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on Global Education
& Learning

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An international forum focused on
Global Education research



UNESCO Chair in
Global Citizenship Education
in Higher Education



ALMA MATER STUDIORUM
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Parallel Session A

Symposium: Governing Curricular Indeterminacy: Grey Zones, Equity, and the Politics of Knowledge

- Régis Malet, University of Bordeaux — Coordinator & Presenter
- Lijuan Wang, Hunan University — Coordinator & Presenter
- Karen Pashby, Manchester Metropolitan University — Presenter
- Jaakko Moilanen, University of Oulu — Presenter
- Melissa Kandil, University of Bordeaux — Presenter
- Dalene M. Swanson, University of Nottingham — Presenter

Education systems across the globe face a structural paradox: they simultaneously prescribe goals of inclusion and excellence, national cohesion and global citizenship, curricular standardisation and local autonomy, without ever arbitrating between them. This symposium proposes the concept of curricular grey zones (Malet, 2024, 2025) as a cross-national analytical tool for understanding how normative indeterminacy functions not as a failure of governance but as its routine mode of operation. Grey zones, spaces where contradictory prescriptions coexist without resolution, are the institutional sites where the tensions between global education aspirations and local educational realities are managed on a daily basis, by teachers and school leaders who receive no guidance on how to reconcile them.

The symposium brings together comparative education scholars and Global Citizenship Education (GCE) researchers from different countries and continents to examine how grey zones manifest across different national configurations. Drawing on critical meta-reviews of GCE typologies (Pashby et al., 2020), it interrogates whether grey zones are the mechanism through which the liberal, neoliberal, and critical orientations of GCE coexist within the same curriculum without being disentangled. It also mobilises Malet and Wang's (2024, 2025) comparative analysis of digital citizenship models in Scandinavia to show that even in systems held up as exemplary, normative ambiguity persists.

The aim is not to produce national monographs but to identify the structural mechanisms that generate indeterminacy across systems: sedimentation of contradictory reforms, gap between prescriptive ambition and pedagogical reality, delegation of unresolved tensions to frontline actors (Malet, 2026). A concluding synthesis will assess the relevance of the grey zones concept for GCE scholarship and propose an agenda for comparative research on governance through indeterminacy.



Individual presentations

1. Régis Malet (University of Bordeaux, LACES) and Lijuan Wang (Hunan University), introductory framing

Curricular Grey Zones as Governance Technologies: A Comparative Framework across European and East Asian Systems

This opening contribution introduces the concept of curricular grey zones and its theoretical foundations. Drawing on comparative research conducted across France, England, Finland, and China (Malet, 2024, 2025; Malet and Wang, 2024, 2025), it argues that the gap between prescriptive ambition and pedagogical reality is not a policy deficiency but a structural feature of contemporary educational governance. The presentation sets the analytical framework for the symposium by examining how indeterminacy is produced, delegated, and absorbed differently across contrasted national configurations.

2. Karen Pashby (Manchester Metropolitan University)

Pedagogical Colour in the Grey Zones of Curricular Indeterminacy? Insights from Participatory Research with Teachers in Sweden

This contribution considers in what ways grey zones in curricular indeterminacy offer pedagogical possibilities, and challenges, and to what extent there are pedagogical openings within curricular paradoxes and discursive interfaces (Pashby et al., 2020). It draws on findings from a recent participatory study with teachers in Sweden that aimed to support reflexive praxis in climate change education, exploring how teachers navigate normative ambiguity as a space for critical pedagogical agency.

3. Jaakko Moilanen (University of Oulu)

Exclusion and Non-Participatory Role of Sámi People in Finnish Early Childhood Education Curricula

The 2025 renewal of Finnish early childhood education legislation made local municipal curricula optional, effectively removing one level of curricular interpretation between national frameworks and individual settings. This contribution examines how this reform widens the grey zone in Finnish ECE, with particular consequences for indigenous Sámi communities in northern municipalities. Where municipal curricula could emphasise cultural responsiveness, the responsibility now falls on individual ECE centres and teachers, deepening indeterminacy precisely where resources and qualified personnel are scarcest.

4. Melissa Kandil (University of Bordeaux)

Internationalisation in Times of Crisis: Navigating Curricular Grey Zones in Lebanese Higher Education



Since 2019, Lebanese universities have been navigating both global higher education agendas and ongoing national crises. In this context, internationalisation and the development of global competencies are shaped through the everyday efforts of faculty and administrators who must manage severe economic instability and constrained institutional resources. This contribution argues that global higher education governance operates through indeterminacy, as global commitments are interpreted and adapted locally, making internationalization a flexible process shaped by local conditions. Examining these on-the-ground dynamics is therefore essential to understand how global higher education agendas are translated within the Lebanese context.

5. Dalene M. Swanson (University of Nottingham)

Shades of GCE: working beyond the tensions, contradictions, and grey zones

Like Janus, the Roman god of peace and war, the citizen subject of this neoliberal world order is asked to gaze inward toward the nation state and outward toward global capital simultaneously. 'Global citizenship' carries this Janus-like contradiction, bearing borders as shadows. Yet the indeterminacies of GCE/SE mean its grey zones are not neutral territory open for epistemic colonisation, but are always-already invested in power relations. Witnessing these grey zones as performances of chiaroscuro recognises complexity, opens productive possibilities, and gives back agency. Treating contradiction at the heart of global citizenship as 'productive tension' rather than flaw may offer the vector for prizing open new windows toward alternative futures (Swanson and Gamal, 2021; Swanson and Pashby, 2016; Swanson, 2011)." This symposium aims to provide a cross-national analytical framework for understanding how education systems govern through normative indeterminacy rather than despite it, examining the structural gap between curricular prescriptions (critical thinking, global citizenship, inclusion) and the institutional conditions under which they are implemented. By bringing together comparative education and GCE scholars working across Europe, the Middle East, and East Asia, it directly responds to the conference's call to break down disciplinary silos and strengthen dialogue between research, policy, and practice. The concept of curricular grey zones engages centrally with the conference's guiding question, whose knowledge is valued and whose futures are imagined, by showing how unresolved contradictions in curriculum governance are delegated to frontline actors with unequal resources. The symposium foregrounds decolonial, indigenous, and Global South perspectives through contributions on Sámi education in Finland and higher education under crisis in Lebanon, alongside cases from France, England, China, Sweden, Scotland, Canada, and South Africa. It connects with the Dublin Declaration's commitments by interrogating the conditions under which global education can move beyond rhetoric towards transformative practice. Finally, it addresses the conference



goal of promoting researcher and policymaker dialogue by proposing governance through indeterminacy as a shared analytical agenda for the field.

Symposium: Education for Sustainability and Global Citizenship: Curriculum, Pedagogy, and Alternative Ways of Knowing

- Namrata Sharma (State University of New York, USA - session Chair and presenter)
- Ana Belén García-Varela (Universidad de Alcalá, Spain - presenter)
- Hiroko Tomioka (Soka University Japan - presenter)
- Michiyo Kakegawa (Soka University Japan - presenter)
- Magdalena Kuleta-Hulboj (University of Warsaw, Poland - session discussant)

This panel examines how education for sustainability and global citizenship is researched, conceptualised, and enacted under changing conditions of knowledge production and use.

The session papers are framed around the United Nations' (UN) Sustainable Development Goals (SDGs), bringing together scholars who explore sustainability and global citizenship as interconnected educational aims and analyse how related forms of knowledge are translated into curriculum and pedagogical practice across formal and non-formal spaces of learning. The panel responds to contemporary shifts in education research, including the diversification of knowledge-producing actors, the increasing dominance of data-driven and standardised approaches, and growing pressures for policy relevance in the context of global poly-crises.

Against this backdrop, the presentations foreground ethical, values-based and relational ways of knowing that are often marginalised in dominant research paradigms. Drawing on Soka, or value-creating education – an educational philosophy developed in twentieth-century Japan – the panel explores alternative epistemological and pedagogical orientations that connect sustainability, global responsibility, and educational action.

Reference will also be made to the panelists' contributions as editors and authors to a new volume examining the Earth Charter and the SDGs as global ethical frameworks (Bourn, Sharma, and Vilela 2025; see ANGEL 2025). As discussed, these frameworks have a bearing on sustainability initiatives within Soka and non-Soka institutions and practices that are influenced by the ideas of the Soka progenitor, Daisaku Ikeda (1928-



2023), who has also been an advocate of the Earth Charter since its inception (Ikeda 2002, 2021).

Empirical and conceptual contributions examine curriculum development and pedagogical practices across diverse national and institutional contexts, focusing on how educators engage with concepts such as sustainability, peace, and service as situated forms of knowledge guiding learning and action. It highlights ethical epistemologies, curriculum innovation, and perspectives from within Europe, and beyond, as key resources for advancing education for sustainability and global citizenship that is socially responsive, context-sensitive, and oriented toward the common good. The session aims and individual paper abstracts are outlined below.

Structure of the session: The chairperson will introduce the session, followed by three presentations, and a discussion led by an expert in the field (listed as the final presenter)." "In this session scholars explore the theory and practice of education for sustainability and global citizenship, with a special focus on the United Nations' Sustainable Development Goals (SDGs). The paper presentations explore several converging themes that respond to the call for submissions for the ANGEL Conference 2026:

1. An exploration of ethical and values-based perspectives that is lacking in the present discourse on education for sustainability and global citizenship.
2. The need for a combined approach to the UNESCO-led initiatives of Education for Sustainable Development (ESD) and Global Citizenship Education (GCE).
3. The idea of sustainability and global citizenship as organizing principles for rethinking the curriculum across diverse education settings.
4. An examination of existing and alternative pedagogical models and practices, including from non-Western perspectives that can contribute to the intercultural dimension of education for sustainability and global citizenship.

The symposium builds on the contributors' previous panel sessions, including at the British Educational Research Association (BERA) Conference in 2021, and European Conference on Educational Research (ECER) in 2023 and 2026. One of the primary aims of these discussions and ensuing individual and joint publications (Bourn 2023) has been to bring into focus existing and emerging scholarly work in Global Education and Learning promoting education for sustainability and global social justice, including from a study of non-Western perspectives. As well as the contributions of the ANGEL network in furthering research in this field (Bourn and Tarozzi 2023; see <https://projects.dharc.unibo.it/digestgel/>).



This symposium session will build on the panelists' previous and ongoing work exploring ethical, intercultural and justice-based perspectives that are lacking in the present discourse on education for sustainability and global citizenship. This includes referencing the Earth Charter as a global ethical framework for planetary citizenship across formal, non-formal, and informal education settings (Bourn, Sharma, and Vilela 2025; ECI 2023; Sharma 2025).

Overall, the panel explores current debates in Global Education and Learning. Specifically, as outlined below, cases will be shared from diverse practices, institutional policies and curriculum development from a range of worldwide examples that take education for sustainability and global citizenship as organizing principles for rethinking education as a transformative approach to learning for social change (UNESCO 2022, 2023, 2025).

Paper 1

Value Creation and Educators' Agency in a Time of Poly-Crisis: Insights from a Master's Programme in Educational Innovation

This paper examines how a Master's programme in Educational Innovation for Value Creation at the Universidad de Alcalá, Spain enables practicing educators to critically explore their role as social change agents. Drawing on participants' professional experiences, the research study analyses how a value-creating approach, with aims similar to the Earth Charter, underpins reflective, participatory and transformative learning oriented towards ethical responsibility and social engagement. The paper highlights how educators learn to design contextually grounded educational innovations that integrate global citizenship and sustainability, fostering ethical values, service and collective responsibility in educational practice in response to climate challenges and social inequalities.

Paper 2

An Ethical Framework for Supporting UNESCO Schools and Advancing the SDGs: The Case of Soka University

This paper examines how Soka University operationalizes education for sustainability and global citizenship through an institutional framework grounded in value-creating education, the Sustainable Development Goals, and the Earth Charter. Drawing on the university's initiatives related to the UNESCO Associated Schools Network (ASPnet), the study analyzes how global ethical frameworks are translated into curriculum design, learning opportunities, cross-faculty collaboration, and community engagement. Soka



University is the sixth university in Japan and the second private university to receive this designation.

Reflecting on the implications of these initiatives for the future development of higher education, the paper highlights several broader outcomes: promoting education for sustainability and global citizenship through cross-faculty collaboration, adopting interdisciplinary approaches to teaching and learning, encouraging student-led activities, and strengthening community engagement.

Paper 3

Education for Sustainability and Global Citizenship: Intercultural, Ethical, and Justice-Based Approaches

This paper is based on the question: “How do we address teaching for sustainability and global citizenship for social-ecological justice through alternative paradigms?” It shares outcomes from the author’s previous study that examines the implications of the environmental crisis on formal and non-formal education from a human rights position, such as was key to framing the European Declaration on Global Education to 2050 (Sharma 2025; see dnamratasharma.com). “Value-creating global citizenship education” is a pedagogical approach developed from a study of selected worldwide integrated perspectives, and building on the UN SDGs. The key focus is to cultivate resilience and hope through engaged relationships between learners and their natural, social, and educational environments. In developing this approach, examples were drawn from Indigenous knowledge, diverse ecological worldviews and practices including the Earth Charter, the Soka Amazon Institute, and the UN Harmony with Nature Knowledge Network that promotes Earth Jurisprudence. The paper offers practical solutions for planetary citizenship for educators and policymakers, to integrate intercultural perspectives and develop a global outlook.

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Session: Engaging with ESD.

Presenter(s): Janet Owen (The Earth Museum)

Title: *Youth Agency in a Changing World: Digital Learning for Environmental and Global Understanding*

Co-authors:

Session: Engaging with ESD. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 1 - Physics

Keywords: *Global Citizenship Education Digital Collaboration Sustainability*

Abstract: Young learners and teachers across the world are engaging with urgent themes about our place on Earth and acting as empowered global citizens. EarthMuseum Learn is a new digital platform designed to facilitate this agency at both local and globally connected levels.

Launched in January 2026 at the UK Bett Conference it won a UK Bett Kids Judge Award for 'bringing the world into the classroom' and is based on an in-depth research and development programme linked with the University of Winchester.

A growing number of schools are engaging with our inaugural flagship learning programme, Air We Breathe, about the past, present and future of air pollution and clean air. This programme was devised with educational expertise and support from the University of Southampton Sustainability and Resilience Institute and the UK Clean Air policy initiative.

This paper will outline how our not-for-profit collaborative research and development journey has arrived at a moment when we are delivering real global citizenship impact in the classroom, both locally and globally. And how we plan to grow reach and impact going forward working with future partners, including those that we would love to meet across the ANGEL membership.

<https://learning.earthmuseum.global/>



Presenter(s): Juan Cisterna (Universidad de Granada)

Title: *Citizenship and Sustainable Development in Chilean Schools with a Sustainability-Oriented Approach: Representations, Challenges and Opportunities*

Co-authors:

Session: Engaging with ESD. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 1 - Physics

Keywords: *Citizenship Education – Civic Education – Environmental Education – Sustainable Development*

Abstract: The challenges posed by the Sustainable Development Goals regard civic education as a fundamental pillar of the educational system. The link between citizenship and climate action has transformative potential in relation to how democratic participation is conceived within schools, as well as the values, practices and beliefs promoted through environmental protection. This proposal aims to analyse representations of citizenship and the environment in 57 Chilean schools with a sustainability-oriented approach.

Its methodology is based on descriptive research, drawing primarily on the Institutional Educational Projects of each school as its main source of data. Content analysis will be employed as the technique for data processing (Cáceres, 2003). The literature on the subject has highlighted the limited nature of both dimensions within the Chilean school context (Núñez et al., 2023; Mayorga & Errazuriz, 2018; Cox & Castillo et al., 2015). Based on the proposed analysis, the study seeks to describe the main representations found in Chilean schools with a sustainability-oriented approach, drawing on models of citizenship and approaches to Sustainable Development, with the aim of contributing to the strengthening of democratic participation and the achievement of the Sustainable Development Goals.



Presenter(s): Pei-I Chou (National Sun Yat-Sen University), Ming-Chang Cheng (Mei-Ho University)

Title: *Bridging the Importance-Performance Gap: An Importance-Performance Analysis (IPA) of Parental ESD Involvement in Taiwan*

Co-authors:

Session: Engaging with ESD. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 1 - Physics

Keywords: *Education for Sustainable Development (ESD), Importance-Performance Analysis (IPA) , Parental Involvement*

Abstract: This study explores parental involvement in Education for Sustainable Development (ESD) in Taiwan. Surveying 331 parents using Epstein's framework, a strong correlation ($r = .76$, $p < .01$) emerged between importance and performance. However, a significant gap was identified: parents highly value ESD ($M = 3.90$) but report lower actual engagement ($M = 2.68$). Demographics reveal that fathers and lower-socioeconomic-status parents perceive lower ESD importance. Importance-Performance Analysis (IPA) mapped most items to Quadrant III (Low Priority), while "discussing sustainable habits with teachers" and "advocating for green school procurement" fell into Quadrant II (Concentrate Here), indicating systemic barriers rather than lack of awareness. Crucially, these findings demonstrate that merely raising awareness is insufficient; international educational policies must design targeted, low-threshold institutional interventions. By actively empowering diverse parent populations to translate sustainability values into everyday domestic practice, this research contributes to the global discourse on localized ESD, firmly positioning the family as a critical, transformative site for global citizenship learning.



Presenter(s): Susanne Popp (University of Augsburg)

Title: *Global Learning in History Education: Reframing the Late Cold War and Its Afterlives through the Lens of the Anthropocene*

Co-authors:

Session: Engaging with ESD. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 1 - Physics

Keywords: *Keywords: History Education; Global Learning; Anthropocene; Cold War; Historical Narratives; Mult-Perspectivity*

Abstract: The concept of the Anthropocene is of high relevance for global learning in history education, as it offers a fundamentally new perspective on global history and processes of historical transformation leading into the present. This contribution explores the potential of the Anthropocene as an analytical framework for rethinking global learning in secondary history education, with a particular focus on the Cold War and its aftermath. It argues that integrating Anthropocene perspectives allows for a reconfiguration of established historical narratives and curricular structures, and fosters critical thinking by making students aware that different perspectives can generate different insights into historical processes. While the Cold War is typically taught through the lens of bipolarity, this contribution highlights how such a framework can be reinterpreted in light of global environmental change, in which both Cold War blocs were equally implicated. The conventional periodization around 1990, as well as other key features of established historical narratives, lose or transform their meaning. The article therefore discusses the epistemological and didactic implications of using the Anthropocene to open up established topics in history education for global learning.



Session: Pedagogical Approaches.

Presenter(s): Anne Dolan (Mary Immaculate College)

Title: *Story, Transformation, and Global Citizenship Education: A Narrative and Hopeful Approach to Pedagogy*

Co-authors:

Session: Pedagogical Approaches. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 2 - Physics

Keywords: *Story, narrative, transformational learning, global citizenship education*

Abstract: In an era defined by global interdependence and urgent social challenges, education must move beyond the transmission of knowledge toward the cultivation of critical, compassionate, and globally minded citizens. This article explores the intersecting roles of story, transformative learning and global citizenship education (GCE) as a pedagogical triad with the potential to foster deep personal and social change. Drawing on narrative theory and transformative learning frameworks, it positions storytelling as a powerful tool for critical reflection, intercultural empathy, and civic engagement. Ultimately, the article advocates for embedding storytelling within global education to nurture learners who can meaningfully participate in shaping a more just and sustainable world.

Global citizenship education (GCE) aims to cultivate learners who are capable of engaging critically, empathetically, and responsibly with global issues. While the field has traditionally emphasized knowledge acquisition and critical thinking, recent scholarship highlights the essential role of imagination and narrative in enabling learners to envision alternative futures, understand diverse perspectives, and develop a sense of global responsibility. This paper examines how imagination and story function as pedagogical tools within GCE and argues that they are foundational for fostering ethical engagement, intercultural understanding, and transformative learning.



Presenter(s): Daniela Ferrari (Università di Trento), Giuseppe Zorzi (Università di Trento)

Title: *Empowering Educators as Global Citizens: A Transnational Ecosystem for Transformative Global Citizenship Education*

Co-authors:

Session: Pedagogical Approaches. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 2 - Physics

Keywords: *Global Citizenship Education; World-centred Education; Transformative Education; Teacher Agency; Educational Ecosystems; Democratic Schooling*

Abstract: What does it take for Global Citizenship Education (GCE) to become genuinely transformative rather than merely aspirational? This paper proposes an institutional ecosystemic model of Transformative Education (TE), developed at the University of Trento, as a concrete response to this question. Building on transformative learning theory (Mezirow 2000), education for sustainable development (Vare and Scott 2007), and Biesta's conception of world-centred education (2022) we situate TE within a 'postdigital' society in permacrisis – war, environmental breakdown, deepening inequalities, rising populist authoritarianism – where schools are expected to cultivate critical, participatory citizens but rarely given the means to do so.

International frameworks, from UNESCO's 2024 Recommendation to SDG 4.7 and the Dublin Declaration, all point in the same direction. Yet good policy does not automatically produce good teaching. Moving beyond 'soft' GCE (Andreotti 2006), we argue that teacher agency requires an institutional embedding, not just individual commitment.

Our evidence comes from two interlocking European initiatives – GrACE – Green Europe: Active Citizenship and the Environment (2023–2026) and Schools Beyond Regions and Borders (2021–2026) – which together form a circular ecosystem connecting professional development with real transnational civic practice. Teacher questionnaires, co-designed lesson plans, and student artefacts show what this looks like in practice, and what institutional conditions make it sustainable.

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Presenter(s): David Menéndez Alvarez-Hevia (Universidad de Oviedo)

Title: *Beyond the Frame: Rethinking Global Citizenship through Photo-Elicitation*

Co-authors: Adelina Calvo-Salvador (Universidad de Cantabria), Patricia Digón-Regueiro (Universidade da Coruña)

Session: Pedagogical Approaches. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 2 - Physics

Keywords: *global citizenship, global education, photo elicitation, young people*

Abstract: This paper discusses the use of photo elicitation as a participatory and creative methodological strategy that enables an open and creative engagement with the topic under study. The use of images facilitates a subjective and experiential connection with the phenomenon, offering a less directive approach that supports the exploration and activation of new and deeper meanings. Photo elicitation was integrated into the project Young Citizen Science. Researching Global Challenges founded by MICIU/AEI/ 10.13039/501100011033 and by FEDER, EU in the form of a series of interviews and focus groups conducted with professionals and young people working in the field of Global Citizenship Education (GCE). Participants were invited to reflect on a set of images related to global challenges and representations of participatory dynamics. They were asked to justify which of these bests represent youth engagement with contemporary issues. As part of the process, they were also encouraged to think “outside the frame,” prompting a methodological reflection on the limits and possibilities of the technique itself. The findings highlight the potential of photo elicitation as a research strategy to access deeper, dialogically constructed meanings that contribute to understanding how young people perceive and choose to engage in the construction of global citizenship.



Presenter(s): Marie Huxtable (University of Cumbria)

Title: *Creating and Sustaining Academic Networks for Global Education and Learning with Values of Human Flourishing: A Living Educational Theory Research Approach*

Co-authors: Jack Whitehead, University of Cumbria, UK

Session: Pedagogical Approaches. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 2 - Physics

Keywords: *Living Educational Theory Research (LETR) ; Global Learning; Academic Networks; Professional Practitioner Educational Research; Values-based Education; Communities of Practice*

Abstract: Responding to the ANGEL Network call to reimagine global education in contexts of crisis, this paper examines how Living Educational Theory Research (LETR) can strengthen academic networks as sites of transformative, values-led educational practice and research. It addresses the challenges of advancing global education amid rising nationalism, marketisation, and authoritarianism by foregrounding values of human flourishing.

