIMSS)** studies at the fourth and eighth grade. While ICCS assesses young people's preparedness for citizenship in evolving democratic and global contexts, TIMSS offers more than 20 years of trend data on international math and science achievement.

Research on global aspects of education and learning are at the heart of these two studies, with important links to the SDG agenda - and as primary **data sources for thematic indicators 4.7.4 and 4.7.5** - as they report on students' knowledge and understanding of concepts and issues related to civics and environmental knowledge as well as, amongst others, students' and teachers' perceptions on the importance of globally oriented citizenship behavior, threats to the world's future, and identity. Both studies also collect rich contextual data on curriculum, teacher qualifications and experiences, practices, school environments, as well as student attitudes.

Besides a summary of definitions and key findings, **future directions for measurement** for TIMSS and ICCS in 2027 are sketched.

Organisation

International Association for the Evaluation of Educational Achievement (IEA)

Country list

DE

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Sustainability etc, Approaches to policymaking, Varieties of GEL

Keywords

environmental awareness, citizenship education, global issues, sustainability, Target 4.7, international large-scale assessments

101 - Global Citizenship Education in Schools as an Interconnected Garden - Results and Reflection from a Comparative Study of In-Service Teachers in Poland and Portugal

Dobrawa Aleksiak¹

¹Grupa Zagranica

This presentation shares findings from doctoral research on in-service teachers' understanding and practice of GCE, addressing the limited research in this area. While

highlighting teachers' key role, it also reveals the influence of national, local, school, and personal factors. Using the metaphor of GCE as a garden, the study examines how these elements shape the GCE environment in Polish and Portuguese schools.

Data, collected through interviews with 38 teachers, was analyzed using Reflexive Thematic Analysis (Braun & Clarke, 2019). The study, grounded in a critical lens, views GCE as a pathway to global social justice by addressing systemic inequalities and evolving global dynamics (Pashby et al., 2020).

The study likens GCE in schools to a garden, assigning roles to various elements: national context as climate, schools as sunlight, school actors as plants, external partners as rain, resources as fertilizers, and the education system as soil. The presentation offers two reflections: (1) A GCE garden thrives on interconnectedness, where the well-being of each element sustains the whole. Supporting teachers requires nurturing all parts of this ecosystem. (2) Garden types reflect GCE models: French gardens for neoliberal GCE, English gardens for liberal GCE, and permaculture gardens for critical GCE.

Organisation

Grupa Zagranica

Country list

PL

Presentation type

Paper Presentation

Thematic links

Approaches to policymaking, Links: research and policy

Keywords

Global Citizenship Education, in-service teachers, qualitative research, Poland, Portugal

103 - Possibilities and obstacles to the integration of GE/ESD in teacher education of the Visegrad countries

Magdalena Kuleta-Hulboj¹, Dobrawa Aleksiak²

¹University of Warsaw, ²Grupa Zagranica

Teachers play a pivotal role in fostering positive social changes for a sustainable future (Bourn 2016). However, integrating GE/ESD into teacher training remains a challenge. This paper examines obstacles and opportunities for incorporating GE/ESD into teacher education in the Visegrad countries (Poland, Czechia, Slovakia, and Hungary) participating in the research project "Teachers for a Sustainable Future", funded by the International Visegrad Fund (<https://www.teachers4sd.org/teachers-for-a-sustainable-future>). Employing a

participatory research paradigm, the study used participatory system mapping (Barbrook-Johnson, Penn, 2021) through online workshops. The second research method was individual interviews conducted in several higher education institutions in each country. The respondents were academic teachers training future teachers and individuals in managerial positions responsible for academic teaching.

Findings reveal both common and country-specific barriers at institutional, local, and national levels, as well as enabling factors like available teaching resources and committed educators. However, reliance on individual motivation and efforts without systemic support risks burnout and limits impact. Tensions between economic priorities, opportunities for advocacy and the need to protect ecological values also emerged as critical challenges in every country. The study underscores the need for systematic development of GE/ESD in teacher training and actionable policy recommendations to advance GE/ESD across the Visegrad region.

Organisation

University of Warsaw

Country list

PL

Presentation type

Paper Presentation

Thematic links

Teacher ed

Keywords

Global Education, Visegrad countries, Education for Sustainable Development, teacher education

105 - 'Frictions' in UNESCO's network governance of the Greening Education Partnership

Stefanie Mallow¹

¹University of Melbourne

This paper is part of a larger PhD project exploring the roles of research in UNESCO's network governance of the Greening Education Partnership (GEP), the latest UN initiative on climate change education. Drawing on Anna Tsing's concept of "friction" as the "awkward, unequal, unstable, and creative qualities of interconnection across difference" (2005, p. 4), this study examines the human dimensions of research-policy relationships and the diverse forms of friction they generate in international education policymaking. Using a network ethnography approach, the study integrates data from UNESCO publications, communication artefacts, online event observations, and over 15 interviews with UN staff, researchers, and civil society members involved in the GEP. This research is particularly timely, shedding light on how policy networks evolve over time, the pivotal role of interpersonal relationships, and the critical yet

underexplored spaces of awkwardness in difference. By emphasising the human aspects of global governance, this paper draws attention to the complexities of translating/using research in policy within diverse, international contexts. It also situates these findings within broader discussions on how education research can address climate change while fostering sustainability, peace, and global social justice.

Organisation

University of Melbourne

Country list

AU

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Approaches to policymaking, Links: research and policy, Varieties of GEL

Keywords

climate change education, research-policy relationships, UNESCO, network governance, frictions

106 - Bridging Divides: The Role of Global Citizenship Education in Peacebuilding through Informal Learning Spaces in Iraq

Michael Jones¹

¹N/A

This paper investigates the role of Global Citizenship Education (GCE) in peacebuilding within post-conflict Iraq, focusing on the Iraqi Travelers Café (ITC) as a case study. Through qualitative research, including semi-structured interviews with ITC staff and questionnaires from workshop participants, the study explores how GCE fosters empathy, dialogue, and critical engagement.

The findings reveal that ITC's workshops serve as a platform for participants to explore their identities, engage in dialogue, and connect local issues to global challenges. Participants reported increased understanding of global structures and a sense of responsibility toward global citizenship. ITC's approach, which emphasizes dialogue and action-oriented learning, provides a model for utilizing informal education to bridge societal divides and foster sustainable peace.

This paper situates the case study within broader discussions of GCE's role in achieving the Sustainable Development Goals (SDG 4.7) and UNESCO's 2023 Recommendations on Education. It highlights the potential of GCE to contribute to post-conflict reconciliation and suggests that informal learning spaces can be pivotal in addressing gaps in formal education systems, particularly in regions recovering from conflict.

Organisation

N/A

Country list

KZ

Presentation type

Paper Presentation

Thematic links

Challenges to peace

Keywords

Global Citizenship Education, Peacebuilding, Post-Conflict Societies, Informal Education

111 - Democratic Citizenship Education and Global Migration - an Interpretative Phenomenological Analysis of Newly Arrived Migrant Students' Understanding of Democracy

Sanna Brattland¹

¹Norwegian University of Science and Technology

It is in the interest of democratic states to develop educational systems that enhance democratic competence (Gutmann, 1987, s. 42-43; Wahlström, 2022 s. 997). However, migration causes the demography in schools and societies to change, challenging the understanding of democracy (Banks, 2008, s. 129; Dryden-Peterson, 2016, s. 374-476; Veck et al., 2021, s. 109; Harðardóttir & Jónsson, 2021, s.27-28). Democratic citizenship education is political and influences what kind of democratic society we get (Westheimer & Kahne, 2004, p. 237-243), which makes it important for policy and practice to understand how democracy is perceived and understood by students, taking into account global dimensions put forth by global migration. This study uses Interpretative Phenomenological Analysis to explore how democracy is understood by newly arrived migrant students (NAMS) in Norwegian adult education, consisting of mainly migrant students (Utdanningsdirektoratet, 2017, p. 2). The data is generated from individual in-depth interviews of NAMS from five student groups within two Norwegian schools. The students experience democratic citizenship education in the intersection between prior experiences and knowledge, diverse classrooms and Norwegian curriculum and society. The analysis shows among other that the students' understanding of democracy is linked to personal experiences and development and contrasted with previous experiences.

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Organisation

Norwegian University of Science and Technology

Country list

NO

Presentation type

Paper Presentation

Thematic links

Challenges to democracy

Keywords

Democratic citizenship education, migrant students

112 - Investigating (Un)Sustainable Futures of Education: Lessons from a Futures Literacy Course

Liisi Pajula¹

¹University of Tartu

In the context of the global polycrisis (Lawrence et al., 2022), futures thinking is expected to play an important role in creating radically alternative futures (Inayatullah, 2008). However, creating alternatives is a challenging activity to carry out. Even in activities supposed to encourage participants to come up with genuine alternative futures, often their visions reproduce dominant imaginaries and narratives (Stein et al., 2023).

This paper takes a grounded theory approach to investigate how student participants of an Introduction to Futures Thinking course engage with visions of (un)sustainable futures of education and the obstacles they encounter in coming up with alternatives to dominant imaginaries. Initial results demonstrate that while students take the impending sustainability crisis seriously, and it is a source of anxiety about the future, they struggle with recognising current social practices (including education) as the source of the environmental crisis. Therefore, there is little incentive to imagine alternatives to the projected futures of education, which are perceived as certain and desirable.

This article is relevant to both practitioners and researchers in the fields of sustainability education and futures literacy, providing both insights into student experiences and recommendations for conducting futures work with a focus on sustainability.

Organisation

University of Tartu

Country list

EE

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Teacher ed

Keywords

futures, sustainability education, imaginaries, anticipation, grounded theory

117 - Blind Spots in the teaching of global issues in English Secondary Schools: Students' views and experiences

Simon Eten¹

¹UCL Institute of Education

The teaching of global issues in education systems around the world has become imperative owing to the phenomenon of rapid globalisation. Such educational efforts are often aimed at fostering awareness and attitudes of global social responsibility linked to the formation of global citizenship in students to enable them to live and work in rapidly globalising societies. Towards achieving this, many international organisations including UNESCO and Oxfam and national education systems around the world have sought to promote a global dimension in education through various approaches and modalities. However, discussions and debates on

educational approaches to promoting a global dimension in school curriculum tend to be top-down and rarely reflect the views and experiences of students. The proposed paper draws on an ERC-funded international research project on students' views and appropriation of Global Citizenship, in which 20 focus group discussions were undertaken in secondary schools in England. The findings show the teaching of global issues vary depending on teachers' approach to teaching as well as school type (i.e., Comprehensive or Grammar and whether school offers the International Baccalaureate). Students in group discussions also felt, the school curriculum is characterised by Eurocentrism and feature less global issues that pertain to developing regions of the world.

