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New Voices in Global Education & Learning

Partners:



Abstract book

Session A: Global Citizenship Education and Policy Development

Global Citizenship has become a feature of education policy developments in many countries in recent years. This strand addresses ways in which the term and field has been part of policies in a specific national context, within broader debates in higher education and also what the term can actually mean in different cultural and institutional contexts.

- **Maayke de Vries & Giannis Efthymiou (University College London):** *"Reaching for Global Citizenship Education Otherwise through imagining and living a trans-temporal and spatial collaboration"*
This provocation aims to embrace a more imaginary and personal approach to research as a part of working towards an unharmed future. In this contribution, we would like to share an ongoing project of our autobiographical narrative inquiry which is infused with imaginary thinking. We are two PhD students who have shared their journey through virtual communication for the last three years. We started communicating in the wake of Covid-19 and have continued our correspondence since. Our collaboration is based on a common interest towards GCE and our background as education practitioners, besides we both explore dimensions of criticality, post-criticality and decoloniality of GCE approaches. Even though, we have never met each other face-to-face, we have been meeting on a virtual capacity through various initiatives, such as informal discussions, common writing or reading sessions, and collaboration towards submitting papers for conferences or journals. In 2022, we published a co-authored empirical paper in an international peer-reviewed GCE-related journal. We are inspired by the work of Andreotti in working towards GCE Otherwise, therefore we like to experiment with research methods in order to fathom such possibilities. Our autobiographical narrative inquiry is inspired by posthumanism and new materialist potentialities. This provocation is twofold: our ongoing autobiographical narrative inquiry as a new voice, but also in the form of ourselves as early career scholars.

- **Nina Johanna Helin** (OISE, University of Toronto): *"Global Citizenship Education in Estonia - A Case Study of Policy Change"*

This study presents a historical policy analysis of the development of Global Citizenship Education (GCED) in Estonia and examines whether it is currently becoming institutionalised in the formal education policy of Estonia. The changes in education policy and practice are studied using Fullan's (2003) Triple I model which constitutes three broad phases of education policy change: initiation, implementation and institutionalisation. The study will look at how GCED has developed in Estonia during the past 20 years: how it was initiated when the country transformed from being a recipient of aid to a donor country at the beginning of 2000s and how for the past 20 years it has been implemented with the support of NGO actors. According to Fullan (2003, p.7), institutionalisation is marked with formal policies, permanent structures, and continuous training opportunities. The research will analyse what factors, both internal and external, support the institutionalisation of GCED. The focus will be on policy and curriculum development, institutional arrangements between the key ministries and initial teacher education organised by the main universities which could enable the transformation of GCED from an extra-curricular activity dependent on the motivation of individual teachers to a core education activity that has its place in every school with cross-curricular approaches and topics. Policy diffusion is considered a key enabling aspect for the development of GCED in Estonia, and for this reason the research design follows the comparative case study model of Bartlett and Vavrus (2017) and uses the innovation and diffusion models (Heikkila & Cairney, 2018) in analysing policy processes.

- **Yaqiao Liu** (University of Manchester): *"Relations between Global Citizenship Education and Internationalisation of Higher Education in China: a policy analysis"*

GCE in today's China mainly emerges in the rationale and motivations of the implementation of the internationalisation of higher education (HE). The internationalisation of HE in China has initiated a process of internationalising and reformulating Chinese HE, and it creates spaces for students to communicate with global flows. This research identified the dimensions and initial items of the connections between GCE and the internationalisation of HE through the systematic literature review and Foucauldian Discourse Analysis (FDA) of Chinese education policy. Through the selection of literature related to education policy with empirical data, it was identified that the primary functional mission is to comprehensively and systematically open higher education, and on this basis selectively decide the implementation of strategies and primary principles. The policy related to internationalisation constantly and inconspicuously exerted a top-down emphasis on talent development as well as a spontaneous and persistent push for the enhancement to HEIs of their internationalisation at higher levels. The result shows the resurgence in interest in GCE in internationalisation is driven in part by policy initiatives from the education departments in China including national, provisional, and local authorities, which have been emphasised to bring coalescence between internationalisation and GCE on talent articulation.