The paper makes an original methodological contribution by positioning LETR as a rigorous, scalable approach to practitioner research. Drawing on over 50 doctoral studies and publications (2008–2026), it demonstrates how educators generate evidence, and practice-based knowledge through a process of continual professional development, engaging critically with questions of power, voice, and purpose to move beyond critique and rhetoric towards socially just and sustainable praxis.

Informed by the Dublin Declaration and UNESCO Education 2030 agenda, and drawing insights from diverse knowledges, theories and perspectives, such as those from the Global South and Eastern Traditions, the research challenges dominant Western epistemologies and supports inclusive knowledge production. Empirical insights from international communities of practice illustrate how collaborative networks connect research, policy, and practice.

The paper contributes robust evidence of how academic networks can foster transformative educational learning and enhance global education to create a better world.



Session: Pedagogical approaches in HE.

Presenter(s): Eilish Dillon (Maynooth University)

Title: *Let's Hope It's Real' - Exploring Different Approaches to Integrating GE in Higher Education in Ireland in Challenging Times*

Co-authors:

Session: Pedagogical approaches in HE. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 3 - Physics

Keywords: *Global Education, Global Citizenship Education, Higher Education, Critical Pedagogies*

Abstract: This paper explores different measures to advance global education (GE) in higher education in Ireland in recent years, and argues the need for deep, critical and collaborative approaches to curriculum integration. This is particularly the case in light of the global 'state of chassiss' (chaos) we are currently living through, the myriad challenges facing critical pedagogies in higher education institutions (HEIs), and the need to move beyond superficial adoption of sustainability, equality or human rights agendas in these spaces. The paper draws on research from various GE and related projects implemented in HEIs in Ireland in the last 10 years, as well as the author's experience of collaborating on three contemporary initiatives. It argues that meaningful GE integration, which is deep, critical and collaborative, requires a re-thinking of the relationship between policy and curriculum and between formal and non-formal learning spaces. It involves a rejection of cosmetic criticality in the face of epistemic hierarchies and economic imperatives, and it supports collaborative GE initiatives which face up to the difficulties of working together in competitive environments. Above all, it calls for the systemic integration of GE in higher education to give us critical hope in uncertain, difficult and divided times.



Presenter(s): Martina Bianchi (Università degli Studi Roma Tre)

Title: *Educating for Egalitarian Relationships: A Preventive Intervention on Gender-Based Violence in Higher Education*

Co-authors:

Session: Pedagogical approaches in HE. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 3 - Physics

Keywords: *Gender-based violence; Educational intervention; Higher education; Relationship education; Prevention*

Abstract: This proposal offers a reflection focused on the role of educational prevention as a transformative strategy for addressing gender-based violence within higher education, with a specific focus on university students. Gender-based violence represents a structural phenomenon, due to unequal power relations, gendered norms, and the social normalisation of subtle forms of discrimination. In these invisible forms, violence undermines human rights, restricting self-determination, personal freedom, and full participation in social life.

From this perspective, universities may offer a crucial context for developing preventive and emancipatory interventions. Relationship education is essential to recognise early signs of violence and prevent the normalisation of unequal relationships.

Alongside this theoretical framework, the proposal aims to discuss the preliminary results of an educational intervention programme addressed to the university population. This intervention aimed to improve critical awareness, relational competence, and understanding of violent and unequal relational dynamics. The study adopted a mixed-methods design, including a pre- and post-survey, to explore perceptions of gender-based violence, stereotypes, myths about violence and dynamics of affective dependence.

Overall, the paper highlights the potential of preventive educational practices to contribute to human rights education, democratic participation, and the creation of more inclusive and responsible learning environments.



Presenter(s): Rosa M. Rodríguez-Izquierdo (University Pablo de Olavide)

Title: *Towards an Engaged University: Reimagining Curricula through Critical Pedagogy and Global Citizenship Education*

Co-authors:

Session: Pedagogical approaches in HE. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 3 - Physics

Keywords: *Critical Global Citizenship Education, Critical Service-Learning, University-Community Partnerships, Epistemic Justice, Institutional Transformation*

Abstract: In response to global uncertainty and the call to reimagine higher education, this proposal presents a framework to restructure university curricula away from traditional, discipline-centered models. Grounded in the "Engaged University" paradigm, this approach integrates critical and transformative pedagogies to orient professional training towards global citizenship. By organizing curricula around socio-educational thematic axes rather than fragmented subjects, the framework addresses pressing challenges, such as poverty, climate change, migration, and systemic violence, positioning the university as a catalyst for collective action. Adopting a scholarship-of-engagement lens, this model ensures that academic tasks, final projects, and internships deliver a direct, measurable impact on real communities. To demonstrate its viability, the framework is illustrated through an implementation experience at the University Pablo de Olavide (Seville, Spain), showcasing how institutional change translates into meaningful practice. Ultimately, this proposal asserts the university's role in shaping collaborative agents of social change committed to a just and sustainable global future.



Presenter(s): Shay Greig (University of Newcastle)

Title: *"A lot of it was hidden": Marginalised Voices, Power and Social Justice in Higher Education Policy*

Co-authors:

Session: Pedagogical approaches in HE. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room 3 - Physics

Keywords: *feminist, multidimensional social justice, genealogy, education, policy*

Abstract: This presentation draws on ethnographic accounts of historical legacies, classed and gendered experiences of education, articulated through photographs, memories, and participatory storytelling with working-class people in the Illawarra region of Australia. The research challenges persistent deficit frameworks that continue to shape higher education (HE) policy and globalised widening participation agendas. Despite decades of reform, access to HE remains deeply inequitable. Within exclusionary policy structures that reproduce injustice, genuine social justice transformation cannot emerge. Rather than counting and categorising inequality through the 'othering' of working-class experiences, this presentation foregrounds marginalised voices to cultivate new understandings and inform transformative policy directions.

Grounded in a feminist poststructuralist framework, the study employs Foucauldian genealogy, ethnographic methods, and multidimensional frameworks of social justice (Fraser, 2009; Burke & Lumb, 2024). This approach foregrounds questions of power, voice, and whose knowledge counts in education research and policymaking.

In direct dialogue with the aims of the ANGEL Conference 2026, the presentation contributes empirically and theoretically to debates on social justice, decolonial and feminist perspectives, and the need for transformative, multidimensional approaches to policy and practice. It advocates for social justice-oriented policy and global education practices grounded in lived experience, ethical accountability, and collective futures.



Session: Teachers as agents of change

Presenter(s): Dr Brenda Gallagher (University of Galway)

Title: *Our SDGs; Sharing, Discussing & Grappling with Big Ideas*

Co-authors: Mgr. Matěj Vrhel, Ph.D (Charles University, Czechia)

Session: Teachers as agents of change. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room VI

Keywords: *Social justice; sustainability; positionality; professional identity*

Abstract: This conference paper presents finding from a study designed to investigate how place and context-related knowledge, experiences and beliefs influence one's understanding of and response to the sustainable development goals (SDGs) and how these factors impact the development of student geography teacher's professional identity and the recognition of the role of positionality within their professional capacity.

Working with geography student teachers from Ireland (University of Galway) and Czechia (Charles University Prague), the researchers aimed to identify common or differing perspectives and approaches related to issues of sustainability and social justice in both countries. As such, geography student teachers were asked to share their personal knowledge, experience as well as perspective, in a series of seminars. Each seminar was focused on a specific topic (sustainability, social justice, positionality and professional identity) and divided into two parts. The first part was a safe space for sharing and presenting students' individual points of view based on their pre-seminar tasks and activities. The second part aimed to allow for discussion, design and agreement on group statements. The findings from this study, which were qualitatively analysed by the researchers, are based on students' individual and group outputs collected in both written and oral format.



Presenter(s): Giannis Efthymiou (London School of Economics and Political Science)

Title: *Policy enactments of global citizenship education in English schools*

Co-authors: Kate Hoskins (King's College London)

Session: Teachers as agents of change. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room VI

Keywords: *global citizenship education, policy enactment, teachers, English schools*

Abstract: Global Citizenship Education (GCE) has gained significant attention from policymakers, practitioners, and academics in recent decades. However, research highlights persistent tensions surrounding both its conceptualisation and its ideological foundations and it occupies an ambiguous policy space. These tensions have intensified, reflecting ongoing challenges in defining and setting boundaries for the field. Drawing on policy enactment theory, this presentation explores how primary and secondary school teachers and leaders and academics, viewed here as policy actors, understand GCE and how they implement it in their professional settings. Findings show that teachers' and leaders' conceptualisations largely align with multicultural perspectives. In practice, teachers tend to draw on students' linguistic and cultural resources to meet high-stakes assessment requirements and support future academic opportunities, rather than to promote broader cosmopolitan goals. This instrumental use of cultural diversity demonstrates how GCE is shaped by situated contexts and accountability pressures, leading teachers to prioritise practices that directly enhance students' qualifications and progression. Academics' conceptualisations of GCE coalesced around frustration at limited time and space. The presentation concludes that GCE remains a contested and evolving policy field and contributes to policy enactment theory by proposing learner contexts as a new category of policy enactment, highlighting how students' linguistic, cultural, and educational trajectories actively mediate teachers' enactment of GCE policy.



Presenter(s): Simon Brennan (Mary Immaculate College)

Title: *Philosophical Inquiry as Praxis in Global Citizenship Education*

Co-authors:

Session: Teachers as agents of change. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room VI

Keywords: *Global Citizenship Education, Critical Pedagogy, Philosophical Inquiry*

Abstract: This Research Ireland-funded PhD self-study designs, implements and refines a model of philosophical inquiry (PhI) within a critical pedagogy (CP) framework to cultivate critical consciousness among preservice teachers in Global Citizenship Education (GCE). It contributes to the intersecting fields of philosophy, CP and GCE by demonstrating how dialogical, problem-posing inquiry can engage learners with real-world issues and support the development of transformative educators. Grounded in action research and informed by a critical realist paradigm, the study reflects CP's emphasis on co-inquiry, positioning preservice teachers as active participants in philosophical dialogues on complex GCE concepts such as power, privilege, justice, anti-racism, responsibility and activism. Through this process, participants interrogate dominant narratives, examine their positionality and reflect on the ethical and political dimensions of teaching for global justice. The PhI method foregrounds negative capability, preserving uncertainty and tension, as necessary but not sufficient for cultivating critical consciousness, creating dialogical space to examine biases, assumptions and power without guaranteeing transformation. Data sources include inquiry recordings, focus groups and a reflective journal, triangulated through critical friend observations. Preliminary findings indicate emerging shifts toward critical consciousness, including increased agency, autonomy and engagement with complex ethical, social and political tensions in the context of GCE.



Presenter(s): Valentina Stark Gutiérrez (University of Barcelona)

Title: *Agents of Transformation: Global Citizenship Education from the Situated Perspective of Novice Chilean Primary School Teachers*

Co-authors: Beatriz Jarauta Borrasca (University of Barcelona)

Session: Teachers as agents of change. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room VI

Keywords: *Global Citizenship Education, Pedagogical Agency, Teaching Role, Chile, Primary Education, Qualitative Methods.*

Abstract: This research addresses the teaching role in the face of contemporary instability and the challenges posed by Global Citizenship Education (GCE) in a school context marked by growing cultural diversity. The central problem identified is a critical gap between the aspirations of international policies and their implementation in the Chilean education system, where the hegemony of the neoliberal model in education creates tension with the development of a transformative pedagogy consistent with the principles of GCE. The general objective is to understand the meanings that novice primary school teachers, specifically those working in the upper primary cycle, attribute to their role as agents of transformation, considering their initial teacher training, during the process of implementing Global Citizenship Education in intercultural contexts. The methodology is based on a qualitative approach organised in four phases: (1) a systematic review of empirical literature (2021–2026) following the PRISMA protocol; (2) critical discourse analysis of Teacher Training Programmes, Curricular Frameworks, Indicative Performance Standards, and current Education Laws; (3) a qualitative approach through in-depth interviews; and (4) Artistic Discussion Workshops (ADW). This research seeks to position novice teachers as intellectual leaders and essential transformative agents for the implementation of new models of global citizenship.



Session: Youth Voices.

Presenter(s): Ana Radovic (Queensland University of Technology)

Title: *Reimagining Global Citizenship Education: A Hopeful Vision from Culturally Diverse and Migrant Youth*

Co-authors:

Session: Youth Voices. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room V

Keywords: *Global Citizenship Education, Decoloniality, Epistemic Inclusion, Social Justice, Culturally Diverse and Migrant Youth Voices*

Abstract: This paper presents culturally diverse and migrant youth's vision for an epistemically inclusive and socially just Global Citizenship Education (GCE), developed through a study informed by the transformative paradigm and decoloniality. Thirty-three culturally diverse and migrant young people (aged 15–25) living in Australia shared their lived experiences and perspectives on citizenship, global citizenship, and GCE through interviews, focus groups, and collaborative data analysis. Participants reflected on the challenges, joys, and complexities of connecting with their own and others' cultures, languages, faiths, and civic identities.

The study culminated in the co-development of a conceptual framework that illustrates how GCE can be designed, facilitated, and supported to become more culturally responsive, epistemically inclusive, and socially just. Grounded in young people's perspectives, the framework offers practical insights into how GCE can better recognise diverse ways of knowing, foster meaningful intercultural dialogue, and strengthen young people's sense of belonging and participation.

By foregrounding the voices and knowledge of culturally diverse and migrant youth, this paper contributes to ongoing efforts to challenge colonial legacies in global education and to reimagine GCE as a more inclusive and equitable educational practice. The framework also seeks to stimulate discussion about collaborative research with young people and how their insights can inform future policy, curriculum, and educational practice.



Presenter(s): Katie Chapple (WorldWise Global Schools, Ubuntu)

Title: *Global Citizenship Education from the Margins: Learning from Youthreach and Alternative Education in Ireland*

Co-authors:

Session: Youth Voices. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room V

Keywords: *Global Citizenship Education, Alternative Education, Learner Agency, Educational Marginalisation.*

Abstract: Global Citizenship Education (GCE) is often conceptualised and enacted within mainstream schooling, yet far less attention has been paid to how it is experienced in alternative education contexts. This paper presents findings from a qualitative study exploring how educators in Ireland's Youthreach and alternative education settings conceptualise and enact GCE with learners who have experienced marginalisation and early school leaving.

Drawing on data from reflective prompts and semi-structured interviews with five educators across four settings, the study identifies GCE as a deeply relational and transformative practice shaped by lived experience. Educators' own encounters with exclusion informed pedagogies grounded in empathy, critical awareness, and learner agency, enabling forms of GCE that connect global issues to learners' everyday realities.

The findings highlight how small class sizes, flexible curricula, and strong relationships support experiential, cross-curricular approaches to GCE, including climate activism, restorative practices, and social justice education. At the same time, structural constraints, including attendance challenges and limited resources, reveal ongoing tensions in sustaining such work.

By foregrounding learning from the margins, the paper contributes to critical debates on whose knowledge counts in global education and argues for greater recognition of alternative education settings as sites of transformative, justice-oriented GCE practice.



Presenter(s): Lindsay Kincaid (University of Victoria)

Title: *Whose Stories, Whose Places? A Critical Review of Youth-Created Digital Storytelling in Global Education*

Co-authors:

Session: Youth Voices. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room V

Keywords: *digital storytelling, global education, place-based learning, ethical visibility, sustainability education, youth voice*

Abstract: Research on youth-created digital storytelling often emphasizes voice, reflection, engagement, and multimodal composition. Less attention has been paid to how public-facing digital storytelling can function as global education by shaping whose stories, places, and forms of community knowledge become visible, particularly in contexts shaped by unequal narratives and power relations. This paper presents a critical review of literature on youth-created digital storytelling, focusing on its intersections with global education, sustainability education, and questions of justice, representation, and ethical visibility. It argues that much of the literature treats digital storytelling primarily as an expressive, reflective, or classroom-based practice, while under-theorizing its potential as a public, place-based, and politically consequential form of global learning. The review highlights tensions around voice, audience, authorship, circulation, consent, and the risks of visibility, including emerging questions raised by digital platforms and artificial intelligence. In response, the paper suggests a more critical framing of youth-created digital storytelling as a practice that can support relational, justice-oriented, and place-conscious approaches to global education, while also requiring careful attention to power, ethics, and the conditions under which youth stories become public.



Presenter(s): Mari-Anne Okkolin (Rauhankasvatusinstituutti/Peace Education Institute)

Title: *Cases and voices about hope and future optimism in youth-led action and crass-root activism*

Co-authors: Kerttu Kalliorinne (University of Eastern Finland) & Anu Railasto-Moran (Rauhankasvatusinstituutti/Peace Education Institute)

Session: Youth Voices. **Time slot:** A: 10th Sept, 11:30-13:00. **Room:** Room V

Keywords: *Youth, Activism, Future, Hope, Optimism*

Abstract: In Finland, the two latest annual Youth Barometers (2024, 2025) point out concerning findings about plummeted optimism and hope for the future. The belief in both one's own future and the future of the world, experienced by young people aged 15–29, has declined significantly: young people are worried about the state of the world, climate change, and social developments. At the same time, the Barometer data shows growing youth interest in societal participation. Young people have taken an active role in climate discussions and actions, yet many also express frustration, disappointment, and hopelessness. In Europe, "Taking urgent action to combat climate change and its impacts" was ranked among the top concerns in 2021 Ipsos survey across 23 European countries, with over 20,000 participants aged 15–35.

In our presentation, we explore how youth across Europe define and understand their activism on building socially and ecologically more just and sustainable world. We present different cases, voices and messages from youth to enrich the current discourses dominated by crisis narratives and highlight how hope and optimism can be nurtured, as exemplified and manifested in youth-led action and crass-root activism.



Parallel Session B

Workshop: Teatro, Transformation, Resistenza!

- Alexis Stones, UCL
- Ilaria Paradiso, Bologna University

There is an urgent call for the re-imagination of new forms of global education to support young people's critical and ethical responses to the horrors and ongoing injustices of war, violence and invasion. Teatro, Transformation, Resistenza is a workshop that explores how arts based and embodied pedagogies can invigorate global learning as a force for peace, justice, and collective agency. Drawing on critical pedagogy, peace studies, and interdisciplinary arts practice, the workshop examines how theatre and visual culture can unsettle dominant narratives, amplify marginalised histories to create dialogic spaces that foreground questions of power, knowledge and purpose to ask whose histories are visible, whose experiences shape learning, and how can this inform hope for the future?

Grounded in the commitments of the Dublin Declaration (The European Declaration on Global Education to 2050), the workshop builds on praxis-oriented and participatory research developed across two projects in the UK and Italy that create a community of practice to imagine resistance and societal transformation through collective agency. Reflections and findings will be shared from ongoing and published research with pre-service teachers challenging colonial narratives in museums in London, and workshop participants in Bologna who interrogated negative journalistic portrayals of anti-fascist resistance movements in Italy in the 1940s. Both settings challenge hegemonic discourses that speak to contemporary marginalisation of political dissonance through an integration of Freirean conscientization, hooks' "talking back" and Galtung's conflict analysis through Boal's Theatre of the Oppressed. This reveals how creative participation can surface and transform emotional, cultural, and historical dimensions of global learning to include legacies of colonialism, displacement, distortions of history, educational censorship and generational trauma within diasporic communities.

Participants will be given an overview of the theory and practice of Boal's Theatre of the Oppressed and Newspaper Theatre before they explore how embodied theatre and museum education can expose structures of cultural and structural violence to rehearse possibilities for justice and peaceful coexistence. As an enactment of global citizenship, the workshop will be multi-lingual and provides participatory strategies that extend beyond language. Speakers of all languages are welcome.



This workshop aims to explore established and innovative forms of resistance and democratic intervention through participatory theatre and museum education. The inclusion of ongoing and completed research ensures that this work builds on what has been learned while responding to current and immediate challenges. This correlates with the aims of the ANGEL conference to re-invigorate and reimagine the role, nature and place of global education. As educators working within both mainstream and alternative contexts, we aim to balance the need for radical pedagogical intervention in a range of settings to bring practitioners, researchers and policy makers together. While limitations on educators and policy makers increase, we present ways that agency, praxis and transformative pedagogies are foregrounded within practice and research to address the need for meaningful and practicable global learning. The approaches explored will break down practitioner/participant/researcher silos to enable collective action to challenge colonial legacies and unjust histories as a means to imagine fairer and more peaceful futures. Through creative approaches, the difficulty and discomfort when addressing these injustices are met with understanding and empathy to ensure solidarity and unity in rehearsing the revolution (Boal 1979) and imagining social and global justice.



Symposium: Bridging Global Citizenship Education (GCE) research-policy-practice gaps: Learning from GET project research in eight European countries

- Giordana Francia, CISP - Comitato Internazionale per lo Sviluppo dei Popoli
- Valerie Lewis, APA - A Partnership for Africa
- Giulia Filippi, CISP - Comitato Internazionale per lo Sviluppo dei Popoli
- Mella Cusack, APA - A Partnership for Africa

The Global Education Time (GET) project, co-funded by the European Commission, seeks to strengthen the Global Citizenship Education capacity of formal education systems across eight European countries - Bulgaria, Czech Republic, Greece, Ireland, Italy, Poland, Portugal, and Spain.

The project addresses an identified lack of coordination between educational authorities and other key stakeholders with GCE responsibility by undertaking research focused on three main areas: (i) identifying opportunities and challenges in the implementation of GCE related strategies and policies, (ii) mapping select curriculum documents to assess the potential for GCE integration, and (iii) auditing sample textbooks to identify opportunities related both curriculum documents and the four global challenges of the project.

The proposed symposium is divided into five sections, followed by interactive discussion with participants:

1. Introduction to the GET Project and the research

2. Case study of the policy research in the Irish context

This section examines the opportunities and challenges associated with implementing GCE policies in Ireland. Drawing on a mixed-methods analysis of policy documents and stakeholder perspectives the study situates GCE within Ireland's broader education and development frameworks, where it is promoted as a means of fostering awareness of global issues, and encouraging active civic engagement.

3. Case study of the curriculum research in the Italian context

The section is based on a qualitative analysis of Italian curriculum documents, including the 2012 and the 2025 draft of the Indicazioni Nazionali for Geography and History, upper secondary school guidelines, and the 2024 Civic Education Guidelines. It examines limitations and emerging opportunities for a more integrated, competence-based framework.



4. The textbook audit research across the eight participating countries in the GET project

This section considers the diverse contexts with regards to textbooks in the eight participating GET countries and provides an overview of patterns and trends regarding the treatment of GCE in selected textbooks for Geography, History and Civics/Citizenship Education for students aged 11-16 years. Research findings from the various countries about the alignment between the GCE opportunities in curriculum documentation and how these are capitalised up in textbooks will also be discussed.

5. Reflection on the interconnections between research, policy, curriculum and textbooks

This symposium aims to communicate a snapshot of the interconnected research conducted by the GET project in eight partner countries on GCE opportunities and challenges vis-a-vis policy, curriculum and textbooks. This aim aligns with the Dublin Declaration call for strengthened research informed policy making. Using the research findings as a stimulus offers an opportunity for a range of participants - policymakers, researchers and practitioners - to dialogue about and reflect upon the value of research for policymaking and as a transformative stimulus for educational action.