Organisation

University College London

Country list

GB

Presentation type

Paper Presentation

Thematic links

Varieties of GEL, Social justice

Keywords

Global Citizenship, Global Issues, Secondary Schools, Curriculum, England

119 - Indigenous-Led Education for Sustainable Development: Fostering Transformative Learning in Informal and Formal Contexts

Cheng-Hui Liu¹

¹University of Glasgow

This qualitative study examines how Indigenous-led approaches to Education for Sustainable Development (ESD) achieve transformative learning outcomes across informal and formal educational settings. Using a framework inspired by Bourn and Soysal's (2021) research on pedagogical approaches in ESD, it challenges dominant paradigms by highlighting Indigenous education's unique contributions to fostering experiential learning, critical thinking, and empowering learners to become educators equipped with the necessary skills, values, and knowledge.

The research employs observations and interviews with Indigenous educators and non-Indigenous learners in the Indigenous tribes to explore how Taiwan's Indigenous methodologies enable learners to take on educational roles and advocate for sustainable practices.

A key finding reveals that non-Indigenous learners in informal educational settings can transform into educators through meaningful collaboration with Indigenous knowledge holders.

This process shifts them from passive recipients of knowledge to active co-creators. Together with Indigenous educators, non-Indigenous learners co-designed and implemented ESD programs for elementary schools in formal educational contexts. This collaboration bridged informal and formal education, creating a unique and transformative model for fostering sustainability literacy among young learners.

These findings contribute to advancing global social and environmental justice and inspire non-Indigenous learners to address pressing sustainability challenges.

Organisation

University of Glasgow

Country list

GB

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Varieties of GEL, Social justice

Keywords

Education for Sustainable Development, Transformative Learning, Indigenous Education, Formal Learning, Informal Learning

121 - Youth Leading the way for Education and Sustainability in southern Africa

Jim Taylor^{1,2,3,4}, Charlene Russell²

¹University of KwaZulu-Natal, ²GroundTruth, ³KwaZulu-Natal Regional Centre of Expertise, ⁴Wildlife and Environment Society of Southern Africa

Sharing insights from a series of innovative projects in southern Africa, supported by UNICEF, demonstrating how youth can drive sustainability efforts. Key projects include:

Learn for the Future - Work for the Common Good: Youth use **Micro-Credential Learning** to engage in sustainability projects, tackling pollution and water quality, and earn money for their contributions through mobile payments. This approach addresses education challenges by offering free, online courses that teach practical skills like tree planting, composting, and food security.

Enviro-Champs: A project in KwaZulu-Natal where 1,000 young people are addressing local environmental challenges. Due to its success, the project plans to expand to 10,000 youth.

AI supporting Biomonitoring and agroecology: Young people are using machine learning apps to create a river health index, contributing to water sustainability goals (SDG 6.3.2 and SDG 6B). Additionally, a collaboration with youth in southern Africa and India, AI is used to

support sustainable farming, helping small-scale farmers grow climate-resistant crops. Potential pitfalls and benefits have been explored.

Indigenous Heritage Practices relating to traditional fire management and food gathering practices in Africa can teach valuable lessons for post-colonial, post-climate change resilience, highlighting the importance of integrating these practices with modern sustainability efforts.

Organisation

University of KwaZulu-Natal

Country list

ZA

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Challenges to peace, Human Rights, Sustainability etc, Links: research and policy, Varieties of GEL, Social justice, Decolonisation, Teacher ed, Innovation

Keywords

AI innovation, social justice, sustainability, river health

122 - The resettlement process of UNICORE students.

Luca Vittori¹

¹University of Bologna

The number of people fleeing war and persecution continues to rise, including many young adults who have had to abandon or are seeking to resume their education (UNHCR, 2023). However, the educational needs of involuntary migrants remain underfunded and fragmented through a model of cooperation shaped by colonial legacies (UNESCO, 2021). UNESCO has emphasised the need to move beyond traditional, transmission-based education in favor of a global citizenship education paradigm that fosters solidarity and inspires action for a just and peaceful world. In this context, social and emotional learning plays a crucial role in understanding human trajectories and promoting intercultural encounters.

Thus, this research aims to explore how Italian universities can contribute to a culture of peace and provide sustainable solutions for students with refugee backgrounds. Specifically, the study analyses initiatives by five universities within the University Corridors for Refugees (UNICORE) programme, with two objectives: to study the resettlement process of UNICORE students, considering both pre-departure and post-arrival phases; and to explore whether the UNICORE project offers an opportunity to integrate global citizenship education in university settings. To address these questions, the study employs the grounded theory (GT) method with a constructivist approach (Charmaz, 2012; Tarozzi, 2020). Preliminary findings suggest that beneficiaries face challenges in building lasting relationships and breaking isolation, revealing a gap between university support and student needs.

Organisation

University of Bologna

Country list

IT

Presentation type

Paper Presentation

Thematic links

Challenges to peace

Keywords

Refugee Education, Higher Education, UNICORE, GCED

123 - Embedding Global Citizenship Education in pre-service teacher education: challenges and opportunities for LGBTQIA+ inclusion in Italy, England, and the Nordics

Simone Leone¹

¹Alma Mater Studiorum - Università di Bologna

This research explores the intersection of Global Citizenship Education (GCE) and pre-service secondary teacher education, focusing on LGBTQIA+ inclusion as a core element of GCE's commitment to human rights, diversity, and social justice. Drawing on Queer Theory, my MSc research on six newly qualified teachers (NQTs) in North-East Italy revealed that: (1) LGBTQIA+ issues are addressed only through general anti-bullying measures, with no pedagogical support; (2) inclusion was mainly framed around students with disabilities, with little attention to other forms of marginalisation; (3) while GCE is seen as a valuable framework for fostering inclusion, NQTs reported limited familiarity with it and found it vague and difficult to apply; and (4) several NQTs advocated for dedicated modules on LGBTQIA+ history and collaboration with LGBTQIA+ organisations in pre-service training. Building on these findings, my PhD research expands the scope through a mixed-methods, comparative approach across Italy, England, Sweden, and Finland. A large-scale survey will assess NQTs' perceived preparedness to address LGBTQIA+ topics within a GCE framework, while in-depth interviews with young adults (2-6 years after school) who experienced homophobic discrimination will examine the long-term effects on their sense of citizenship, rights awareness, and social inclusion. This study aims to highlight systemic shortcomings in teacher education and their broader implications for democracy, equity, and the experiences of marginalised students. It will also provide evidence-based recommendations for integrating GCE principles into teacher training to foster inclusive education and advance social justice.

Organisation

Alma Mater Studiorum - Università di Bologna

Country list

IT

Presentation type

Paper Presentation

Thematic links

Teacher ed

Keywords

Global Citizenship Education (GCE); LGBTQIA+ Inclusion; Teacher education

127 - Humanitarian engineering as a pedagogical approach in higher education to bring students closer to understanding social justice

Ulrike Gayh¹, Irma Livier De Regil Sanchez^{1,2}

¹SRH University, Heidelberg, ²Universidad del Valle de Atemajac, UNIVA

Currently it's possible to observe two faces in the world: one of socio-economic development supported by technological advances and engineering applications, and that one loaded with vulnerability and injustice, generated by inequity and inequality in access to resources. Social justice seeks equality and ensure the equitable development of communities based on empathy and respect; therefore, it's necessary to promote an education that develops attitudes, knowledge and skills that promote it (UNIR, 2024). With the application of Humanitarian-Engineering (HE) as a pedagogical approach in the training of future engineers and technologists, the YIP-Your-ideas-to-practice project was carried out, which brought international students from different universities closer to understanding of social justice in relation to water conflicts. To demonstrate this, a questionnaire was applied before-after the experiences in Mexico and Ghana, resulting in some significant differences in 17 students' perception in relation to variables such as the promotion of human dignity, equity and inclusion, between previous courses and the executed project. This paper arises from educative research entitled "Humanitarian-Engineering as a service-learning tool for the development of professional skills and attitudes towards social awareness" between colleagues from UNIVA (Mexico), SRH University (Germany) and CSU (USA) with the collaboration of KNUST (Ghana) and supported by BWS (Germany); with the purpose of demonstrating the effectiveness of HE and integrating this approach permanently into the curriculum of engineering schools.

Organisation

SRH University, Heidelberg

Country list

DE

Presentation type

Paper Presentation

Thematic links

Human Rights, Varieties of GEL, Social justice

Keywords

Humanitarian Engineering, Social Justice, Engineering Pedagogy, Global Education, Higher Education,

129 - Research Ethics Across the Global North-South Divide: The Challenges of Unequal Research and Research Capacity-Building Collaborations

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¹Coventry University, UK

Global North - Global South research collaborations are intrinsically asymmetrical due to the structural inequalities between participating countries. They often entail unspoken hierarchies in decision-making, work allocation and input which affect not only the way new knowledge is produced, but what counts as new knowledge in the first place. Due to their perceived junior status, South-based partners are often expected to carry out routine research activities, such as data collection and data processing, whilst the more sophisticated work of data analysis, conceptual framing and theorising is carried out by North-based partners (Holmarsdottir et al., 2013). Such a division of labour creates a risk to research integrity as it entails a likely appropriation of Southern expertise and agency, and/or their distortion through a Northern interpretative lens (Akena, 2012; Sithole, 2016).

In this paper, a North-based researcher will reflect on his international practice through the lens of research-integrity theory. The reflection has been prompted by the increased urgency in redressing the inequalities between higher-education sectors internationally, in the context of recent debates on decolonising academic work (see Bhambra et al., 2018, and Bhambra et al., 2019), and a growing body of scholarship on research ethics (Helgesson & Bülow, 2023).

Organisation

Coventry University

Country list

GB

Presentation type

Paper Presentation

Thematic links

Links: research and policy, Decolonisation

Keywords

Global research, research integrity, research ethics, decolonisation

131 - Evidencing Impact? Insights from Participatory Research on Sustainability and Climate Education across time and space.

Angela Daly¹, Andrea Bullivant²

¹Liverpool John Moores University, ²Liverpool World Centre

This paper offers insights from researchers involved in evidencing impact of sustainability and climate education in schools, higher education, organisations and community projects over the last 10 years. Dr Angela Daly and Dr Andrea Bullivant are currently researching together via reflective methodologies the opportunities, barriers and facilitating factors for collective and participatory research and evaluation between schools, universities, charities, NGOS and civil society organisations (LJMU QR Policy Research Fund 2023-2025). Questions of knowledge(s) generation, methodology and time/space will be discussed (Daly, 2024, Daly 2025). External drivers for 'research impact' can, at times, feel one directional and/or hierarchical our approaches to disrupting these challenges are discussed (Bullivant and Daly, 2024). This paper speaks to the conference theme by bringing a methodological and relational focus to "Research in Global Education and Learning" that draws on principles of democracy, and rights to voice as sustainable impact research that is inclusive and focussed on amplifying voices of teachers, pupils and educators and researchers in their own practice, wherever they are located. Collaborative impact and evaluation research as spaces for critical thinking, debates and co-knowledge generation can support exploration of social and environmental justice issues in education for sustainable futures. (Bullivant et. al., 2024).

