

Participant list & Biographies

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Participant list

Excludes plenary session speakers, who are listed on the event website: https://angel-network.net/ANGEL_23_Speakers

| | | |
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| FLORENCE | AFIFI | université de paris |
| Mariana | Aguirre-Rivillas | Permanent Delegation of Colombia to UNESCO |
| Imtiaz | Ahmad | University of Karachi |
| HE DR HAMED | Al Hamami | Permanent Delegation of Sultanate of Oman to UNESCO |
| Moses | Alabi | TechGenics Academy |
| Khalaf | AlAbri | Sultan Qaboos University |
| Hilary | Alcock | UNICEF UK |
| Dobrawa | Aleksiak | University of Warsaw |
| Lorena | Aleman de la Garza | IIIEPE |
| ADAM | ALMULLA | UNESCO |
| Francesca | Aloi | Unibo/ UCM |
| Mariana Rama | Alves | CIDTFF Uni. of Aveiro & Cartas com Ciência |
| Kostadin | Andonov | WWF Bulgaria |
| Wee Han | Ang | National University of Singapore |
| Naoko | Arakawa | University of Nottingham |
| Amelia | Askin | University College London |
| Olutosin | Awolalu | The Publishings Open Institute |
| Bikash | BAGALE | Peace & Beautiful Children Welfare |
| Beate | Baldwin | ISIT |
| Shorena | Barbakadze | Akaki Tsereteli State University |
| Nicole | Bella | UNESCO-Kingston Office |
| Ahmed | Ben Cheikh Larbi | Ministry of higher education & scientific research |
| Aaron | Benavot | University at Albany-State Uni. of New York |
| Clare | Bentall | Institute of Education, UCL |
| Ane | Bergersen | Western Norway Uni. of Applied Sciences |
| Coline | BERNIER | e-graine |
| Daniela | Bianchi | University of Milano-Bicocca |
| Elisabetta | Biffi | University of Milano-Bicocca |
| Luiz-Carlos | Bombassaro | UFRGS |
| Jacques Deka | Bongwende | DRC National Commissioner for UNESCO |
| Sara | Borges | Fundação Gonçalo da Silveira / Sinergias ED |
| Abiud | Bosire | University of Porto |
| Klaudia | Brahimaj | International Association of Universities |

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| Antonella | Brighi | Free University of Bolzano-Bozen |
| Nicola | Broderick | Dublin City University |
| Skender | Brucaj | Beder University |
| Audrey | Bryan | Dublin City University |
| Andrea | Bullivant | Liverpool World Centre |
| Penny Jane | Burke | University of Newcastle, NSW |
| Richardine | Busler | University of Namibia |
| Adelina | Calvo Salvador | University of Cantabria |
| Ingrid Helena | Car | Swedish National Agency for Education |
| Emer | Carney | Irish Aid, Department of Foreign Affairs |
| Kanchan | Chandan | Panjab University |
| Harsha | Chandir | Deakin University |
| Davin | Chhay | UNESCO Phnom Penh Office |
| Nicola | Chopin | MECCE Project |
| Beth | Christie | University of Edinburgh |
| Joffy | Conolly | University of Oulu |
| Valeria | Cotza | University of Milano-Bicocca |
| Jean | Crousillac | Faireprod |
| Marta | da Costa | Manchester Metropolitan University |
| Anna Cristina | D'ADDIO | GEM Report (UNESCO) |
| Angela | Daly | Liverpool John Moores University |
| Dani | Dani | UNESCO MGIEP |
| Rene | Danz | Engagement Global |
| Nazreen | Dasoo | UNIVERSITY OF JOHANNESBURG |
| Maayke | de Vries | UCL |
| Caroline | Decombel | Enabel |
| Verónica | del Carril | Unplastify |
| Yared | Demssie | University of Oulu & Addis Ababa University |
| Florence | Depierreux | GENE |
| Anne | Dolan | Mary Immaculate College, Limerick |
| Anders | Duvkär | Swedish National Agency for Education |
| Charlotte | Dwyer | Scotdec |
| Francis | Dzameshie | Osu Klottey Municipal Assembly |
| Léon | Engondo Makaba | Université de Kinshasa |
| Silvia | Espinal Meza | University of Bristol |
| Simon | Eten | UCL Institute of Education |
| Raffaella | Faggioli | University of Bologna |
| Giulia | Filippi | Free University of Bolzano Bozen |
| Mariano | Flores | Edualter |
| Herco | Fontejjn | Maastricht University |
| Jaya | Gajparia | LSBU |
| Alessandro | Gelmi | Libera Università di Bolzano |
| Kamal | GHALE | Peace & Beautiful Children Welfare |
| Tania | Gibéryen | Ministry of Education, Youth and Children |
| Libby | Giles | New Zealand Centre of Global Studies |
| Agathe | Gillet | Reggio Childhood Studies |
| Cécile | Giraud | Enabel |
| Claire | Glavey | Global Village |
| Brighid | Golden | Mary Immaculate College |

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| Marcela Georgina | Gomez Zermeño | IIIEPE |
| Nancy | Gonzalez Lainez | University of Bristol |
| Miren | Gonzalez-Bals Cabado | UNESCO |
| Laura | Griffin | International Baccalaureate Organization |
| rumi | gumus mattiussi | GENE |
| ENZE | GUO | UCL |
| Serena | Haass Spithover | Italian Agency for Development Cooperation |
| Fadhila | Hadjeris | UCLA |
| Kathleen | Hall | Chickenshed Theatre Trust |
| Miriam | Ham | Central Queensland University |
| Ruilian | Han | Beijing Normal University |
| Perle | Han | Perm Del to UNESCO |
| Lasse | Hansen | Leipzig University |
| Katarzyna | Hanula | Prowibo |
| Katarzyna | Hanula-Bobbitt | Professors without Borders |
| Tilo | Hase | University of Kassel |
| Jenny | Hatley | Bath Spa University |
| Matthew | Hayes | Citizens |
| Thora | Herrmann | University of Oulu |
| Meredene | Hill | Queensland Department of Education |
| Mirjam | Hitzelberger | Weingarten University of Education |
| Li-Ching | Ho | University of Wisconsin-Madison |
| Deirdre | Hogan | Ubuntu Network, UL |
| Charles | Hopkins | York University |
| Marcus | Horwood | Deakin University |
| Frances | Hunt | UCL |
| Hajar | IDRISSI | Chouaib Doukkali University |
| carla | inguaggiato | University of Bologna |
| Claudia | Iordache | Int'n'l Community School of Addis Ababa |
| Patrizia | Jankovic | Austrian Fed. Ministry of Ed., Science and Research |
| Mari | Jögiste | NGO Mondo |
| Sarah | Jones | University of Hull |
| Young-eun | JUN | KOICA (Korea Intn'l Cooperation Agency) |
| Michiyo | Takegawa | SOKA University |
| Arto | Kallioniemi | University in Helsinki |
| Tuija | Kasa | University of Helsinki |
| Eugenia | Katartzi | University of Nottingham |
| Anne Marie | Kavanagh | DCU |
| Aruj | Khaliq | Learning Alliance International |
| Su-Ming | Khoo | University of Galway |
| Dennis | Kirschbaum | Glokal |
| Anna | Kivimäki-Pelluz | FINGO Finnish Development NGOs |
| Jørgen | Klein | Norwegian University of Science & Technology |
| Evelyn | Koch | Austrian Development Agency |
| Katrin | Kohl | York University |
| Chantelle | Kohn | The Change Collab |
| Jeana | Kriewaldt | University of Melbourne |
| Magdalena | Kuleta-Hulboj | University of Warsaw |
| Canan | Kurt | EuroPeers |