Workshop: Transformative Learning for a Sustainable Future: From Transformation Wishing to Transformative Practice

- Douglas Bourn, UCL
- Cathy d'Abreu Oxford Brookes University/SEEd
- Clive Belgeonne DECSY

"We face an existential choice between continuing on an unsustainable path or radically changing course...Education is crucial to this change of course...Yet education itself must be transformed." (UNESCO, 2024)

In this session and participatory workshop, the authors will present the key themes and findings of the Transformative Learning for a Sustainable Future UCL DERC Report 24 (Bourn, d'Abreu, Hatley and Belgeonne, 2025), illustrated through selected case study examples drawn from ten cutting edge sector initiatives, establishing a shared frame of reference for understanding key Transformative Learning themes and approaches.

In the second stage, using an appreciative inquiry approach, attendees will be invited to surface, name and discuss examples of Transformative Learning from their own practice areas. Through a facilitated collective inquiry, these examples will be shared, clustered and analysed, enabling the group to identify common threads, productive tensions and the conditions that can support authentic 'response-ability' (Sterling and Martin, 2019) in Transformative Learning practice.

- The session aims to bridge research, policy and practice and to contribute to a deeper, shared understanding of the potential for Transformative Learning to support the transition to a more just, equitable and sustainable future for all.
- The participatory workshop critically explores how Transformative Learning can move beyond 'transformation washing' or 'transformation wishing' to meaningful, context-sensitive transformative educational practice."



Session: Conceptual debates.

Presenter(s): Jason Nunzio Dorio (University of California)

Title: *Critical Global Citizenship Education Through the Lens of Danilo Dolci*

Co-authors:

Session: Conceptual debates. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room 2 - Physics

Keywords: *Danilo Dolci, Critical Global Citizenship Education; reciprocal maieutic approach; Western Sicily*

Abstract: Danilo Dolci (1924-1997) was an educator, activist, and community organizer who engaged in non-violent struggles against the mafia, poverty, corruption, and underdevelopment with community members in post-war Western Sicily. Having received global recognition for his work, including nominations for the Nobel Peace Prize, a significant body of literature exists from and about Dolci. While many of Dolci's contemporaries (e.g. Freire) are often cited as foundational scholars for critical orientations of global citizenship education (GCE), research and literature—especially publications in English—are limited in their focus on the connections between Dolci and GCE. By providing a fresh perspective on an often-overlooked critical scholar/activist of education and using literature from Dolci, this discourse analysis aims to critically examine the epistemological, ontological, theoretical, and pedagogical aspects of Danilo Dolci's work with consideration to GCE today. Specifically, the presentation is guided by the following questions: How can Dolci be positioned within critical GCE, and What is the relevance of Dolcian pedagogy for GCE? Dolci's work resonates as a significant critical GCE model from the Mediterranean, expanding GCE reference points that are historical grounded and offering a GCE pedagogy of hope for today's world, especially for conflict-affected areas, which can regenerate dialogue about a Dolcian pedagogy of GCE.



Presenter(s): Jesús Fidel Vega Arce (Università di Bologna)

Title: *Paideia, episteme, and resistance: Toward a reading of global citizenship from phenomenology and Latin American thought*

Co-authors:

Session: Conceptual debates. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room 2 - Physics

Keywords: *Phenomenology, Latin America, pedagogy, Global citizenship, Alterity, Decolonialism*

Abstract: This work attempts to analyze the question of being-in-the-world as a global citizen from the possibility of rethinking its relationship between knowledge, paideia, and existence from Latin American thought as relationality and alterity.

“Being is said in many ways”; more than a metaphysical premise, this would show a link of decolonization and resistance. Signifying another way of thinking about being-in-the-world from its complex relationship with knowledge and power. In this sense, other non-Western perspectives (Dussel, Freire, Zea, Galeano, Tarozzi) offer the opportunity to decolonize being (Dussel, 1977) and pedagogy-education (Freire, 1968) in their deep meaning as a transcendental paideia with phenomenology as a method and therefore from the relationality of existence and the experience of the subject as part of something more.

From the Philosophy of Liberation, (neo)Zapatista thought, or the theory of Global Citizenship as instruments we can move closer to the possibility of opening being from its manifestations in the world toward a non-depository knowledge as dignification of other non-hegemonic voices. Which means a process of resistance that develops from knowing oneself as diverse (Zea, 1969), and threatened in, and from a totality that is not one's own. It is resistance against a form of knowledge that alienates being and its communal sense.



Presenter(s): Piero Dominici (Univ. of Perugia)

Title: *Democracy cannot be simplified. Because democracy is complexity!*

Co-authors: CHAOS, International Research and Education Programme

Session: Conceptual debates. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room 2 - Physics

Keywords: *complex systems vs complicated systems; simulation of participation; elimination of error; self-organisation; emerging properties.*

Abstract: The widespread idea of finding a formula that works to transform society into a 'mechanism' world system, highly regulated, efficient and (apparently) sustainable, is a dangerous illusion of technocratic civilisation and does not take into account numerous implications and variables, which can be understood by reflecting on the deeper meaning of two words, democracy and complexity, as well as on the systemic and relational dimension of complex living systems. democracy and complexity, as well as on the systemic and relational dimension of complex living systems.

Starting from what is probably the most instrumentally confused term between the two, that of 'complexity', the first point to clarify is that 'complex systems' and 'complicated systems' are completely different systems: complicated systems are mechanical/artificial systems built by humans and, as such, observable, measurable, controllable, predictable and breakable down into their smallest units.

All living systems (organisms, with increasing levels of complexity), on the other hand, are complex, and therefore the exact opposite: they are not fully observable and, therefore, prove to be uncontrollable, unpredictable and impossible to break down into their highly dynamic, interconnected and interdependent parts. Complex systems, including democracies, are therefore made up of an extremely large number of subsystems, or subunits, arranged hierarchically, where changes 'from below' among the smaller subunits trigger changes in the higher levels of the units, changes that will affect the entire system. units trigger changes in the higher levels of the units, changes that will influence the entire system and its interactions with other systems and with the environment, giving rise to self-organisation and the emergence of (emergent properties). Social transformation, therefore, is no exception: to be profound, it must be systemic, i.e. it must start 'from the bottom', from individuals, network nodes and/or grassroots communities, and must never be imposed from above: otherwise, it will be a hetero-directed social transformation, even when attempted with the most noble of intentions. A transformation only for the elites based on the principle of otherwise, it will be a hetero-directed social transformation, even when attempted with the noblest of intentions.

A transformation only for the elites, based on the principle of exclusivity. This is why democracy cannot be simplified. Together with the participation and citizenship that nourish it (democracy as an 'organism' - a complex system), it does not allow for shortcuts and cannot be 'simulated' in any way.



Presenter(s): Reem Amarneh (University Bordeaux Montaigne)

Title: *Cosmopolitan Education as a Challenge: Dialogue, Difference, and Conflict*

Co-authors:

Session: Conceptual debates. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room 2 - Physics

Keywords: *Cosmopolitan education, Global citizenship, Dialogue, Cultural diversity, Intercultural learning, Moral conflict*

Abstract: This paper examines the role of cosmopolitan education in the thought of Martha Nussbaum and Kwame Anthony Appiah. Nussbaum presents cosmopolitan education primarily as an institutional and pedagogical project aimed at fostering openness to cultural difference and promoting peaceful coexistence. Appiah, while recognizing the importance of formal education, shifts the focus toward everyday forms of learning, emphasizing conversation, interaction, and exposure to different ways of life as key elements of cosmopolitan education.

In this sense, cosmopolitan learning does not take place only within schools and universities, but also through daily encounters, media, literature, and even films, where individuals engage with unfamiliar perspectives and gradually develop a sense of shared humanity.

The paper argues, however, that although such forms of dialogue and exposure can reduce distance between individuals, they do not necessarily lead to understanding or agreement, and may sometimes intensify conflict. By comparing both approaches, the paper highlights both the potential and the limits of cosmopolitan education. It concludes that cosmopolitan education should be understood not as a guaranteed path to harmony, but as a complex and uncertain process of engaging with difference.



Session: Curriculum issues.

Presenter(s): Kati Keski-Mäenpää (Jyväskylä University)

Title: *Integrating Global Citizenship Education into Teacher Education: Collaborative Curriculum Reform in Liberia as a Case Study*

Co-authors: Piia Ukura (Turku University, Finland), Gbima K. Bahtokpah (Education Partner Integrated Consortium, Liberia), Cecelia Cassel (National Commission on Higher Education, Liberia)

Session: Curriculum issues. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room 3 - Physics

Keywords: *curriculum reform, sub-Saharan African education, global citizenship education, teacher education, Liberia*

Abstract: This article uses Liberia as a case study to explore curriculum reform through the lens of global citizenship education (GCED). Drawing on a qualitative process analysis, it examines how collaborative forms of curriculum reform shaped the content and process of integrating GCED themes into Liberian teacher education. Co-authored by contributors from Liberia and Finland, the article provides an insider's view of how global pedagogical ideals are negotiated in local reform processes.

A central goal of the Early Childhood Education (ECE) and Primary-level curriculum reform was to strengthen global citizenship content within teacher education. The article examines how collaboration in curriculum reform took shape across different phases, and the forms of collaboration that emerged. By 'collaborative forms', we mean negotiation, co-creation, contextualisation, and dialogue. We explore how diverse stakeholders contributed to shaping the reform process, and how participatory practices evolved within a donor-funded context.

This study demonstrates how Global Citizenship Education can become contextually relevant when curriculum reform is carried out through collaborative, dialogic and locally grounded processes. In doing so, it responds to international calls to reimagine teacher education and curriculum reform as a collaborative and transformative process.



Presenter(s): Matěj Vrhel (University of South Bohemia)

Title: *From Curriculum Policy to Classroom Practice: Geography Education as a Space for Critical Global Learning in Czechia*

Co-authors: Vojtěch Blažek, Petra Karvánková & Jiří Rypl (University of South Bohemia)

Session: Curriculum issues. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room 3 - Physics

Keywords: *geography education, critical global learning, curriculum reform, curriculum implementation, teacher support, Czechia*

Abstract: Recent curriculum reform in Czechia has opened new space for rethinking how critical global learning is embedded in curriculum policy and translated into school practice. This paper examines the work of a team involved in developing and implementing the revised national curriculum (RVP 2024), in which geography is positioned as a distinct educational area linking humanities and science and offering strong potential for addressing global themes across the curriculum.

The paper traces the movement from intended to enacted curriculum. It focuses on the national curriculum itself, the development of model school curricula, cooperation with teacher networks across the country, dissemination and feedback through teacher conferences, and collaboration with textbook authors and publishers. Across these levels, the aim has been to make curriculum change conceptually coherent and practically workable for schools, while also embedding critical global learning across curricula, teacher support, textbook development, and classroom practice.

The Czech case shows how geography can help translate curriculum reform into school practice. More broadly, the paper argues that geography can provide a particularly meaningful space for enacting the aims of critical global education in ways that are relevant, engaging, and educationally effective for pupils.



Presenter(s): Monica Tove Vattedal (Western Norway University of Applied Sciences)

Title: *Fostering global awareness through literary texts in the English as a Foreign Language Classroom*

Co-authors:

Session: Curriculum issues. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room 3 - Physics

Keywords: *Democracy and citizenship; intercultural competence; English as a foreign language; continuing education; children's and YA literature.*

Abstract: The Norwegian national curriculum has in the revision of 2020 included a new cross-curricular topic, 'democracy and citizenship', inspired by the work of the Council of Europe and UNESCO. The English Subject Curriculum asserts that tolerance, curiosity and engagement are values to be promoted in the topic of democracy and citizenship. Furthermore, it states that learners shall train their ability to think critically, learn to deal with conflicts of opinion and respect disagreement.

The present project seeks to find out how teachers in lower and secondary schools interpret and understand the concept of democracy and citizenship in literary texts in the classroom. The respondents are in-service teachers of English who take part in continuing education in English subject pedagogy.

The theoretical framework centres around intercultural learning, reading literature, and Freire's notion of the pedagogy of the oppressed.

A qualitative content analysis with an inductive approach is applied. The results reveal four major themes: intercultural competence, critical thinking, societal structures and diversity. Findings show that the participants are reluctant to mention dissent and disagreement, and this could indicate that the focus is on balance and agreement in the reports analysed, and that this is central to the teachers' understanding of democracy and citizenship.



Presenter(s): Sara Franch (Centro studi Erickson)

Title: *Making Plurality Visible: Primary Textbooks and the Representation of Diversity*

Co-authors:

Session: Curriculum issues. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room 3 - Physics

Keywords: *Diversity Representation; Identity and belonging; Critical Textbook Analysis; Stereotypes and Bias*

Abstract: The creation of a school environment capable of valuing differences requires intentionality, planning, and attention to the materials through which teaching and learning take place. Among these, textbooks play a central role: they are not merely tools for transmitting subject knowledge, but cultural devices that shape children's imagination and worldview.

This paper explores how primary textbooks participate in the construction of otherness. Through texts, images, exercises, examples, characters, problem situations, and activities, textbooks offer representations of society. They reveal who is present and who remains absent; which families are treated as ordinary; which bodies, origins, abilities, and ways of living are made visible; which roles are assigned to girls and boys, women and men, people with disabilities, people with a migrant background, and members of minority groups. Textbooks are therefore never neutral: even unintentionally, they may reproduce stereotypes through established narrative and iconographic habits.

Drawing from the Visible Pluralities 5 P framework—Person, Presence, Profile, Participation, Power—the paper considers how textbooks can challenge biases and stereotypes and provide fairer representations of contemporary diversity. By focusing on the practical challenges that this involves, the paper contributes to debates on representation, equity, and the transformative potential of textbooks within global citizenship education.



Session: ESD and decoloniality.

Presenter(s): Asma Ahmadi (Higher institute of childhood executives)

Title: *"Green or Hungry? An Environmental Semiotic Analysis of Ecological Discourse Across Generations and the North-South Divide"*

Co-authors:

Session: ESD and decoloniality. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room C

Keywords: *Environmental Semiotics · Ecological Discourse · North-South Divide · Global Environmental Education · Generational Differences · Climate Change Perception ·*

Abstract: Environmental discourse is never neutral. Words like "sustainability", "organic farming", or "climate emergency" carry radically different — sometimes opposing — meanings depending on the socio-economic, geopolitical, and generational context in which they circulate. In the Global North, ecological signifiers are embedded in consumption choices, policy agendas, and moral frameworks. In emerging economies such as Tunisia and the broader Global South, these same signifiers are often perceived as externally imposed imperatives, disconnected from local urgencies of food security, economic survival, and historical inequity.

This paper presents an empirical semiotic study comparing how ecological discourse is constructed and received across two axes: the North-South divide (Tunisia vs. France/Italy) and generational difference (18-30 vs. 40-60 year-olds). Drawing on Peircean and Greimasian frameworks, it examines whether younger Southern respondents — shaped by global digital culture — converge towards Northern ecological signifiers, or whether geopolitical and socio-economic conditions remain the dominant force shaping environmental meaning.

By mapping this double asymmetry, the study aims to contribute to a more epistemically just approach to global environmental education, one that resists discursive imposition and builds genuine dialogue across different ecological imaginaries.



Presenter(s): Fadilla Mutiarawati (University of Oulu / Sokola Institute)

Title: *Teachers as Epistemic Brokers: Sustaining Indigenous Knowledge Engagement within Indonesia's State Schooling System*

Co-authors:

Session: ESD and decoloniality. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room C

Keywords: *Indigenous knowledge; epistemic brokerage; teacher agency; teacher autonomy; epistemic justice; participatory curriculum development*

Abstract: Indonesia's formal education system prioritizes dominant epistemologies embedded in standardized curricula, often marginalizing Indigenous knowledge. This study explores how primary school teachers in rural West Sumba engage with Indigenous knowledge and navigate epistemic and institutional challenges. Drawing on epistemic injustice, decolonial thought, critical pedagogy, and teacher agency, the study conceptualizes teachers as epistemic brokers who negotiate knowledge hierarchies and mediate between community knowledge and state schooling.

Using participatory action research, teachers worked as co-researchers to develop literacy modules rooted in local ecological and cultural contexts. Through ethnographically informed methods, they observed cultural practices, documented stories, and explored ecological knowledge as learning resources. Through planning, piloting, and reflection, teachers integrated this knowledge into classroom activities within national curriculum requirements.

Findings show that teachers initially experienced epistemic tension and felt inferior toward local knowledge. Through collaboration and reflection, they gained confidence in its pedagogical value and their role as epistemic brokers. However, policy-granted autonomy alone was insufficient to sustain this agency. Teachers needed opportunities and support to exercise their autonomy and develop their capacity as epistemic brokers. The study argues that sustaining this agency requires systemic conditions that enable formal autonomy to be enacted in practice, allowing Indigenous knowledge engagement to continue beyond facilitated interventions.



Presenter(s): Felisa Tibbitts (Utrecht University)

Title: *Climate Coloniality and Climate Justice in Climate Change Education: A Critical Appraisal of UNESCO's Policy Discourse Between 2009-2024*

Co-authors: Michalinos Zembylas (Open University of Cyprus)

Session: ESD and decoloniality. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room C

Keywords: *climate coloniality, climate justice, climate change education, UNESCO, Greening Curriculum Guidance*

Abstract: As a leading multilateral organization shaping global education agendas, UNESCO occupies a strategic position in framing how climate change is understood pedagogically, institutionally, and normatively. It is therefore crucial to assess the extent to which UNESCO's policy discourse challenges climate coloniality and/or advances climate justice through education.

This paper examines how climate coloniality and climate justice operate within UNESCO's policy discourse on CCE. Climate coloniality describes how colonial power structures persist and transform within contemporary systems of climate governance, education, and knowledge production, while climate justice highlights the ways the climate crisis is bound up with questions of justice—showing how it generates and intensifies multiple forms of injustice.

This paper has both theoretical and empirical elements. The authors begin by exploring the literature on decoloniality and climate change education, and establish that this is an underdeveloped area in scholarship. They argue that these are nevertheless highly compatible approaches, reinforcing not only norms but also potential policies and practices for individuals, government and non-state organizations in responding to climate change.

The authors then apply the concepts of climate decoloniality and climate justice in analyzing 25 UNESCO's climate change education publications (2009-2024). The results demonstrate a notable evolution of UNESCO's treatment of values within its climate change education documents as well as potential for its strengthening, as justice-based concerns continue to occupy both global south and global north countries.



Presenter(s): Jean Claude Zigama (Kabarak University)

Title: *Reimagining education for sustainable development in the global south: Policy, pedagogy, and resilience in times of crisis.*

Co-authors:

Session: ESD and decoloniality. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room C

Keywords: *Education for Sustainable Development; Global South; Sustainable Development Goals; Agenda 2063; transformative pedagogy; resilience*

Abstract: The purpose of this paper is to reimagine Education for Sustainable Development (ESD) in the Global South by examining how education systems can be redesigned to respond to contemporary disruptions, including pandemics, climate change, political instability, technological transformation, and widening socio-economic inequalities. Anchored in the ESD for 2030 framework advanced by UNESCO and aligned with the Sustainable Development Goals (SDGs) of the United Nations - particularly SDG 4 (Quality Education), the paper further situates sustainable education within the aspirations of African Union's Agenda 2063, which emphasizes inclusive growth, human capital development, and sustainable transformation. Drawing on decolonial and resilience perspectives, the paper critiques externally driven and technocratic reform models that marginalize Indigenous knowledge systems and local contexts. It argues for context-responsive policy frameworks, competency-based and sustainability-oriented curricula, and participatory pedagogies that promote critical consciousness, ecological responsibility, and ethical citizenship. The paper proposes an integrative framework linking policy coherence, teacher professional development, digital inclusion, and community engagement as pillars of resilient education systems. By aligning global and continental development agendas, the study offers a conceptual and policy-relevant model for advancing equitable, transformative, and crisis-responsive education systems in the Global South.



Presenter(s): Muhammed Kiggundu (Makerere University)

Title: *Reimagining Climate Change Education through Indigenous Knowledge: Evidence from Smallholder Farmers in Eastern Uganda*

Co-authors:

Session: ESD and decoloniality. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room C

Keywords: *Climate Change Education, Indigenous Knowledge, Smallholder Farmers, Transformative Learning, Global South Perspectives, Sustainable Agriculture*

Abstract: This session explores how climate change education can strengthen the resilience of smallholder farmers through the integration of indigenous knowledge and scientific learning. Drawing on qualitative research conducted in Bulambuli District, Eastern Uganda, the presentation examines how farmers access, interpret, and apply climate knowledge through informal and non-formal learning processes. It highlights the value of indigenous ecological knowledge alongside climate-smart agricultural practices while critically examining challenges such as gender inequalities, limited institutional support, and the disconnect between scientific recommendations and local realities. The session contributes to discussions on equitable, context-responsive, and transformative climate change education by offering insights from the Global South that are relevant to researchers, educators, policymakers, and development practitioners.



Session: GCE policy.

Presenter(s): Anna Bauer (Pedagogical State Institute Rhineland-Palatinate)

Title: *Why Rhineland-Palatinate is Building a Bridge Between Administration and Universities – How a New State-Level Initiative Drives Pre-Service Teacher Education*

Co-authors: Gretha Boor (JGU Mainz), Timo Graffe (JGU Mainz), Dr. Marion Plien (JGU Mainz)

Session: GCE policy. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room VI

Keywords: *teacher education, pre-service-teachers, collaboration*

Abstract: In the face of multiple societal crises, Education for Sustainable Development (ESD) is increasingly understood as a core educational objective. Accordingly, education policy actors and ministries call for stronger support of sustainability-related competencies among pre-service teachers across all subjects (BMBF 2017). However, empirical findings reveal a gap between expectations and reality: in Germany, roughly 64.2% of teacher education students encounter ESD at all during their studies (Grund & Brock 2022: 17).

The project “Länderinitiative Rheinland-Pfalz” (October 2025–September 2028), funded by Engagement Global, addresses this issue. The team at Johannes Gutenberg-University Mainz collaborates closely with the state coordination for ESD/Global Learning and under consultation of the Rhineland-Palatinate “LBNE network” to develop a prototype concept for teacher education that is transferable across institutions and compatible to all phases. The central question is how to design effective teacher education in sustainability that enables future teachers to implement ESD in a reflective, academically grounded, and action-oriented way.

The project follows a design-based research approach, using iterative cycles to analyze problems, develop design principles, test them in university settings, and refine them based on research (Easterday et al. 2014). The presentation highlights the potential of collaboration between political administrative level and academia and showcases current progress.