Organisation

Liverpool John Moores University

Country list

GB

Presentation type

Paper Presentation

Thematic links

Approaches to policymaking, Social justice, Varieties of GEL, Links: research and policy

Keywords

participatory research, critical education, power and voice

133 - Dialogue between the transformative practice of Sinergias ED and the Theory of Change: paths of impact assessment

Carlota Quintao¹, Filipe Martins¹, Susana Constante Pereira¹, Sara Borges¹

¹Sinergias ED

The aim of the Sinergias ED Project is to create spaces for collaborative learning between civil society organisations and higher education institutions, through action-research and knowledge production activities in the field of Global Education. It questions power asymmetries and the monopoly on the legitimacy of academic knowledge, favouring the recognition of ecologies of knowledge. It takes on three interdependent lines of work: spaces for gatherings and collective action, knowledge production (Sinergias Journal) and collaborative learning processes

In 2023, Sinergias ED reached one decade, stimulating debate on impact evaluation. Dialogue with the theory of change, one of the most widespread instruments in recent decades in funding support and in attempts to develop methodologies for quantifying and measuring impacts, was the path followed in the 4th edition (2020-2023). Based on qualitative and participatory methodologies, the evaluation was a collaborative construction with the 60 active members of the Sinergias ED Community.

The results were several, such as methods for community meta-reflection; theories of Sinergias transformative practices; analytical frameworks for systematising indicators and narratives of individual and collective transformation; a narrative of 10 years of transformation.

The aim of this paper is to share this journey and question the productivity focus, as well as, the tendency to finance and monetise evaluation practices, which overvalue pre-defined results and final products to the detriment of the quality and transformative potential of collaborative work processes.

Organisation

Sinergias ED Project

Country list

PT

Presentation type

Paper Presentation

Thematic links

Decolonisation

Keywords

critical impact evaluation; collaborative work; theory of change

137 - Student perspectives of Model United Nations (MUN) in relation to Global Citizenship Education (GCE)

Yuemiao Ma¹

¹university of edinburgh

Model United Nations (MUN) is a global simulation activity where young people act as diplomats, debate international issues, and seek consensus. While praised for fostering global citizenship skills and values, concerns remain about reinforcing educational inequalities and power imbalances, especially in secondary schools, where research is limited.

This paper, as part of my PhD research on (Global) Citizenship Education in MUN activities in China, examines secondary school students' experiences through an ethnographic case study. Over six months, I observed a Chinese secondary school's MUN club and conducted ten semi-structured student interviews, using Thematic Analysis to identify key themes.

Findings reveal that many students engage with MUN pragmatically and focus on skills for future studies and careers, which reflects both school messaging and China's broader emphasis on tangible results. While global citizenship values like humanity and interconnectedness receive less emphasis in classes, students still develop these values through participation in MUN conferences. This gap between students' experiences and teachers' goals suggests GCE programs could benefit from a more student-centred approach, though structural barriers may pose challenges.

Organisation

University of Edinburgh

Country list

GB

Presentation type

Paper Presentation

Thematic links

Varieties of GEL

Keywords

Global Citizenship Education; secondary school students; China; qualitative research

140 - Initial Teacher Education and Global Citizenship Education (GCE): A Comparative Study in Italy and Ireland

Giulia Filippi¹

¹Free university of Bolzano

This study examines the integration of Global Citizenship Education (GCE) within Initial Teacher Education (ITE) programs through a comparative, multi-case study conducted between 2023 and 2024 in two universities in Italy and Ireland. The research involved 32 participants, including final-year pre-service teachers and university educators, utilizing qualitative methods such as semi-structured interviews, focus groups, and field observations (Ravitch & Carl, 2019). Comparative criteria addressed structural features of teacher education and educational policies related to GCE in both contexts (Yin, 2018).

The findings highlight significant differences in GCE implementation. In Ireland, GCE is formally integrated into educational policies and academic curricula, fostering a deeper understanding and more explicit conceptualization among participants. Conversely, in Italy, the absence of explicit GCE frameworks in policies and curricula results in a fragmented understanding, primarily shaped by personal experiences. This gap between theory and practice underscores the need for systematic inclusion of GCE in teacher education to address global challenges (Estellés & Fischman, 2021; Franch, 2020).

By emphasizing the role of teacher education as a vehicle for embedding GCE, this study aligns with calls for bridging the divide between policy and practice, particularly in contexts where GCE remains underrepresented (Damiani, 2020; GENE, 2022).

Organisation

Free University of Bolzano

Country list

IT

Presentation type

Paper Presentation

Thematic links

Teacher ed

Keywords

Initial Teacher Education Programmes, Global Education, Comparative analysis, Global Citizenship Education

142 - From Participatory School to Democratic Society

Mercè Gil¹, María Esther Gutiérrez², Israel García², Rosana Andrea Miraglino², [Lawrence Witty²](#)

¹IDP University of Barcelona, ²IDP working group, University of Barcelona

Participation and democracy are crucial in building a just and equitable society. Being recognised as a human right, citizen participation becomes an essential learning experience for all members of a community. It implies a sense of belonging to a community, by collaborating with other people and expressing opinions on the issues that affect society. It is a

methodological tool with a pedagogical process to form citizens in a democratic society to build a better future together.

Therefore, formal schooling must encourage the active participation of students in the decisions that affect them and their future.

The educational proposal "From Participatory School to Democratic Society" has been elaborated by an IDP working group of the University of Barcelona, within the framework of the Democrat-Horizon project. Its main objective is to foster the development of competences related to participation and democracy in primary, secondary and high school students.

Activities invite participation in the co-creation of scenarios based on Global citizenship. from school, to local community, and the world.

Through this learning, students acquire an active and committed position in society, contributing to facing challenges and crises, collaboratively and constructively, becoming changemakers in favour of fairer and more equitable societies.

Organisation

IDP University of Barcelona

Country list

ES

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Human Rights, Challenges to peace, Sustainability etc, Social justice

Keywords

Global Citizenship, Democracy, Global Learning, Didactic proposal, Human Rights

143 - Reimagining Global Education: A Decolonial Research Lens

Malgorzata Anielka Pieniazek¹

¹Institute of Education, UCL

The presentation will explore key aspects of decolonisation through approaches to research, demonstrating how decolonial methodologies can be applied in Global Education studies. Drawing on UCL's *Cultures of Decolonisation* project (Eten & Hannam, 2022), it highlights four strategies: (1) purposive sampling to ensure diverse representation, (2) reflexivity in addressing positionality, (3) employing decolonising theoretical frameworks, and (4) centring indigenous knowledge systems.

The presentation provides an overview of how these strategies are reflected in the author's doctoral research, which examines academic conceptualisations of Global Education from Kenya and South Africa. Examples include (1) identifying scholars from non-Western regions,

(2 & 3) using Spivak's (1988) concept of the 'subaltern' as both a decolonial theoretical framework and a tool for reflexivity, and (4) recognising the value of mother-tongue instruction, African proverbs, and *Ubuntu* philosophy as pedagogical resources.

While the first three points shape the methodological approach of the doctoral study, the presentation will discuss point four in more detail. It is based on preliminary research findings derived from interviews and surveys with Kenyan and South African scholars. Collectively, these insights contribute to practicalities around building cultures of decolonisation and fostering a more inclusive field of Global Education engaging a Global South perspective.

Organisation

Institute of Education, UCL

Country list

GB

Presentation type

Paper Presentation

Thematic links

Decolonisation

Keywords

global citizenship, decolonial, ubuntu, Africa, reflexivity

148 - Decolonizing research from Indigenous and Afro-descendant in Latin America: The Alternative Doctorate in Popular and Transformative Economies.

Serxia Lage-Arias¹, Claudia Álvarez²

¹Vrije Universiteit Amsterdam, ²Univerisidad del Buen Vivir

The Alternative Doctorate in Popular and Transformative Economies is an initiative of the University of Good Living, in collaboration with several other institutions. This Alternative Doctorate aims to provide a solid research path based on the principles of Freirean popular education. It is organized and implemented by Indigenous and Afro-descendant communities and is conducted in sustainable territories in Colombia, Argentina, and Mexico.

In this program, economies are understood as ways to organize life, and the doctorate is open to anyone interested in learning and later deepening their knowledge of alternative, profoundly sustainable, and resilient forms of organization.

Over a two-year process, divided into four semesters (quarters), the Alternative Doctorate develops Living Classroom Circles, led by experts who master deep ways of knowing, doing, being, and living together. These perspectives are integrated into the socio-economic practices of the territory, where problems are formulated, researched, and solved with the epistemological support of Buen Vivir (Good Living).

The two-year quarterly schedule is as follows:

1st Quarter: Tonga Circle

2nd Quarter: Circle of Decolonial Epistemologies

3rd Quarter: Circle of Social Currencies and Time Banks

4th Quarter: Transformative Economies

<https://economiasparalavida.blogspot.com>

<https://www.instagram.com/doctoaulas24>

<https://www.facebook.com/doctorado.alternativo.economias.popul>

<https://www.youtube.com/@universidaddelbuenvivir-ub1924>

Organisation

Vrije Universiteit Amsterdam

Country list

NL

Presentation type

Paper Presentation

Thematic links

Decolonisation, Social justice, Challenges to peace, Challenges to democracy, Sustainability etc

Keywords

Alternative Doctorate, Transformative Economies, Freirean Education, Indigenous Communities, Good Living, Decolonial Epistemologies

154 - Sustainable Development Goals and Subject Knowledge: A Content Analysis of Junior High School Textbooks in Taiwan

Pei-I Chou¹

¹National Sun Yat-sen University

Education for Sustainable Development (ESD) should be integrated into the core of each subject instead of being an additional curriculum component (UNESCO, 2017). This integration can lead to more effective educational outcomes.

We conducted a content analysis of junior high school textbooks in Taiwan to evaluate the incorporation of the SDGs. Our review covered 156 textbooks from three major publishers, analyzing 2,525 units across eight mandated learning areas.