This research aims to seek a further means of conceptualising students' experience in Chinese contexts embodying diversification. This presentation explores the foundation to combine the epistemological understanding of GCE with the Eastern contexts and understand how the internationalisation of HE in Chinese contributes to the knowledge of GCE.

Session B: Global Citizenship Education and Practice

What does global citizenship education mean in practice? Through a range of perspectives this term is used as the framework to assess research in schools, be it within subjects or whole school approaches or through specific initiatives.

- **Amy Strachan** (St Mary's University, Twickenham): *"Using Critical Global Citizenship Education to challenge the traditional notion of science education"*

The qualitative, participatory research project aims to explore how Global Citizenship Education (GCE), viewed

as a 'pedagogical approach that focuses on democratic participation, compassion and transformation supporting action towards collective human wellbeing' (Bourn and Hatley, 2022:76) can provide opportunities for critical approaches to primary science education. With a particular focus on the formal curriculum, the research adds to the discourse between theory and practice in GCE, motivating teachers to develop the skills and confidence to embed critical approaches to GCE within their practice.

When GCE takes place in schools, it often occurs in non-academic school spaces (for example, assemblies, awareness-raising or fund-raising events, festivals) or in subject areas that are less rigidly structured, content-based, and testing oriented, such as religious education or PSHCE (DePalma, 2019). As identified by Bryan and Bracken (2011), as teachers are expected to follow the state-mandated curriculum, covering required curriculum content will always take priority over GCE. In countries like England, where the core curriculum is highly focused on the acquisition of subject-area specific content and specific (often decontextualized) skills, the integration of CGCE is a challenge.

The presentation will outline a model that has been used within this research project to embed GCE into subject disciplines whilst simultaneously maintaining disciplinary integrity and promoting interdisciplinary application, within the constraints of policy frameworks. The model aims to empower teachers as 'critical design experts' (Bekerman and Zembylas, 2014) drawing on four key principles (compassion, systems thinking, enquiry and application) informed by three domains of learning: cognitive, socio-emotional and behavioural (UNESCO, 2015) to reconsider the purpose and pedagogy of science. Initial findings from surveys, interviews and reflections will be presented.

- **Clare Sisisky** (Klingenstein Center, Teachers College, Columbia University): "*Young Alumni Perspectives on the Influence of Immersive Intercultural Learning during Adolescence*"

As schools committed to global education seek to develop student abilities in key competencies like perspective taking and intercultural communication, many independent and international schools in North America have initiated or renewed efforts to engage their students in short-term immersive intercultural learning experiences abroad. This study sought to understand how, if at all, young alumni of these programs report the influence of these programs on them over time, including on their development of skills related to intercultural communication, perspective taking, and behavioral adaptability. With over 190 young alumni participants from 6 different independent high schools in North America, the study used both qualitative and quantitative methods, to examine how their intercultural learning experience lived with them over time, drawing on social constructivist theory of learning as well as adolescent neuroplasticity. The findings clearly indicate the significance to participants of relational learning across cultural and linguistic differences, especially in relation to key areas of adolescent development including identity formation and self-concept. The findings also indicate that these short-term learning experiences can influence intercultural behaviors and decision-making over many years. But the study revealed some key areas for consideration, including that young adults now really questioned the value of service-focused programs, and that there was limited growth and development for transnational students. A dialectic approach to short-term intercultural immersive learning in high school could maximize student learning and better enable them to engage as global citizens as young adults.