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| Lidia | Labbaci | GENE |
| Gregor | Lang-Wojtasik | University of Education/PH Weingarten |
| Fernanda | Lapa | UNIVILLE |
| Ana | Larcher | GENE |
| Madeleine | Le Bourdon | School of Politics and International Studies |
| Annaïk | Le Net | Union des associations e-graine |
| PAUL | LEMESLE | SFERE |
| Yuxin | Liu | UCL |
| Alison | Lloyd Williams | Global Link Development Education Centre |
| Rita | Locatelli | Università Cattolica del Sacro Cuore, Milan |
| Mónica | Lourenço | University of Aveiro |
| Elma | Lund | University of Hawaii |
| Margret | Malang | Permanent Delegation of the Philippines |
| Maha | Malik | UNESCO |
| Benjamin | Mallon | Dublin City University |
| Giovanna | Malusà | Free University of Bozen (Italy) |
| Maaria | Manyando | University of Helsinki |
| Carla | Marschall | Dresden International School |
| Gabriela | Martinez Sainz | University College Dublin |
| Prisca Bruno | Massao | Inland Norway University of Applied Sciences |
| Marika | Matengu | University of Oulu |
| Zin Maung | Maung | Hope Institute Burma |
| Jo | McAuley | GENE |
| Rebecca | McCartney | Liverpool College |
| Stephen | McCloskey | Centre for Global Education |
| Orla | McCormack | University of Limerick |
| Karena | Menzie-Ballantyne | CQUniversity |
| Sarah | Mesure | French Ministry for the Ecological Transition |
| Marcella | Milana | University of Verona |
| Rick | Millican | University of Gloucestershire |
| Sahar | Mohy-ud-din | VVOB |
| Stefania | Moser | Free University of Bolzano |
| Chahrazad | Mouhoubi-Messadh | University of Algiers |
| Frances | Mourani | EF Education First / VIVE Pathways to Success |
| Kester | Muller | UCL / ANGEL |
| Timothy R. N. | Murphy | School of Education University of Limerick |
| Maria José | Neves | D-G Education |
| Tcharbuahboekengo | NFINN | FEEDAR, Cameroon |
| Caitríona | Ni Cassaithe | Dublin City University |
| Joshua | Nott | Verona School |
| Shadrack | Nsengumuremyi | University Teaching Hospital |
| Arnfinn | Nygaard | A. Nygaard GE Consulting |
| Vitha | O DA SILVA | Re AFRICA |
| Ciarán | Ó Gallchóir | Maynooth University |
| Rowan | Oberman | DCU |
| Joanne | O'Flaherty | Ubuntu Network; University of Limerick |
| Eungseok | OH | Permanent Delegation of ROK to UNESCO |
| Vinícius | Oliveira | Electoral Court |
| Roy | Olowu | Soft Contents |

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| Temitope | Olowu | Soft Contents |
| Oyigoga | Onuh | Benue State Teaching Service Board |
| JOANA | PADRÃO | CEAUP / SINERGIAS ED |
| Nick | Palmer | Deakin University |
| Karen | Pashby | Manchester Metropolitan University |
| Lucas | Pedrol-Margaley | MFA France |
| Corinna | Peniston-Bird | Lancaster University |
| Caroline | Perkounigg | Public adiminstration |
| Carolin | Philipp | glokal e.V. |
| Anielka | Pieniazek | UCL Institute of Education |
| Simona | Popa | UNESCO IBE |
| Diego | Posada | Università degli Studi di Padova |
| HANNA | POSTI-AHOKAS | University of Helsinki |
| Jani | Pulkki | University of Oulu |
| Niall | Quillinan | Trocaire |
| VINICIUS | QUINTINO DE OLIVEIRA | ELECTORAL JUSTICE OF BRAZIL |
| Ana | Radovic | Queensland University of Technology |
| Dr. Caroline | Rau | University of Bamberg |
| Sanelma | Rautionmaa | URI Finland: Faiths Without Borders CC |
| Rosa María | Rodríguez Izquierdo | University Pablo de Olavide |
| Andreas | Rogler | University of Oulu |
| Jalpa | Ruparelia | University of Nottingham |
| Muna | Saad | READ foundation |
| Maria Helena | Saari | University of Oulu / University of Lisbon |
| Maria | Sakarias | Mondo |
| Katariina | Salmela-Aro | University of Helsinki |
| Francesca | Sangiuliano Intra | Free University of Bolzano-Bozen |
| Ana Elisa | Santana Afonso | ReAfrica |
| Isatou | Sarr | London School Hygiene & Tropical Medicine |
| Daniel | Schaffer | Foundation for Environmental Education |
| Veronika | Scherk-Arsenio | North-South Centre of the Council of Europe |
| Annette | Scheunpflug | University of Bamberg |
| Sophie | Schuler | Bildungsdirektion Vienna |
| Namrata | Sharma | State University of New York |
| Stephen | Shashoua | The Caravanserai Collective |
| Manisha | Shelat (Pathak-Shelat) | MICA |
| Frieda Nanewo | Shingenge | University of Namibia |
| Bhim Raj | SHRESTHA | Peace & Beautiful Children Welfare |
| Clare | Sisisky | Teachers College Columbia Uni |
| Plamena | Slavcheva | Global Education Network Europe (GENE) |
| Bo Young | Song | KOICA |
| Nese | Soysal | Bath University |
| Maximilian | Spiegelberg | UNESCO Chair on World Heritage & BROE |
| Mathilde | Stoleroff | UNESCO |
| Alexis | Stones | IOE, UCL's Faculty of Education and Society |
| Riikka | Suhonen | University of Helsinki |
| Juha | Suoranta | Tampere University |
| Viktoria | Tabakova | WWF Bulgaria |
| Emmanuel | Tachie-Obeng | Ghana Environmental Protection Agency |

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| Madoka | Tatsuno (Suzuki) | GiFT (Global Incubation x Fostering Talents) |
| Susanne | Timm | Otto-Friedrich-University of Bamberg |
| Alessandro | Tolomelli | University of Bologna |
| Isabel | Toman | International Association of Universities (IAU) |
| Hiroko | Tomioka | Soka University Japan |
| Ditta | Trindade | GENE |
| Sotiris | Tsotsonis | Greek School |
| Yasmin | Turner | SOAS |
| Aisling | Twohill | Dublin City University |
| Joe | Usher | Dublin City University |
| Vincent | Van Baelen | Thomas More university of applied sciences |
| Steven | Van den Panhuyzen | WWF |
| Jan | Van Ongevalle | HIVA KULeuven |
| Hilligje | van't Land | International Association of Universities |
| FRANCESCA | VANONI | DEAR Support Team |
| Paul | Vare | University of Gloucestershire |
| Caroline | Varin | Professors Without Borders |
| Carla Rey | Vasquez | Education New Zealand |
| Ruth | Verhoeff | Nuffic |
| luca | vittori | University of Bologna |
| Barbara | Waddle | Montessori Matters |
| Antoine | Walczak | Ministry for Europe and Foreign Affairs |
| Jacinta | Webb | Queensland Department of Education |
| Mark | Wenz | University of Bamberg |
| Catriona | Willis | Highland One World Global Learning Centre |
| Karen | Wynne | Liverpool World Centre |
| Wendy | Yee | Sism |
| J. Melanie | Young | Douglas College |
| Charles | Zammit | Education Malta |
| Martial | Ze Belinga | Independent researcher |
| Luisa | Zecca | University of Milano Bicocca |
| PENG | ZHANG | University College London |
| AHMAD | ZIA | University of Bordeaux |

Biographies: Presenters and Session Chairs

Please find below the collected biographies, arranged by last name, of those paper presenters and session Chairs who submitted them.

Biographies of plenary speakers are published on the event website: https://angel-network.net/ANGEL_23_Speakers

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| Khalaf | AlAbri | <p>Dr. Khalaf Al'Abri is an associate professor of higher education systems and policies at Sultan Qaboos University. Dr. Al'Abri is currently a visiting professor of higher education at the University of Toronto, Canada. He obtained an MA in Educational Leadership from the University of Queensland in Australia, and a PhD in Education Systems and Policies from the University of Queensland in 2016.</p> <p>Dr. Khalaf served as the Director of the Main Library at Sultan Qaboos University (2020-2022), and prior to that (2016-2020) was the Head of the Quality Assurance and Academic Accreditation. Dr. Khalaf is interested in studying the impact of globalization on education systems and policies. His current research focuses on education for global citizenship, education goals for sustainable development, and internationalization of education. Dr. Khalaf received the Global Citizen Award from the Asia Pacific Center of Education for International Understanding, affiliated to UNESCO in 2019.</p> |
| Dobrawa | Aleksiak | <p>PhD student at the Doctoral School of Social Sciences, University of Warsaw, Poland. Her doctoral research focuses on comparative studies of global citizenship education in Poland and Portugal. Her research interests include educational policy, particularly global education, teachers' experiences, and comparative studies of education systems. As a qualitative researcher, she is primarily interested in discourse analysis and thematic analysis. She is an author of scientific and popular particles and presentations in the area of global citizenship education. Additionally, she has experience as an educator and project coordinator in the non-formal sector. She worked in non-governmental organizations in Poland, Portugal and Colombia. She completed courses and training in Poland and abroad related to global citizenship and intercultural education. As part of her work, she provided workshops and training for teachers, students, and other groups involved in global citizenship education.</p> |
| Naoko | Arakawa | <p>Dr Naoko Arakawa is Assistant Professor in International Pharmacy at the School of Pharmacy, University of Nottingham, UK. She is also a registered pharmacist in Japan and worked in hospital and community pharmacy for 8 years before postgraduate education in UK. She holds MSc in Clinical Pharmacy, International Practice and Policy, and PhD from the UCL School of Pharmacy in UK. Her research area is pharmacy education and workforce development, competency-based education and training, international education system and development, health system research and health policy analysis, and pharmacy practice. Dr Arakawa is Secretary of the Academic Pharmacy Section of the International Pharmaceutical Federation (FIP), and a Global Lead for Competency Development of the Workforce Development Hub, FIP.</p> |
| Beate | Baldwin | <p>Beate Baldwin (ISIT, France) is a seasoned trilingual higher education leader with a background in linguistics, marketing, and communication. She has held executive positions at ESSEC Business School Paris, Imperial College London, University Lumière Lyon and is now CEO and Dean of ISIT, the “grande école” specialized in intercultural management, communication, translation and interpreting as well as international relations and law, taught in nine languages. Beate holds Masters’ degrees from both the Sorbonne university and the ESCP business school and is also an accredited leadership coach. In her various roles she is supporting an interdisciplinary approach combining human sciences and STEM disciplines, to foster an ethical and humanistic approach to technology and transformation, aiming to contribute to a more equal and democratic society.</p> |