Key findings include:

1. About 30% of textbook units are related to the SDGs, with roughly 60% focusing on them as a primary topic.
2. The incorporation of the SDGs varies significantly. SDG 3: "Good Health and Well-being" is mentioned 167 times (6.6%), followed by SDG 16: "Peace, Justice, and Strong Institutions" 148 times (5.9%). SDG 1: "No Poverty" appears only once.
3. Subjects vary in their approach to the SDGs: Social Studies references them 181 times out of 347 units (52.2%), while Physical Education and Health mentions them 161 times out of 320 units (50.3%). Mathematics has the lowest presentation, with only 34 side mentions out of 230 units (14.8%), mainly concerning SDG 3.

Organisation

National Sun Yat-sen University

Country list

TW

Presentation type

Paper Presentation

Thematic links

Sustainability etc

Keywords

Curriculum Development, Education for Sustainable Development, Subject Knowledge, Sustainable Development Goals, Textbook Analysis

163 - Cosmopoliteracy: A promising Future Skill for Global Learning and Beyond

Angelika Neudecker¹

¹University of Teacher Education Bern (PHBern)

Drawing from evaluation data collected during an innovative global education course in higher education, the study demonstrates relevant outcomes. Participants reported:

- INCREASED WORLD-KNOWLEDGE
- STRONGER WORLD-CONNECTEDNESS and
- A HEIGHTENED INTEREST IN FURTHER EXPLORING THE WORLD WITH DIGITAL FORMATS LIKE eKURSION.

The eKursion, a digital learning format enabling virtual global exploration, has proven effective in strengthening learners' global competencies through practical and reflective engagement.

The paper highlights research findings on *Cosmopoliteracy*, a future skill that enhances global awareness, spatial orientation, and global connectedness.

These findings align closely with the aims of global education and learning, as *Cosmopoliteracy* addresses critical aspects of peacebuilding, sustainability, and intercultural understanding. By fostering a deeper appreciation of global interdependence and cultural diversity, the future skill *Cosmopoliteracy* bridges theory and practice, offering actionable insights for educators and policymakers.

The presentation connects these results to broader global education frameworks, emphasizing how *Cosmopoliteracy* can contribute to addressing global challenges. Advocating for its inclusion in curricula, the research supports the conference's goals of advancing dialogue among researchers, practitioners, and policymakers.

Organisation

Bern University of Teacher Education

Country list

CH

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Varieties of GEL, Innovation

Keywords

Education for Sustainable Development, World-Connectedness, Future Skill, Digital Learning Formats, Global Learning

167 - Initial teacher training curriculum for Global Education in Rwanda: Between national and global perspectives and necessities

Dr. Emmanuel Niyibizi¹, Dr. Charles Gahutu¹

¹Protestant University of Rwanda

Despite the international political willingness, as framed in SGD4.7, to integrate Global Education in national policies and curricula, little is known about how this is reflected in initial teacher education (ITE) in the Global South. Through document research with content analysis, the study at hand explores the profile of the ITE curriculum in Rwanda towards Global Education. The results indicated that the ITE curriculum has a threefold faced profile in relation to Global Education - nationalist, instrumentalist, and globalist-dynamist. Beyond its "Rwandocentrist" perspective, the ITE curriculum shows an openness to Global Education (i.e., valuing and respecting the cultural plurality and heterogeneity) in both content and methodological approaches. The study stimulates further scientific, political and practical

reflections for the integration of Global Education in ITE in Rwanda and possibly similar educational contexts.

Organisation

Protestant University of Rwanda

Country list

RW

Presentation type

Paper Presentation

Thematic links

Teacher ed

Keywords

Initial Teacher Education, teacher education curriculum, Global Education, global south, Rwanda

168 - Hope pedagogies and cross-cultural dialogue in times of crises

Alessio Surian¹, [Diego Posada Gonzalez](#)¹

¹Università degli Studi di Padova

This paper explores how hope pedagogies and cross-cultural dialogue can empower individuals and communities to address today's interlinked ecological crises and social inequalities. Building on political ecology and critical pedagogical approaches, it argues that meaningful educational frameworks must not only promote sustainability but also foster social justice by challenging neo-colonial structures and capitalist paradigms. The paper is grounded on empirical data collected from a survey with over 1000 responses from students in Argentina, Italy, and Uruguay and a multiple case study encompassing diverse methods such as photovoice and interviews.

This work compares Ecopedagogy, Education for Sustainability, and Transformative Learning for Sustainability, highlighting their unique contributions and limitations. It then proposes Critical Transformative Ecopedagogy (CTE) as a synthesised framework, uniting these approaches to cultivate environmental ethics, collective wellbeing, and transformative social action. CTE emphasises local realities and cross-cultural dialogue, allowing diverse communities to adopt practices aligned with their specific needs and goals. Ultimately, this paper advocates for educational models that build a just, equitable, and viable future by equipping learners to engage critically with both local and global social, political and environmental challenges.

Organisation

Università degli Studi di Padova

Country list

IT

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Varieties of GEL, Social justice, Decolonisation

Keywords

Place-based education, dialogue, social and ecological crises, critical education, political education.

175 - ECO Schools in the Era of Artificial Intelligence: A Social Intervention from Pakistan

Aruj Khaliq^{1,2}

¹University of Oxford, ²ALIF

In this rapidly changing world, global sustainability challenges require schools to be transformed to teach for sustainability (Orr, 1994). This session highlights findings from a research-driven professional development intervention called ECO Schools, which is the first-ever country scale initiative focused on propelling schools towards Education for Sustainable Development (ESD) in Pakistan. Building on that and aligned with the goals of ANGEL 2025 Conference, this session shall also share the ground work for the ECO Schools initiative while mapping the current standing of ESD (ESD) in the schools of Pakistan, as documented in a mixed methods study. The session shall include findings from the ECO Schools project as implemented with the schools leaders and in the light of two key frameworks including: a Whole School Approaches to Sustainability Thinking framework (Khaliq, 2023) and the 2030 Agenda of Sustainable Development. As an outcome of this research, pedagogical leaders and practitioners of Schools proposed valuable model practices, perils and hindrances for echoing (or ECOing) Education for Sustainable Development in schools which can inform future policy. The insights shall be particularly drawn from a workshop conducted to explore school leaders' perspectives on ESD in the era of Artificial Intelligence, thus serves as the starting point for conversations in this domain. The presentation has implications for policy developers, teacher trainers & development scientists working in the domains of Education for Sustainable Development and Global Learning in the age of AI.

Organisation

University of Oxford

Country list

PK

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Approaches to policymaking, Links: research and policy, Varieties of GEL, Teacher ed

Keywords

Education for Sustainable Development (ESD), Whole School Approaches to Sustainability, Agenda 2030 for Sustainable Development, Practitioner Perspectives on Sustainable Development, Global Learning, Global South, Artificial Intelligence

178 - Interculturality or Decoloniality? Exploring teachers' perceptions and practices of global citizenship education and multilingualism in the classroom

Raul Valdivia-Murgueytio¹, Tony Young², Sara Ganassin²

¹Nottingham Trent University, ²Newcastle University

Promoting global citizenship education (GCE) and multilingualism (ML) has been on the agenda of policy-makers and educators in Europe for quite some time. There are different reasons why these two approaches are seen as relevant to education in the 21st century, which reflect particular views on what living in a globalised world means and how to best prepare learners for it. This paper explores how secondary school teachers understand the purpose of GCE and ML and apply these approaches to their teaching. It does so by analysing interviews with teachers in the UK, Austria and the Netherlands. The interviews were part of a transnational project co-funded by the Erasmus+ Programme. A preliminary analysis suggests that teachers' perceptions of what GCE and ML are about and of how to use them in the classroom, reflect ideas about interculturality on the one hand and decoloniality on the other. While the former puts an emphasis on the value of intercultural understanding, the latter highlights matters concerning power and domination in society and language, which echoes previous research on the difference between 'soft' and critical approaches to global learning. The paper ends with some recommendations for future research at the intersection of GCE and ML.

Organisation

Nottingham Trent University

Country list

GB

Presentation type

Paper Presentation

Thematic links

Varieties of GEL, Decolonisation

Keywords

Interculturality, decoloniality, global citizenship, multilingualism, Europe

182 - Eco-Citizenship Education in an Environmental Movement Involving Indigenous Peoples

Alexis Legault¹, Adolfo Agundez-Rodriguez²

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Social movements are widely recognized as enabling the acquisition of diverse knowledge by those involved. Recent studies also attest to the educational potential of environmental movements, particularly for the development of eco-citizen knowledge: understanding a state's international climate commitments, effectively communicating ecological information, mobilizing communities around biodiversity protection, etc. The master's research on which this presentation is based set out to better understand what specifically influences the development of eco-citizen knowledge within an environmental movement involving Indigenous Peoples in Quebec, Canada. The case study of *la Grande Marche pour la protection des forêts* (Great March for the Protection of Forests) identified several factors that can hinder eco-citizenship education, such as a lack of human and temporal resources, or difficulties in mobilizing individuals and communicating information to them. Through thematic analysis, the study also enabled us to draw up a list of relational, motivational and pedagogical factors that can contribute to the development of eco-citizen knowledge within a group fighting to protect land and the environment. These findings lead us to reflect more broadly on the influence of the decolonial, international and solidarity-based dimensions of indigenous environmental movements on a planetary eco-citizenship education.

Organisation

Université du Québec en Outaouais (UQO)

Country list

CA/QC

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Social justice, Decolonisation

Keywords

eco-citizenship education, Indigenous perspectives, social movements, environmental groups, planetary education, Canada

186 - The importance of global competences in higher education: A Swiss-Moroccan comparison

Lamia Ben Hamida¹, Amel Nejjari², Stefanie Hasler¹, Ibrahim Belmir²

¹University of Applied Sciences and Arts Western Switzerland/La Haute école de gestion Arc,

²Ecole Nationale des Sciences Appliquées Tétouan

Global competences (GC), unlike soft skills, encompass cognitive, social, and ethical dimensions, emphasizing intercultural communication, critical analysis of global issues, and ethical action in a globalized world (Wu & Zhang, 2024; Zembylas, 2023). They help individuals adapt to professional environments, achieve sustainable employability, and address global challenges by integrating skills, knowledge, and attitudes (Dolin, 2013; OECD, 2018, 2020, 2023).

Recognizing their importance for global career success, higher education institutions worldwide have introduced curricula to enhance GC. However, understanding students' perspectives remains essential. This study examines GC from Swiss and Moroccan contexts, based on six competency groups identified by Fullan (2013) and the Ontario Ministry of Education (2016). Students rated statements for each competency on a scale from 1 ("strongly disagree") to 10 ("strongly agree"). We also present the activities that students are using or plan to use to reinforce these CGs.