Presenter(s): Gregory V. Massara (University at Albany (SUNY))

Title: *Networked Governance for Global Education: Theorizing Participatory Processes for Durable Changes in Practice*

Co-authors:

Session: GCE policy. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room VI

Keywords: *educational change; networked educational governance; collaborative planning; complexity; synchronization; participatory change*

Abstract: Global education policy increasingly depends on multi-stakeholder governance to advance goals such as global citizenship education and education for sustainable development, yet educational reforms imposed through top-down mandates have long struggled to achieve implementation fidelity or survive political transitions, while changes devised by narrow groups tend to over-represent elite interests. Much research on educational governance networks examines the influence of private and philanthropic organizations, with less attention to how broadly representative stakeholders—including parents, teachers, and community members—participate in shaping reform or how that participation bears on its durability. This paper presents a democratically oriented theoretical framework that addresses this gap. Integrating neoinstitutional theory, complexity science, and collaborative planning, the framework conceptualizes synchronization as the process through which participatory governance can produce systemic coherence without imposing uniformity, preserving the local contextualization essential to meaningful global education practice. It specifies three dimensions of collaboration—horizontal (among peers), vertical (across governance levels), and transversal (sustained over time)—positioning educational leaders as facilitators of sensemaking and conscientization. Historical and international cases from Finland, Brazil, Poland, and the United States illustrate the framework in practice. The paper concludes with testable propositions and a multi-level research agenda for investigating when participatory processes produce durable, democratically legitimate educational change.



Presenter(s): Marcella Milana (University of Verona)

Title: *Global Citizenship Education in the Italian School System: Global policies and local Implementation*

Co-authors: Annalisa Quinto & Massimiliano Tarozzi (University of Bologna)

Session: GCE policy. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room VI

Keywords: *Global Citizenship Education, School, Italy*

Abstract: This paper examines the influence of international policies on the conceptualisation and implementation of Global Citizenship Education (GCE) in Italy, with a focus on its integration into classroom practices.

Drawing on selected findings from the research project “Global Civic Education: Transforming Global Citizenship Education into Practice through Civic Education (GloCivEd)”, we examine whether and how international conceptualisations of GCE have shaped the legislative debate that led to the reintroduction of civic education as a compulsory subject in Italian schools and consider the challenges that the conceptual ambiguity of GCE poses for teachers.

They finding suggest that GCE remains a vague concept with different interpretations that hinder its practical application in Italian schools. General and top-down educational policies exacerbate these challenges.



Presenter(s): Xènia Gavalrà Elias (Universitat Autònoma de Barcelona and Catalan Agency for Development and Cooperation)

Title: *Can Global Education transform policies? Lessons from Catalonia's institutional trajectory*

Co-authors:

Session: GCE policy. **Time slot:** B: 10th Sept, 14:15-15:45. **Room:** Room VI

Keywords: *global education; education policy; institutionalisation; civil society; multi-level governance.*

Abstract: This paper examines the historical and political development of Global Education in Catalonia, arguing that it offers a particularly revealing case for understanding how global education is institutionalised within multi-level Spanish and European governance. Moving from early Development Education initiatives to more recent Global Education frameworks, the paper shows how the Catalan Agency for Cooperation and Development (ACCD), civil society organisations, and educational actors have shaped a distinctive policy trajectory.

Methodologically, the paper adopts a critically engaged historical approach, this working progress research combines policy analysis, curriculum review, and qualitative interviews with key stakeholders, alongside academic and grey literature. Particular attention is given to the contributions of civil society, the progressive integration of global education into formal education, and the strategic planning instruments that have guided this field over time.

The paper contributes to current European debates by showing that the history of Global Education in Catalonia is not only a story of institutional consolidation, but also of unresolved political and educational struggles over meaning, scale, and implementation. In this sense, Catalonia helps illuminate both the possibilities and the limits of Global Education as a project for just and sustainable futures.



Parallel Session C

Symposium: Global and inter-regional cooperation to strengthen Global Education national policies

- La Salette Coelho – Ibero-American Programme on Global Citizenship for Sustainable Development
- Libby Giles – New Zealand Centre for Global Studies
- Momodou Sallah - Gambia National Research & Innovation Fund
- Namrata Sharma - State University of New York at Oswego

The Dublin Declaration marks a fundamental moment in the history of Global Education (GE), not only in Europe but also globally. It captures outcomes from extensive discussions within Europe and beyond. In addition it has inspired a series of processes at national levels in Europe and at a global level across international forums.

The engagement with Global Critical Friends, representatives from different GE sectors of other regions of the world during the process of elaboration of the New Declaration has highlighted the need to include a variety of perspectives and different sources of knowledge in GE. New topics, a more inclusive approach and decolonised methodologies were brought into the conversations leading up to the framing of the declaration. It is therefore urgent to commit to continue strengthening the dialogue in a horizontal relationship that can promote mutual learning.

Examples of this two-way inspiration include the policy development or strengthening processes carried out in various GENE member countries; the new UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development (which replaced the ‘1974 Recommendation’); the Ibero-American Programme on Global Citizenship for Sustainable Development; and other regional processes that are being promoted.

This symposium aims to connect the Dublin Declaration with broader dialogues that are taking place within GE in different regions of the world, opening up conversations on the impact of international policy frameworks on global education policies, research and practices, making various international initiatives and efforts visible.

This symposium, in line with the Dublin Declaration, aims to deepen the reflection with peers and colleagues from other regions of the world, promoting mutual learning and support regarding the development of regional structures for networking between policymakers and other stakeholders, inter-regionally and globally. Different experiences of developing national and regional policies, from different perspectives – researchers, policymakers, regional structures – and different geographies (Africa, Asia, Ibero-America, North America and Pacific), will be shared.



Session: Approaches to engagement in GCE.

Presenter(s): Karen Wynne (Liverpool World Centre)

Title: *Catalysing History in the Service of Global Learning – Prompting Dialogue on the Present & Possible Futures through the Stories of People and Objects from the Past*

Session: Approaches to engagement in GCE. **Time slot:** C: 10th Sept, 16:10-17:45.

Room: Room VI

Keywords: *history, methods, interdisciplinary, global learning, narratives, eco-social*

Abstract: This presentation centres stories and their power to unlock social, economic & political curiosity and exploration. It draws on three interdisciplinary, cross-sector projects.

The power of the personal - individual (hi)stories, co-created by community, the third sector & formal education, supporting dialogue on social justice and the contemporary legacies of the United Kingdom's past.

The power of re-framing objects – re-defining items from natural history collections through the lens of an AHRC project convening NGOs, universities and heritage organisations in dialogue and collaboration with young people, centring experts from outside academia as co-researchers and collaborators.

Methodologies rooted in historical storytelling offer temporal distance as a tool for unpacking contemporary issues, championing History not only in relation to explorations of social justice, but as key in linking environmental degradation with the social, political and economic, prompting (re-)examination of neoliberalism, colonial legacies and geopolitical dynamics. Stories that bring these areas of overlap to life can be key in GL/GCE engaging those it seeks to transform.

The presentation sets out the participatory processes at the heart of these projects, and the wider implications for linking History to broad contemporary challenges in order to catalyse active, knowledgeable & creative global citizens.

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

Title: *Knowledge Co-creation in Global Education: The Role of Non-Governmental Organizations as Epistemic Actors*

Co-authors:

Session: Approaches to engagement in GCE. **Time slot:** C: 10th Sept, 16:10-17:45.

Room: Room VI

Keywords: *global education; epistemic (in)justice; knowledge co-creation; non-governmental organisations*

Abstract: NGOs play an increasingly important role in education, not only by implementing projects, but also by actively co-creating pedagogical knowledge. Their activities constitute a significant source of knowledge that is, however, rarely recognised as equal to academic knowledge. This paper proposes viewing NGOs as legitimate producers of educational knowledge.

Utilising the frameworks of epistemic (in)justice (Fricker, Santos) and the critique of representation (Spivak), I analyse how knowledge generated by NGOs—practical, contextual, and relational—can/should be treated as a vital contribution to the development of education. Global Education serves as a particularly salient example here: it is NGOs that have developed many innovative methods, educational content and dialogical practices that inspire teachers and researchers.

I also analyse the barriers hindering the recognition of this knowledge (from the dominance of evidence-based frameworks to the project logic that prioritises products over co-creation processes).

I propose an approach where NGOs are recognised as equal partners in socially engaged research, and their knowledge becomes an integral part of pedagogical reflection. This is not merely a methodological issue, but an ethical and political one: it concerns who has the right to create knowledge about and within education, which epistemologies are acknowledged, and how to build more just and relational models of research and practice in GE.



Presenter(s): Marine Inada (Soka University)

Title: *From Silence to Solidarity: Dialogue Pedagogy, Cultural Barriers, and Youth Empowerment in Japanese Global Citizenship Education*

Co-authors:

Session: Approaches to engagement in GCE. **Time slot:** C: 10th Sept, 16:10-17:45.

Room: Room VI

Keywords: *Global Citizenship Education (GCED), Dialogue, Youth Empowerment, Peacebuilding, Cultural Barriers, Soka Education*

Abstract: Global Citizenship Education (GCED) positions dialogue as a fundamental tool for peacebuilding and a transformative process for individual and collective growth, yet its implementation in Japanese high schools confronts deep-seated cultural constraints. Japanese youth frequently report feelings of political powerlessness, while prevailing classroom norms — particularly the pressure to preserve social harmony — actively suppress critical, open-ended exchange.

This mixed-methods study examines how high school students in Japanese GCED programs navigate these barriers as a pathway toward meaningful youth empowerment.

Drawing on student surveys measuring peer-interaction dynamics and semi-structured teacher interviews exploring pedagogical strategies, this study interrogates the tension between the persistent risk of social friction and the transformative potential of horizontal peer engagement.

Findings reveal that structured exposure to "productive discomfort" can facilitate significant shifts: students progressively reframe vulnerability as collective strength, moving from individual reticence toward empathetic, relational solidarity. Crucially, these shifts illuminate the conditions necessary for building a sustainable culture of dialogue within school settings — one capable of nurturing democratic competencies that extend meaningfully beyond the classroom. This study ultimately argues that culturally responsive dialogue pedagogy, which acknowledges rather than suppresses existing social tensions, constitutes an essential foundation for youth empowerment and active global citizenship in high-context cultural environments.



Presenter(s): Natalya Hanley (University of Greater Manchester)

Title: *From International Mobility to Relationships and Connections: Pathways to Civil Society Sustainability*

Co-authors:

Session: Approaches to engagement in GCE. **Time slot:** C: 10th Sept, 16:10-17:45.

Room: Room VI

Keywords: *international mobility, civil society development, sustainability, social connections and relationships*

Abstract: The role of international mobility programmes in the development of academics, medical professionals, and secondary school teachers is widely recognised. International mobility refers to the temporary relocation of individuals across borders as part of organised programmes. Several studies have further explored the potential impact of participants on their home nations through contributions to their organisations, educational institutions, and communities. However, there is a limited number of studies focusing on the links between mobility programmes and the development of civil society. Addressing this gap, this paper draws on findings from the International Mobility and World Development project (2022-2025). The paper analyses qualitative data from 66 semi-structured interviews with participants from 43 countries across Europe and Central Asia. Using Critical Realism, Transnationalism, Social Relations, and Transformative Learning Theory, this paper investigates how different international mobility programmes and their educational and social spaces nurtured the development of various relationships and connections. It demonstrates that these connections play a significant role in sustaining and advancing civil society initiatives after participants return to their home countries. The paper also considers the challenges encountered upon return and how navigating these constraints shapes the evolution and impact of participants' work within their local contexts.



Session: Conceptual debates in GCE.

Presenter(s): Elisavet Anastasiadou (University of Jyväskylä)

Title: *Planetary Phronesis*

Co-authors:

Session: Conceptual debates in GCE. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room V

Keywords: *planetary, phronesis, education, global, citizenship, praxis*

Abstract: The aim of the presentation is to introduce the concept of planetary phronesis to strengthen the theoretical and epistemological foundations of Global Citizenship Education (GCE). The ontological position of the study is premised on phronesis and praxis. GCE may appear ambiguous and conflicted, infused with different orientations and primarily dominated by ideologies. The analysis, therefore, aims to draw on the Aristotelian concept of phronesis (practical wisdom) along with the ‘planetary’ notion, which recognises the fragility of our social and ecological systems and their interconnectedness. Together, ‘planetary phronesis’ entails praxis grounded in an ethical and moral approach to education. The analysis juxtaposes the three Aristotelian dispositions of knowledge (episteme, techne, phronesis) and discusses how they coexist in a balanced way. On the one hand, this complex and reciprocal relationship aims to shed light on the different aims in education and the significance each brings. On the other hand, it will support the theoretical basis of GCE through planetary phronesis, emphasising the importance of sustaining balances in political and social life, guided by justice and democracy, pursuing life with reason, acting prudently, and understanding the intertwined relationship between humans and the natural world.



Presenter(s): Lynette Shultz (University of Alberta)

Title: *'We Make the Road by Walking': Global Education in a Post-Global World Order Through Conviviality, Counter-Coloniality, and Repair*

Co-authors:

Session: Conceptual debates in GCE. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room V

Keywords: *global world order, relationality, conviviality, counter-colonial*

Abstract: *'We Make the Road by Walking': Global Education in a Post-Global World Order Through Conviviality, Counter-Coloniality, and Repair*

This paper explores the remnants of a globalized world order that promised rules-based progress toward solving world issues through human rights, effective international and global agreements, and overarching agreements for collaborative efforts to maintain peace and human development. Global educationists bring important knowledge about how people can work across difference, challenge systems of oppression, and engage in collective worldmaking for a liveable future on our planet. This paper uses an ethical frame of conviviality to highlight emerging education projects that point to onto-epistemic shifts in deep relational-based global education. Using case study methods to understand a purposely selected set of collaborative approaches to transforming education policy and practices addressing key global issues from climate change, food security, refugee, and anti-poverty, education projects are presented to highlight both the severity of the failed promises of globalization and also how emerging relations of conviviality are being formed as a transformative strength for counter-colonial, reparative and restorative worldmaking education.



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

Title: *Freire in European Global Citizenship Education: Critical Aspirations, Coloniality and the Work of Supplementation*

Co-authors: Ana Benavides (Open University) & Gonzalo Peñaloza Jimenez (University of Monterrey)

Session: Conceptual debates in GCE. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room V

Keywords: *Freire; Global Citizenship Education; Coloniality; Positionality*

Abstract: As the deadline for the United Nations' Agenda 2030 approaches – amid deepening global crises and social inequalities (UN, n.d.) – the need for critical approaches to Global Citizenship Education (GCE) that recognise colonial legacies and global power relations is increasingly urgent (GENE, 2022). Paulo Freire's work is widely considered foundational to critical GCE in Europe, foregrounding the political nature of knowledge production and the role of critical literacy in exposing unequal power relations (Coelho et al., 2019). However, education scholars have questioned the uptake of Freire in global North contexts, arguing that his concepts can enable scholars to position themselves as aligned with the oppressed without recognising their simultaneous implication in oppression (Tuck and Yang, 2012). This paper examines how Freire's work is mobilised, integrated, and supplemented within European GCE scholarship. Employing a Critical Interpretative Synthesis, we find many perfunctory citations of Freire's work that mostly function to signal/legitimise a commitment to social justice. Yet, we also identify scholarship that productively supplements Freirean theory to complexify positions of oppression by recognising complicity in harm and colonial legacies. We draw on this literature to consider implications for a decolonial approach to GCE research.



Presenter(s): Zin Mie Sharr (Nord University)

Title: *Balanced Global Citizenship Education Framework: Reconciling Universal Human Rights with Neoliberal Critiques through Solidarist Pluralism and Cosmo-Nationalism*

Co-authors:

Session: Conceptual debates in GCE. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room V

Keywords: *Global Citizenship Education, Teacher Education, Reflexivity, Universalism, Cultural Rootedness, Balanced GCED*

Abstract: This paper proposes a Balanced Global Citizenship Education (GCED) framework that responds to critiques of GCED's neoliberal tendencies by offering a constructive and integrative alternative. Although GCED is often framed as a transformative project grounded in solidarity, human rights, and global responsibility, scholars have shown how it can inadvertently reproduce global inequalities. Critics argue that GCED may align with market-driven logics, privilege elite cosmopolitanism, and depoliticize structural injustice.

The paper contends that GCED's ethical potential can be reclaimed through reflexivity. It explores whether a form of universalism can be articulated that remains compatible with postcolonial and critical traditions: one that avoids ethnocentric imposition and instead emerges through pluralistic, dialogic engagement.

Universal principles provide direction but risk abstraction; cultural belonging offers resonance but risks exclusion; and reflexivity ensures openness but risks paralysis. Combined together, these strands reveal the need for an integrated approach that holds universalism, cultural rootedness, and reflexivity in dynamic tension.

The paper synthesizes these three interdependent pillars; ethical universalism, cultural rootedness, and reflexivity, into a Balanced GCED framework. This framework, developed by the author through engagement with existing literatures, offers a nuanced, context-sensitive model that links global responsibility with national belonging.



Session: Democratic engagement and young people.

Presenter(s): Carlota Quintão (Coletivo A3S)

Title: *Tell those in charge of the museums: A Pilot Study on Youth Agency and Institutional Transformation in Portuguese Museums*

Co-authors:

Session: Democratic engagement and young people. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 1 - Physics

Keywords: *Global Education; Cultural Democracy; Political Participation; methodology*

Abstract: The pilot initiative “Tell those in charge of the museums” is a collaboration between Museus e Monumentos de Portugal E.P.E. and Plano Nacional das Artes, grounded in the Porto Santo Charter. It seeks to reposition young people from passive spectators to active contributors in cultural policy, fostering cultural democracy through active listening and civic participation.

From a Global Education perspective, the initiative adopts non-formal, participatory methodologies that promote critical thinking, dialogue, and shared responsibility. Workshops held in Lisbon, Viseu, and Porto engaged participants aged 18–30 in inclusive “safe spaces” designed to challenge power hierarchies and enable diverse forms of expression. Through the use of symbolic objects and metaphorical language, participants co-constructed knowledge, reinforcing peer learning and intercultural understanding. Emphasis on slow, reflective processes supported ethical, care-based relationships, aligning with Global Education’s focus on empathy, inclusion, and transformative learning. Listening itself was treated as a democratic practice and a tool for social change.

Findings reveal a paradox: while young people value museums as societal repositories, they feel disconnected due to elitist language, economic barriers, and limited representation of diverse identities. Participants proposed more inclusive practices, including diverse recruitment, community outreach (“museums without walls”), and dialogical mediation, aiming to transform museums into accessible, participatory spaces aligned with Global Education principles.



Presenter(s): Heidi Rautionmaa, Rilli Lappalainen & Arto Kallioniemi (University in Helsinki)

Title: *Critical Inter-Worldview Dialogue for Global Citizenship Education: Strengthening a Shared Minimal Ethos and Responsible Activism*

Co-authors: Finnsus

Session: Democratic engagement and young people. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 1 - Physics

Keywords: *inter-worldview dialogue, global ethic, human responsibilities, activism, global citizenship education, sustainable transformation*

Abstract: Recent research on Global Citizenship Education (GCE) (2025) highlights the potential of youth activism to strengthen young people's agency and ethical responsibility. Nevertheless, GCE initiatives often remain limited to specific subject areas, particularly the social sciences, and to educational settings primarily located in affluent contexts within the Global North. This presentation advocates for the broader integration of Inter-Worldview Dialogue into GCE to implement GCE in a more comprehensive and inclusive manner.

A dialogical approach enables critical engagement with inequality, political participation, and diverse societal contexts. Through dialogue, students are supported in developing global agencies and are empowered to challenge structural injustices. The presentation examines Inter-Worldview Dialogue Education as a key foundation for ethically informed and responsible global citizenship.

The theoretical framework draws on the Declaration Toward a Global Ethic (1993) and the Universal Declaration of Human Responsibilities (1997), both emphasizing universal responsibility in an interconnected world. Hans Küng's call for a shared basic ethic and John Dewey's view of morality and social change as experiential and collaborative processes further ground the approach. Inter-Worldview Dialogue fosters encounters across religious and other worldviews, supporting shared responsibility, multi-perspectival understanding, and sustainable transformation.

This presentation builds on the authors' ongoing research on activism.



Presenter(s): Luca Morini (Coventry University), Naomi Van Stapele (Movisie)

Title: *What Democracy Looks Like – Documenting Community Led Research and Action Within the Horizon Europe YOUROPE Project*

Co-authors: Kayden Schumacher, Katherine Wimpenny & Mehmet Karakus (Coventry University)

Session: Democratic engagement and young people. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 1 - Physics

Keywords: *Democracy Education, Community-Led Research and Action, Documentation*

Abstract: The contribution explores methodological aspects of the ongoing YOUROPE Horizon Europe project, which aims at helping young people take part in democracy and active citizenship by building inclusive spaces connecting them with each other and with decision-makers to shape real change.

To achieve this, YOUROPE is advancing Community-Led Research and Action (CLRA), an innovative approach focused on enabling young people and their communities to lead the creation of tools and spaces to identify issues that matter most to them, come up with solutions, and take meaningful action (Woensdregt, Rwigi & van Stapele, 2023). CLRA flips the script on traditional research-policymaking links, ensuring that decisions are made with young people, rather than for them, and questioning widespread narratives of youth disengagement.

However, as YOUROPE intends to move beyond local civic action and towards coordinated international and global citizenship action, a key issue is making collaborative democratic learning visible across contexts and borders. This contribution will therefore focus on how CLRA activities, informed by pedagogies of documentation (Giamminutti, 2009; Dahlberg, 2011), are being deliberately scaffolded in ways that generate visible traces in the form of designs, artwork and performances, so that plural forms of youth democratic action can be acknowledged and promoted.



Presenter(s): Stefan Rostock (Germanwatch e.V.)

Title: *Effective Youth Participation with UNESCO ESD 2030 and the Handprint*

Co-authors: Luise Albruschat & Stefan Rostock (Germanwatch e.V.)

Session: Democratic engagement and young people. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 1 - Physics

Keywords: *youth, ESD, participation, politics, handprint, transformation*

Abstract: A social-ecological transformation which strengthens democracy requires fresh impetus and (youth) participation. Germanwatch presents its ESD strategy based on UNESCO ESD for 2030 and Dublin Declaration: The Handprint concept: “Decrease your Footprint – Increase your Handprint” – it aims to empower and inspire people to help shape social and political change in their environment and thus change structural circumstances. This makes self-efficacy tangible and leads to sustainable behaviour becoming the norm: Sustainability as the new normal. The Handprint approach promotes political commitments, social cohesion, encourages transformation and counteracts destructive trends. By promoting dialogue with policymakers, it addresses the epistemic fit.

Germanwatch is a human rights and environmental organization that acts as a practitioner in education for sustainable development. The youth participation project #MitmischenNRW (get involved) shows Handprint in action: It addresses the engagement of young people in North Rhine-Westphalia with the opportunity to participate directly in state sustainability politics through direct conversations with MEPs and Ministers. It connects underrepresented young people to decision makers, showing them how they can initiate global and local change for young people and future generations. Research findings from the project demonstrate that participants emerge from the process with greater self-efficacy and a stronger interest in politics.

Stefan Rostock, Germanwatch e.V. Head of Division - Education for Sustainable Development, Promoter for Climate & Development in North Rhine-Westphalia

Literature:

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Session: Pedagogical Approaches 2.