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| Aaron | Benavot | Aaron Benavot, currently Professor of Global Education Policy at the University at Albany-SUNY, worked at UNESCO headquarters as Director of the Global Education Monitoring Report, an independent, evidence-based report analyzing progress towards SDG4. Since returning to academia his research has focused on global citizenship education, climate change education, and other aspects of Target 4.7. Aaron is currently Lead of Indicator Development in a 6-year study on monitoring and evaluating climate communication and education (MECCE), which is developing robust CCE indicators to inform intergovernmental and national policy making. In addition, Aaron is co-convener of NISSEM, a community of academics and practitioners advocating for the inclusion of global and humanistic themes and social and emotional learning in textbooks and other educational materials. His recent article (with James Williams) entitled “Can we transform global education without transforming how we monitoring progress?” can be found in the Journal of International Cooperation in Education. |
| Ane | Bergersen | Ane Bergersen is an associate professor in Sociology, 30 years experiences from Teacher Education in Norway, 20 years of international cooperation with Zambia, including student mobility through the subject Global Knowledge to and from Zambia/Norway for the last 15 years. Resent and current research within decolonialization, empowerment, white privileges, intercultural communication and intercultural competence among teacher students. Prisca Bruno Massao and Ane Bergersen will present the following paper (De)colonial lenses: Reflections from the Norwegian and Global South teacher educators facilitating student mobility. |
| Daniela | Bianchi | Daniela Bianchi, PhD student at the “Riccardo Massa” Department of Human Sciences and Education - University of Milano-Bicocca (Italy). Her research interests concern: children and youth participation, childhood protection and children’s rights. |
| Elisabetta | Biffi | Elisabetta Biffi, Ph.D., Full Professor at the “Riccardo Massa” Department of Human Sciences and Education - University of Milano-Bicocca, where she is the President of the Teaching Coordination Council and she teaches “Pedagogical Consultancy” as part of the Master’s Degree Course in Education. She participates in Italian and European research projects on the topics of: children and youth participation; childhood protection and children’s rights; children and social justice (with a specific focus on the Capability Approach perspective); educator and teacher professional development; pedagogical documentation; narrative methods and arts-based methods for educational research. She is member of editorial boards (including the Advisory Board of Encyclopaideia. Journal of phenomenology and education) and scientific networks (including: EERA, where she is member of the Council Meeting as Representative of SIPED; EECERA – where she is co-convener for the SIG Transforming Assessment, Evaluation and Documentation in Early Childhood Pedagogy; AERA; ESREA, EAPRIL) in the field of education. |
| Abiud | Bosire | Abiud Bosire is a doctoral student at the Faculty of Psychology and Educational Sciences of the University of Porto. He holds a Bachelor’s Degree in Sociology from the University of Nairobi, Kenya and a Master of Arts in African Studies from the University of Porto, Portugal. His research interests revolve around Education, Society, and Culture, with a particular focus on global education and learning, global citizenship, global competence, and international and comparative education. He is currently pursuing his doctoral project, which aims to explore the conceptualisation, understanding, and application of global education and learning in diverse learning contexts. |
| Audrey | Bryan | Audrey Bryan is an Associate Professor of Sociology in the School of Human Development, Dublin City University. She has published internationally in critical global citizenship, gender and sexuality studies, racism and anti-racism in education and climate change education. |
| Andrea | Bullivant | Andrea Bullivant is Co-Director of Liverpool World Centre (LWC), a UK based Development Education Centre and Director of Teacher Education for Equity and Sustainability Network (TEESNet). LWC facilitates young people, adults and their communities to engage with issues of global, social and ecological justice, by drawing |

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| | | on enquiry based and participatory approaches. Their work spans schools, universities and community groups. Andrea's work has focused increasingly on higher education, working directly with students in teacher education and beyond. She also leads LWC's work on evaluation, which similarly draws on a developmental and participatory approach. She is interested in understanding the process of engagement in global issues, facilitating the relationship between research and practice and empowering communities especially to take more of a lead in research. |
| Penny Jane | Burke | Professor Penny Jane Burke is UNESCO Chair in Equity, Social Justice and Higher Education, Global Innovation Chair of Equity and Director of the Centre of Excellence for Equity in Higher Education (CEEHE) at the University of Newcastle. She is also Global Chair of Social Innovation at the University of Bath. Her personal experiences of accessing higher education against the odds fuelled her deep commitment to generating research with impact, firmly located in social justice methodologies. Dedicated to developing frameworks that enable transformative equity praxis, she has published widely in the field. Professor Burke held the position of Executive Editor of Teaching in Higher Education (2010 – 2020), was an expert member of the Australian government's Equity in Higher Education Panel (2020-2021) and Equity Research & Innovation Panel (2018-2020), and is co-editor of the Bloomsbury Gender and Education book series. |
| Harsha | Chandir | Harsha Chandir is a research fellow at Deakin University's Research for Educational Impact Centre (REDI). She completed her PhD in 2021 which looked at the assessment of Global Competence in the OECD's 2018 PISA. Her research interests are international large-scale assessments, sociology of quantification, global citizenship education, intercultural understanding, international mindedness, and education policy. She utilises qualitative research theories and methods especially Science and Technology Studies with a focus on situated knowledges and Actor-Network Theory. Her previous work experience includes teaching in The International Baccalaureate Diploma Program and the Cambridge IGCSE at a high school in Jakarta, Indonesia. |
| La Salette | Coelho | La Salette Coelho (University of Porto, Polytechnic of Viana do Castelo) is an educator, researcher and project consultant in the field of Development Education and Global Citizenship Education at the Centre for African Studies of the University of Porto and the Polytechnic Institute of Viana do Castelo. She is working as a consultant for GENE – Global Education Network Europe and for the Catholic University of Beira, in Mozambique. She is the secretary of the Initiative of Global Citizenship for Sustainable Development of the International Organisation for Ibero-American countries. She is a member of the Advisory Board of ANGEL and of the Sinergias ED Community, also participating in the Editorial Board of the journal Sinergias - Educational Dialogues for Social Transformation. She has experience as trainer and consultant in development Cooperation projects in the field of education, in Portugal, Mozambique and Guinea-Bissau. |
| Joffy | Conolly | Joffy is a doctoral researcher and teacher at the University of Oulu. His goal is to stimulate greater discussion within education and wider society about how we approach and think critically about global wicked problems, such as climate change. Drawing on non-Western/indigenous knowledges & post-human/ecocentric theory, his research examines the colonial and human-centric assumptions inherent in critical thinking. It seeks to collaborate with students to create ways to teach people to think critically with others (human & non-human). His work forms part of GRASS (Global Responsibility to Act Sustainably as Students), a 4-year Eudaimonia-funded spearhead project. Research interests include: critical thinking, biodiversity and anthropocentrism, global education, student agency, international mobility, decoloniality and non-Western epistemologies. |
| Valeria | Cotza | Valeria Cotza is Research Assistant at the University of Milano-Bicocca, "Riccardo Massa" Department of Human Sciences for Education. She is a member of the research teams of the H2020 C4S project (Communities for Sciences) and the School and Democratic Citizenship Laboratory (University of Milano-Bicocca). Her research |