Based on correlation and Anova analyses using students survey data, we find that both Swiss and Moroccan students significantly consider global skills essential for their employability. Moroccan students, in particular, place greater emphasis on creativity, entrepreneurship, self-awareness, and self-directed learning. Swiss students claim that have focused on international mobility and foreign language learning to enhance their global competences (GC), while Moroccan students have also relied on extracurricular activities and school clubs to achieve similar objectives.

Organisation

University of Applied Sciences and Arts Western Switzerland //La Haute école de gestion Arc

Country list

CH

Presentation type

Paper Presentation

Thematic links

Teacher ed, Varieties of GEL

Keywords

Global competences; Learning activities; Employability; Global career

187 - "Another World is (Impossible)": The Neuro-Affective Turn and the Futures of Global Citizenship Education

Audrey Bryan¹

¹Dublin City University

Combining network ethnography (Ball, 2016) and critical discourse analysis (CDA) techniques (Bacchi, 2009; Fairclough, 1995), this paper maps the antecedents and architecture of the neuro-affective turn in education and its implications for critical forms of global citizenship which interrogate the route causes of social and global injustice. Anchored by a conceptual framework of 'affective governmentality' (Penz and Sauer 2019), we explore the instrumentalisation of affect via Social-emotional Learning (SEL) - a universalising discourse that equips learners with 'affective capital' to mitigate the emotional distress associated with the conditions of late neoliberalism (Zeira, 2022), ecological emergencies, and the 21st century digital economy (e.g., forced displacement/migration; wealth inequality; flexibilisation; precarisation; automation and the erosion of boundaries between public and private life). We demonstrate the stigmatising and depoliticising effects of SEL-related discourses which position people from poor and working-class backgrounds and inhabitants of the global south as substantially less creative, less empathetic, less tolerant etc. and/or in greater need of resilience. We further document the role of neurologically-inflected educational programming and research in destabilising collectivist values and preparing citizens to endure, withstand and adapt to prevailing socio-ecological and political-economic conditions.

Organisation

Dublin City University

Country list

IE

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Challenges to peace, Sustainability etc, Social justice

Keywords

Social-emotional Learning; Affective Governmentality; Democracy; Artificial Intelligence

188 - Community Engaged Learning and Human Rights Education: A Win-Win Strategy for Enhancing Global Education?

Deirdre McGillicuddy¹, Suzanne Egan¹

¹University College Dublin

The aim of this paper is to evaluate the potential of University-based community- engaged teaching and learning initiatives to contribute to global education by building human rights knowledge, understanding and legal competence among children and young people. Extant literature in the field of human rights education (HRE) reveals challenges in embedding knowledge about, through and for human rights in schooling with the role of legal knowledge, in particular, being contentious. Yet empirical research on novel ways of tackling these challenges remains thin on the ground. The emergence of community-engaged teaching and learning (CETL), as a critical pedagogy for empowering students, academic institutions and communities to work in partnership with civic organisations to address global issues, offers transformative possibilities for both students and communities - particularly when engaging in partnership with communities under-represented within and across education systems. Drawing together theory from the fields of CETL and HRE, the paper will focus on a case study involving the delivery of a HRE module by university students to secondary school students in diverse local communities in the Dublin region. It will explore the impact of the module and CETL learning strategy adopted in deepening understanding of the connections between human rights and global challenges through creative and active learning pedagogies.

The paper builds on work previously published by [Deirdre McGillicuddy](#) on co-creating through democratic pedagogy in the classroom to enhance participation and rights-based learning; and by [Suzanne Egan](#) on legal knowledge, rights and students and the role of HRE in an age of global migration.

Organisation

University College Dublin

Country list

IE

Presentation type

Paper Presentation

Thematic links

Social justice, Varieties of GEL, Human Rights

Keywords

Human Rights Education; Community Engaged Learning; Co-Creation; Critical Pedagogy; Global Education and Learning.

197 - Focus on Teacher Educators: Exploring Tacit Knowledge and ESD Practices

[Paula Jäger](#)¹, Anne-Kathrin Lindau¹

¹Martin-Luther-Universität Halle-Wittenberg

Education for Sustainable Development (ESD) is progressively integrated into teacher training, as outlined in policy frameworks. Educational governance studies reveal varied interpretations

of policy directives, resulting in diverse practices. This raises the question of how ESD translates into concrete teacher education practices. Research on the practical phase of teacher education is limited, partly due to accessibility challenges. The OERLe ESD project addresses these barriers by involving teacher educators from across Germany's teacher education system in the creation of open educational resources (OER) focused on ESD. A practice-theoretical lens is adopted to explore how prospective teachers are prepared to implement ESD in schools. The practices of teacher educators were explored through interviews, with the documentary method applied to reconstruct the tacit knowledge embedded within these practices. The findings demonstrate strong interconnections between practices at the microlevel, institutional practices at the mesolevel, broader macrolevel influences, as well as regional contexts. These findings suggest that ESD holds potential to encourage teacher educators to reflect on their roles and everyday practices, while also critically examining the significance assigned to ESD as an approach to addressing major societal challenges.

Organisation

Martin-Luther-Universität Halle-Wittenberg

Country list

DE

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Teacher ed

Keywords

practices of ESD, teacher training, tacit knowledge

198 - Democratic subject-ness in Global Learning: implications for policy and practice in Greece's formal education

Giannis Efthymiou¹

¹Brunel University of London

This paper starts by drawing theoretical connections between Democratic Education (DE) and Global Learning (GL). In doing so, it will explore the Biesta-ean notion of democratic subject-ness, which requires the interaction of differing and contrasting ideas in order to continue to be a democratic being in a democratic society. The GL debate has been a contested arena that usually poses a polarised debate of either a neoliberally informed GL or an anti-neoliberal/critical informed GL, as noted by Marshall. This paper draws on empirical research of a two-years study in the context of Greece's formal schooling that examined teachers approaches to adopt GL as part of their practice. Despite the fact that the empirical

part of the study was informed by a critical-GL ideology, findings indicated that there is common ground on the aspirations of policy makers and practitioners. The paper uses the field of DE as the medium to mediate between polarised ideologies in GL. It argues that differing ideological views are essential in the field of GL, and it is through such views that one's democratic subject-ness can be maintained.

Organisation

Brunel University of London

Country list

GB

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Approaches to policymaking, Links: research and policy, Teacher ed

Keywords

global learning, democratic education, democratic subject-ness

199 - Leadership perspectives on the process of developing whole school approaches to sustainability

Oona Piipponen¹

¹University of Oulu

Whole school approaches have been recommended to promote sustainability at different levels of an educational organization. School leaders are in a pivotal role when implementing approaches to sustainability. This qualitative study investigates how members of a school leadership team construct the change process towards a whole school approach to sustainability. The study will draw from semi-structured interviews of school leadership team members and ethnographic material from a leadership team development day at a comprehensive school in Finland. The prospective findings will offer solutions for how to lead the development of whole school approaches, as developing sustainability in a school can be fragmented, and sociocultural as well as technical-financial issues may challenge collaborative learning in the school organisation. The findings will also have implications for municipal and national policy development, so that policies support schools in their change processes. Further, this study will provide new knowledge about the complex interrelations occurring within the school organization, and the strategies school leaders use to work with this complexity.

Organisation

University of Oulu

Country list

FI

Presentation type

Paper Presentation

Thematic links

Sustainability etc

Keywords

sustainability, leadership, whole school approaches, qualitative research, collaborative learning

200 - AI and the Normalization of a Nuclear Renaissance? Human Education and Worthwhile Curriculum in the Anthropocene

Jason Goulah¹

¹DePaul University

This study in Value-Creating Education for Global Citizenship examines AI as curriculum relative to the “nuclear Anthropocene” (Max Planck Institute, 2023). Framed theoretically by the Sustainable Development Goals (2015), Schubert’s (2009) “worthwhile” question of curriculum studies, and Ikeda Daisaku’s (1988-2015) peacebuilding approaches to AI, nuclear disarmament, and *ningen kyōiku*, or “human education” (of dialogue, value creation, global citizenship, and creative coexistence), the study interrogates AI’s growing normalization of a nuclear renaissance imbricated in its development (Castelvecchi, 2024), and considers how AI thus redefines not just what and how we teach, but why.

AI promises to address various SDGs but significantly contributes to climate change, causing AI executives to promote nuclear power as a “clean” energy source. This poses an existential double bind that warrants attention in education—where nuclear has remained abstract and largely absent. AI-driven advancement of nuclear energy raises the likelihood of increased catastrophes (Chernobyl, 1986; Fukushima, 2011) and the production, stockpiling, use, and AI-weaponization of nuclear arms (IAEA, 2023). Underpinning all this is a geopolitical landscape threatening anocracies and nuclear war.

Employing discursive and bilingual-bicultural analytic methods (Goulah & He, 2015; Rogers, 2004), and centered on the Declaration on Global Education (2022) and new UNESCO Recommendation (2023), the study problematizes this AI nuclear renaissance in education.

Organisation

DePaul University

Country list

US/IL

Presentation type

Paper Presentation

Thematic links

Challenges to democracy, Challenges to peace, Sustainability etc, Varieties of GEL, Innovation

Keywords

AI, nuclear disarmament, sustainability, human education, global citizenship, Ikeda Daisaku

201 - Inclusion of learners' lives in teacher education in vulnerable contexts

Ana Cristina Blasco-Serrano¹, Ana Virginia López-Fuentes¹, Jorge Bernad¹, Esperanza Cid Romero¹

¹Chair of Solidarity and Global Citizenship

In line with the Sustainable Development Goals (UNESCO, 2016) and educational principles focused on inclusion and social justice (Ainscow, 2020), educational practices must consider the needs, values and experiences of the context in which they are framed, with special consideration for students, families and the educational community. .

The research is being carried out through a process of participatory action research (Kemmis and McTaggart, 1998; Wood and Smith, 2018), through collaborative dynamics and recognition of cultural and teacher identity (Blasco Serrano and Dieste-Gracia, 2021; Slee and Allan, 2001).

The aim of the communication is to improve the teaching skills of teachers in Sahrawi refugee camps through training in creative and inclusive practices.

Four teachers and members of the Faculty of Education and the Chair of Solidarity and Global Citizenship at the University of Zaragoza, as well as teachers and counsellors from primary and secondary schools in the Sahrawi refugee camps are taking part in the study.

The study is still underway. However, initial results reveal how teachers are beginning to integrate student and community experiences into their educational practices in order to promote more meaningful and contextualised learning.

