ANGEL CONFERENCE

9&10 MAY, LONDON, UK 2019

CONFERENCE PROGRAMME

Contents

Note: Where ever you see these symbols, you can click a hyperlink

Introduction

Welcome to the second academic conference, organised by the Development Education Research Centre ('DERC', UCL Institute of Education) and Global Education Network Europe (GENE), as part of the remit of the partnership project **Academic Network on Global Education and Learning** (ANGEL).

The Conference is aimed at academics, researchers, policy-makers and practitioners from around the world and papers and presentations will cover all sectors of education, evidence from empirical based research as well as academic discussion on how to influence policy-makers.

The Conference will include a mixture of keynote presentations, academic papers and presentations from empirical research, debates on key issues and opportunities for meetings of specialist Journal boards, early career researchers, NGO practitioners and policy-makers. There will be parallel sessions on both days that will cover key themes identified from dialogue with policy-makers, researchers and practitioners. These include conceptualisations of global education, school based education, further and higher education and informal learning.

The conference aims to address 5 key themes:

1) Current challenges for Global Education
- Conceptualising Global Education
- Investigating teacher education practice
- Comparing worldwide approaches
- Curriculum research

2) Sustainable Development Goals: Exploring opportunities and challenges

3) Global Education in practice

- Experiences and research on informal learning
- Experiences and research in higher education
- Experiences and research in teacher education

4) Connecting researchers and policy makers on Global Education

5) Global Education and migrations: Exploring opportunities and challenges

Outside of the plenary speeches and the parallel sessions, arranged by the above themes, we have a number of special symposia and side events, including:

Bridge 47 workshop: Participatory workshop exploring how partnerships can be formed between academics and civil society organisations, in order to advocate for change

British Council workshop: Connecting Classrooms Through Global Learning

Symposium: Centre for Applied Buddhism: Buddhist Perspectives on Global Citizenship and Value Creating Education

Symposium: Materialising Global Education: Using new materialist theory in research and practice

ANGEL Member Business meeting: Contribute to the development and direction of the Academic Network on Global Education & Learning

Book launch: New Bloomsbury book series on Global Education

Meet the editors: Opportunity for one-to-one discussion with academic journals in the field

Background

The demand and need for Global Education has never been greater. At a time when there are increasing moves in a number of countries to forms of economic nationalism and a retreat to national boundaries, never has there been a greater need for the promotion of learning that encourages a global outlook and a sense of recognition that we live in an interdependent and interconnected world.

Various international initiatives have over the past few years encouraged the value of this global outlook including a range of initiatives by UNESCO, most notably their work on Global Citizenship, the OECD's PISA Global Competencies initiative and the Sustainable Development Goals which make reference to many of the key themes behind global education including human rights, sustainable development and inter-cultural understanding.

The response from academics and researchers around the world to these challenges is one of the most notable developments over the past few years. According to ANGEL's analysis, over 500 academic publications, including journal articles, reports and books have been produced covering the area of global education since 2017. Notably, 2017 saw the successful launch of the ANGEL network. The network today has more than 450 members from all over the world.

Policy-makers at a national level are also responding to these challenges through new strategies and initiatives. We have also seen an increased inter-action between policy-makers and researchers—building on the theme of the first ANGEL conference in 2017, which was focused on evidence based research.

This Conference includes a number of themes that build on the research and policy dialogue that has been led by GENE, in partnership with DERC.

An aim of this conference will be to encourage closer dialogue and inter-action between policy-makers, practitioners and researchers, and to this end all sessions will be organized in such a form to ensure appropriate opportunities

for such discussions. In addition, all plenary sessions will include discussions on how to take forward the themes addressed by the keynote speakers in developing and implanting policies, informing research and helping to improve the quality of educational practice.

The conference is being co-organized and co-funded funded by Global Education Network Europe and the Development Education Research Centre.

Global Education Network Europe

This European network of Ministries and Agencies is responsible for support, funding and policy-making in the field of Global Education. Started in 2001 with 6 national structures from 6 countries, GENE has today grown to include over 40 Ministries, Agencies and other national bodies, from over 25 countries.

Development Education Research Centre

DERC was launched at the UCL Institute of Education in November 2006 with funding and support from the UK Department for International Development. We draw funding from a number of different sources including the European Commission, UK government and a range of non-governmental organisations. It acts as the hub of knowledge development on development education and related themes for policy-makers and practitioners across Europe.

Acknowledgements

The organisers of the Conference wish to thank members of the ANGEL Advisory Board, staff of GENE and colleagues within the UCL Institute of Education for their help and support in organising this conference.

ANGEL International Advisory board
Douglas Bourn (Chair)
Massimiliano Tarozzi (Coordinator)
Helmuth Hartmeyer
Elina Lehtomäki
Annette Scheunpflug
Liam Wegimont
Luísa Pereira

DERC Staff
Clare Bentall
Nicole Blum
Frances Hunt
Kester Muller

GENE Staff
Ana Larcher

A very special thanks to the MA students of the 'Development Education and Global Learning' programme, and DERC doctoral students for their volunteering support.

Eleni Belogianni
Heather Abel
Irene Lopez Marin
Rajapriyah Anmpalagan
Adegboyega Arohunmolase
Fran Martin

Adriana Burciaga
Laura Cesaro
Bukola Oyinloye
Divine Mabika
Quinn Runkle

We would also like to thank the staff of Goodenough College for their help in organising this conference.