Presenter(s): Greg Misiasek (Tohoku University)

Title: *Ecopedagogy as Globalization from Below: Teaching development and Citizenships for Justice, Peace, Wellbeing, and Sustainability*

Co-authors:

Session: Pedagogical Approaches 2. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 4 - Physics

Keywords: *ecopedagogy, Paulo Freire, sustainability, environmental pedagogies, development, citizenship*

Abstract: Ecopedagogy is (post-)critical environmental teaching and research grounded in, and reinvented through, Paulo Freire's work. Ecopedagogy's goal is "globally all-inclusive socio-environmental justice and planetary sustainability." The innate inseparability between environmental violence and social violence that grounds ecopedagogical teaching calls for continuous problematizing of the (anti-)environmental politics of education globally. The questions posed will revolve around how (post-)critical reinventions of Freire's work can deepen and broaden students' reflexivity in constructing praxis that moves towards ecopedagogy's goal. What ecopedagogical-based paradigm shifts do we need in teaching practices, research on education, and theory building and reinvention? How do education's goals of "development" and citizenship help or hinder (eco)pedagogical praxis? For development, whose "development" is being taught towards, politically influenced by contested terrains of globalization; what are the (dis)connections with "sustainability" as a contested term itself; whose "development" is many others' de-development; and how to teach to disrupt anthropocentric development? How does/can education for local-to-national-to-global-to-planetary citizenships instill collectivism towards ecopedagogy's goal, but also othering and anthropocentrism for "non-citizens." These are some of the questions that will be posed. Calling for ecopedagogical literacy teaching will be highlighted in order to (post-)critically unpack the politics of environmental violence and the accompanying roles of (environmental) teaching.



Presenter(s): Ilaria Paradiso (University of Bologna)

Title: *Reframing Social Work Training through Theatre of the Oppressed and Global Citizenship Education*

Co-authors:

Session: Pedagogical Approaches 2. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 4 - Physics

Keywords: *Theatre of the Oppressed; Global Citizenship Education; Critical Pedagogy; Social Work; Educators; Adult Training;*

Abstract: This doctoral research explores the need to implement Theatre of the Oppressed (TO) as a training methodology for social workers engaged in formal and non formal educational practice. Social work is inherently complex (Tramma, 2018) because it is relational: professionals constantly negotiate relationships with colleagues and with people experiencing severe marginalization. The study situates this proposal within the theoretical framework of Global Citizenship Education (GCE). While the research into the field of GCE has largely focused on formal schooling, it also calls for greater engagement with non-formal and informal education (Tarozzi, 2025). Social workers play a crucial educational role, yet their contribution remains marginal in pedagogical reflection. In neoliberal societies, care work is often devalued, as it challenges the dominant model of the competitive, self-performing individual (Dardot & Laval, 2013; Lynch, 2021). TO is here proposed as a pedagogical tool to care for those who care for others. By connecting GCE with Freirean critical pedagogy (2018) and Mezirow's transformative learning theory (2016), this research advances a critical and transformative approach grounded in the notion of estranging experience: a pedagogical condition that disrupts taken-for-granted assumptions and opens space for critical reflection (Bertolini, 2021; Tarozzi, 2025). Within this framework, TO becomes a practice-based device to collectively address and reflect on social injustices and power asymmetries.



Presenter(s): Jen Simpson (GLEA Coventry University)

Title: *Learning to Unlearn (L2UnL) with laughter – a pedagogical framework for transformative learning.*

Co-authors:

Session: Pedagogical Approaches 2. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 4 - Physics

Keywords: *transformative learning, unlearning, humour, pedagogy, provocation, community of enquiry*

Abstract: This paper presentation aims to meet the challenge of translating research into educational action by introducing an innovative pedagogical approach in the form of the Learning to Unlearn framework (L2UnLf). L2UnLf models critical reflection theory (Fook 2006) as transformative learning (Mezirow, 1991; Illeris, 2003) and draws from several theoretical and educational approaches, including pedagogy of discomfort (Zembylas, 2015), community of enquiry (Haynes & Murriss, 2021; Chetty, 2017, 2018), participation (Hart, 1992), and provocation through humour (Sachs & Dunbar, 2023; Borum, 2023) to enrich learning in a transformative way. This unique use of the different functions of comedy as a stimulus or provocation to incite discomfort enhances audience engagement and the transformative experience whilst building an ecology of creative subversive agency – collaborative spaces which humorously provoke novel thinking to challenge the status quo (Borum-Chatoo & Feldman, 2020).

The L2UnLf is a core thread of my PhD by Publication, and the presentation will draw on this and the past ten years of research and development of the framework. It will introduce the theory behind the pedagogy and outline the challenges and opportunities for global education practitioners looking for an approach or tool to further effective professional learning and social justice education.



Presenter(s): Rocío Herrero Romero (Universidad Autónoma de Madrid); Pablo Puyol (Universidad Autónoma de Madrid)

Title: *Feasibility and Pilot Study of the SURE Program: A Co-Designed Whole-School Approach to Promote the Wellbeing of Migrant-Background Adolescents in Secondary Education*

Co-authors: Cristina del Barrio, Kevin van der Meulen & Laura Granizo (Universidad Autónoma de Madrid)

Session: Pedagogical Approaches 2. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 4 - Physics

Keywords: *Migrant students, secondary school, adolescents' wellbeing, school climate, social support*

Abstract: The SURE intervention is a co-designed, whole-school program aimed at promoting the wellbeing of secondary school students with migrant backgrounds. SURE is a novel initiative developed through a series of formative studies—including mixed methods research with over 1,600 students, teachers, community-based organizations, and migrant families—together with a realist review of whole-school programs (2022–2024) and a co-design process involving 72 participants across 16 workshops (2025). Rather than adopting a one-size-fits-all approach, SURE provides schools with a flexible, manualized toolkit of evidence-based actions adaptable to school needs. The program includes strategies with students and teaching staff, families, and community organizations.

This presentation reports early findings from feasibility and quasi-experimental pilot evaluations conducted in two secondary schools in Madrid during the 2025/2026 academic year. Data were collected from students, alongside mixed-method school-wide process data.

Implementation findings confirmed the feasibility of core components—establishing an Action Team, conducting youth participatory needs assessments, and engaging stakeholders—while highlighting areas for refinement. Preliminary outcomes for wellbeing and participation, as well as mediators such as social support, school climate and discrimination, are discussed. Findings are preliminary, warranting further research to evaluate SURE's effectiveness and scalability as a whole-school approach to promoting equity and inclusion.



Session: Pedagogy of ESD.

Presenter(s): Aaron Redman (Aalborg University)

Title: *Transforming Education with Solutions Oriented Sustainability Learning*

Co-authors: Rikke Magnussen (Aalborg University)

Session: Pedagogy of ESD. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 2 - Physics

Keywords: *Solutions Oriented Sustainability Learning, Transformative Education, Higher Education, Education for Sustainable Development, Key Competencies in Sustainability*

Abstract: Education can play a central role in fostering the necessary sustainability transformations as recognized in the Dublin Declaration which calls for global education to "bring about a world of social and climate justice... [and]... planetary sustainability". To do so sustainability education must itself transform, moving to a new paradigm, Solution Oriented Sustainability Learning (SOSL), which emphasizes equipping learners with the ability to work collaboratively with partners to develop and apply solutions to pressing sustainability issues. Yet we are lacking in frameworks which provide practical and empirical guidance to the rapid and scaled implementation and institutionalization of SOSL in the real-world. Based on the scholarly evidence but grounded in real world practice and expert consultation, this research synthesizes and articulates a consensus model for SOSL, describing case studies of successful implementation and use of digital tools, and proposes a framework for the widespread implementation of SOSL. This study makes clear that there are still research gaps in implementation practices, ways to overcome organizational barriers, and how to implement digital solutions when it comes to SOSL. Yet the world cannot wait for science to have developed definitive answers but rather must move forward with implementation while learning and iterating along the way.



Presenter(s): Abitha Chakrapani (University of Jyväskylä)

Title: *Teaching for Climate Change: Evaluation of basic education curricula in Finland, Ghana and India*

Co-authors: Heidi Layne (University of Jyväskylä), Alfred Kuranchie (Education University of Winneba, Ghana)

Session: Pedagogy of ESD. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 2 - Physics

Keywords: *Climate Change Education, Climate Crisis, Sustainability, Curriculum, Global South-North*

Abstract: In an era of escalating global challenges, particularly climate change education must move beyond the transmission of factual knowledge toward fostering ethical agency and transformative action. This study examines how climate change is conceptualized, framed, and embedded within basic education curricula in three distinct national contexts: Finland, Ghana, and India. The analysis focuses on national curriculum frameworks and guiding documents produced by the Finnish National Agency for Education (EDUFI), India's National Council of Educational Research and Training (NCERT), and Ghana's National Council for Curriculum and Assessment (NaCCA). Using qualitative content analysis, the study investigates how climate change or the climate crisis is represented in each curriculum, how frequently it appears, and in what pedagogical or disciplinary contexts. The comparative lens acknowledges that climate impacts are experienced unevenly across the world. Findings show notable differences across countries. In Finland, climate change is integrated across subjects under broader sustainability aims rather than presented explicitly. Ghana, treats climate change as scientific, social, environmental, and ethical. India's curriculum, emphasizes climate change through the "Triple Planetary Crisis"—climate change, pollution, and biodiversity loss—across grades and subject areas. The study highlights the need for interdisciplinary, action-oriented learning that empowers students as agents of climate solutions.



Presenter(s): Carmen Sippl & Karin Tengler (University College of Teacher Education Lower Austria)

Title: *Imagining Sustainable Futures: Futures Literacy Pedagogy in Global Education*

Co-authors: Ioana Capatu, Rita Krebs & Astrid Wittmann (University College of Teacher Education Lower Austria)

Session: Pedagogy of ESD. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 2 - Physics

Keywords: *Futures Literacy, Literature Pedagogy, Media Pedagogy, Futures Stories Lab, Global Education*

Abstract: Futures literacy pedagogy creates transformative learning experiences for practicing futures thinking, for imagining and narrating sustainable futures. At the UNESCO Chair in Learning and Teaching Futures Literacy in the Anthropocene, Futures literacy is used as a global educational concept that needs to be translated into teaching methodologies for pedagogical practice. Didactic concepts, methods, and tools are being developed that foster futures thinking across the curriculum. Drawing on the craft-based approach of Possibility studies and the econarratological approach of Environmental Humanities, Futures literacy pedagogy is inspired by temporal pedagogy based on Anthropocene and Futures studies, and committed to cultural sustainability in education. This paper introduces foundational principles of Futures literacy pedagogy based on a pilot study on soil futures. The study combined educational design research and arts-based research methodologies, utilising iterative cycles to investigate the extent to which the "Futures Stories Lab" method promotes futures thinking in primary education. Based on the findings, the study proposes the following design principles for teaching Futures literacy in global education to empower imagination for sustainable futures: relevance to everyday life (places, experiences, topics), multimodality and creative forms of expression (accessing factual knowledge with approaches from culture, arts, and media education), reflection and participation, didactic framing by teachers, narration as the key to teaching futures literacy.



Presenter(s): Pietro Corazza (University of Bologna)

Title: *Learning to Live with Collapse: Rethinking Sustainability Education in an Era of Eco-Climatic and Social Breakdown*

Co-authors:

Session: Pedagogy of ESD. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 2 - Physics

Keywords: *Eco-Climatic Collapse; Ecological Education; Global Citizenship Education Otherwise; Eco-Psychology; Decolonial Education; Futures Literacy*

Abstract: This paper explores the educational implications of collapse theories, which describe the current state of the planet and industrial societies not as a series of resolvable crises, but as a new epochal condition. Collapse theories (Servigne & Stevens, 2020; Bendell, 2023) argue that the four fundamental pillars of contemporary industrial civilisation — climate, biodiversity, energy, and economy — are affected by interconnected and irreversible crises, making societal collapse a plausible near-future scenario. Rather than inviting fatalism, this perspective calls for an honest analysis of reality as the basis for collective action and reimagined ways of living.

The paper examines how engaging with collapse theories can enrich Environmental and Sustainability Education, focusing on two dimensions. First, drawing on deep ecology and eco-psychology, particularly the work of Joanna Macy, it addresses how to pedagogically engage with the difficult emotions that collapse awareness evokes, such as grief, fear, anger, and despair, reframing them as expressions of our interconnectedness with the web of life and potential drivers of collective mobilisation. Second, following Vanessa Machado De Oliveira, it investigates how education can foster alternative imaginaries beyond colonial and unsustainable modernity, while critically engaging with what can still be learned from modernity in its phase of decline.



Session: Research in Higher Education.

Presenter(s): Jason Goulah (DePaul University) & Giulia Pellizzato (Cambio lo, Cambia il Mondo)

Title: *Literature as Method in Value-Creating Education for Global Citizenship*

Co-authors:

Session: Research in Higher Education. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 3 - Physics

Keywords: *value creation, global citizenship, literature and novels, methods and methodologies, Daisaku Ikeda*

Abstract: This paper reports findings from a qualitative case study on master's and doctoral students' engagement with literature as method in the field of Value-Creating Education for Global Citizenship. Inspired by the philosophies and practices of Japanese educators and peacebuilders Ikeda Daisaku (1988–2015), Toda Jōsei (1965–1966), and Makiguchi Tsunesaburō (1981–1996), Value-Creating Education for Global Citizenship is a comprehensive approach for schooling and confronting the most pressing challenges facing humanity and the planet—challenges outlined in the Declaration on Global Education (2022), the UNESCO Recommendation on Education (2023), and the SDGs (2015). Theoretically framed by “Asia as method” (Takeuchi, 1960), the “Post-Europe” condition (Hui, 2024), and “the philosophy of the act” (Bakhtin, 1993), the study interrogates the question, What (alternative) methods of practice and research are appropriate for this Eastern-informed field as it engages with Western, onto-epistemological norms of global citizenship and global education? To answer the question, the study takes Ikeda's literary selfhood and extensive novelizing (42 volumes) as an object lesson in methodological creativity, multivocal storytelling, and decolonial becoming. Findings reveal that literature as method is a powerful and value-creating means to imagine alternate nows, “break down disciplinary silos... [and] embrace hope, discomfort, and disruption” (ANGEL 2026 CFP).



Presenter(s): Júlia Pérez Curell (Fundació Autònoma Solidària)

Title: *Refugee Students, Global Justice Education, and Epistemic Justice: A Case Study at the Autonomous University of Barcelona*

Co-authors:

Session: Research in Higher Education. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 3 - Physics

Keywords: *Refugee Students, Global Justice Education, Epistemic Justice, Higher Education, Forced Displacement, Academic Inclusion*

Abstract: This paper analyses the political, educational, and epistemic role of public universities in forced displacement, drawing on Global Justice Education (GJE). Grounded in critical and decolonial approaches, the article conceptualizes higher education's global and symbolic capacity for addressing global inequalities, power relations, and responsibilities linked to international protection and the right to asylum.

The theoretical framework develops GJE as a political pedagogical approach that foregrounds interdependence and historical responsibility of the Global North. Forced displacement is thus understood as a structural consequence of global injustice rather than a humanitarian exception, calling for educational responses that challenge securitization discourses and exclusionary regimes of knowledge in academic institutions. GJE is presented as a theoretical and methodological framework for developing strategies of epistemic justice, academic inclusion, and participatory, dialogical pedagogies in higher education. It emphasizes the university as a subject of responsibilities for fostering critical perspectives and innovative methodologies in contexts increasingly shaped by xenophobia and hate based discourses.

Empirically, the article draws on a qualitative case study of a refugee support program at the Autonomous University of Barcelona. Challenging paternalist approaches, attention is given to refugee students as subjects of rights and their participation as experts and knowledge holders in university based educational interventions.



Presenter(s): Naouel ABDELLATIF MAMI (University of Setif 2)

Title: *Reimagining Global Citizenship Education in the Age of AI: An Algerian University 4.0 Perspective for the Global South*

Co-authors:

Session: Research in Higher Education. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 3 - Physics

Keywords: *Global Citizenship Education; University 4.0; Artificial Intelligence; Knowledge Equity; Algeria; Global South; Digital Transformation; Higher Education Reform*

Abstract: In a context marked by accelerating digital transformation and growing global inequalities, higher education institutions in the Global South are called to rethink their role in shaping inclusive, ethical, and future-oriented learning systems. This paper examines how the ongoing transition towards University 4.0 in Algeria offers a unique framework to reimagine Global Citizenship Education (GCE) through the lenses of digitalization, artificial intelligence (AI), and knowledge equity.

- Drawing on recent national reforms and pilot initiatives in Algerian universities, the study explores how GCE can move beyond normative frameworks towards transformative practices that integrate ethical AI use, intercultural dialogue, and socially engaged learning. It critically engages with dominant Eurocentric paradigms by positioning Algeria—and more broadly the Southern Mediterranean—as a co-creator of knowledge rather than a passive recipient.
- The paper adopts a policy-practice interface approach, combining institutional analysis, field experience in national reform processes, and alignment with international frameworks (UNESCO, EU AI governance principles). It highlights how interdisciplinary curricula, digital platforms, and international cooperation (joint degrees, co-tutelle, mobility schemes) can operationalize GCE in meaningful ways.
- Ultimately, the paper contributes to ongoing debates on decolonizing global education and demonstrates how emerging education systems can foster equitable, ethical, and globally connected futures.



Presenter(s): Nina Sachau (STAND) & Caitriona Rogerson (STAND)

Title: *Centring criticality in an era of crisis: A case study of context-responsive global citizenship education and pedagogical re-imagination*

Co-authors: Brigid Golden (Mary Immaculate College, Limerick/Ireland)

Session: Research in Higher Education. **Time slot:** C: 10th Sept, 16:10-17:45. **Room:** Room 3 - Physics

Keywords: *Critical engagement, third-level students, collaboration, re-imagination,*

Abstract: This paper presents insights from 'Get Critical', an Irish Research Council-funded collaboration between academic Dr Brigid Golden (Mary Immaculate College Ireland) and the Irish NGO STAND (Irish Aid's strategic partner for advancing Global Citizenship Education at Irish higher education) to collaboratively redesign the organisations' educational approach based on the academics established framework for critical global learning.

Situated within a global landscape marked by instability, democratic backsliding, and multiple intersecting crises, the project focused on a context-responsive pedagogical redesign to strengthen third-level students' capacities for critical engagement.

Through a three-phase participatory process which included professional development for STAND staff, collaborative framework adaptation, and stakeholder consultation with third-level students, educators and academics, the project's process became an act of pedagogical imagination. The resulting 'critically engaged GCE approach' responds to global challenges and embodies a process-oriented, justice-centred pedagogy grounded in criticality, emotional capacity, and collective action.

This paper positions the adaptation journey as a case study in responsive GCE practice, illustrating how collaboration between the academic community and practitioners can deepen critical pedagogical practice, supporting educators in preparing learners to navigate and act within an increasingly complex global landscape.



Parallel Session D

Symposium: National Histories of Global Education in European Countries

- Conveners: Annette Scheunpflug and Liam Wegimont (GENE)
- Mark Mifsud: Malta Global Education history
- La Salete Coelho: Portugal Global Education history
- Doug Bourn: United Kingdom Global Education history
- Ditta Trindade Dolejsiova: Slovak Global Education history

Research on Global Education has grown over the years. Yet, despite some foundational work, relatively little attention has been given to the history of Global Education at national level in Europe. For GENE, Global Education Network Europe, the work on national histories is fundamental. It helps ensure that the knowledge and experiences of the pioneers of Global Education are not lost. From a policy perspective, it also allows us to learn from previous initiatives, debates, and structures; from successes and failures. Quite simply – without adequate histories, we are doomed to re-invent the wheel and waste efforts. National histories also reveal the complexity, diversity and richness of Global Education across Europe.

Organised by GENE, this symposium builds on Global Education in Europe: National Histories, published in 2024 as the first volume in a planned series. It brings together authors of chapters on Malta (Mark Mifsud), Portugal (La Salete Coelho), Slovakia (Ditta Trindade Dolejsiova) and the United Kingdom (Doug Bourn), together with the editors, Liam Wegimont and Annette Scheunpflug. Some were directly involved in the histories they describe, while others bring the perspective of more recent research. The symposium aims to outline some of the philosophical and methodological issues arising from the development of history in Global Education – an emerging historiography – to explore the research questions that emerged from specific national histories, to share this work more widely, to incite others to write as yet unwritten national histories, and to inform the development of Volume 2, where other countries' national histories will be compiled in the coming years.



Session: Democracy and Global Education.

Presenter(s): Ana Cris Blasco-Serrano (Zaragoza University), Jorge Bernad (Zaragoza University)

Title: *Global Citizenship Education in Primary Schools*

Co-authors: Teresa Coma-Roselló & Ana Virgina López (Zaragoza University)

Session: Democracy and Global Education. **Time slot:** D: 11th Sept, 09:00-10:30.

Room: Room 3 - Physics

Keywords: *Transformative education, Primary education, Students' voices, Critical Thinking,*

Abstract: The Chair of Solidarity and Global Citizenship is supporting initiatives in Global Citizenship Education in primary schools in the province of Zaragoza, in the Autonomous Community of Aragon (Spain). In this way, teachers promote values of solidarity, sustainability and social justice among pupils (Pashby et al., 2020), alongside critical thinking skills. This gives pupils a voice, providing them with spaces for dialogue and the confidence to express themselves and act collectively (Pearce & Wood, 2019) in favour of social transformation.

From a qualitative perspective, participant observation is being carried out. The data collected reveal how schools are conducting activities in which pupils are reflecting on human rights, international cooperation, migration and hate speech, amongst other issues.

In this way, teachers in schools are working to address the global challenges of today's society (Giroux, 2013; Godlen et al., 2026) and to prevent the reproduction of actions that perpetuate inequalities and harmful discourses. In this regard, students are becoming aware of their potential to act in a committed manner towards social transformation



Presenter(s): Frederick Njobati (University of Bamberg)

Title: *School leadership and the development of democracy learning and peace education: Case of Cameroon*

Co-authors:

Session: Democracy and Global Education. **Time slot:** D: 11th Sept, 09:00-10:30.

Room: Room 3 - Physics

Keywords: *school leadership, democracy learning, peace education*

Abstract: This paper examines how school principals in Cameroon understand democracy learning and peace education in schools within a state system perceived as autocratic and corrupt. Drawing on theories of democratic and peace education, the study conceptualizes democratic education as going beyond civic knowledge to include responsible freedom, social justice, and sustainable human development. The study was designed as exploratory and hypothesis-generating within the qualitative research framework and used semi-structured interviews to collect data from theoretically sampled school principals. Findings show, on the one hand, a “community-participatory” ideal leadership type that promotes transparency, participation, and the wellbeing of teachers and students, and works to create safe dialogical spaces fostering critical thinking and cross-cultural understanding. On the other hand, it also reveals “call for superiority” and “state-conformational” ideal leadership types marked by fear of challenging authoritarian norms. These findings demonstrate that even in a non-democratic environment, principals could cultivate democratic values that support cohesion, autonomy, and collective self-determination. The paper concludes that quality professional training for school leaders would be crucial to strengthen their capacity and build resilient democratic school cultures, contributing to peacebuilding within a fragile political and social context.¹

¹ The findings presented in this paper are based on data, which had been already reported in a published PhD book (see: Njobati, F. F. (2025). *Protestant School Leaders: A Qualitative Research about their Self-understanding: Case of Protestant Secondary School Principals in Cameroon* (Vol. 1). University of Bamberg Press.) and had been newly interpreted in the light of the research question on peace education and democracy learning on this paper



Presenter(s): Jorge Bernad Vicente (University of Zaragoza), Teresa Coma-Roselló (University of Zaragoza)

Title: *Student participation for global citizenship in primary education: a systematic review (2012–2026)*

Co-authors: Teresa Coma-Roselló (University of Zaragoza)

Session: Democracy and Global Education. **Time slot:** D: 11th Sept, 09:00-10:30.