Organisation

Chair of Solidarity and Global Citizenship. University of Zaragoza

Country list

ES

Presentation type

Paper Presentation

Thematic links

Approaches to policymaking, Teacher ed

Keywords

Inclusive education, educational practices, international cooperation, teacher training, global citizenship

202 - Internationalisation and Global Competence in Higher Education: Aligning Curriculum Development with Global Education Goals

Kerstin Anja Britta Maier¹

¹University of Cantabria

Abstract:

Higher education institutions play a key role in developing globally responsible citizens. To achieve this, internationalization must be embedded across all disciplines, ensuring that all students, regardless of mobility participation, develop the skills needed to navigate an interconnected world. This paper presents findings from a PhD research project examining how curriculum development and institutional policies contribute to fostering inclusive global education. The study reveals disciplinary differences in global learning preferences, emphasizing the need for tailored internationalization strategies.

Conducted in 2023/24 at a public Spanish university, the study employs a primarily quantitative approach, analyzing 900 student questionnaires, enriched with qualitative insights from open-ended responses. Findings indicate that while students recognize the value of global education, current internationalization strategies do not always align with their needs and interests. Significant variations exist across disciplines in terms of preferred formats of international learning, and barriers such as accessibility constraint, language barriers, and misalignment with academic and professional expectations persist. These insights underscore the need for more inclusive and adaptable curricular approaches.

This research bridges the gap between policy and practice, offering evidence-based insights for embedding global education across disciplines. By refining internationalization strategies to align with students' academic and professional aspirations, this study contributes to shaping more equitable and impact-full global education policies.

Organisation

University of Cantabria

Country list

ES

Presentation type

Paper Presentation

Thematic links

Links: research and policy

Keywords

global competence, global education, internationalization, higher education, curriculum development, student needs

203 - Developing primary science education for environmental adaptability and resilience in the Small Island Nation of Tonga: Talanoa/Dialogic approaches to collaboration and action

Kendra McMahon^{1, 2}, Mumui Kalisi La'akulu^{1, 3}

¹Curriculum Foundation, ²Bath Spa University, ³Tonga Institute of Education

The Kingdom of Tonga is ranked as the second most 'at risk of disaster' country in the world (World Risk Report, 2020). There is an urgent need to educate communities to develop resilience to more frequent adverse weather events. Through a World Bank funded project, the Curriculum Foundation has adopted a participatory methodology, working alongside curriculum writers within the Ministry of Education in Tonga to co-develop cross-curricular environmental education training and materials for all schools. The resources centre around dialogic education, reflecting the Tongan cultural philosophy of Talanoa and La'akulu's work on questioning in Tongan science education. Our work appreciates the epistemological significance of considering cultural philosophies so that learning is attuned to local ecologies of learning.

We will discuss how the resources are action-oriented, co-designed through Talanoa (Vaioleti, 2006), sharing stories of the 2022 tsunami, knowledge of mangroves as natural defences, and hopes for the future. This collaborative dialogic approach amplifies the voices of teachers, headteachers and teacher educators, enabling the wider educational community to contribute to the ongoing review of materials. A bilingual and small island context presents particular challenges, but our approach has generated pragmatic proposals for curriculum implementation, shaping policy into practice authentically.

Organisation

Curriculum Foundation

Country list

GB

Presentation type

Paper Presentation

Thematic links

Sustainability etc

Keywords

dialogic, participatory, environmental education, curriculum, science, policy

204 - The Well-Played World: Play, Co-creation and Planetary Citizenship

Luca Morini¹

¹Coventry University

This paper will provide a composite reflection on plural workshops and research activities, all linked by the use of participatory mapping and playful design elements, and aimed at promoting proactive, critical engagement with systems thinking, complexity theory and planetary citizenship.

The paper will discuss this playful, co-creative approach's theoretical groundings and inspirations, with a particular focus on linking participatory methods, Bernie De Koven's idea of community-designed "Well-played Game", and Donella Meadows's work on "Leverage Points" for systems-oriented interventions.

The paper will then showcase and reflect on a number of experiences in playful participatory mapping, facilitated over a period of more than four years across Europe, Latina America, Asia and Oceania, with diverse groups of participants across different research projects and formal and non-formal educational spaces.

These experiences touched on themes of sustainability, risk prevention, migration, democracy and academic publishing, showcasing how the creation of playful artefacts can provide accessible and shared metaphors to critique and reimagine existing dysfunctional, unequal and unsustainable systems, and at the same time facilitate trans-national a cross-cultural conversations.

The paper will conclude with an invitation to consider the potential of play in connecting not only people, but plural cultures, theories and framings of citizenship.

Organisation

Coventry University

Country list

GB

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Varieties of GEL, Social justice

Keywords

Playful Learning; Systems Thinking; Co-creation; Planetary Citizenship.

207 - Ecopedagogy and Sustainable Development Goals in Higher Education

Sara Lannin¹, Aoife Keogh¹, Gabriela Martínez Sainz¹

¹University College Dublin

Young people entering Higher Education are more aware than ever before of the global issues we face as a society in what has been described as the polycrisis era. This paper presents an autoethnography (Starr, 2010) of collaborative teaching implemented in a Higher Education Institution in Ireland for teaching Education for Sustainable Development (ESD). The collaborative teaching explored how an ecopedagogy (Misiaszek, 2020) approach to ESD can be suitable to address global issues through the lens of specific Sustainable Development Goals while introducing critical educational theories for teaching to understand their social and economic aspects. This autoethnography focuses on educators' experiences of collaborative teaching ESD concerning three domains: Curriculum, Assessment and Pedagogy (CAP). Educators used a wide range of data sources including field notes which capture in-process thinking and reflections (Emerson, Fretz, & Shaw, 2011), retrospective systematic reflexive introspection (Poulos, 2021), and document analysis. The findings identify key challenges and opportunities of collaborative teaching in ESD and provide insights into how an ecopedagogy approach to teaching the Sustainable Development Goals can help to better explain in the classroom the connections between human actions and systems, causes of injustices and oppression and planetary unsustainability, in the classroom context.

Organisation

University College Dublin

Country list

IE

Presentation type

Paper Presentation

Thematic links

Sustainability etc, Varieties of GEL

Keywords

Sustainable Development Goals; Ecopedagogy

223 - Empowering language teachers for social and linguistic justice

Monica Lourenco¹

¹University of Coimbra

The concepts of linguistic and social justice have been gaining prominence in language teacher education, emphasizing the need to value linguistic diversity and challenge sociolinguistic oppressive structures that lead to othering in school contexts. Building on this framework, this presentation discusses the results of a case study conducted with English language teachers in Portugal, who participated in a study programme designed through the lens of linguistic justice. Using multimodal methods, the study shows how the programme encouraged student teachers to value learners' repertoires, adopt multilingual practices, and see themselves as language activists, committed to fostering linguistically and socially just communities.

Organisation

University of Coimbra

Country list

PT

Presentation type

Paper Presentation

Thematic links

Social justice, Teacher ed

Keywords

Social justice, Teacher education

224 - Negotiating Religious Identity and Difference in Public Schools: A Comparative Study on Pentecostal Youth in Germany and Ghana

Henrik Simojoki¹, Candy Boche¹

¹Humboldt-Universität zu Berlin

Global education is embedded in the patterns of knowledge production characteristic of the respective school system. Funded jointly by the South African National Research Foundation (NRF) and the German Research Community (DFG), the International Research Training Group (IRTG) „Transformative Religion: Religion as situated knowledge in processes of social transformation“ transdisciplinarily investigates the impact of religion in processes of social transformation and the impact of these transformations on religion. With a distinctive decolonial approach, it aims at a critical epistemology through which the situatedness of religious knowledge production and reception in processes of social transformation can be researched, thus generating valuable insights for global education.

The proposed paper begins by introducing the theoretical framework of the IRTG and draws initial conclusions for global education. Against this backdrop a PhD project is presented that intends to explore the following research question: How do Pentecostal youth in Germany experience and negotiate questions of religious identity and difference in the context of state

schools as spaces of situated knowledge in comparison to the Ghanaian adolescents with a Pentecostal background? By exploring and highlighting the individual experiences of Pentecostal adolescents through narrative interviews, the project contributes to a global education that acknowledges religious minority positions shaped by transnational biographies. Beyond that, the study examines the possibilities for utilising non-Western approaches to the acknowledgment of religious plurality at schools in today's global society.

Organisation

Humboldt-Universität zu Berlin

Country list

DE

Presentation type

Paper Presentation

Thematic links

Decolonisation, Social justice

Keywords

global education, religious education, identity

Symposia

118 - Advancing Global Education and Democracy through the Practice of Value-Creating Education

Prof. Takao Ito¹, Dr. Tessa Tetsuko Watanabe¹, Dr. Stephanie Kukita¹, Dr. Namrata Sharma²

¹Soka University, ²State University of New York USA

In this session, scholars from the Ikeda Research Institute for Soka Education (IRISE) at Soka University Tokyo will explore Soka or value-creating education, which is an approach to curriculum that was developed in twentieth century Japan. Both theoretical and practical perspectives will be discussed, focusing on the historical background, the implementation of the educational approach, and ongoing research in the field. The broader aim of the session is to discuss the relevance of value-creating education to advancing democracy and global education.

Paper 1: The Origins of Value-Creating Education in an Era of Fascism

By Prof. Takao Ito

The Japanese educator and Soka progenitor, Tsunesaburo Makiguchi (1871-1944) died in prison for his opposition to fascist education during the Second World War. To understand Makiguchi's discourse accurately, one must consider the period in which severe censorship was imposed on the population. This presentation will consider the historical and ideological significance of Makiguchi in relation to free speech in Japan as well as examine how students, living in present-day Japan with various historical perceptions, perceive Makiguchi's discourse through attending lectures at Soka University on value-creating education.

Paper 2: The Present-day Practice of Value-Creating Education

By Dr. Tessa Tetsuko Watanabe

Makiguchi's successor, Daisaku Ikeda (1928-2023) is the founder of sixteen Soka educational institutions worldwide that includes the Tokyo Soka Primary School. In this presentation the influence of Ikeda's (2001) proposals on education for global citizenship will be examined, along with the impact of his ideas on the practice of dialogue-based learning being conducted at the Tokyo Soka Primary School.

Paper 3: Works at IRISE: Initiatives and Research on Value-Creating Education and Global Citizenship

By Dr. Stephanie Kukita

This presentation will highlight key initiatives on value-creating education and global citizenship at IRISE, including findings from an ongoing research study which examines students' university experiences and personal growth at Soka University. The study highlights the importance of both formal and informal learning within diverse environments—such as interactions between Japanese and international students, and among international students themselves—in cultivating a global mindset.

Structure of the session: The session chair will introduce the panel, followed by three presentations, and a discussion led by the discussant (Dr. Namrata Sharma).