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| | | interests concern school drop-out, popular and second-chance education and inclusive teaching and learning. |
| Marta | da Costa | Marta da Costa is a lecturer at Manchester Metropolitan University, where she teaches in the BA (Hons) Education programme and is a member of the Education and Social Research Institute (ESRI). Marta's research focuses on decolonial approaches to Global Citizenship Education (GCE) and Education for Sustainable Development (ESD) research and practice. |
| Anna Cristina | D'ADDIO | Anna Cristina D'ADDIO is an Economist by background and holds one PhD in Quantitative Economics (European Doctoral Program) from CORE and IRES at the Catholic University of Louvain-la-Neuve (Belgium), and another PhD in Public Economics from the University of Pavia (Italy). She is Senior Policy Analyst in the Global Education Monitoring (GEM) Report team at UNESCO where she leads the thematic work, the PEER project, and is the gender focal point. Prior to this position, Anna worked at the OECD for more than 10 years on a comprehensive list of issues with a particular emphasis on the role of policies. Before that Anna was a research professor in micro-econometrics applied to labour market/education issues. She carried out research in several universities and research centers including the Center for Applied Econometrics (CAM), University of Copenhagen; the Higher Institute for Labour Studies (HIVA), Catholic University of Leuven; the Department of Economics, University of Aarhus; the Center of Operations Research and Econometrics (CORE), and IRES of the Catholic University of Louvain-la-Neuve. |
| Angela | Daly | Dr Angela Daly is a Reader in Education and Global Learning, and Programme Leader for Education Studies in the School of Education, Liverpool John Moores University, UK. Her global learning interests draw on academic and professional work in education, social policy and international development in UK, Ireland, Tanzania, Bangladesh, India, Nepal and The Gambia. She has conducted research for international agencies and NGOs. She teaches undergraduate to PhD level students and has led professional and teacher researcher capacity building workshops. Her passion for education and equality stems from early work in community development and arts, teaching and social justice work in international and multidisciplinary contexts. She is committed to global citizenship education underpinned by a social justice curriculum as part of higher education studies. |
| Yared | Demssie | Yared Nigussie Demssie is a Postdoctoral researcher at the University of Oulu, in Finland and an Assistant Professor of Sustainability Studies at Addis Ababa University, in Ethiopia. His Postdoctoral research project is on "Global Responsibility to Act Sustainably as Students". He received his PhD from Wageningen University & Research (The Netherlands). His studies focus on sustainability competence, indigenous knowledge, education for sustainable development, corporate social responsibility, and integrating diverse worldviews for sustainability competence development. Yared was an Affiliate Faculty member at Idaho State University, in the United States of America and a Guest Lecturer at Wageningen University & Research. He has experience in university teaching, research, program coordination, training, consultancy, national curriculum preparation, and conference organizing by collaborating with (inter)national organizations. |
| Léon | Engondo Makaba | Biographie Professionnelle Léon Engondo Makaba est Assistant à l'Université de Kinshasa depuis Avril 2018. Après un diplôme de graduat (2011), de licence (2013), puis de D.E.S en Pédagogie (Kinshasa, XI, 2022), son domaine de recherche : « alphabétisation » ou éducation des adultes aujourd'hui doctorant. Auteur de quelques publications : « Enquête sur le niveau d'alphabétisation des jeunes et adultes de la localité Kimbala en Commune de Mont- Ngafula à Kinshasa » in Journal de Psychologie et des Sciences de l'Education, vol. 1. n° 04/202 « Problématique des effectifs du personnel dans les établissements du pool secondaire de Mont- Ngafula 1 » in Mouvements et enjeux sociaux. Revue internationale des dynamiques sociales, n° 122. Avril- juin, 2022 ; « Impact du mode de gestion et d'organisation des centres d'alphabétisation sur la |

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| | | formation des apprenants adultes de la Ville de Kinshasa » idem, n° 125. Novembre-décembre 2022. |
| Raffaella | Faggioli | Raffaella Faggioli: PhD at the Department of Quality-of-Life Studies, University of Bologna 2023.. Graduated in Philosophy, she is a primary school teacher. With a Master Degree in Research Methodology in Education she contributes to research and to teaching education, particularly on the themes of citizenship, corporeity, outdoor education and children's theatre. She is a project officer of the International Research Centre on Global Citizenship Education (IRC-Gloced), and a member of the italian DIGEST team |
| Giulia | Filippi | is currently a PhD student at the Faculty of Education of the Free University of Bolzano, in Italy. She worked as primary school teacher with a master's degree in Primary Education acquired at the University of Turin. She also holds a master's in Italian as L2 acquired at the same University. Her research interests include Teacher Education, Global Citizenship Education and Comparative Education. She is a member of the group of the early career researchers of the UNESCO Chair in Global Citizenship Education at the University of Bologna. |
| Alessandro | Gelmi | Alessandro Gelmi is an experienced educator with a Master's degree in Philosophical Sciences from the University of Milan and a Master's degree in Primary Education Sciences from the University of Urbino. He has worked as a teacher in German-speaking primary and secondary schools in South Tyrol, where he has designed and led educational projects that incorporate imagination in learning within informal contexts. Currently, Alessandro is pursuing a Ph.D. at the Free University of Bozen/Bolzano, where he is studying the didactic applications of Imaginative Education. In 2022, he published a monograph entitled "Fantasy and Language: For a Language Didactics Based on Imagination," which explores the potential of imagination in language learning. Alessandro's work is inspired by his belief in the power of imagination to enhance learning outcomes. He is dedicated to advancing the field of education through his research and teaching, with a particular focus on the application of Imaginative Education Theory to teaching practices and professional development. |
| Brigid | Golden | Brigid Golden is a lecturer in global education at Mary Immaculate College, Limerick, and a member of the national Development and Intercultural Education (DICE) project network. Brigid is a trained primary school teacher with experience working in Ireland, England and India. Brigid has a Master's in International Approaches to Education with International Development from the University of Birmingham, and a PhD in Education from the University of Glasgow which focused on global education within initial teacher education. She also has experience designing and developing teaching resources for primary and post-primary settings in relation to human rights. |
| Miriam | Ham | Dr Miriam Ham is a Senior lecturer and Postgraduate Research Coordinator in Education on the Cairns campus of CQUniversity. She was awarded a Vice-Chancellor's Award for Exemplary Practice in Learning and Teaching in 2020 and the Australian College of Educators FNQ Tertiary Educator Excellence in Education Award for 2022. A school teacher of 20 years, Miriam draws on her experience in the teaching of undergraduate and masters teacher preparation units. Her research involves working with teachers to solve identified problems specific to their environment including Australia, Nepal, Thailand, Pakistan and Indonesia. She supervises international RhD students investigating their contexts. Her current research projects focus on exploring how teachers define and teach global competence in their classrooms. |
| Jenny | Hatley | Jenny has a broad range of experience in education. Beginning in museum education, Jenny then worked for an international NGO in areas of conflict, post conflict and natural disaster. On returning to the UK Jenny became a primary teacher and put her experience of the global context to good use overseeing and developing the global dimension in schools. She now continues this work through research into global citizenship education. |