Room: Room 3 - Physics

Keywords: *Global citizenship education, Transformative Learning, Student participation, Student voice, Systematic review, Primary education.*

Abstract: Currently, education must address both local and global challenges. Thus, educational action must be rooted in the principles of social justice, equity, and solidarity. This study explores recent research on student participation within the context of Global Citizenship Education (GCE) in primary education. A systematic review following PRISMA 2020 guidelines was conducted using five databases: WOS, Scopus, Dialnet, ERIC and Redalyc. Eligible studies included articles published between 2012 and January 2026 that incorporated aspects of GCE (Dublin Declaration). Studies that did not consider the student voice or participation in their research, those conducted in educational stages other than primary education (ages 6–12), non-peer-reviewed papers, and studies published in languages other than English or Spanish were excluded. Of the initial 388 results, 21 articles were included. The findings reveal few soft GCE initiatives because most are grounded in critical, transformative, and human rights-based frameworks, highlighting experiences that foster local and community-based action while emphasizing global interdependence. Regarding student participation, results suggest several strategies such as reflection and the use of student interests. Participation ranges from decision-making to representative involvement, with co-creation being a particular way of breaking down the power dynamics between students and teachers and achieving high levels of participation.



Presenter(s): Rilli Lappalainen (Bridge 47)

Title: *Current state of sustainable development in Finnish liberal adult education institutions*

Co-authors:

Session: Democracy and Global Education. **Time slot:** D: 11th Sept, 09:00-10:30.

Room: Room 3 - Physics

Keywords: *liberal adult education systemic approach sustainability*

Abstract: Sustainable development is an essential part of the core of Finnish liberal adult education. The purpose of it, is to support the multifaceted development of individuals' personalities and their ability to function in communities and to promote democracy, equality and pluralism in Finnish society. Sustainable development is included in the Act on Liberal Adult Education, which states that one of the aims of the education provided by institutions is to promote the implementation of sustainable development.

This review of the current state of sustainable development in liberal adult education institutions was commissioned by National Agency for Education at the request of the Ministry of Education and Culture. The review is based on a survey carried out in spring 2025, which received responses from 263 liberal adult education institutions representing almost 92% of all liberal adult education institutions.

Institutions are motivated to promote sustainable development and contribute to its implementation. However, respondents are concerned about planned and systematic implementation, as they fear that it will significantly increase workloads. To alleviate this, institutions are in need of concrete, easy-to-apply guidelines for planning and implementing sustainable development. They also want clear methods for monitoring and evaluating sustainable development.



Session: Global Partnerships.

Presenter(s): Katie Chapple (WorldWise Global Schools)

Title: *From Charity to Solidarity: Rethinking Global School Partnerships through a Critical Global Citizenship Lens*

Co-authors:

Session: Global Partnerships. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room 2 - Physics

Keywords: *Global Citizenship Education Global School Partnerships Decolonising Education Solidarity Global Justice Power Relations*

Abstract: Global school partnerships are widely promoted within Global Citizenship Education (GCE) as opportunities for intercultural learning and global engagement. However, partnerships between institutions in the Global North and Global South can risk reproducing unequal power relations, colonial assumptions and deficit narratives if not critically examined. This paper presents a critical, practice-informed framework for developing ethical and reciprocal global school partnerships, drawing on the development of the WorldWise Global Schools Global School Partnerships Guide in Ireland. While grounded in post-primary education, the framework offers broader relevance for global education practice across sectors. The paper interrogates dominant 'charity' models of partnership that position Global North institutions as donors and Global South partners as recipients. Through a fictionalised case study, it illustrates how well-intentioned initiatives can reinforce stereotypes, marginalise Global South voices and obscure structural causes of inequality.

In response, the paper proposes a shift towards solidarity-based partnerships grounded in mutual learning, shared decision-making, and critical engagement with power, history, and inequality. It outlines practical strategies including co-creation, ethical communication, and reflective practice. By bridging research, policy, and practice, the paper contributes to ongoing debates on decolonising global education and advancing more just, equitable, and transformative forms of global learning.



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

Title: *The university is international outwards, rather than inwards': Towards equity and reciprocity in Global Education Partnerships*

Co-authors: Anne Tallontire (University of Leeds)

Session: Global Partnerships. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room 2 - Physics

Keywords: *Internationalisation; Global Education Partnerships, Higher Education*

Abstract: Global Education Partnerships (GEPs) have become key component of the University Strategy, with the aim of developing 'collaborative learning opportunities' and 'engaged global citizens'. Varying in scale, time and levels of formality, these pedagogical partnerships are seen to provide staff and students opportunities to collaborate and widen their teaching and learning. Yet, unequal power dynamics within and across institutions present challenges for building equitable and reciprocal global collaborations.

This presentation draws on research at the University of Leeds, UK exploring staff experiences in forming and maintaining GEPs, to understand the obstacles and opportunities in fostering equitable and reciprocal partnerships for all. Firstly, the core motivations of the study will be outlined, contextualising our aims within the field of Critical Internationalisation Studies and the socio-political framings of the University of Leeds. We will then turn to reflect on findings from staff surveys and focus groups, interviews with students and validation workshops with international critical friends. In doing so, we will outline the tensions and opportunities in fostering equity and reciprocity in our Global Education Partnerships. Building from these learnings, we will end by outlining a guiding 'Manifesto, offering principles for both the institution and individual to work towards more ethical approaches to GEPs.



Presenter(s): Marika Oikarinen (University of Oulu)

Title: *Global Critical Friends: Co-Creating Sustainable Practices in Teacher Education*

Co-authors: Taimi Ndapandula Nghikembua, Richardine Masoline Poulton-Busler & Jacolynn van Wyk (University of Namibia), Maria Saari (University of Oulu)

Session: Global Partnerships. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room 2 - Physics

Keywords: *higher education partnership, co-construction, teacher education, dialogue, collaborative autoethnography*

Abstract: This paper explores a Namibian-Finnish teacher education collaboration and how an approach of ‘compassionate leadership’ and equity-oriented dialogue disrupted imbalanced power relations found in South-North partnerships (Lumb, 2023, Saric et al., 2019). This study emerged from the Global Innovation Network for Teaching and Learning (GINTL) aimed to enhance equitable partnership focusing on education between 2021-2024.

Sixteen teacher educators and three interns participated in this ethnographic study that asked how meaningful and sustainable practices are co-constructed in south-north institutional collaborations. Data included collective dialogues on partnership documented in meeting notes, audio recordings, and recorded Zoom meetings. We used collaborative autoethnography (Chang et al., 2013; Yorke et. al., 2023) to analyze thematically our partnership to dissect elements of building sustainability, impact and equity.

The findings illustrate the close connection between the meaning participants attach to (im)balanced partnerships and their experience of being involved in dialogue. A conducive and safe dialogic space is foundational for enabling critical, reflective, and collaborative processes. Understanding one another’s educational realities widened the participants’ views on educational transformation, sustaining long-term relations, and creating new networks. Effective dialogue does not occur by chance; it must be intentionally fostered and sustained to deliberate the transformational potential in South-North collaboration.



Session: Key debates in GCE & ESD.

Presenter(s): Aruj Khaliq (University of Oxford)

Title: *“Brave New World”?: AI, The Thinking Machine Paradox and the Reconfiguration of Agency in Global Education*

Session: Key debates in GCE & ESD. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room V

Keywords: *Global Education; Artificial Intelligence (AI) in Education; Human Agency; Global Citizenship Education (GCE); Education for Sustainable Development (ESD); Rights and Equity;*

Abstract: This presentation argues that current global education responses to artificial intelligence (AI) are conceptually insufficient. While AI is increasingly framed within international policy discourse as a driver of innovation across Global Citizenship Education (GCE), Education for Sustainable Development (ESD), and broader Global Education agendas, such framings rest on a critical blind spot: they fail to account for how AI is reconfiguring the very conditions of human thinking, learning, and agency in an interconnected world. To address this, the paper presents the “Thinking Machine Paradox” drawn on the principles of global education and debates the tensions between the expansion of machine-simulated cognition and the potential erosion of human epistemic agency, critical reasoning, and reflexive judgment from a rights-based approach.

Empirically, it draws on findings from a global review of policy discourses and educational practices across 18 countries, thus examines how AI-mediated environments influence learner agency, decision-making, and ethical engagement while foreshadowing its implications for global learning. The analysis identifies a growing disjuncture between technosolutionist policy imaginaries and the normative aims of Global Education, particularly the cultivation of critical consciousness, democratic participation, and intercultural understanding. It further foregrounds questions of learners’ rights to meaningful engagement and equitable participation within algorithmically mediated systems.

The paper calls for a reorientation of policy and practice towards frameworks that foreground human judgment while safeguarding learner rights in an increasingly AI-shaped educational landscape thus imaging a ‘Brave New World. Alluding to the ANGEL 2026 Conference theme, it has implications for policy makers, educational leaders and government advisors alike with recommendations for re-orienting global education frameworks



Presenter(s): Jiayi Wang (UCL Institute of Education)

Title: *Understanding and promoting ocean literacy: Exploring the experiences, perceptions, and attitudes of secondary school students, teachers, and school leaders in England*

Co-authors:

Session: Key debates in GCE & ESD. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room V

Keywords: *Ocean literacy; sustainability education; environmental education; secondary education; student perspectives; school leadership*

Abstract: Ocean literacy, understood as the reciprocal relationship between humans and the ocean, remains underrepresented in formal schooling despite its importance for sustainability education. This mixed-methods study, conducted in an independent English co-educational secondary school in a coastal town, examines students' ocean-related knowledge, experiences, and attitudes towards learning about the ocean, alongside the perspectives of teachers and school leaders on integrating ocean literacy into school practice. The study involved 79 participants. Data were generated through an online quiz, student group interviews, and individual interviews with teachers and school leaders. Findings indicate that students demonstrated a moderate level of ocean literacy, with stronger understanding of marine pollution and the unexplored nature of the ocean, but weaker understanding of sea level change and the ocean's role in climate regulation. Student interviews suggested that ocean-related learning was limited and often insufficiently connected to everyday life, which reduced students' confidence in taking environmental action. Participants also showed a preference for experiential and interactive learning approaches. Teachers and school leaders placed high value on ocean literacy and sustainability education, but identified curriculum pressure, workload, and limited resources as key barriers. The study highlights the need for coherent and well-supported approaches to embedding ocean literacy into education.



Presenter(s): Silvio de Magistris (UNIFI)

Title: *Inner Skills as Foundations of global Education and AI Adoption for Human and Planetary Flourishing*

Co-authors:

Session: Key debates in GCE & ESD. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room V

Keywords: *Transdisciplinarity; Inner skills; Inner change for outer change; Human and planetary well-being and development; Artificial Intelligence in Education; AI literacy;*

Abstract: In a context of rapid technological acceleration, global education requires new paradigms to ensure that digitalization supports human and planetary development. Drawing on the projects StudentWell [1], AI4Well [2], and AI4WellEdu [3], funded by the European University for Well-being, this paper proposes a transdisciplinary approach integrating AI literacy with the cultivation of inner skills.

StudentWell highlights that inner skills, aligned with the Inner Development Goals framework, are fundamental prerequisites for collective action: inner peace for outer peace [4].

AI4Well and AI4WellEdu deepen the challenges of AI in education, addressing risks such as cognitive dependency, through mindfulness-based and participatory methodologies aimed at fostering deep listening and collective intelligence. An educational model is proposed in which technical AI competence is anchored in inner development.

Moving beyond traditional literacy, this paper offers suggestions for AI adoption in education. Cultivating inner skills is not optional but essential for guiding AI toward human development, peace, and sustainable futures.

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[2] De Magistris, S. (2026). Artificial Intelligence Ethics for Well-being. Homeless Book, pagg. 193-213.

[3] <https://www.euniwell.eu/news-events/article/10-projects-selected-for-funding-under-the-9th-euniwell-seed-funding-call>

[4] De Magistris, S., Scotto, G., Pistillo, A. (2025). Well-being in the Filigree of Peace: There is No Peace Without Well-being. *Attualità Pedagogiche*, pagg. 60-73.



Presenter(s): Stephanie Daniela Leupert (Friedrich-Alexander-Universität Erlangen-Nürnberg)

Title: *Sustainable Entangled? Global Citizenship Education in the Postdigital Age*

Session: Key debates in GCE & ESD. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room V

Keywords: *Global Citizenship Education, planetary citizenship, critical citizenship, postdigital, sustainability, aesthetic education*

Abstract: The global condition of “complex and inter-related global and local challenges” like “climate change; [...] inequality” and the “potential for technology to play a central role” but also its “potential environmental impact” that the Dublin Declaration (GENE 2022) states, necessitates understanding social phenomena through their relational entanglements (Barad, 2007), particularly at the intersection of human, nature, and technology. Postdigital phenomena (Cramer, 2015) point to global physical and virtual environmental interconnections (Florin, 2020) and altered modes of relating in the Anthropocene, which requires attending simultaneously to material and perceptual dimensions (Jörissen, 2020).

Hence, the presentation proposes to ‘entangle’ Global and Digital Citizenship Education with sustainability and critical approaches to address asymmetries and inequalities like arising from digital capitalism and digital colonialism (Fuchs, 2024; Jandrić & Ford, 2022; Köppert, 2024).

Drawing on new materialist perspectives, Latour's concept of the terrestrial enables the situated, material, and geopolitical contextualisation that allows to apprehend things “from up close, as internal to the collectivities and sensitive to human actions, to which they react swiftly” (Latour, 2018, p. 67).

Building on this, Rancière's political-aesthetic reflections allow “intervention[s] in the visible and the sayable” (Rancière 2010, p. 37) to bring socially established, unsustainable practices into focus and open up political spaces for action.

Thus, Entangled Citizenship Education is outlined as relational, collective, and collaborative educational and learning settings aimed at critical-reflexive and intervention-enabling empowerment.

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Session: Peace Education.

Presenter(s): Marie Huxtable (University of Cumbria)

Title: *A Living Educational Theory Research approach to enhancing the educational influence of ANGEL*

Co-authors: Jack Whitehead (University of Cumbria)

Session: Peace Education. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room 1 - Physics

Keywords: *Living Educational Theory Research (LETR); Global education; Decolonial perspectives; Transformative practice; Values-laden research*

Abstract: As global educators and educational researchers we agree with the ANGEL 2006 call for submissions that there is an urgent need to recognise, document, research, re-invigorate and continue to reimagine the role of global education as a force for peace, justice, and collective action in the face of war, environmental crises, deepening inequalities, and the rise of nationalism and authoritarianism. We are responding to this need by explaining how Living Educational Theory Research (LETR) can contribute to the reimagining of the role of global education. At the heart of this reimagining is the acceptance of responsibility, by global educators, to generate and share their valid, evidence-based and values-laden explanations of their educational influences in their own learning, in the learning of others and in the learning of the social formations within which their practice is located. Drawing data from over 50 LETR doctorates and living-educational-theories, published in the Educational Journal of Living Theories (2008-2026), we explain how global learning can move beyond rhetoric towards meaningful and transformative practice. Our understandings including the global education of researchers from Indonesian and Bangladesh, in emphasising the importance of decolonial, feminist, indigenous, and Global South perspectives, alongside critical examinations of neoliberalism.



Presenter(s): Riikka Suhonen (University of Helsinki), Maayke de Vries (University College London), Kefah Barham (An-Najah National University)

Title: *From silence to action in GCE: Solidarity with and for Palestine and Palestinians*

Co-authors: Diego Posada Gonzalez (independent scholar), Małgorzata Anielka Pieniżek (University College London), Luca Vittori (independent scholar)

Session: Peace Education. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room 1 - Physics

Keywords: *Global Citizenship Education; Palestine; Solidarity; Silence*

Abstract: The world has witnessed and allowed Israel's genocide against the Palestinian people, showing disregard for international law and human rights. This paper examines how Palestine and Palestinians have been addressed within scholarship in Global Citizenship Education (GCE), human rights education, and related fields by reviewing relevant English-language publications from 2024-2026. Drawing on Shatara and Saleh's (2024) distinction between solidarity for and solidarity with, the review shows that there are limited spaces within GCE that engage with the oppression of Palestine. We call for a more critical and accountable GCE; one that develops pedagogies of resistance rooted in the reality of Palestinians as suggested by the work of the Palestinian scholar Munir Fasheh (1990) and centralised by the concept *sumūd*. This requires naming the entanglements between Zionism and Western supremacy and situating the elimination of Palestinians within longer histories of European colonisation and imperialism. This approach aligns with the vision of the 'Dublin Declaration' that aims to create a public understanding of geo-political relationships, including the legacies of colonialism and oppression. We seek therefore a collective turn within GCE policy and practice that aligns with Palestinian calls for solidarity and centres listening and dialogue with Palestinians, collective learning, and action.



Presenter(s): Stefania Moser (Free University of Bolzano)

Title: *Global Citizenship Education for Peacebuilding: Civil Service Abroad as a Transformative Learning Experience*

Co-authors:

Session: Peace Education. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room 1 - Physics

Keywords: *Transformative Education; Civil Service Abroad; Peacebuilding; Youth International Volunteering; Experiential Learning; Grounded Theory*

Abstract: In times of profound uncertainty, with war increasingly normalised and several European countries reconsidering the reintroduction of compulsory military service, this paper argues that militarisation does not constitute an educational response. Drawing on the Dublin Declaration, which recognises Global Education as a transformative learning process capable of fostering critical reflection, social justice and peace, the paper advocates investing in Civil Service abroad as a Global Citizenship Education (GCE) experience contributing to long-term peacebuilding in Europe.

The paper reports findings from a grounded theory study on the Italy's Civil Service abroad, a one-year international volunteering pathway for 18–28-year-olds. The study involved 39 participants and combined participant observation, semi-structured interviews, participants' writings and institutional documents; fieldwork spanned Central Africa, South America, Northern and Central Europe.

Analysis identifies two opposing learning outcomes: consolidating one's personal system or admitting a plurality of positions. It conceptualises a pre-reflexive mechanism, 'porosity to change', through which participants dose openness to change in encounters with otherness.

It is argued that Civil Service must be accompanied by robust, evidence-informed educational support to foster transformative GCE. Such support represents a long-term investment in peace and social justice, equipping young people to become peace-oriented civic agents engaging otherness through dialogical and collaborative openness rather than closure.



Presenter(s): Wing-Kai To (Bridgewater State University)

Title: *Critical Internationalization through Migration Studies, Global Citizenship, and Peace Education*

Co-authors:

Session: Peace Education. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room 1 - Physics

Keywords: *global, migration, citizenship, peace, education*

Abstract: This paper examines strategies to enhance global engagement in higher education, particularly in light of the increasing nativist attitudes in the United States. Universities are facing several challenges, including mobility and immigration restrictions, a decline in international programs, ongoing global conflicts, and the mistreatment of marginalized groups.

To tackle these challenges, many U.S. universities are embracing innovative teaching methods, online international exchanges, community projects, and educational programs that are sensitive to cultural differences. My work involves collaborating with universities, non-governmental organizations (NGOs), and global studies programs to support teaching and research in international migration, global citizenship, and peace education.

This paper presents three examples from Bridgewater State University that highlight key internationalization efforts. The first is a virtual exchange research program that investigates immigration trends in the United States, South Korea, and Western Europe. The second focuses on a partnership with the International Cities of Peace and the Rotary Club to develop peace education initiatives. The third showcases courses on global citizenship and religious dialogue designed for first- and second-year seminar students.

Together, these strategies promote a more engaged and ethically aware approach to internationalization, fostering peace and justice.



Session: Pedagogical Approaches 3.

Presenter(s): Annalisa Quinto (University of Bologna)

Title: *Educating for Intergenerational Justice through Global Citizenship Education: A Critical Pedagogical Perspective*

Co-authors:

Session: Pedagogical Approaches 3. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room VI

Keywords: *Intergenerational justice, adolescence, adult-centredness, global citizenship education, critical pedagogy, youth agency*

Abstract: This paper proposes a pedagogical interpretation of intergenerational justice, traditionally explored in political philosophy (e.g. Rawls, 1971; Barry, 1977; Jonas, 1979; Gosseries, 2023). It argues that intergenerational injustices concern not only future generations but are visible today in the asymmetries that shape relations between adults and young people. Adult-centrism is interpreted as a structural form of intergenerational injustice, an unequal distribution of power determining who counts as a political subject (Florio et al., 2020; Duarte Quapper, 2012). Drawing on Freire's liberation pedagogy, critical and decolonial education (Freire, 1997; Andreotti & de Souza, 2012), the text analyses how adult-centric educational and discursive regimes reproduce generational hierarchies.

The argument is supported by a qualitative study combining adolescents' narratives and critical discourse analysis of media and institutional texts. Findings reveal that public discourse delegitimises youth as political actors, while their lived experiences express both suffering and a desire for recognition and democratic participation.

Critical and decolonial Global Citizenship Education (Tarozzi, 2025; Andreotti & de Souza, 2012) offers a pedagogical framework to address these tensions. By reconfiguring intergenerational relations in the present, GCE acts as a space where adults suspend epistemic privilege and young people are recognised as co-creators of democracy and justice.



Presenter(s): Maria Barry (Dublin City University), Saibh Ní Loingsigh (Dublin City University), Claire Glavey (Global Village)

Title: *Inside out and outside in: The role of leadership in a coherent approach to Global Citizenship Education*

Co-authors: Benjamin Mallon & Skye Nguyen (Dublin City University)

Session: Pedagogical Approaches 3. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room VI

Keywords: *leadership, primary, whole school, dispositions; practices*

Abstract: School leaders, including Principals and Deputy Principals, are considered to be main drivers and key players in the implementation of Global Citizenship Education in schools (Bennell, 2015; Hameed, 2022; Hunt, 2012). Existing evidence highlights a range of leadership dispositions and practices that support this, including global mindedness (Gardner-McTaggart, 2019) and the prioritisation of professional learning (Bennell, 2015; Hunt, 2012). This presentation seeks to extend these insights by reporting on a qualitative case study of primary school leaders in Ireland. Drawing on data from six focus groups and six walking interviews with Principals in their schools, this paper considers the unique position of school leaders to make connections between complex global justice issues in their communities and the wider world and GCE practice and learning in their schools. It interrogates leadership dispositions and practices that affirm and strengthen GCE at a whole school level, against a backdrop of complex and challenging contexts.

The presentation will consider key findings, such as the interplay of relationships within, across and outside the school, and focus on school leaders' perspectives on how GCE can be embedded and strengthened at primary level, and on how understandings of GCE coherence interact with concepts of whole school approaches.



Presenter(s): Sandra Federici (Lai-momo Societa' Cooperativa Sociale)

Title: *The challenge of the DCYDE! project*

Co-authors:

Session: Pedagogical Approaches 3. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room VI

Keywords: *Global Citizenship Education, EU-funded projects, alternative digital platform, youth education, Global South*

Abstract:

The DCYDE! (Digital Global Citizenship Education for Youngsters and Educators in Partnership) project, funded by the EU DEAR programme, focuses on fostering Digital Global Citizenship Education (D-GCE) through transnational and transcultural collaboration. Spanning 11 European countries, the initiative aims to deepen the understanding of global interdependencies and inspire transformative engagement among youth.

A central innovation of DCYDE! is the development of Collaboratorium, a data-secure, eco-friendly, and privacy-focused digital infrastructure. Designed as an ethical alternative to mainstream Big Tech tools, Collaboratorium provides a multimodal, hybrid learning environment where young people work. However, opting out of mainstream Big Tech presents a significant challenge: it demands substantial effort from partners and users to adapt to unconventional tools that diverge from their daily digital habits. Despite these hurdles, the platform persists as a growing, secure, and free space for engagement.