Organisation

Soka University

Country list

JP

Presentation type

Symposium

Thematic links

Challenges to democracy, Challenges to peace, Human Rights, Sustainability etc, Approaches to policymaking, Links: research and policy, Varieties of GEL

Keywords

Value-Creating Education, Global Citizenship, Citizenship Education, Democracy, Dialogue, Non-Western Perspectives

145 - Teacher Education for Global Social Justice: Responses to Policy and Politics

Benjamin Mallon¹, Judith Muñoz Saavedra², Isaac Calduch Pérez², Tania Ramalho³, Jean Claude Zigama⁴

¹Dublin City University (Ireland), ²Universitat de Barcelona (Spain), ³SUNY Oswego (USA), ⁴Kabarak University, Nakuru (Kenya)

In an era of global challenges, such as inequality, climate change, and social polarisation, teacher education at all levels plays a pivotal role in fostering sustainable and just societies. The existing role of teacher education in supporting these goals is recognised in the European Declaration on Global Education to 2050 (“Dublin Declaration”), however, there remains a prerogative for strengthening teacher education to these ends, as acknowledged in UNESCO’s (2023) Recommendation. These two symposia, developed through the ANGEL Teacher Education Special Interest Group, will explore the latest developments, research, and debates within the field of teacher education. The focus will be on education that addresses democracy, peace, human rights, sustainability, and global social justice. Both symposia will examine teacher education in a variety of social, political, and environmental contexts while considering the intersection between research, policy, and practice in Global Education. The presentations within the symposia will seek to explore several key questions: What is the current and potential role of teacher education in addressing social justice as a local and global concern? What theoretical and pedagogical approaches can support teacher education for global social justice? How do innovative teacher education practices pursuing global social justice vary across different teacher education contexts? How do teachers’ beliefs shape the experiences and implementations of these practices? How might local and global forms of

collaborative and dialogical teacher education support the pursuit of global social justice? What is the role of global education and specifically teacher education in addressing threats to democracy stemming from extremism, mis/disinformation, climate breakdown and developments in the digital realm? By providing insights into the latest research on teacher education in the field of Global Education, these symposia will appeal to those seeking to explore, critique, and enhance policies and practices in this field. Participants will be invited to consider and imagine how teacher education can make a telling contribution to the development of knowledge, skills, attitudes and actions required to create socially just local and global communities.

Organisation

University of Coimbra - Faculty of Arts and Humanities

Country list

PT

Presentation type

Symposium

Thematic links

Challenges to democracy, Sustainability etc, Links: research and policy, Social justice, Teacher ed

Keywords

teacher education; global (citizenship) education; social justice; democracy; sustainability education

155 - Global Learning as a contribution to the promotion of democracy

Susanne Timm¹, Emmer Demorel¹, Frederick Njobati¹, Annette Scheunpflug¹, Edouard Ntakirutimana¹

¹Otto-Friedrich-University of Bamberg

The objective of this symposium is to explore the contribution of global learning to democracy. The symposium reflects different empirical studies on global learning and the promotion of democracy and will relate them.

The world-spanning crisis of democracy (Abramowitz, 2018) calls for efforts to strengthen the education of democracy. Education for democracy will not be able to solve the (global) social problems per se, but as a stimulus for the development of democracies, it is an indispensable prerequisite (Honneth, 2015).

Education for democracy is mostly rooted in national and local topics such as the respective mechanisms in representation or legislation. However, democracies are negotiating global challenges and need to build consensus for problem solving of climate change or the loss of biodiversity (Culp 2019). It is at this point, where global citizenship education and global learning contribute to democracy education.

With this symposium we approach the topic from three perspectives:

(1.) Empirical studies on learners and teachers will give insights in the way Global learning contributes to democracy. Those empirical insights are given for northern as for southern contexts.

(2.) With a focus on the southern context, evidence concerning teachers' positions shows perspectives for democracy promoting global learning, especially with regard to digital means.

(3.) Abstracting from the empirical results, systematizations for Global Learning as a contribution to democracy education that meets the challenges of the global society are presented. What does it mean to face up to the local-global nexus and to position the understanding of democracy globally (Robertson, 1995)?

Organisation

Otto-Friedrich-University of Bamberg

Country list

DE

Presentation type

Symposium

Thematic links

Challenges to democracy

Keywords

Democracy education, sub-Saharan Africa, digitality, partnership, immigrants, teachers

156 - Education for Sustainable Development and Global Citizenship Education: Building Cultures for Sustainable Futures

Jacobus Bracker¹, Maike Land¹, Sirkka Tshiningayamwe², Namrata Sharma³

¹German Rectors' Conference, ²University of Namibia, ³State University of New York

Building cultures of sustainability is essential for the sustainability transformations of societies. Cultures of sustainability, understood as webs of meaning, as mindsets, are the basis for sustainable practices. In building such cultures, based on concepts like the Sustainable Development Goals (SDGs) and the Earth Charter Principles, higher education institutions as spaces of cultural transformation through education play a central role. In this context, this panel explores the intersections of Education for Sustainable Development (ESD) and Global

Citizenship Education (GCED) as transformative frameworks for fostering sustainability, planetary citizenship, and climate justice. By highlighting i. a. specific curriculum innovations and forward-looking pedagogical approaches like art-based education and storytelling approaches, this session aims to contribute to the global dialogue on critical sustainability challenges such as climate change through future-oriented education. Through the communication of values, by encouraging critical thinking, collaboration, and ethical responsibility education fosters cultures of sustainability, equipping learners to address global challenges and build resilient communities. In this process, student engagement is pivotal for driving sustainability transformation in higher education, as it ensures the inclusion of diverse perspectives and empowers students - as future leaders and change agents - to take active roles in shaping sustainable practices. Panelists will, from their diverse cultural backgrounds from Middle America, Africa, and Europe discuss strategies for embedding ESD and GCED into diverse educational contexts, emphasizing inclusive access, the role of cultural heritage, and the creation of cultures that support sustainable and equitable futures.

Organisation

German Rectors' Conference

Country list

DE

Presentation type

Symposium

Thematic links

Sustainability etc, Approaches to policymaking, Varieties of GEL

Keywords

cultures of sustainability, planetary citizenship, values

183 - Embedding global citizenship education into initial teacher education to build pedagogies of hope and transformation

Jenny Gannon^{1,2}, Dr Aoife Titley³, Dr Brigid Golden⁴, Richeal Ni Thiarnaigh⁵, Dr Yvonne Naughton⁴

¹DICE Project, ²Lead Contact, ³Maynooth University, ⁴Mary Immaculate College, ⁵Marino Institute of Education

This panel proposal aims to share the experiences and research of members of the DICE Project, a national strategic education initiative in Ireland, which aims to develop and extend both staff and student capacity and expertise in global citizenship education (GCE) within primary level initial teacher education. GCE equips learners with the knowledge, skills, and attitudes to navigate an ever-changing, uncertain, and unpredictable world and to work

collectively for a more just and sustainable future. It is our belief that education holds transformative potential to improve the lives of learners and the future of society.

The DICE Project has been in place in Ireland since 2003 and is implemented by four providers of initial teacher education at primary level, namely: Dublin City University Institute of Education; Marino Institute of Education; Mary Immaculate College; and the Froebel Department in Maynooth University. Our focus is on building the capacity of teacher educators and student teachers to ensure that graduating teachers will understand global citizenship education and will be motivated and equipped with the pedagogic skills and values to teach about global justice topics effectively in primary classrooms. DICE embrace a collaborative approach to GCE in which we continually work to bridge the gap between theory and practice and apply thought to action in the classroom. Our unique model brings together expertise from within and beyond the formal education sector to build relationships between policy, practice, academia, civil society, and marginalised communities.

Through this panel, we will share the unique model used by DICE, alongside a snapshot of some of the research projects we have engaged in. Research to be shared includes the barriers to initial teacher education for young people in Ireland from minoritized ethnic backgrounds, and case studies of embedding global citizenship within initial teacher education.

The findings from our research projects help to inform our practice within initial teacher education and shape the field of GCE in Ireland. Through sharing findings from our research as part of this panel, we aim to highlight the potential of GCE to equip future Irish teachers with the ability to embrace change and navigate uncertainty through pedagogies of hope and transformation.

Organisation

The DICE Project

Country list

IE

Presentation type

Symposium

Thematic links

Teacher ed, Links: research and policy

Keywords

ITE (Initial Teacher Education), Diversity, Curiosity, Criticality, Social Justice, practitioner

213 - Navigating Differences within South & North: Empirical Findings on Global Learning Processes

Sonja Richter¹, Abraham Tamukum Tangwe², Barthelemy Muzaliwa¹, Zebiba Teklay³, Claudia Bergmüller-Hauptmann⁴

¹University of Bamberg, ²Protestant University of Rwanda, ³University of Würzburg,
⁴University of Education Weingarten

Navigating and overcoming both interpersonal and global differences has become a pressing challenge (GENE 2023: 4). This symposium frames Global Learning as a process dedicated to addressing such differences—particularly those resulting from power imbalances between the Global North and the Global South.

This symposium will explore how individuals construct those 'differences'. Three presentations will offer empirical insights into the strategies employed by learners and professionals to address these differences in educational settings. Taken together, their findings deepen our understanding of the specific dynamics in Global Learning processes.

(1) *Zebiba Teklay* will present findings from her study on teachers' implicit orientations toward differences in the classroom. Drawing on 17 narrative interviews analyzed using the hermeneutical approach of the documentary method (Nohl 2017), her research reveals exclusionary concepts in how educators navigate differences with students from refugee and migration backgrounds.

(2) *Abraham Tangwe* and *Bartholome Muzaliwa* employed semi-structured interviews and ethnographic observations to investigate teaching and learning in secondary schools in Bukavu, DRC. Drawing on Cabezudo et al.'s (2008) table, they illustrate how teachers in this context perceive and approach learning and teaching differently than their counterparts in the Global North. Their findings shed light on how teachers navigate diverse challenges in resource-constrained educational settings.

(3) *Sonja Richter* will present findings from her study on how young adults from the Global North experience global learning through volunteering in the Global South. Her empirical material, consisting of 20 narrative interviews, was analyzed using reconstructive qualitative methods (cf. Kluge 2000). These findings highlight how young volunteers navigate differences within unequal power dynamics, prompting a discussion of both the challenges and benefits of the strategies they employ.

The symposium will open with a brief thematic introduction from *Sonja Richter* (Chair), setting the stage for further empirical input. Following those presentations, *Claudia Bergmüller-Hauptmann* (Critical Friend) will guide a focused round of critical questions, serving both as moderator and commentator to deeper reflection and debate.