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| Thora | Herrmann | Thora Herrmann (DPhil in geography) is Professor at the University of Oulu, Finland. She collaborates with First Nations, Inuit and Sámi communities and organizations in action-research projects on human-nature relationships, and on place-based knowledge and identity, using visual art-based methodologies, such as filmmaking, photovoice, and also interactive mapping. She has a strong interest in Citizen Science and co-led the Citizen Science Strategy 2030 for Germany. She advocates for decolonial and co-creative research methodologies and for inclusive collaborations in research. |
| Mirjam | Hitzelberger | Mirjam Hitzelberger currently works as a research assistant at the department of educational sciences at the Weingarten University of Education, Germany. Besides, she is also involved in a civil society organization in the field of Education for Sustainable Development and Global Learning in the state of Baden-Württemberg, Germany, where she works on cooperation partnerships at the intersection of non-formal and formal education. |
| Charles | Hopkins | Charles Hopkins holds the UNESCO Chair in Reorienting Education towards Sustainability at York University in Toronto, Canada. This Chair, established in 1999, was the first to focus on Education for Sustainable Development (ESD) as a central concept and a purpose of education. Today, the Chair conducts research through two global ESD research networks, the International Network of Teacher Education Institutions and the #IndigenousESD. Hopkins has a long relationship with education and sustainability, locally as a school superintendent in Toronto and internationally, chairing the writing and adoption processes of several UN ESD Declarations. Hopkins has lectured and presented papers in approximately 75 countries. He also serves as the Co-Director of the Asia-Pacific Institute on ESD in Beijing, China. |
| Marcus | Horwood | Marcus Horwood is a postdoctoral Research Fellow in the School of Education at Deakin University, Australia. His expertise lies in Positive and Occupational Psychology within the education sector. In his current role he works on national and international longitudinal projects in collaboration with government, not-for-profit, and private sector partners. He conducts longitudinal quasi-experimental design research using a range of methodologies such as structural equational modelling and difference-in-differences analyses to ascertain the impact historic and current policy reform (macro), organisational job demands and resources (meso), and individual intrinsic and extrinsic characteristics (micro) have on educator psychosocial and wellbeing outcomes. More recently, with his project "Bridging the Divide Between Positive Psychology and Positive Peace" he has been researching the interrelationship between Positive Psychology (micro) and Positive Peace (macro) with aims to further research the meso level equivalent. |
| Hajar | IDRISSI | Dr. Hajar Idrissi is an Assistant Professor of education at the Higher School of Education and Training (ESEF), Chouaib Doukkali University, in Morocco. Dr. Idrissi holds a jointly supervised PhD in education and human development studies from Sidi Mohammed Ben Abdellah University, Morocco and the Graduate School of Education and Human Development, the George Washington University, USA. She has been a visiting doctoral student at the Institute of Social Studies, University of Tartu, Estonia. Her main research interests are citizenship education policy trends, global citizenship education, curriculum and instruction, sustainable development and climate change education. She is currently a research associate in the Monitoring and Evaluating Climate Change Communication and Education Project funded by the Canadian Government (MECCE). Dr. Idrissi is also a World Bank consultant working in the areas of governance, education and climate change for Morocco. |
| Sarah | Jones | Dr Sarah Jones, a Reader in Global Education (University of Hull), has been involved in the broad field of Global Education since the mid 1990's. She has led several large scale internationally funded projects that investigate how aspects of Global Education have been integrated into formal and informal education settings. Internationally, Sarah is the RDC Chair on Global Education at the Association of Teacher Education in Europe (ATEE) and runs the International Global Education Network (https://www.linkedin.com/groups/12539729/). |

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| Tuija | Kasa | Tuija Kasa is a doctoral researcher at the University of Helsinki's doctoral programme School, Education, Society and Culture. She researches human rights education as part of Democratic education and political polarisation in the era of global crises (DEMOPOL) -project 2021-2024. Multidisciplinary PhD research combines educational sciences, moral philosophy and human rights law. |
| Eugenia | Katartzi | Dr Eugenia Katartzi is an Assistant Professor at the University of Nottingham, with an expertise in sociology of education and migration, childhood and youth studies and education policy. Her interests lie in the psychosocial study of marginalised young people's intersecting identities and educational trajectories in conditions of ever-increasing forced displacement, diversity and inequality. Her work has documented and theorised migrant young people's ethnonational identities and sense of belonging, the reproduction of inequalities via educational mechanisms, and the interface between Higher and Vocational Education. She is currently working on a British Academy funded project documenting unaccompanied asylum-seeking children's lived experiences in Greece. |
| Anne Marie | Kavanagh | Anne Marie Kavanagh (PhD, FHEA) is Assistant Professor in Ethical and Intercultural Education in the School of Human Development, DCU Institute of Education. She teaches and researches in the areas of social justice education, intercultural education, critical multicultural education, ethical education and human rights education. In 2021, her first co-edited book (with Prof Fionnuala Waldron & Dr Benjamin Mallon) 'Teaching for Social Justice and Sustainable Development Across the Primary Curriculum' was published by Routledge. This volume supports educators in integrating meaningful education for social justice and sustainability across a wide range of curricular subjects at primary level. |
| Aruj | Khaliq | Ms. Aruj Khaliq is the first and the youngest Pakistani Social Scientist from Asia who made a knowledge contribution to the field of Whole School Approaches (WSA) to Sustainability through designing a research-backed thinking tool and a teacher development intervention. As a 30 Under 30 nominee for Environmental Education, she is celebrated as a young leader for her expertise in educational policy, teacher development and provision of concept-driven education for global pedagogical frameworks. Over the last one decade, Ms. Khaliq has spear-headed the expansion of teacher development programs in varying capacities across South Asia. She has engaged over 300 International Baccalaureate Schools across Asia, USA and Canada for researches around learner agency, critical pedagogy and community well-being. To her credit, she has been featured by various organizations including IBO (2020), She Loves Tech (2020), United Nations Development Program (UNDP, 2021) for empowering over 1000 teachers. She is an advocate of using education for emancipation forthcoming in her book 'Becoming Sustainability Pedagogues'. |
| Dennis | Kirschbaum | Dennis Sadiq Kirschbaum is the project manager of Connecting the dots at global. He studied politics and ethics for teaching. In 2019 he was announced as ambassador for youth engagement by the ministry of family affairs in Germany. |
| Jørgen | Klein | Prof. Jørgen Klein has a Phd in geography from NTNU (2007). Title of thesis: Deforestation and Conservation in Madagascar. Dominating discourses and local realities. Main research interests: deforestation, climate change, education for sustainable development, global citizenship, indigenous knowledge and social science/geography education. Prof. Klein has extensive experience from research and academic collaboration in southern and eastern Africa (Tanzania, Madagascar, Namibia, Zambia, South Africa). |
| Katrin | Kohl | Katrin Kohl is the Executive Coordinator and Principal Researcher at the UNESCO Chair in Reorienting Education towards Sustainability at York University in Toronto, Canada. Kohl is also the Focal Point for SDG 4 (Quality Education) of the Higher Education and Research for Sustainable Development Global Cluster led by the International Association of Universities. With a background in law and management, she served in prior positions as Managing Director of the German Commission for UNESCO and as Strategic Advisor to the Vice-Chancellor at the University of Düsseldorf, Germany. |

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| Jeana | Kriewaldt | <p>Jeana Kriewaldt is an Associate Professor at the Melbourne Graduate School for Education, University of Melbourne. Her research spans geography and sustainability education and the related fields of professional knowledge, curriculum theory and teacher research.</p> <p>Sally Windsor is an Associate Professor in pedagogical work at University of Gothenburg teaches in the areas of sustainability, international education and Indigenous knowledges. Windsor's research interests include inequality and the unequal provision of school education, sustainability education in schools, social sustainability, policy comparisons, and the implications of globalisation on school education.</p> |
| Gregor | Lang-Wojtasik | <p>Gregor Lang-Wojtasik is Professor of Educational Science at the Weingarten University of Education, where he is Dean of Studies and Director of the Research Center for Educational Innovation and Professionalization, as well as head of the MA programs in Educational Science and Intercultural Education/Cultural Mediation. He has been involved in global learning since his youth – civic engagement, non-formal and formal education as well as theoretical and empirical research. He is a primary and secondary school teacher, received his doctorate on Non-Formal Education in Bangladesh and India and habilitated on school in world society. He is a mediator and trainer for Nonviolent Communication. His hand-encyclopaedia Global Learning (ed. together with U. Klemm) is in its third edition (2021) and his study book Global Learning (ed./2022) is considered a fundamental work in German-speaking countries. His latest publication (ed./2023) focuses on the importance of subject didactics for a Great Transformation and Education for Sustainable Development.</p> |
| Madeleine | Le Bourdon | <p>Madeleine is a lecturer in the Politics of Development in the School of Politics and International Studies, co-director of the Centre for Teaching Scholarship and Innovation and programme director for International Development BA(Hons). Her research critical reflects on pedagogical and methodological approaches which frame how we understand development and global social justice issues. In particular, the role of reflexive practices in challenging privilege and positionality in the field. Alongside her University role, Madeleine is a co-editor at the International Journal for Development Education and Global Learning, trustee of the charity Diversity in Development and is Specialist Member of the Academic Network for Global Education and Learning.</p> |
| Thaïs | Leray | <p>Thaïs Leray is Team leader for Youth in the unit in charge of Youth, Education and Culture of the European Commission DG for International Partnerships. She has spent the past 20 years working on policies and programmes in the field of international cooperation, sustainable development and climate action. Prior to joining the European Commission in 2010, she has worked for the private sector and the World Bank. She holds 3 Masters, in Business Administration, Environmental Management and International Economics.</p> |
| Alison | Lloyd Williams | <p>Alison has a background in teaching and applied theatre and an interest in how creative, participatory practice can promote active citizenship in education and community development. For the past ten years, Alison has led a series of heritage projects at Global Link in Lancaster, UK, together with historians, heritage organisations and other regional and international partners. This community-led work with youth and adults uses engagement with local history to invite critical reflection on contemporary global issues. Past projects include Documenting Dissent, which researched histories of dissent and activism in Lancaster and beyond, and Learning from the Past, which charted efforts for peace and internationalism across Europe in the years following the First World War. Current project, Migration Stories North West, maps stories of individuals who have migrated in and out of the NW of England from the Roman period to the present day, highlighting the region's rich history of migration.</p> |
| Mónica | Lourenço | <p>Mónica Lourenço is a researcher and teacher educator at the University of Aveiro, Portugal. She has a PhD in Didactics and Teacher Education and over 15 years of experience teaching and supervising students in the field of language education and</p> |