This presentation will provide a comprehensive overview of the project's mission. We will discuss key intermediate results, including North-South networking events and specialized trainer courses. Furthermore, we will address the pedagogical and ethical challenges of migrating users toward alternative digital platforms, sharing lessons learned in building inclusive, participatory, and sustainable digital spaces for the next generation of global citizens.



Presenter(s): Seongjong Lee(UCL IoE Social Research Institute)

Title: *Democratic Education Against the Grain: How Community Sustains Teachers' Haltung in Korean Schools*

Co-authors:

Session: Pedagogical Approaches 3. **Time slot:** D: 11th Sept, 09:00-10:30. **Room:** Room VI

Keywords: *Democratic education, Citizenship education, Haltung (ethical disposition), Social pedagogy, Korean alternative schools, Teacher professional identity*

Abstract: Across the globe, neoliberal reform has reduced schooling to measurable outcomes and high-stakes examination. Nowhere is this more acute than in South Korea, where an entrenched testocracy structurally subordinates democratic and citizenship education to university-entrance competition.

This paper examines how teachers across three Korean schools — positioned outside, at the edge of, and within the mainstream system, from a non-accredited alternative school to a public innovation school — resist and reimagine this logic, not merely through curriculum but through a distinct ethical and relational stance toward students, community, and democratic life. Drawing on qualitative fieldwork conducted in spring 2026, the study reads each school through Barber's distinction between thin and thick democracy, tracing how democracy is variously lived, constructed, and learned about across three dimensions: the cognitive, the participatory, and the justice-oriented.

The paper argues that thick democratic education depends less on any individual teacher's excellence than on whether a school's structure sustains teachers' ethical disposition — approached through the Social Pedagogy concept of *Haltung*. By centring practitioner knowledge from a non-Western context, it contributes to decolonial perspectives within global citizenship education and challenges assumptions about where democratic educational knowledge is produced and whose practices count.



Session: Research on teaching global learning.

Presenter(s): Anu Railasto-Moran (Rauhankasvatusinstituutti Ry), Mari Jõgiste (Mondo)

Title: *Global Citizenship Education: Navigating Tensions, Reflexivity, and Transformation*

Co-authors: Luísa Neves (Instituto Politecnico de Viana Castelo), Rehana Jassat (Instituto Politecnico de Viana Castelo), Ana-Maria Tunduc (Centrul de Voluntariat Cluj-Napoca), Eva Jesus (Fundação Gonçalo da Silveira), Mari-Anne Okkolin (Rauhankasvatusinstituutti Ry)

Session: Research on teaching global learning. **Time slot:** D: 11th Sept, 09:00-10:30.

Room: Room 4 - Physics

Keywords: *critical global education, pedagogy, discomfort, reflexivity, professional education*

Abstract: Our paper presents findings from Co-GloBe, a collaboration among CSOs, university and schools in Finland, Portugal, and Romania. We used HEADSUP method and antiracism learning circles with aim to strengthen ties between CGE research, practice, and communities. We find that advancing CGE involves developing habits of mind through critical frameworks, reflexivity and communities of (safer) practice.

Our qualitative findings from schools' action plans and teachers' learning diaries depict their evolving roles as "global educationalists," including struggles to engage with critical lenses as well as involve others from the school ecosystem. Tension between technical-pedagogical methods and the critical aims of CGE is evident. HEADSUP concepts were seen as 'difficult' yet prompted teachers to interact with global concerns and implications. Our findings highlight that CGE cannot be reduced to content delivery; reflexivity is crucial.

It is necessary for teachers, often situated in contexts of relative privilege, to examine their assumptions before engaging in critical global education, including antiracism. Pedagogy of discomfort becomes central, inviting both teachers and learners into collective, often uncomfortable, critical inquiry. Our research show that intentionally building safer communities of practice where discomfort is not avoided but addressed, moves teaching and learning towards a critically oriented reflexive pedagogy.



Presenter(s): Asep Rudi Casmana (University of York)

Title: *Global citizenship education: views and perceptions of secondary school teachers in Indonesia*

Co-authors:

Session: Research on teaching global learning. **Time slot:** D: 11th Sept, 09:00-10:30.

Room: Room 4 - Physics

Keywords: *global citizenship education, global citizen, global south, tolerance, national identity*

Abstract: The notion of global citizen is currently emerging as an important topic across the world both in global north and global south countries. Understanding global issues in a very fast changing life events and information has been a cornerstone of developing global citizen. However, each countries has different practices in embedding global citizen values to their students. This research focused on a unique characteristics of global citizenship education from Indonesian teacher practices in preparing students to be a global citizen. This research used Indonesian epistemology as a paradigm because Indonesia has different ways of obtaining knowledge from the western practices. Under qualitative paradigm, twenty civics education teachers and ten pre-service civics teachers have been recruited to involve in this study. Reflective thematic analysis has been used to filter the required data. The finding shows that while it is important to have global competences and global mindset, they also emphasised the need to filter other culture which is not related to their religious believe (Islam) and protecting national identity as a way of being a global citizen. As an advance technology, students should be able to filter the culture and practices which is not related to Indonesian worldviews.



Presenter(s): Giovanna Malusà (Free University of Bozen)

Title: *An Enactive and Relational Aesthetic Approach to Teacher Education: The Museum as a Transformative Space*

Co-authors:

Session: Research on teaching global learning. **Time slot:** D: 11th Sept, 09:00-10:30.

Room: Room 4 - Physics

Keywords: *Teacher Education; Global Citizenship Education; Museum Education; Relational Aesthetics; Embodied Learning; Peace Education*

Abstract: UNESCO (2023) frames education as a participatory and transformative process fostering human dignity, care and peaceful coexistence, calling for a rethinking of teacher education as a relational and embodied practice capable of cultivating inclusive and dialogical learning environments. Within this perspective, museums can be understood as spaces of informal learning (Ho & Barton, 2020), where aesthetic experience activates processes of resonance, recognition and shared meaning-making (Bourriaud, 1998; Le Bourdon, 2021).

This paper explores how such experiences can reshape professional understandings of inclusion in teacher education, drawing on a practice-based pathway developed within the Specialisation Course for Support Teachers at the University of Trento, in collaboration with the Museum of Modern and Contemporary Art of Rovereto (MART) (Malusà, 2025). Adopting a qualitative hermeneutic–phenomenological approach (van Manen, 2023), the study analyses narratives produced before and after an enactive museum-based experience by 138 pre-service secondary school teachers, organised into seven groups during the academic years 2023–2024 and 2024–2025.

The museum thus emerges as a liminal and generative space that fosters relational, inclusive and peace-oriented educational practices, while contributing to the development of global citizenship grounded in empathy, recognition and openness to others, in line with GENE (2022).



Presenter(s): Wendy De Luca (Charles Sturt University)

Title: *Is there a role for vocational teachers as global citizenship educators?*

Co-authors:

Session: Research on teaching global learning. **Time slot:** D: 11th Sept, 09:00-10:30.

Room: Room 4 - Physics

Keywords: *Vocational education and training; vocational teachers;*

Abstract: 'Global education' is often viewed by vocational education providers as a tool for developing greater international economic competitiveness. However, global citizenship education is increasingly recognised as essential in vocational education, where it can help students develop skills relevant to global labour markets and ethical practice. While acknowledging that educational institutions play an important part in preparing students for a globalised world, very little research in Australia deals with how this is addressed in the vocational sector and how vocational teachers deal with global citizenship issues. This paper presents the initial findings of a wider study examining the ways in which global citizenship education is, and can be, implemented across the vocational education sector in Australia, particularly in terms of the professional development of vocational educators. This study involved a document analysis of current policy and programs prior to a phase of qualitative interviewing. A constructivist grounded theory methodology was utilised in relation to data generation, analysis and theorizing (Charmaz, 2014). A significant outcome of this research will be benchmark across vocational education programs and findings will also inform TVET educator programs in terms of the types of content and activities that are included.



Parallel Session E

Symposium: From Projects to Public Policy: Mainstreaming Global Citizenship Education (GCE) at Regional Level in Italy

- Chair: Massimiliano Tarozzi - University of Bologna.
- Discussant: Ditta Trindade Dolejsiova - GENE
- Rocio Ballesta Orta - Platforma
- Grazia Sgarra – AICS Italian Agency for the Development cooperation
- Mirella Orlandi – Emilia Romagna Region
- Luisa Mulas – Sardinia Region
- Natalino Barbizzi - Marche Region
- Filippo Battaglia - Tuscany Region

Over the last decade, Global Citizenship Education (GCE) in Italy has moved from a mainly project-based field—often driven by international cooperation and civil society organisations—towards an emerging policy architecture that connects national strategies (SNSvS 2017; National GCE Strategy 2020; National Action Plan on GCE/PAN-ECG 2023) with sub-national governance.

This symposium

- shares and problematises that transition through a set of regional experiences (Emilia-Romagna, Piemonte, Toscana, Marche, Liguria, Sardegna and others) developed within AICS co-funded initiatives (e.g., R-EDUC, Regione 4.7, GenerAzione 2030, SO|GLOB|E) and current DEAR projects (e.g. GEAR UP!, ECOALITY etc.)
- invites critical reflection on the risks of mainstreaming (bureaucratisation, tokenism, etc.) and on enabling conditions (participatory design, policy coherence, sustainable financing, and accountability) needed to keep GCE oriented to justice, peace, and ecological sustainability.
- This symposium explores how regional authorities can move from experimentation to institutionalisation, embedding GCE into sustainable development strategies, youth policies and participatory governance frameworks. In this context,

Participants will work with a “mainstreaming pathway” and a practical policy-design toolkit to explore how regions can institutionalise GCE beyond competitive calls and



short-term projects—linking it to regional sustainable development strategies (SRSvS), education policies, youth participation, and multi-actor governance. Through case-based discussion and collaborative design, attendees will leave with a transferable framework and a draft action outline that can be adapted to other national and regional contexts across Europe and beyond.

The symposium is organized in the framework of the GEAR UP! project led by Regione Marche offers a valuable example of how EU-funded initiatives can act as catalysts for policy innovation, stakeholder engagement and long-term systemic change.

By connecting practice, governance and policy learning, GEAR UP! illustrates the very “mainstreaming pathway” that this symposium seeks to analyse, critically discuss and transfer to other regional and national contexts.

Target audience

Researchers and practitioner-researchers in global education and learning; regional/local policy-makers and public officers; civil society organisations and networks; teacher educators and training providers; sustainable development strategy teams; funders and programme managers interested in policy coherence and scaling impact.

Symposium Concept

The symposium will be structured as an academic session combining short presentations, critical discussion and a wrap-up session. The Chair will open the session, introduce the speakers, ensure timekeeping and facilitate the discussion. Five short presentations will address the transition from project-based GCE initiatives to regional policy mainstreaming in Italy, focusing respectively on the national-regional policy trajectory, regional policy entry points, AICS co-funded initiatives, and current European DEAR projects.

Discussant will then offer a critical synthesis, connecting the cases around the opportunities and risks of mainstreaming, including bureaucratisation, tokenism, policy coherence, sustainable financing and accountability. Participants will identify possible entry points, stakeholders, governance arrangements and indicators for adapting GCE mainstreaming approaches to their own contexts.



Workshop: Child Migrant Voices

- Dr Eithne Nightingale

Child Migrant Stories is an initiative inspired by a collaborative PHD between Queen Mary University of London and V&A Museum of Childhood (now Young V&A) into child migration to the UK 1930s - Present Day completed in 2019. This led to an extensive public programme of film screenings, discussions and performances co-produced with child migrants and publication of the book, *Child Migrant Voices in Modern Britain: Oral Histories 1930s - Present Day* by Bloomsbury 2024.

A new development is the production of web-based learning resources Child Migrant Voices for both primary and secondary schools linked to various curriculum areas based on four of the short films. See www.childmigrantstories.com/films

- Voices Past and Present
- Life is a Destiny
- Ugwumpiti
- Passing Tides

The learning resources for schools (KS2 - 5) explore factors that drive children to leave their homes, the challenges of settling in a new country and issues of home, identity and belonging. They aim to increase students' understanding of, and empathy for, child migrants' and refugees' experiences and to give students tools to critically evaluate related public discourse in the media and elsewhere; raise awareness of the legacy of Empire; understand the legal frameworks that protect such children; and generate discussion on how individuals, schools and broader society can become more welcoming and inclusive.

The workshop will:

- introduce participants to key findings in the original research and public engagement programme
- screen one film and/or clips of several films
- introduce a selection of the materials related to the films and/or clips with participants trying out the activities/ handouts e.g. drawing what five objects they would take with them in they had to leave home in a hurry, discussing how to welcome newly arrived child migrants (primary): role play interviews based on child migrant testimonies; countering hostile social media against Mo Farah, Olympic medallist, when he acknowledged he had been trafficked to the UK; critiquing newspaper coverage of the ""Stop the Boats"".
- The workshop will end with a discussion of the challenges as well as the sensitive and controversial issues in the teaching of migration.



Child Migrant Stories films, public engagement, co-produced with those who have shared their lived experiences of migrating to the UK, continues to address the challenge of 'translating research and evidence into educational action' through both innovative methodologies and storytelling. The development of the learning materials provides the opportunity to develop 'pedagogies that embrace hope, discomfort and disruption' as has already been demonstrated through the evaluation of pilot workshops at Hackney Museum. It is increasingly urgent given the rise of this 'time of profound uncertainty', of anti-migrant policies and hostile rhetoric in government, the media including online, that the lived experiences of child migrants who demonstrate agency, resilience and creativity in the face of war, conflict, discrimination and racism, are heard.



Session: Decolonial Approaches & Indigenous Perspectives.

Presenter(s): Abraham Tamukum Tangwe (Protestant University of Rwanda)

Title: *Decolonizing North–South Research Partnerships: Power, Equity, and Knowledge Exchange in Global Higher Education Collaborations*

Co-authors:

Session: Decolonial Approaches & Indigenous Perspectives. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 4 - Physics

Keywords: *Power asymmetry, equity, North-South research, decoloniality, epistemic justice*

Abstract: Although there has been an unprecedented surge of international research collaboration, global higher education is deep in a paradox that commonly reinvents colonial traditions of power asymmetry. The reason for this paper is to understand the continuous and unwarranted power and epistemic inequalities regarding the global North-South partnerships of research and indicate that knowledge coloniality remains shrouded and not clear, posing as a strong principle of global academia in the contemporary era. Using decolonial theory and adapting epistemic justice, the research questions the asymmetries associated with governance and acceptance of knowledge. Through a critical qualitative desk-based research design, the study examines if power, epistemic inequalities, and knowledge exchange in global higher education are reinforced in any way by global North hegemony, financial control, sole right over agenda setting, and the submergence of Southern ontologies into Northern ontologies. The analysis indicates that the notion of capacity building is an emerging protective dispensation that neglects Southern expertise and enhances resource dependency. It indicates that for research to be equitable and balanced, it needs a negation of the concept of inclusion, restructuring global funding systems, subjective perceptions by the South, and a change from withdrawal to relational, shared ethics in research. It vies reconsideration of desires towards 'cognitive justice,' whereby alternative ways of thinking and understanding are recognized as crucial for solutions to global problems.



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

Title: *Epistemic reflexivity as decolonial praxis in global citizenship education: reflections from Swedish upper secondary school teachers*

Co-authors: Karen Pashby (Manchester Metropolitan University), Louise Sund (Mälardalen University)

Session: Decolonial Approaches & Indigenous Perspectives. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 4 - Physics

Keywords: *Decolonial theory, global citizenship education, coloniality*

Abstract: Target 4.7 foregrounds the role of Global Citizenship Education (GCE) in supporting the achievement of the United Nation's Agenda 2030 (Marron and Naughton, 2019), and the Dublin Declaration highlights the importance of recognising colonial legacies at the root of current global problems, if GCE is to fulfil its transformative potential (GENE, 2022). Yet, as the deadline for Agenda 2030 nears, critical approaches to GCE that take up colonial legacies are emerging (e.g. Pashby and Sund, 2020) but remain scarce in European school contexts (Goren and Yemini, 2017). In this paper, we start from the position that, to address colonial legacies in GCE, we must target the modern/colonial imaginary from where knowledge about global issues is produced in schools. We report on a research project (DecoPrax, 2022–2026) that explored the potential of decolonial concepts in promoting epistemic reflexivity – ‘tracing the origins and limits of knowing’ (Andreotti, 2016: Online) – with upper secondary school teachers in Sweden. Our findings show the potential and challenges offered by these concepts in supporting teachers to grapple with the epistemic structure of their subjects, their professional identities, and the complexities of taking up colonial legacies in the classroom.



Presenter(s): Nashwa Khedr (University of British Columbia)

Title: *Global Education as a Neocolonial Project: Crafting Co-opted Bourgeoisie*

Co-authors:

Session: Decolonial Approaches & Indigenous Perspectives. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 4 - Physics

Keywords: *global education - neocolonialism- anti-oppressive education*

Abstract: This study critically examines how global education operates as a neocolonial tool within a neoliberal framework in Egypt, revealing its role in reinforcing social stratification and alienating educators from local realities. By investigating the lived experiences of 29 public and private school teachers, this research highlights emergent forms of agency amid neoliberal authoritarianism. The findings illustrate how lower-class teachers engage in anti-oppressive practices, addressing the harms of neoliberal violence, while private-school educators navigate the complexities of co-optation and alienation, often perpetuating existing inequalities.

· Through qualitative analysis, the paper argues that global education—marked by international curricula and English-language instruction—serves as a pathway to mobility for middle- and upper-class families, simultaneously distancing them from public education and local contexts. This stratified project privileges decontextualized knowledge and symbolic markers of global status, challenging the notion of education as a universally accessible good. Ultimately, the study proposes a framework for understanding the dynamics of agency in critical praxis, emphasizing the need for innovative methodologies that confront the legacies of colonialism and neoliberalism, fostering hope, discomfort, and disruption in educational practice.



Presenter(s): Sara Salmi (University of Verona); Marta Milani (University of Verona)

Title: *Decolonizing Intercultural Competence through Cultural Democracy: Insights from the INTRACOMP Project*

Co-authors:

Session: Decolonial Approaches & Indigenous Perspectives. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 4 - Physics

Keywords: *Intercultural Competence Decolonial Praxis Collective Enquiry Neoliberal Accountability Living Infrastructure Climate Displacement*

Abstract: The Horizon Europe INTRACOMP project—Intercultural and Transcultural Competence Through Collaborative Cultural Expression—challenges this by redefining competence as a dynamic, relational praxis rather than a measurable metric. Spanning Europe, the Pacific, and the Global South, the project explores pedagogical frameworks grounded in diverse cultural contexts and collaborative learning.

Through Story-Based Collective Enquiry, this research analyzes how INTRACOMP practitioners navigate tensions between grassroots creativity and quantifiable evaluation regimes demanded by funding structures. Our findings conceptualize INTRACOMP as a "living infrastructure"—where practitioners navigate what we term the "coloniality of care": the ongoing friction between liberatory pedagogies and bureaucratic accountability.

Across diverse cultural and institutional landscapes, practitioners are actively embedding intercultural competence into community frameworks that reject extractive methods in favor of local knowledge. We argue that for global education to be truly transformative, it must embrace the unfinished nature of this work—recasting institutional fragility not as a failure, but as the essential soil for collective imagination and decolonial praxis amidst displacement.



Symposium: Monitoring and evaluation in Global Education.

GENE has been involved in research and policy work aimed at moving evaluation in Global Education forward. Supported by the ideas and reflections of important thinkers in the field, this work has argued for evaluation methods that are more closely adapted to the particular characteristics of Global Education. It has placed particular emphasis on qualitative methodologies and experimentation, with the aim of better understanding the changes associated with Global Education.

This panel builds on this work and brings together further contributions from different authors looking at the evaluation and assessment of Global Education at different levels and for different purposes. Together, they contribute to the reflection on how evaluation in Global Education can move forward, what we seek to evaluate, and which methods and practices can help us understand the changes that Global Education aims to support.

Presenter(s): Carlota Quintão (CEAUP)

Title: *Tackling Impact Evaluation in Development Education: The Case of Sinergias ED*

Co-authors: Sara Borges (Fundação Aga Khan)

Session: Moving Evaluation in Global Education Forward. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room VI

Keywords: *Development Education; Impact Evaluation; Social Transformation; Neoliberalism; Public Policies.*

Abstract: This paper presentation is based on an article submitted to Policy & Practice: A Development Education Review, and expands to updated Knowledge currently in co-production process.

The article reflects on the activities of the Sinergias ED project, a development education (DE) initiative in Portugal, that supported alternative approaches to impact assessment amid the growing financialisation of public policies. Launched in 2013 through a partnership between the Centre for African Studies of the University of Porto and Gonçalo da Silveira Foundation, the project aimed to create collaborative learning spaces between civil society organisations and higher education institutions, promoting participatory action research and co-production of knowledge. Sinergias ED questions power asymmetries and the monopoly of academic knowledge, seeking to value an



ecology of knowledges through a community of practice, a scientific journal, and various peer learning initiatives. Within a context dominated by linear, results-based approaches to impact assessment, the project experimented with participatory methods, including with Theory of Change and systematisation of experiences. These instruments allow exploration of complex, cumulative transformations at individual (micro), relational (meso), and institutional (macro) levels.

The article raises questions about how the transformative potential of collaborative DE initiatives can be understood and assessed. It considers the tensions between linear evaluation tools and the emergent, relational, and metabolic nature of learning and transformation experienced in the Sinergias ED project through the image of a DE ecosystem. It suggests that capturing the nuances of DE impacts may require methodologies that embrace plural perspectives, extended temporality, and reflexive practices. These methodologies contribute not only to an understanding of DE initiatives but also inform impact assessment practices within public policy, supporting evidence-based approaches that account for both measurable outcomes and subtler, affective and relational dimensions of social transformation.

Presenter(s): Giulia Pellizzato (DePaul University)

Title: *Meaning-Making in Sustainability Education. A Pathway to Student and Teacher Empowerment*

Co-authors:

Session: Moving Evaluation in Global Education Forward. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room VI

Keywords: *Value-Creating Education, Sustainability Education, Meaning-Making, Mutual Learning, Empowerment*

Abstract: This paper investigates the role of meaning-making in fostering empowerment within sustainability education at the intersection of research, practice, and community engagement. It examines the experiences and views of participants involved in a sustainability education program implemented in Italian public schools, engaging with value-creating approaches to knowledge, society, and power as a theoretical framework (Goulah 2021, 2024; Ikeda, 2021; Nuñez & Goulah 2021; Sharma, 2025).

The program engaged students, teachers, and volunteer educators in multiple circles of mutual learning, through which participants collaboratively addressed sustainability-related issues in their own schools and communities. This work is based on a qualitative case study conducted within “No Limits To Hope,” an international research initiative aimed at innovating teaching and learning praxes in response to global challenges. Data from observations, interviews, and participant-produced materials indicate the



significance of collaborative learning and participatory problem-solving in shaping participants' relationships with their environments (Pellizzato & Nicomedi, forthcoming).