- **Rita Divéki** (Eötvös Loránd University): "*Hungarian Teachers' Perspectives on Global Competence Development in Secondary School EFL Classes: A Mixed-Methods Study*"

In today's world, there are increasing demands towards education systems to empower students to become active and responsible global citizens who are prepared to address the challenges of the 21st century and who have the capabilities to solve local and global issues. Global competence development (GCD) seeks to meet these needs by equipping students with the knowledge, skills, attitudes, and values necessary to understand and address complex global problems. The main aim of this research project was to explore secondary school EFL teachers' views and practices regarding GCD in EFL classes in Hungary. More specifically, the aims were to shed light on what views secondary EFL teachers hold on GCD and to explore the ways they develop the knowledge dimension of global competence in their students. The talk presents a mixed-methods enquiry with two interrelated studies from the secondary school context, including an interview study with 10 EFL teachers and a questionnaire study with 182 EFL teachers. The studies reveal that the participants have varying degrees of understanding of what global competence entails or what GCD means in practice. The participants develop

the knowledge dimension of their students' global competence by bringing various global, local, and intercultural issues into their classes, but they tend to favour global and intercultural topics to the detriment of local ones. The findings imply that global education should figure more markedly in teacher training programmes and EFL teachers should be supported more in their endeavours to implement GCD in their classes.

- **Yuemiao Ma (University of Edinburgh):** *"Global Citizenship Education embedded in Model UNs: how does it work in China?"*

In recent years, Model United Nations (MUN) has become a popular educational activity for students around the world, providing opportunities for them to develop important skills such as critical thinking, diplomacy, and global citizenship. MUN has been praised for its ability to prepare young people for the challenges of the 21st century and promote a greater understanding of global issues. After entering China during the 1990s, MUN conferences and club activities are conducted in a wide range of key-point universities and secondary schools.

However, there are growing concerns about the potential for MUN to reinforce existing inequalities and power dynamics, which can significantly impact how knowledge and power are produced and circulated in MUN activities. As such, my research aims to explore the complex relationship between MUN and global citizenship education, examining how these concepts intersect and considering the ways in which MUN can be used to promote a more equitable and inclusive form of global citizenship. I take an ethnographic case study as methodology, which aims to provide a complete description of the group I choose, and create deconstruction and reconstruction of the case regarding global citizenship. The 'case' here is a MUN society in a secondary school (year 7-9) in a second-tier city in China. Methods of this research include critical discourse analysis of documents, participant observation, semi-structured interviews, and reflective journals. By adopting a Foucauldian lens, my aim is to reveal the inequalities and exclusions within MUN activities and offer insights into how they can be addressed to achieve a more just and equitable global community.

Session C: Education for Sustainable Development

Sustainability and themes such as climate change have become popular themes in educational research and practice in recent years. This theme explores different ways in which the term is interpreted and practised through a range of research papers covering both voices from the Global South as well as the Global North.

- **Aruj Khaliq (Learning Alliance International):** *"Whole School Approaches to Sustainability: An Interventional Thinking Tool & Implications"*

Whole School Approach (WSA) to Sustainability is a holistic approach to drive Education for Sustainable Development (ESD) focused transformation in all domains of a school. In order to propose a thinking tool, an analysis of earlier frameworks was carried out. In the light of an in-depth literature review and building on the gaps identified in literature, a thinking tool namely 'Whole School Approaches to Sustainability' (Khaliq's Framework, 2022) was designed. The newly proposed thinking tool consisted of five dimensions with sub-strands which were piloted and tested through both quantitative as well as qualitative data gathered from schools in Pakistan. As an outcome of the research, a series of workshops called 'Becoming Sustainability Pedagogues' (Khaliq, 2022) was designed and tested with different International Baccalaureate schools in Pakistan. The results highlighted a need to incorporate explicit linkages with sustainability in different schools and their frameworks. The results also indicated a need to have cognitive coherence between schools and community for WSA to Sustainability. As an extension of this project and for upcoming researchers, this inquiry opens vistas of explorations across the world. The implications may be used by researchers, educators and policy makers to design Whole School Approaches to Sustainability systems which may delve into exploration through a variety of vehicles. The quantitative questionnaire is a reliable tool for WSA to Sustainability and can be used by future researchers. While the developed capacity building module is a resource available for teacher trainers and school leaders for further exploration.