Organisation

University of Bamberg

Country list

DE

Presentation type

Symposium

Thematic links

Decolonisation, Teacher ed, Challenges to democracy

Keywords

Global Learning, Empirical Research, Foundations of Learning Theory, Decolonisation

Workshop

89 - How Can We Improve Teaching Formats for Global Citizenship? Insights from COIL Projects and International Collaboration

Daniel Michelis¹, Maura Klenner Loebel², Pieter Pieter Steenkamp³, Gabriela Coetti Ramos⁴, Emmanuel Lwankomezi⁵, Judith Wanda⁵, Joachim von Bonin⁶, Nana Agyeman-Prempeh⁷, Carolin Rautenberg¹

¹Anhalt University of Applied Sciences, ²Universidad de La Frontera, ³Cape Peninsula University of Technology, ⁴UNAERP - Universidade de Ribeirão Preto, ⁵St Augustine University of Tanzania, ⁶GIZ, ⁷Ghana Communication Technology University

Based on insights from past COIL projects on Global Citizenship (2024) with Chile and Brazil, an Environmental and Climate Action Programme with a university in Tanzania (2024-25), and international online lectures with South Africa and Ghana (2023, 2024), we are launching a three-year research project: “Global Citizenship: Exploring Leadership Development in the Global South through Digital Innovation.” In this workshop, we aim to reflect on previous teaching formats and address the methodological challenges for the research project that arise from specific hurdles encountered in past COIL projects (Collaborative Online International Learning). These include:

- Highly fluctuating student participation due to the challenges of integrating the projects into academic schedules, further complicated by time differences that shift between summer and winter during a single semester.
- University strikes, such as those in Chile (2024) and South Africa (2023), which can significantly disrupt project timelines.
- Nationwide power outages, which are a regular occurrence in some Global South countries like South Africa, hindering digital collaboration.
- Significant intercultural differences in active participation during online seminars.

These and other challenges not only impact teaching but also influence the exploration of content requirements, learning objectives, and overall impact. After an introductory presentation on previous teaching projects, the workshop will focus on working with participants to develop research designs that are flexible enough to accommodate these challenging realities while maintaining methodological rigor.

By drawing on real-life scenarios, fostering open discussions, and embracing mutual learning, the workshop will create a space for innovative ideas to emerge, paving the way for forward-looking teaching and research designs.

Commitments to participate in the project

Chile: Universidad de La Frontera

South Africa: Cape Peninsula University of Technology

Ghana: Ghana Communication Technology University, Accra

Tanzania: St Augustine University of Tanzania
Brazil: University of Ribeirão Preto

Organisation

Anhalt University of Applied Sciences

Country list

DE

Presentation type

Workshop

Thematic links

Sustainability etc, Varieties of GEL

Keywords

global citizenship, coil, innovative teaching, leadership

139 - Education for Democracy: Theory and Practice

Giorgios Kostakos¹, John Lalor², Justin Rami², Niclas Sandström³, Maija Hytti³, Jennifer Bittner⁴, Andreas Schmid⁴, Fabian Virchow⁴, Karsten Krüger⁵, Hadjer Taibi², Benjamin Mallon²

¹FOGGS - Foundation for Global Governance and Sustainability, ²Dublin City University, ³University of Helsinki, ⁴University of Applied Science Düsseldorf, ⁵Univetrsitat de Barcelona

The project DEMOCRAT funded by the Horizon Europe programme aims to strengthen European model promoting education for democracy (EfD) through participatory redesign and implementation of innovative and responsive curricula and learning methods for Responsible Democratic Citizenship (RDC). RDC refers to a EU democratic model in which sustainability is a key element. To this end, DEMOCRAT adopted a participatory approach in Estonia, Finland, Germany, Ireland, Poland and Spain.

DEMOCRAT focuses on compulsory secondary education, including formal and informal learning as well as learning for teachers and social educators. The objective is to empower the children and youth to take democratic action defending democratic principles.

DEMOCRAT is divided into three stages: conceptual development, testing of the proposed means and scaling up the experiences. It proposes to organise a workshop intended to discuss with *practitioners and policymakers* its conceptual EfD framework, the outline EU curriculum, the results of the pilot projects in the six EU-countries, testing and evaluating the EfD-tools and the scalability of the experiences on education for democracy and its flexible application in other educational contexts.

The workshop will refer to SDG 16: Peace, Justice and strong institutions. While Development Goal “16.7” is supposed to “Ensure responsive, inclusive, participatory and representative decision-making at all levels”, DEMOCRAT pursues this approach, also in line with SDG 4.7 on education for sustainable development and global citizenship and focuses on interventions for pupils and students to create more democratic involvement and thereby

enhance the students' democratic competences. Strong institutions such as schools are of high significance as democratic learning spaces. This contribution therefore shows how practitioners of education and researchers can work together to develop sustainable tools for EfD.

Recognising strengthening democracy as a global challenge, this workshop utilises active participatory approaches and provides participants with the opportunity to: (1) reflect on EfD (and the challenges to) within national, European and international contexts; (2) consider the knowledge, skills and values required to support education for democracy, in relation to a framework of Responsible Democratic Competencies; (3) explore the possibilities and practical strategies for scaling up of a suite of innovative local pedagogical projects.

Organisation

University of Barcelona

Country list

ES

Presentation type

Workshop

Thematic links

Challenges to democracy, Approaches to policymaking, Teacher ed, Innovation, Links: research and policy

Keywords

Education for Democracy, Responsible Democratic Citizenship, Participatory Approach, Curricula for Education for democracy

205 - Youth Participation as a Lever for ESD and Global Learning in Politics and Practice

[Phillip Gutberlet](#)¹, [Jasmin Scholtbach](#)¹, [Gabriela Grobarcikova](#)¹, [Areej Alsayed](#)¹

¹youpaN

Young people are key actors in shaping a sustainable and just future. As part of Germany's implementation of the National Action Plan on Education for Sustainable Development (ESD), the youpaN - the Youth Forum within the National Platform for ESD - plays a central role.

In our workshop, we aim to share insights into how youpaN functions as a participatory body integrated into political processes and what defines its work. We will highlight success factors and conditions for effective youth participation and inspire action beyond advisory boards, extending into areas like research.

Using interactive methods, we will collaboratively analyze how to effectively involve young people in decision-making processes and identify the factors that contribute to successful participation. This includes discussing both positive aspects - such as fostering agency and amplifying youth voices - and challenges, like structural barriers and resource constraints.

This workshop is targeted at educators, researchers, and policymakers interested in embedding youth participation as an integral part of educational processes and learning from youpaN's experiences. Together, we will explore how global education can be strengthened by the voices of youth - paving the way for a more sustainable and equitable world.

Organisation

youpaN

Country list

DE

Presentation type

Workshop

Thematic links

Sustainability etc, Approaches to policymaking, Teacher ed, Social justice

Keywords

youth, participation, politics, ESD, Global Learning

214 - Time for Systems Thinking: Global Economics and Global Education & Learning

Harm-Jan Fricke¹

¹Financial Justice Ireland, and Center for Global Education

If Global Education & Learning (GE&L) is to enable learners to contribute to change in their communities, countries and the world (akin to 'Aims paragraph 3' of UNESCO's 2023 Recommendation on Education for Peace, etc.) then development of an understanding of global economic processes and systems is likely to form a key part of such an enabling.

However, based on research in the island of Ireland, the international development and development education sectors, although concerned with issues of e.g. poverty, inequality and sustainability, appear to give little attention to such an economic systems focus. This despite the dominance, since the 1980s and 90s, of neo-liberal economics in global and national policies and practices - including policies and practices that fundamentally affect issues of poverty, inequality, democracy, social justice, and sustainability.

This one-and-a-half hour workshop will use the research findings as a prompt to enable thought and discussion through group work and plenary responses that explore:

- what the challenges and opportunities are to give attention to the global economic paradigm through Global Education & Learning, and
- which education approaches can be used to give attention to the global economic paradigm in investigating specific topics and issues.

Participants' opinions and experiences will be drawn on to augment the research findings and to elicit ideas for education approaches and techniques that place single social, environmental, political or economic issues and phenomena in a global economic systemic analysis.

(The workshop will use two research assignments as a prompt. The first of these was published in 2022 and is available here:

<https://www.centreforglobaleducation.com/sites/default/files/CGE%20FJI%20Report%20August%202022%20%28Final%29.pdf>. The second research is due to be completed in April 2025 and a related research report will be published shortly after.)

Organisation

N/A

Country list

GB

Presentation type

Workshop

Thematic links

Challenges to democracy, Sustainability etc, Links: research and policy, Varieties of GEL, Social justice, Teacher ed

Keywords

economics, systems thinking skills, global perspective, local relevance

217 - Research- and policy-informed Global Citizenship Education practice in primary schools in Ireland

Claire Glavey¹, Dr. Benjamin Mallon², Ailbhe Joyce¹

¹Global Village, ²Dublin City University

This workshop will contribute to the conference's main focus on the importance of research for Global Education and Learning practice, and is an example of direct collaboration between the academic community and policy and practitioner networks. It will present 'Global Village', the strategic partnership for Global Citizenship Education (GCE) in primary schools in Ireland between Irish Aid at the Department of Foreign Affairs, Dublin City University (DCU), Irish National Teachers' Organisation (INTO), Irish Primary Principals' Network (IPPN) and Trócaire.

Global Village takes a research-informed approach to designing and delivering professional development opportunities for primary school teachers and leaders. This will be outlined, drawing on findings from a mixed methods study based on a national survey of Irish primary teachers' values, attitudes and practices regarding GCE (Barry, Mallon, Bourke, Usher and Daly, 2023). The Irish curriculum and policy context will be highlighted, referencing the recently published Primary Curriculum Framework (National Council for Curriculum and

Assessment, 2023), the Irish Aid Global Citizenship Education Strategy 2021-2025 (Government of Ireland, 2021), and ESD to 2030: Second National Strategy on Education for Sustainable Development (Government of Ireland, 2022).

Using small group discussion-based methodologies, participants will explore how research is applied to practice by Global Village, in the areas of resource development, workshop delivery, professional development events, Communities of Practice and policy work. Participants will be guided through hands-on activities to explore a range of GCE strategies, methodologies and resources for primary school settings. This will include an analysis of root causes and connections between local and global injustices; reflection on whole school approaches; thematic planning; discussion and debate in response to an animation; and storytelling and drama activities. Throughout the workshop, participants will be invited to reflect on the application of research and the methodologies and resources used, and to consider and share connections with their own practice and context.

This workshop will respond to a number of conference themes including social justice, local and global; varieties of Global Education; and Global Education in teacher education or training. It will be of particular relevance to those working in, or with an interest in, primary education.

Organisation

Global Village

Country list

IE

Presentation type

Workshop

Thematic links

Human Rights, Sustainability etc, Varieties of GEL, Social justice, Teacher ed

Keywords

primary; citizenship; rights; methodology; curriculum; reflection

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