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| | | early language learning. She is co-convenor of the Special Interest Group on Teacher Education of the Academic Network on Global Education and Learning (ANGEL) and founder and coordinator of the community of practice FOCO CG – Formar e Colaborar para a Cidadania Global [Educating and Collaborating for Global Citizenship]. Her main research interests include global citizenship education, teacher education and plurilingualism. |
| Giovanna | Malusà | PhD in Psychological Science and Education and school psychologist, Giovanna Malusà has worked for 35 years as a primary school teacher. Her research interest include Social Justice Education, Intercultural Education, Qualitative Research and active teaching methods, in which she gives training courses to teachers. She is currently Tutor and Temporary Professor at the Faculty of Education, Free University of Bozen, and at the Department of Human Sciences, University of Verona (Italy). She is member of advisory board of Encyclopaideia, Journal of phenomenology and education and certified facilitator in Findhorn games. Website: www.giovannamalusa.it . |
| Gabriela | Martinez Sainz | Gabriela Martinez Sainz is a researcher, educator and consultant specialising in children's rights, global citizenship and education for sustainable development. She is an Ad Astra Fellow and Assistant Professor at the School of Education at University College Dublin. Her work focuses on teaching and learning to advance the Agenda 2030 for Sustainable Development. She holds a PhD in Education and a Master's Degree in Educational Research from the University of Cambridge where she conducted qualitative research on the intersection of human rights education, reflective practice and professional knowledge. As a researcher, she has been affiliated to the Centre for Human Rights and Citizenship Education of Dublin City University, the Brazilian Centre for Analysis and Planning CEBRAP, the Center for Governance and Human Rights of the University of Cambridge, and also the Center for Socio-legal Studies of the University of Oxford. She is the author of textbooks and educational materials on issues of citizenship, democracy and human rights for secondary schools. |
| Prisca Bruno | Massao | Prisca Bruno Massao (Phd.) is currently an associate professor at Inland Norway University of Applied Sciences. She teaches Social science studies at the Faculty of Education. Her areas of research are on gender, citizenship, intercultural, race and racism in education and sport. She is currently leading two projects; Critical examination of Race and Racism in Teacher Education (CERiTE) and Active Citizenship and Gender Through International Teacher Education (CIGETE). |
| Marika | Matengu | Dr. Marika Matengu is a university teacher at the University of Oulu. She has worked over ten years in Southern Africa and has extensive experience in project coordination, institutional collaboration and teacher education. Her research interests evolve around educational justice, culturally responsive education, global education. |
| Rebecca | McCartney | Rebecca is a secondary school teacher and Head of Geography who is also in the final stages of completing her Educational Doctorate within the UK. Her research focuses on using a case study approach to explore the challenges and opportunities within climate change education, through the perspectives of staff and students aged 11 to 18. Further research was also undertaken with a focus group of year 12 students to explore their relationship with nature with the aim of understanding the impact on climate anxiety and communication. |
| Orla | McCormack | Orla McCormack is a senior lecturer in education, at the University of Limerick, Ireland. Orla's research and teaching interest include teacher agency, with a particular interest in curriculum change/development and reflective practice. |
| Karena | Menzie-Ballantyne | Dr Karena Menzie-Ballantyne is a Senior Lecturer and teacher-educator based at CQUniversity Australia's Bundaberg campus. Karena co-leads Empower, a research cluster of academics, PhD and Masters students from Australia, Indonesia, Pakistan and Malaysia, that specialises in practically-oriented, evidence-based research into education for global citizenship/global competence and sustainable development at system, school and classroom levels. Karena's current research includes: working as a critical friend for the Queensland Department of Education International's Global |

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| | | Competence Pilot; working with academic and education department personnel in Queensland, New Zealand and England to explore how the education for global citizenship/global competence agenda is being rollout across the respective contexts; and conducting an international Delphi study to explore the intent and terminology used by teacher educators and trainers in the field of global education. |
| Rick | Millican | <p>Rick is a Senior Lecturer in Education and the Course Leader for the BA (Hons) Education at the University of Gloucestershire where he has worked for the past 13 years. Prior to that he has a long history of working within education, but in different contexts and phases. These include as a Drama and Music teacher across age ranges, a teacher of learners with social and emotional difficulties 5-18, a teacher of English as a Foreign Language to children and adults and a teacher trainer. He has worked in various countries including Spain, Oman and Egypt and in schools, further education colleges and universities including Leeds and Birmingham.</p> <p>His current interests are in social justice and sustainability and in the role of education in helping to create a fairer and sustainable world. He has recently worked on an international research project, A Rounder Sense of Purpose, which developed a framework of competences for educators of sustainable development linked to the Sustainable Development Goals. This has led to various recent publications alongside work into developing academic resilience and buoyancy with higher education students.</p> |
| Stefania | Moser | Stefania Moser is currently a PhD student at the Free University of Bolzano, in Italy. She worked as primary school teacher with a master's degree in Primary Education acquired at the same University. She also holds a master's in International Cooperation and Inclusive Education acquired at the University of Bologna. She collaborates with an NGO in the field of Global Citizenship Education for young adults by organising specific trainings. Her research interests include Global Citizenship Education, volunteering, and International Cooperation. She is a member of the group of early career researchers of the UNESCO Chair in Global Citizenship Education at the University of Bologna. |
| Caitríona | Ni Cassaithe | Caitriona is an Assistant Professor at DCU's IOE where she lectures in the area of history pedagogy. Her expertise is in the areas of historical enquiry and the development of children's historical thinking skills. Her research interests also include: heritage and place-based education, digital technologies in teaching history, teaching controversial/contested issues in primary history and disciplinary literacy (focusing on reading and writing like a historian). She is a member of the steering committee of the Centre for Human Rights and Citizenship at DCU and is a member of the DCU Educational Disadvantage Centre. More internationally, she is an executive committee member of the History Educators International Research Network and sits on the executive board of Public History Weekly. She is also the Irish PI for the Erasmus Plus project LETHE which looks at (e-)learning the hidden histories of Europe through material culture and object-based learning pedagogies. |
| Ciarán | Ó Gallchóir | Ciarán Ó Gallchóir is an Assistant Professor in the Department of Education at Maynooth University. He teaches on the university's initial teacher education programmes and postgraduate programmes in educational leadership. His research interests are identity development, school placement and educational leadership. |
| Rowan | Oberman | Rowan Oberman is Assistant Professor of Global Citizenship Education and Co-Director of the Centre for Human Rights and Citizenship Education at Dublin City University. Her research interests include: climate change education, children's rights, picturebooks and creative writing. Her doctoral research explores the use of picturebooks in inquiry-based climate change education. |
| Nick | Palmer | Nick Palmer is a teaching scholar and researcher at Deakin University, Australia. Nick's PhD, conferred in 2021, was focused on the development of global citizenship education in International Baccalaureate international schools. He has won a number of funding awards including the prestigious Jeff Thompson International Baccalaureate Award for international research and also most recently from the Australia Boarding Schools Association. He consistently publishes in high profile journals and is working |