- **Haley Perkins (University of Cambridge):** *"Education for the Environment: A philosophical inquiry into the relational role of technology in ecocentric education"*

In response to various global ecological crises, ecocentric education within education for sustainable development (ESD) is an increasingly growing research community. A primary goal of ecocentric education is to seek change in how we understand ourselves in relation to one another and the natural world. However, an examination of how ecocentric education intersects within the hyper-technologically connected world we exist in is lacking in the literature on sustainability education. Given the tech-based internet-bound world we are so intimately entangled in, acknowledging cyber technologies should be a fundamental part of ecocentric education's central goals. This presentation asks: what role might technologies play in ecocentric education with regard to relationality? If ecocentric education is focused on shifting the human relationship to nature, what does this require from us concerning our relationship with technology? Building off work from Haraway, Heidegger, Latour, and decolonial insights (Etieyibo, Le Grange and others), I will briefly explore questions about the nature of technology in contemporary times and how it fits in the context of nature and ecocentric education. I offer and welcome insights into where conceptions of technology might serve as a tool for climate justice and planetary sustainability and assert that relational responsibility should take center stage in conversations surrounding ESD and technology.

- **Olga Mun & Aizuddin Mohamed Anuar (University of Oxford & Keele University):** *"Proverbial wisdom: Storying sustainability through proverbs from the Global South"*

This paper presents ongoing results from a project that provides an analysis of Kazakh and Malay proverbs and how students at a UK university engage creatively with knowledge on sustainability from two Global South contexts in order to develop intercultural competencies and awareness of non-Western knowledge ecosystems. The aim of this project is two-fold. First is to identify local ways of knowing about sustainability in the Global South through the transmission of proverbs in Malaysia and Kazakhstan. Subsequently, such proverbs are offered as inspiration for communicating and storytelling about sustainability through the creative practice of zine-making and collaboration of students across different (disciplinary) languages. This project is significant in its contribution to debates on decolonisation in education and around the notion of "sustainability". The comparative context of Malaysia and Kazakhstan was chosen for several reasons: general neglect of indigenous knowledge in sustainability (Hernandez, 2022); significant regional impact by climate change; relevant geographical, linguistic and cultural knowledge of the authors. Proverbs have historically been integral to local epistemic ecosystems (Matyzhanov, 2020; Salleh, 2020), demonstrating how contextualised worldviews about sustainable development are already present across generations, shaped and rooted in community and everyday life around the world. In the current presentation, the findings from the first phase of the project will be presented, i.e. the analysis of the proverbs from Malaysia and Kazakhstan as a source of knowledge about human-nature relations and the potential of indigenous knowledge for developing formal and non-formal curriculums about sustainability.

- **Rebecca McCartney (Liverpool College/ LJMU):** *"Challenges and Opportunities in Climate Change Education: Teacher perspectives"*

Education is an essential factor in the urgent response to climate change. Yet, in England a lack of structured government support means that teachers and students continue to navigate this crisis on their own, it is unclear what an effective climate education should look like. As a result, only 50% of teachers feel prepared to teach about climate change, with 95% agreeing that more CPD is needed to support their own understanding. A questionnaire was undertaken by teaching staff within one secondary school within England, the aim of which was to identify perceptions of climate change education how they perceive CPD in this area. Of the staff questioned, 40% had not taught about climate change within their lessons, in the last year. 50% suggested it was outside their subject area, 44% stated it was not part of their national curriculum and a further 44% said it was down to a lack of expertise and training on the topic. This highlights a huge challenge to the teaching profession and the lack of government guidance within England further exacerbates the problem. This research contributes to the literature already available on teacher's perceptions as well as their beliefs and attitude.