Integrating conceptual and empirical analysis, the paper argues that meaning-making constitutes a foundational dimension of learning that is analytically distinct from cognition and insufficiently addressed in current educational practices, particularly in secondary education. It concludes by demonstrating how value-creating approaches can enrich Global Education, fostering individuals' agency through meaning-making.

Presenter(s): Herco Fonteijn (Maastricht University)

Title: *Beyond a Single Test: Programmatic Assessment as a Strategy for Global Citizenship Education*

Co-authors:

Session: Moving Evaluation in Global Education Forward. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room VI

Keywords: *programmatic assessment, global citizenship competencies, student agency, ungrading*

Abstract: Global citizenship education develops competencies that enable learners to engage with multiple perspectives, communicate across differences, and act responsibly. Because these outcomes are multidimensional and developmental, they cannot be captured through single, isolated assessments. Programmatic assessment offers a coherent, longitudinal alternative, drawing evidence over time from portfolios, reflective writing, projects, peer and self-assessment, and observation in authentic tasks. This is particularly relevant in an age of generative AI, where assessment shifts from judging isolated artefacts toward observing development, dialogue, and reflection over time. As an enhancement of programmatic assessment, ungrading can further reassemble assessment around collaboration, equity, and social justice rather than competition and individualised performance (Nieminen et al., 2026). These shifts matter for global citizenship education, where engaging with multiple perspectives and shared responsibilities depends not only on what students know, but on the relationships and learning environments that assessment helps create - arguably even more so now that college is becoming less about content delivery and more about proof of capability.

An account of programmatic assessment of global citizenship competencies in an academic bachelor programme illustrates how the approach strengthened curriculum design, teaching, and student reflection. It also identifies challenges around workload, feedback culture, and decisions on student progression.



Presenter(s): Júlia Lladós Puig (Universitat de Lleida)

Title: *Development, implementation and refinement of the Toolkit for the Assessment of the Global Competence (TAGC) in language subjects in Secondary Education: a design-based research*

Co-authors:

Session: Moving Evaluation in Global Education Forward. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room VI

Keywords: *Global competence, Global citizenship education, Assessment, Language education, Secondary Education, Design-Based Research.*

Abstract: This proposal presents the second cycle of a doctoral research project grounded in Design-Based Research, exploring how global competence can be meaningfully addressed and assessed in lower secondary language education through the Toolkit for the Assessment of Global Competence (TAGC). The study builds on an earlier exploratory cycle with pre-service teachers, which informed the initial refinement of the toolkit prior to classroom implementation.

The project responds to a persistent challenge in global education: although global competence is increasingly framed as a transversal educational priority, teachers often lack concrete pedagogical and assessment resources for translating this broad construct into curriculum-embedded classroom practice. The TAGC was therefore designed not only as an assessment framework, but also as a formative pedagogical resource to support teachers in interpreting, teaching, and assessing global competence through observable dimensions, assessment criteria, and classroom tasks in Catalan, Spanish, and English language subjects.

The study examines the pedagogical and assessment-related viability of the TAGC in real classroom contexts, focusing on teachers' understandings of global competence, their perceptions of the toolkit as a pedagogical and assessment resource, and the observed development of students' global competence in relation to the assessment criteria addressed through classroom tasks. Methodologically, the study is situated within a context-sensitive Design-Based Research framework and combines descriptive quantitative analysis with qualitative thematic analysis to generate practice-based knowledge and support the iterative refinement of the toolkit.



Presenter(s): Koen de Jonge (Nuffic)

Title: *Dutch Quality Standard for Global Citizenship Education in Initial Teacher Training.*

Co-authors:

Session: Moving Evaluation in Global Education Forward. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room VI

Keywords: *quality standard, initial teacher training education, global citizenship education, curriculum development, curriculum design, teachers professional development*

Abstract: Dutch Quality Standard for Global Citizenship Education in Initial Teacher Training.

In the Netherlands, a Quality Standard for Global Citizenship Education (GCE) in Initial Teacher Education (ITE) was developed in response to two pressing issues: half of Dutch schools receive a negative assessment on citizenship education from the National Inspectorate of Education (2026), and approximately 40% of Dutch teachers report insufficient self-efficacy in teaching citizenship education (Prevoo, Gort & Rutten, 2025). Which aligns with international data on teachers' self-efficacy in other countries (Carr, Pluim & Howard, 2014; McLean, Cook & Crowe, 2006; Reimer & McLean, 2009; Robbins, Francis & Elliot, 2003).

To address these challenges, we designed an evidence-informed, yet practical instrument to assess and enhance the curriculum and organizational structure of ITE in GCE. This presentation will explain the development and rationale of the instrument, as well as its implementation and iterative improvement. Additionally, we will highlight its focus on constructive alignment with key themes: 1) environmental sustainability transitions 2) rule of law, 3) digitalization, and 4) equity, diversity, and inclusion (EDI). Finally, we will discuss the integration of educational leadership and the professional development of teacher trainers within the quality standard.



Session: Research in GCE pedagogies.

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

Title: *"Critically reflecting on their world and their place in it": a study of the up-take of the ethical global issues pedagogy resource*

Co-authors: Ana Benavides-Lahnstein (Manchester Metropolitan University)

Session: Research in GCE pedagogies. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 1 - Physics

Keywords: *critically reflexive global education; critical global citizenship education; decolonial approaches; climate change education*

Abstract: Global education “enables people to reflect critically on the world and their place it in....to bring about a world of social and climate justice...” (GENE, 2022). Yet, sparse empirical research looks at the take-up of critically reflexive approaches. The Ethical Global Issues Pedagogy resource (EGIP) (Pashby et al., 2019)—co-developed with educators in England, Finland, and Sweden who adapted Andreotti’s (2012) HEADSUP tool—has been received positively and translated into thirteen languages. In 2025, we took a unique opportunity to conduct research about critically reflexive global education by using EGIP as a touchstone. Through analysis of survey responses and semi-structured interviews with 30 educators working across 16 countries, we asked: Why is the EGIP resource of interest to educators across contexts, regions and languages; and, what are the insights and implications for research and practice? Overall, we found EGIP supports reflexive engagement with global issues in ways that do not collapse complexity. Educators also identify multi-scale tensions that shape, enable, and constrain critically reflexive practice. We will link these findings to announcing the publication of a follow-up resource, co-developed with researchers and educators in Sweden: Reflexive praxis for global and environmental justice: A resource for teachers (Sund et al, 2026).



Presenter(s): Maayke de Vries (UCL IoE)

Title: *Transformative Learning and GCE: Planting Seeds That Rise Rooted*

Co-authors:

Session: Research in GCE pedagogies. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 1 - Physics

Keywords: *Transformative Education; Global Citizenship Education; Paulo Freire; Action Research; Critical Pedagogy; Social Justice Education.*

Abstract: The aim of my PhD study was to investigate the transformative potential of Global Citizenship Education (GCE) in a secondary school classroom. This question was driving from my own practice as a social science teacher; as I wondered how transformative learning looks like in practice. The UNESCO publication 'Topics and Learning Objectives' (2015) stated that GCE aims to be transformative (p.15). The emphasis on transformation also remains central in other publications regarding GCE (Coelho et al. 2022, Bamber 2020, Tarozzi, & Inguaggiato 2018). Paulo Freire's pedagogy is often referenced to explain the kind of transformation GCE seeks to foster: learning about the self and the world in order to change its unjust structures, which is called conscientização. (Torres 2007). Publications on GCE and transformative learning, however, focused on adult learning, whereas I wondered what a Paulo Freire inspired form of transformative education might look like in secondary schools. On the basis of this question, I conducted Action Research to investigate my own practice and the effect on students. During three academic years, I conducted interviews with participants, collected elicited documents, and observed the development in my classroom. The result of my study is the perception of transformative learning as a journey, which is personal but enriched by collaboration. The decisive factor of the journey was the new information that participants turned into knowledge, which could lead them to question and challenge previous understandings about the world. The study underlines transformative education as planting seeds (Kivell 2018), highlighting the need to start small in order to realize the potential of a pedagogy driven by social justice and critical hope. Now, arguably more than ever, we need a pedagogy that plants seeds to grow critical, social justice oriented citizens who are engaged in civic action.



Presenter(s): Miguel Heilbron (GlobalCitizenship.Community / Wereldburgerschap.Community)

Title: *Operationalising Global Citizenship Education in Schools: Insights from the Global Citizenship Circle and Ten Times More History*

Session: Research in GCE pedagogies. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 1 - Physics

Keywords: *Global Citizenship Education, Education for Sustainable Development, Decolonial Education, Curriculum Transformation, Justice-oriented Pedagogy, Whole-school Approaches*

Abstract: This presentation/session explores how global citizenship education can move from broad conceptual ambitions to concrete and scalable school practice. Building on earlier published work conceptualising global citizenship as active engagement with sustainability, inclusion, decolonisation, justice and world perspectives (Heilbron, 2025), the presentation analyses two practice-based interventions: the 'Global Citizenship Circle' and 'Ten Times More History'.

1) The Global Citizenship Circle translates global citizenship education, education for sustainable development, human rights education and decolonial perspectives into ten domains supporting curriculum reflection, lesson design and whole-school development.

Also see: <https://globalcitizenship.community/circle>

2) Ten Times More History complements this by offering practical pathways towards more inclusive, multiperspectival and decolonised history education.

Also see: <https://globalcitizenship.community/morehistory>

Together, these interventions respond to a persistent challenge within global citizenship education research: how to operationalise critical and transformative frameworks in everyday school realities. The presentation/session reflects on lessons from implementation, emerging practitioner responses, and broader implications for actionable global citizenship education. Recent international recognition, including a UNESCO Prize nomination, underlines the wider relevance of this work.

Background resources include:

- Heilbron (2025): <https://scholars.wlu.ca/cgi/viewcontent.cgi?article=2636&context=consensus>

- International recognition note: <https://globalcitizenship.community/2025/12/08/global-citizenship-circle-nominated-for-international-unesco-prize/>



Presenter(s): Yuemiao Ma (University of Edinburgh)

Title: *Reworking global citizenship education in practice: discursive agency and participation in Model United Nations*

Co-authors:

Session: Research in GCE pedagogies. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 1 - Physics

Keywords: *Model United Nations, Global Citizenship Education, discursive agency, young people*

Abstract: Model United Nations (MUN) is usually promoted as a space for Global Citizenship Education (GCE), where young people develop knowledge, skills, and values through participation in simulated international settings. While existing research has highlighted inequalities within MUN, less attention has been paid to how participants interpret and rework the meanings of global citizenship in practice.

Drawing on an ethnographic case study of a secondary school in urban China, this paper examines how participants enact and negotiate agency within MUN.

Conceptualising agency as discursive and relational, my analysis focuses on how participants engage with and reinterpret dominant framings of GCE within MUN.

Findings show that participants do not simply reproduce discourses such as competitiveness or skill development, but they reframe these ideas in more relational and situated ways which emphasise reflections and peer interactions. Participation also creates moments of positional shift which enables participants to question their own representation and voice. However, these practices often unfold within a stratified space shaped by linguistic and cultural hierarchies.

This paper argues that GCE in MUN is continuously negotiated through situated practices. Attending to the Chinese context highlights how GCE is shaped by local educational priorities, calling for more context-sensitive and post-critical approaches to GCE.



Session: Teacher education.

Presenter(s): Deirdre Hogan & Teja Solar (Ubuntu Network, University of Limerick)

Title: *The Ubuntu Network: A model to support strategic integration of Global Citizenship Education into initial teacher education*

Co-authors: Joanne O'Flaherty (Ubuntu Network, University of Limerick)

Session: Teacher education. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 3 - Physics

Keywords: *Ubuntu Network; Global Citizenship Education; Initial Teacher Education; Integration;*

Abstract: Global Citizenship Education (GCE) is widely recognised as a vital component of teacher education, preparing educators to respond to global challenges with informed and ethical action (UNESCO, 2017, 2023; Schugurensky & Wolhuter, 2020). In Ireland, GCE is embedded as a mandatory element of the Teaching Council's (2020) Céim Standards for Initial Teacher Education (ITE), highlighting its importance in pre-service teacher preparation.

The Ubuntu Network, based at the University of Limerick and funded by the Irish Ministry for Foreign Affairs and Trade, is a national initiative supporting the integration of high-quality GCE across ITE. Its work aligns with key national and international priorities, including the Dublin Declaration and UNESCO's (2020) Education for Sustainable Development Roadmap.

This paper outlines the Ubuntu Network's model, which supports teacher educators and student teachers in developing critical consciousness around social justice, equality, and sustainability. It emphasises fostering engagement with these issues and embedding them into teaching practice across education and subject disciplines. The model is grounded in principles of social and ecological justice, collaboration, and research-informed practice.

The paper also presents the Network's strategic approach to integration of GCE, focusing on curriculum development, professional learning, research, and advocacy. Central to this is the Metric of Integration, a quality framework for planning and evaluating GCE integration. Using Ubuntu as a case study, the paper highlights implications for policy and practice in teacher education internationally.



Presenter(s): Juan Cisterna (Universidad de Granada)

Title: *Teaching Controversial Issues in Contexts of Polarisation: Challenges for Initial Teacher Education at the University of Granada*

Co-authors:

Session: Teacher education. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 3 - Physics

Keywords: *Controversial issues; Polarisation; Initial teacher education; Democratic culture; Diversity*

Abstract: In contexts marked by political and social polarisation, the teaching of controversial issues has become a central challenge for initial teacher education. Debates related to gender, migration, inequality, historical memory, climate change and cultural diversity place increasing pressure on pedagogical practice and require the development of competences oriented towards democratic dialogue, deliberation and the recognition of diversity.

Within this framework, this paper presents the first phase of a research project developed at the University of Granada, focused on analysing how initial teacher education addresses controversy from the perspective of democratic culture, equality and diversity. The research combines documentary analysis of curricula, course guides and school placements with the administration of questionnaires to student teachers.

Preliminary findings reveal a positive appraisal of controversy as an educational tool, but also show a limited explicit curricular presence and few training opportunities to address disagreement, deliberation and the pedagogical management of conflict. This highlights the need to strengthen initial teacher education from a democratic and inclusive perspective.



Presenter(s): Nicholas Palmer (Federation University) & Ulviyya Mikailova (ADA University)

Title: *Ecologies of Learning in Azerbaijan: Innovation, Teacher Education, and Metro/ Regional Futures in a Globalising Context*

Co-authors:

Session: Teacher education. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 3 - Physics

Keywords: *Ecologies of learning; Teacher education; Regional education; Globalisation; Educational innovation; Comparative education*

Abstract: This co-presented paper by Ulviyya Mikailova and Nicholas Palmer advances the conceptual foundations of the proposed special issue *Ecologies of Learning in Azerbaijan: Innovation, Teacher Education, and Regional Futures in a Globalising Context*. Drawing on collaborative research at ADA University alongside comparative work in regional Australia, the paper explores how teacher education and school-based innovation are being reshaped within non-metropolitan contexts influenced by globalisation, digital transformation, and uneven development.

Adopting an ecological lens, the analysis moves beyond linear policy narratives to examine how educational practices emerge through the interplay of institutional reform agendas, local cultural conditions, and technological infrastructures. In regional Azerbaijan, pre-service teacher education is positioned as a site of translation, where global pedagogical models are not simply implemented but reworked through situated negotiation, producing hybrid practices responsive to local needs.

A comparative Australian case extends this analysis, highlighting shared challenges of geographic marginality, resource disparity, and policy centralisation. The paper ultimately foregrounds regional systems as generative sites of insight, contributing to debates on equity, innovation, and the future of teacher education in a globalising world.



Presenter(s): Simone Leone (Università di Bologna)

Title: *Disrupting the "Universal" Citizen: A Queer-Ecofeminist Critique of Global Education in Swedish Teacher Training*

Co-authors:

Session: Teacher education. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room 3 - Physics

Keywords: *Global Citizenship Education; Initial Teacher Education; Queer Ecofeminism; More-than-Human Relations; Sweden; Intersectionality*

Abstract: Institutional enactments of Global Citizenship Education (GCED) can reproduce liberal–universalist assumptions, constructing the “global citizen” as abstract, heteronormative and anthropocentric. This paper examines how participants in a Swedish Initial Teacher Education (ITE) setting conceptualise and make sense of global citizenship, and how their narratives include, marginalise or reconfigure gender, sexuality, race and human–non-human relations. The paper draws on the Swedish case of an ongoing PhD comparative study, based on three months of fieldwork in Sweden: 19 semi-structured interviews with university teacher educators, student teachers and school-based mentors, alongside two university classroom observations. Using Reflexive Thematic Analysis, it explores participants’ meaning-making, tensions and omissions, and how curricular and institutional conditions are experienced as enabling or constraining engagement with diversity, LGBTQIA+ rights and sustainability. A queer–ecofeminist perspective informs the analysis as a critical rather than prescriptive lens. The paper examines how liberal–universalist norms may be reproduced or unsettled and whether social and ecological justice are connected or separated. Rather than proposing a fixed model, it explores possibilities for a situated, intersectional and relational account of global citizenship grounded in vulnerability and interdependence across human and more-than-human worlds.



Session: Transformative Learning.

Presenter(s): Elena Muscarella & Alice Ticli (WeWorld)

Title: *Intersectional reframing of ECG for intergenerational fairness and right to the future. Findings from DEAR Global District project in re-designing deep democracy practices*

Co-authors: Elisa Rapetti (ACRA), Nina Marcher (Sudwind)

Session: Transformative Learning. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room V

Keywords: *intersectionality, community, participation, transformation, democracy*

Abstract: Global Districts DEAR project piloted educational and engagement practices demonstrating that the concept of "less involved people" is not an inherent characteristic of individuals, but a relational outcome of "disabling" learning and participatory systems. When educational environments fail to account for structural barriers, they create a distance that is often misread as a lack of interest, rather than a failure of systemic design. Drawing on critical global citizenship education/, we shift the inquiry from a "soft" inclusion approach ("how do we reach less involved young people?") to a critical interrogation of power: "Why are our learning environments hard to trust, and what democratic potential do we lose by not redesigning them?"

The workshop centres on Arjun Appadurai's concept of "deep democracy (2001) and bell hooks (1990) reconceptualisation of the idea of the "margins". " We argue that democratic renewal must be rooted in proximity, the neighborhood and the community, where the "margin" serves as a laboratory for systemic innovation rather than a problem to be solved. By utilizing the Global District as a concrete case, we explore how ECG practices can be reframed to foster genuine democratic participation through intergenerational fairness lens.



Presenter(s): Elisabetta Villano (University of Salerno)

Title: *Crossing Cultures: Uncovering Visual and Literary Pedagogical Hermeneutics*

Co-authors: Nunzia D'Antuono (University of Salerno)

Session: Transformative Learning. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room V

Keywords: *Historical-Cultural Pedagogy, Klaus Mollenhauer, Anna Maria Ortese, Hermeneutics, Critical Education*

Abstract: An emancipatory, rights-affirming education that subverts the oppressed/oppressor relation and is grounded in the historicity of human beings, requires a transformative pedagogy capable of critically interrogating culture(s). Often neutralized or forgotten, the situated symbolic-cultural connections that shape *Erziehung* and *Bildung* underpin Klaus Mollenhauer's historical-cultural pedagogy. Oriented toward emancipation, it privileges as sources cultural works and artifacts representative of a given socio-historical context, understood as repositories of educational structures and forms.

In *Il Porto di Toledo*, depicting a “wholly Bourbon society composed of nobles and common people”, Ortese articulates a personal *Bildung* while constructing a dense symbolic network of language. Within the novel's hermetic texture, autobiographical codes unfold against the backdrop of a monumental, materially baroque pictorial field. El Greco's perspectival vision in *The Burial of the Count of Orgaz* opens the visionary dimension for a writer who conceives literature as an authentic word: a means to give voice to the historically dispossessed and to “break the fog in which consciences sleep.”

Building on Mollenhauer's literary-visual pedagogical hermeneutics and an analysis of Ortese's writing, this contribution argues for a pedagogy that, challenging the dominant paradigms, becomes a transdisciplinary, complex, and non-linear symbolic-cultural practice capable of illuminating educational errors and fostering transformation.



Presenter(s): Sofia Roux Tercero (Universidad Panamericana)

Title: *Educating for Global Citizenship through Hospitality: A Pedagogical Response to the Crisis of Otherness*

Co-authors:

Session: Transformative Learning. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room V

Keywords: *Global Citizenship Education, Hospitality, Otherness, Recognition, Relational Learning, Transformative Learning,*

Abstract: In a context marked by polarization, rising nationalism, and increasing social fragmentation, Global Citizenship Education (GCE) faces the challenge of moving beyond normative discourse towards meaningful and transformative educational practice. Although existing frameworks emphasize values such as inclusion, justice, dialogue, and respect for diversity, they often provide limited pedagogical guidance for fostering lived experiences of otherness. This paper proposes hospitality as a pedagogical response to this challenge. Drawing on a human-centered perspective, hospitality is understood not merely as an ethical value but as an educational practice that enables encounters with the other through recognition, openness, reciprocity, and shared responsibility. The paper introduces the Hospitality-Based Learning Cycle, a practical pedagogical model consisting of four interconnected stages: encounter, welcoming, reciprocity, and reflection. Through classroom strategies such as role exchange between host and guest, structured interpersonal encounters, collaborative activities, and guided reflection, learners develop relational awareness, empathy, and civic responsibility. By translating the ethical principles of hospitality into concrete educational practices, the model offers educators an accessible framework for cultivating relational competencies essential for democratic coexistence. This proposal contributes to bridging the gap between the ethical aspirations of Global Citizenship Education and their implementation in educational settings, fostering more dialogical, inclusive, and transformative learning experiences.²

² This research was supported by a postdoctoral research fellowship from Fundación Universidad Villanueva.



Presenter(s): Tracy Galvin (Ulster University)

Title: *Holding Space in Times of Uncertainty: Self-Awareness and the Ethical Work of Critical Global Citizenship Education*

Co-authors: Brigid Golden (Mary Immaculate College), Joanne O'Flaherty (University of Limerick, UBUNTU Network), Cassandra Lannucci & Dylan Scanlon (Deakin University), Mary Fitzgerald (Independent Consultant)

Session: Transformative Learning. **Time slot:** E: 11th Sept, 11:00-12:30. **Room:** Room V

Keywords: *Global Citizen Education, Self-Awareness, Community of Practice, Reflective Practice*

Abstract: In times of intensifying global crises, global citizenship education (GCE) is increasingly called upon to facilitate social transformation, with limited attention paid to the emotional, relational, and reflexive labour required to facilitate this work. This paper draws on findings from an international collaborative self-study exploring how self-awareness functions as a foundational capacity for critical GCE. The study brings together professionals through a sustained community of practice focused on justice-oriented GCE. Data is generated through reflective writing, community dialogue, and semi-structured interviews, and analysed using reflexive thematic analysis.

The research foregrounds questions of power, positionality, vulnerability, and responsibility that arise when educators seek to create learning spaces capable of engaging with discomfort and uncertainty. Findings reveal self-awareness as a necessary ethical foundation for critical GCE, enabling educators to interrogate how their identities and assumptions shape knowledge-making and pedagogical choices. The professional learning model was experienced as inherently vulnerable and relational, disrupting instrumental models of GCE in favour of slow, dialogic, and human-centred approaches.

This paper argues that reimagining GCE in times of uncertainty requires explicit recognition of the inner and relational work underpinning transformative practice, bridging theory, practice and lived experience to sustain GCE as a space for ethical engagement and solidarity.