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| | | in collaboration with the US based Comparative and International Education Society and SUNY Press to publish his first scholarly monograph. Nick is regularly invited to present internationally on the topic of global citizenship education and works closely with schools to develop practical global citizenship . He lives with his family in Warrnambool, Australia and is open to collaborative research projects with national and international partners. |
| Karen | Pashby | Karen Pashby is Professor of Global Citizenship Education at Manchester Metropolitan University. Teaching in the School of Childhood, Youth and Education Studies, she is a core member of the Education and Social Research Institute and co-leads the Education and Global Futures Research Group. She is Adjunct Professor in the Department of Educational Policy Studies at University of Alberta and Docent in the Faculty of Educational Sciences at University of Helsinki. She is also the in-coming President of the Comparative International Education Society of Canada. A former secondary educator (in Canada and Brazil) and experienced teacher educator and university lecturer (in Canada, Finland, and the UK), Karen’s research draws on post/decolonial theoretical resources to examine productive pedagogical tensions in teaching of ethical global issues. She is co-investigator with colleagues at Örebro University on A decolonial approach to teaching global justice issues (2022-2026) funded by the Swedish Research Council. |
| Corinna | Peniston-Bird | Professor Corinna Peniston-Bird holds a Chair in Gender and Cultural History at Lancaster University. Her research on gender focuses on femininities and masculinities at war, and she is currently working on gendered commemoration, with a particular focus on the British war memorials of the twentieth century. Her interest in untraditional source materials is reflected two jointly edited collections with Professor Sarah Barber which introduce methodologies to engage with sources ranging from the visual and material to the oral and in the variety of contexts in which they are encountered. She enjoys working with schools, community groups and charities to explore the transformative potential of engaging with history and heritage. |
| Carolin | Philipp | Carolin Philipp is a political and education scientist, based in Berlin and Athens. She holds a PhD in political science from the University of Kassel dealing with the historical conditions and forms of social transformation in Greece. She is a researcher-educator of the Berlin-based global collective (www.glokal.org) and focusses on mediation of postcolonial historical legacies of hegemony and resistances (www.connecting-the-dots.org), a project rewarded as best-practice-project for Global Education 2018. Currently she is working in the Project Global Erinnern (Global Memory, https://globalerinnern.org/) that focus on local traces of global history in currently five German cities. She has worked as researcher in various research project in Greece (www.demopaideia.gr and https://progender.panteion.gr/). Her publications include a broad thematic spectre from education and crisis (In: Eis, Andreas et al. 2018), decolonial historiography (Endter, Stephanie et al. 2020 & Yetkin, Eren Yildirim et al. 2022) to logistics and social movements (Alimahomed-Wilson, Jake/Ness, Immanuel 2018, Eds.). |
| Anielka | Pieniazek | Malgorzata Anielka Pieniazek is a PhD researcher at the UCL Institute of Education in London. Anielka’s research interests are focussed around local and global issues, critical Global (Citizenship) Education and decolonisation of knowledge. She is examining ideas and conceptualisations from Kenyan and South African academia and their contributions to the international debates around GCE. Anielka is also involved in bringing equality, diversity and inclusion into the football industry via her roles with Fans For Diversity Guidance Group and National Council of Football Supporters Association. |
| Diego | Posada | Diego Posada is a Research Assistant at MECCE (The Monitoring and Evaluating Climate Change Communication and Education Project) and a PhD candidate at the University of Padova. His research explores the potential of education as a positive transformative socio-political agent in light of global social, political and ecological crises. He focuses on education for sustainability, decolonising knowledge and land- |

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| | | based learning from an international comparative perspective. He has been working in the educational field for 12 years in NGOs and schools based in Uruguay, Australia, Brazil, Cambodia, Denmark and Italy. |
| Jani | Pulkki | Jani Pulkki is an educational philosopher and a doctoral researcher from the University of Oulu. He is also an associate professor from the University of Eastern Finland. He is interested in interrelated ecological and social issues. In his research on ecosocial philosophy of education it is claimed in ecofeminist fashion that solving the wicked (ecological) problems of our age necessitates solving the social problems such as racism, sexism, marginalisation, Euro-centrism, white supremacy, human-centrism and so on. Poor sociality in human relationships with the more-than-human world is the same issue as poor social interaction among humans. Rethinking ways of thought that reproduce the exploitative relations between the humans and the more-than-human world is needed in order to think of ecosocial educational thought that can inspire different ways of environmental, sustainability, and global education. Profile link: https://www.researchgate.net/profile/Jani-Pulkki-2 |
| Tania | Ramalho | Tania Ramalho is Professor of Education at SUNY Oswego, Emerita and a Visiting Scholar at the University of Oulu, Finland, in the Fall 2022. She writes about Paulo Freire and pedagogies of liberation. As a Critical Literacy and Pedagogy educator and public intellectual, she investigates global/citizenship/peace education related to sustainability issues. She is co-editor of <i>Activist Art in Social Justice Pedagogy</i> (2019) and <i>Enacting Critical Pedagogy Online</i> (2022). |
| Caroline | Rau | Dr. Caroline Rau is a research assistant at the Department of Foundations of Education at the Otto-Friedrich-University of Bamberg. Her main topics of research include the culture-related professionalism of teachers in the Humanities subjects, the heterogeneity of teaching objects and qualitative-reconstructive research methods. |
| Heidi | Rautionmaa | A pastor, an educator, a doctoral researcher and interfaith activist Heidi Rautionmaa gives trainings on interfaith issues and peace education for teachers, students in teacher education and people of the religious and spiritual communities. She has more than 20 years of experience in organizing various interfaith activities on the grass roots in Finland and internationally. Heidi is a KAICIID Fellow and a board member of ENORB (European Network on Religion & Belief) and a committee member of RfP European Women of Faith Network. She also served several years as an ambassador of the PoWR and she is a former Global Council Trustee of URI. She has edited 3 books on interfaith and -cultural dialogue and co-operation. At this moment she works at the University of Helsinki in the peace education project as a project planner and an educator. |
| Andreas | Rogler | My name is Andreas Rogler and I am a doctoral researcher at the University of Oulu, Finland. My main research areas are the internationalization of higher education and the development of global mindedness. |
| Jalpa | Ruparelia | After working as a research fellow on international development projects, Jalpa Ruparelia is currently an academic teaching on undergraduate and postgraduate programmes at the University of Nottingham. She is keen to explore the link between social justice and global citizenship education in an interdisciplinary context to share learning. She also researches decolonial perspectives in education by exploring ways to disrupt epistemological frameworks to try and reframe current ways of thinking, being and knowing |
| Maria Helena | Saari | Dr. Saari is a Postdoctoral Research Fellow at the Faculty of Education at the University of Oulu and Visiting Scholar at the Human-Animal Studies Hub at the University of Lisbon. She is currently Co-Leader of the Envisioning Sustainability Hub of the University of Oulu Biodiverse Anthropocenes Research Program, Chair of the Finnish Critical Animal Studies Network (CASFinland) and Co-leader of the environmental education working group of the University of Oulu-University of Namibia Global Innovation Network in Teaching & Learning (GINTL) Partnership. She was awarded the Senior Animal Law Researcher Award by the International Centre for Animal Law & Policy (ICALP) for her doctoral thesis 'Animals as stakeholders in education: Towards an educational reform for interspecies sustainability'. Her |

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| | | interdisciplinary research focuses on animals in education (policy and pedagogy), interspecies sustainability and justice, environmental education, and animal law. She teaches undergraduate courses on environmental education and multispecies education research. |
| Francesca | Sangiuliano Intra | Francesca Sangiuliano Intra obtained her Ph.D. in Developmental Psychology at the Catholic University of the Sacred Heart in Milan (IT) and in Life Science at the Vrije University of Amsterdam (NL). Since she finished her Ph.D., she has worked with different national and international universities and research centers, gaining experience also as a lecturer in her scientific field. In the context of sustainable development, her research interests embrace the association between socio-emotional and cognitive skills and the decision-making process in child development with a particular focus on the neural correlates of behaviors. |
| Daniel | Schaffer | Born in England in 1968 and raised in Israel, Daniel Schaffer, has been the CEO of the Foundation for Environmental Education since December 2013. Before taking up this role, he managed for five years EcoOcean, an NGO focused on the Mediterranean marine and coastal environment. Prior to that, he worked for many years as a research vessel captain, combining his love for the sea and his passion for the environment. Daniel has experience working with youth both within the formal and the non-formal education systems and believes education to be a vital tool for positive change. Daniel holds a BA in Business Management and a Masters in Marine Civilizations studies. |
| Namrata | Sharma | Dr. Namrata Sharma is on the faculty at the State University of New York, USA, and an expert with the United Nations Harmony with Nature Knowledge Network. She is an international education consultant and has served on the Boards of several professional organizations in India, Europe, and USA. She holds a bachelor's degree from Delhi University, India; a master's degree in education from Soka University, Japan; and a Ph.D. from the IOE, University College London, UK. She has authored several research papers, articles, and books, including <i>Value-creating global citizenship education for sustainable development</i> (Palgrave Macmillan, 2020). Dr. Sharma has specialist interests in Global Citizenship Education, and International and Comparative Education. In her ongoing research work she is engaged in drawing meaningful linkages between teaching the UNESCO-led initiatives of Global Citizenship Education and Education for Sustainable Development. For more information on her work visit her blog at DrNamrataSharma.com |
| Manisha | Shelat (Pathak-Shelat) | Prof. Manisha Pathak-Shelat is Professor, Communication & Digital Platforms and Strategies at MICA, Ahmedabad, India and chairs MICA's Centre for Development Management and Communication. She is the Editor of the Journal of Creative Communications published by Sage. Transcultural citizenship education, digital cultures, communication for social change, and media and information literacy are her key areas of interest. She has shared her research globally as guest speaker and through her books, journal papers, articles. Her awards and fellowships include Shastri Indo-Canadian Faculty Research Award, The Salzburg Seminar Fellowship, TATA Fellowship for the Study of Contemporary India, MICA AGK Award for meritorious service, and the lifetime achievement award by the Global Media Education Council. She represents MICA at UNESCO's Media and Information Literacy and Intercultural Dialogue University Network and is an active member of National Leadership Forum for Vaccine Confidence. She has led several capacity building programs for non-profits, various state governments, corporate sector, and international organisations. |
| Frieda Nanewo | Shingenge | Frieda Shingenge is a lecturer in the Department of Early Childhood and Care at the University of Namibia. She is due to receive her Doctorate soon. She is a young researcher interested in language and literacy, tertiary education, cultural and indigenous studies and early childhood education. Her recent projects focus on African collaboration, reading in Mother Instructions and academic language. |
| Agnieszka | Skuratowicz | Agnieszka Skuratowicz is a civil servant working for the European Commission. Currently leads a team in charge of youth, education & culture policies in external |

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| | | relations in the International Partnerships Directorate General. Previously policy advisor to the Commission political leadership and negotiator with EU neighbours on economic affairs. Former member of the management board of the European Political Strategy Centre, the Commission in-house think-tank. |
| Nese | Soysal | Nese Soysal is a Research Associate in the Department of Education at Bath University. She is currently working on JustEd Project focusing on education as and for epistemic, environmental and transitional justice to enable sustainable development. She also conducts research on ESD and teacher education. She completed her PhD in Curriculum and Instruction and worked in Turkish universities as a lecturer. Her research interests are curriculum development, instructional planning, teacher education, and Education for Sustainable Development. |
| Max | Spiegelberg | Over the past twenty years, Max SPIEGELBERG has engaged questions of sustainability, environment and humanity across boundaries of disciplines, cultures, & skills in various positions and countries. His interest lies with integrated and participatory approaches applied to beekeepers & pollinators policies, informal/urban/civic food, and food futures. Since March 2022 Max works as coordinator of the UNESCO Chair on World Heritage and Biosphere Reserve Observation and Education at the Heidelberg University for Education and he is founding member and co-director of the FEAST NPO in Kyoto, Japan. |
| Alexis | Stones | Alexis Stones is Subject Lead for the Religious Education (RE) PGCE at IOE, UCL's Faculty of Education and Society. She was an RE teacher before moving into teacher education and she co-convenes UCL's Education & Religion, Curriculum Subject Specialism Research Group and Peace Education Special Interest Groups. She also works in museum and gallery education. She leads primary teacher education at London's National Gallery and teaches sessions on sacred art at the Wallace Collection, London. |
| Riikka | Suhonen | Riikka Suhonen is doctoral researcher in the Doctoral Programme in School, Education, Society and Culture in University of Helsinki. Her PhD research explores how global citizenship education is understood and enacted in upper secondary vocational education, particularly in the Finnish context. Riikka is particularly interested in youth civic engagement and controversial issues in education, as well as examining the tensions between the promotion of pluralistic perspectives and the creation of safer spaces for learning. Riikka's research interests reflect her earlier studies in humanistic and social sciences (African Studies and Global Development Studies) as well as work experience within development cooperation, global education, and internationalisation in education. |
| Isabel | Toman | Isabel Toman is working as Programme Officer for Sustainable Development at the International Association of Universities (IAU), based in Paris at UNESCO. Higher Education and Research for Sustainable Development (HESD) forms one of the four strategic priorities of the Association. Amongst Isabel's tasks at the IAU are the coordination of the IAU Global HESD Cluster, communicating with Members and partners on HESD, and creating content for the HESD Portal, as well as working on related events and publications. More recently, she coordinated the work on the 3rd IAU HESD Global Survey, conducted in 2022, with the report published in January 2023. Before coming to the IAU in 2019 and taking up her current position in 2020, she gained international experience during work placements in the higher education sector in Mexico and Germany, and her studies (politics, international relations, languages) in Germany, Spain and the UK. |
| Ditta | Trindade | Ditta is a facilitator of transformation processes in policy, strategy and learning, inspired to contribute to social change and innovation. Works with international organisations and national institutions on global education, youth policy, participatory processes, capacity building, gender, conflict transformation, social innovation and e-learning. She currently works for GENE as a Head for Support and Innovation supporting GENE Ministries and agencies and leading dialogue with the key stakeholders in GE in Europe. She acted as a Director of a Brazilian NGO, University of Youth. As a consultant she contributed to the youth strategies of UN agencies, the Municipality of Rio de Janeiro, the State of Pernambuco in Brazil, as well as Albania. |

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| | | She worked for the Network University Foundation in eLearning and for the North-South Centre of the Council of Europe promoting Global Education in Central Europe. She holds a Master's degree in International Relations from the University of Amsterdam. |
| Aisling | Twohill | Aisling Twohill is a lecturer in Mathematics Education in the School of STEM Education, Innovation and Global Studies of Dublin City University. She has a particular interest in the role that mathematics plays in supporting active and participatory citizenship and how critical mathematical literacy can inform and empower. Aisling works with student teachers, practising teachers and NGOs to research and advocate for the role mathematics can play in highlighting issues of social justice and sustainability. |
| Hilligje | van't Land | Dr. Hilligje van't Land (IAU) serves the global higher education community as Secretary General of the International Association of Universities (IAU) - global NGO with UNESCO Associate Status. For the past two decades, she has fostered the key role of higher education in societal transformation. She supervises the overall programme activities of the IAU, develops the Association's strategic plans and oversees the everyday work of the secretariat. She positioned the IAU as partner in UNESCO work on Education for sustainable development and in the UNESCO Futures of Education initiative, and higher education as a key stakeholder for the UN Agenda 2030 – Transforming our world. Hilligje van't Land strongly believes in the importance of international cooperation and intercultural understanding and has developed multilateral projects related higher education and beyond. Hilligje van't Land holds a PhD in comparative francophone literature, speaks six languages and published on higher education issues of relevance locally and globally. |
| Paul | Vare | Paul leads research projects related to learning for sustainability and leads the university's Doctor of Education programme. He was principle investigator of 'A Rounder Sense of Purpose', a six-year research programme that developed a competence framework for sustainability educators; the project website (aroundersenseofpurpose.eu) includes over 200 activities linking the competences with each of the UN Sustainable Development Goals. Currently Paul chairs the Continuing Professional Development Forum for the Universities' Council for Teacher Education (UK), is Trustee of the National Association for Environmental Education, a member of the Adult Advisory Board of the youth campaign Teach the Future and Academic Advisor to the UN Economic Commission for Europe's (UNECE) Steering Committee on Education for Sustainable Development (ESD). Formerly, he has been a teacher, worked on community-based sustainability projects in sub-Saharan Africa, ran an international NGO and helped draft the UNECE Strategy on ESD. |
| Karen | Wynne | Karen has worked across community, education and arts sectors in the North West of England for over 20 years. She brings her background in producing and leading multi-disciplinary projects in the arts to her work with Liverpool World Centre. Working predominantly across the voluntary sector, HE and non-formal education, Karen is passionate about exploring how links between different sections of the community can strengthen the impact of global learning. Her personal academic interest lies in explorations of how the teaching of history impacts on our understanding of the world today. |
| J. Melanie | Young | Melanie Young's research is focused on global education, specifically on systems theory, relationality and the criticality inherent in a transformative global education. She has worked as a teacher in Canada and several other countries, teacher educator and researcher at Simon Fraser University, adult education instructor, and is currently working for the Douglas College Faculty Association as the Vice President, Stewardship. |
| Luisa | Zecca | Luisa Zecca Full Professor at "Riccardo Massa" Department of Human Sciences for Education of the University of Milano-Bicocca. Her research interests are education curriculum, education designing and evaluation, laboratory didactics, and teacher education, with a focus on school and democracy. She has been involved in research and dissemination activities in more than 20 national and international projects. |

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| | | Education for Social Justice). She is currently the scientific director of the Italian hub C4S (Communities for Sciences: towards promoting an inclusive science education). |
| PENG | ZHANG | Peng is a PhD candidate at University College London, UK. He is interested in education for social justice, human rights, and sustainable development and has worked and/or studied in mainland China, Taiwan and the UK. |
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