Housekeeping, Tips & How to use this programme

Hyperlinks

As detailed on the 'Contents' page, there are hyperlinks in this online version of the programme that will take you to various points in the document. The links look like this:

Registration & Assistance

The registration desk is your go-to point for all your information. It will be staffed during all the breaks. All conference organisers and staff will be wearing **red badges**.

WiFi

The College provides free wireless access for all its visitors. Please log on to the **gcwifi** network and enter the password: **pineberry44**

Twitter, Filming & Privacy

It will be very much appreciated if you could document anything you think is particularly valuable, or just your responses, using the event hashtag: **#ANGELConference2019**. Our handle is **@angelnetworknet**.
However, please respect the privacy of presenters who do not want to be tweeted. They will declare this at the beginning of their presentations.

Please note that photography or filming will be taking place for promotional and archival purposes.
If you do not wish to appear in any images captured please let staff know, so that we can take appropriate steps to ensure you are not included

Bar

There is a licenced bar on site if you want somewhere to continue your conversations after the event is over each evening.

Locations & Accessibility

You can find out information about where the session locations are from the reception desk or from staff with red badges. Please note the whole venue **apart from Seminar Room 1** has wheelchair / level access.

Toilets

Ladies and Gentlemen rest rooms are located in the basement. Please follow the signs. A disabled toilet is available in the reception area. Please ask a member of the Events team or Reception team for assistance.

Summarised Programme

Thursday 9th May 2019	
09:00 to 10:00	**Registration, Coffee & Networking**
10:00 to 12:00	**Welcome & Introductions (Chair: Massimiliano Tarozzi)** **Caroline Persaud,** Registrar, Goodenough College **Professor Alison Fuller,** Pro-Director of Research Development, UCL Institute of Education **Liam Wegimont,** Chair of Global Education Network Europe **Professor Massimiliano Tarozzi,** Co-Director of Development Education Research Centre, on Aims of Conference, and update on ANGEL **Keynote** **Professor William Gaudelli,** Dean, Lehigh University College of Education, USA *'Global Citizenship Education: From state to species'* Professor Gaudelli argues for a need to shift thinking away from state-centric education towards global citizenship education, and explores contemporary problems--including chasmic inequality, rampant migration and the existential challenge of climate change—as well as the inadequacy of state-education foci to address these issues. He will also explore governance as a means of confronting global challenges, and consider how education can be reconfigured to more adequately address the unboundaried problems of the 21st Century and beyond **Group work discussion** Challenges for Global Education facilitated by **Professor Douglas Bourn**, Co-Director of Development Education Research Centre
12:00 to 13:30	**Lunch & Networking**

Parallel Session A

13:30 to 15:00	**Session A1:** Current challenges for Global Education: "*Conceptualising Global Education*" **Chair: Annette Scheunpflug** (University of Bamberg). **Room: Great Hall** `Abstracts ⇨`

Andrea Bullivant (Liverpool World Centre) : *"From Development Education to Global Learning: Exploring Conceptualisations of Theory and Practice Amongst Practitioners in Development Education Centres in England".* **[FPP]***

Dalila P. Coelho (University of Porto/FPCE - CIIE) : *"Problematizing development education and global citizenship discourses in Portugal: results from a PhD journey".* Co-authors: João Caramelo, Isabel Menezes (University of Porto/FPCE - CIIE). **[FPP]***

Namrata Sharma (State University of New York, DePaul University) : *"Value-creating Global Citizenship Education – Engaging Gandhi, Makiguchi, and Ikeda as Examples".* **[FPP]***

Karen Pashby & Marta da Costa (Manchester Metropolitan University): *"Interfaces and conflations: Mapping typologies of Global Citizenship Education".* Co-authors: Sharon Stein & Vanessa de Oliveira Andreotti (University of British Columbia) **[FPP]***

Maureen Ellis (London University UCL-Institute of Education) : *"Critical Global Semiotics".* **[FPP]***

Tania Ramalho (SUNY- State University of New York Oswego) : *"Freirean Concepts in Global/Sustainability Education".* **[FPP]***

	Session A2: Global Education in practice: "*Experiences and research on Informal learning*" **Chair: Clare Bentall** (UCL). **Room: Large Common Room** `Abstracts ⇨`

Abdulla Omaigan (Oxford University): *"Towards Diverse Global Citizenship Education Through Residential Programmes: The Case of Youth Global Identities at a United World College".* **[FPP]***

James Trewby (Columbans): *"From theory to practice: Experiments with learning through encounter and experience".* **[SPP]***

Jorge Cardoso (FGS - Fundação Gonçalo da Silveira): *"Learning for development: critical reflections arising from the evaluation of an intersectoral development education project".* Co-authors: Filipe Martins (Universidade Católica Portuguesa, Porto); Hugo Marques (FGS - Fundação Gonçalo da Silveira). **[FPP]***

Romina De Angelis (UCL Institute of Education): *"Social, Transformative and Sustainable Learning: a study of a Jamaican community".* **[SPP]***

Sonja Richter (Leuphana University): *"The Quality of Learning within Volunteering in the Global South. A qualitative reconstructive study on Learning Dimensions within Voluntary Services".* **[FPP]***

[SPP]*: Short Paper Presentation. [FPP]*: Full Paper Presentation

13:00 to 15:00	**Amy Strachan** (St Marys University Twickenham): *"To what extent, and in what ways, can global learning be used as a vehicle to facilitate professional autonomy and motivation in primary science education?".* **[SPP]***
	Symposium 1: Centre for Applied Buddhism: '*Buddhist Perspectives on Global Citizenship & Value Creating Education'.* `Abstracts ⇨` **Room: Churchill Room** **Presenting: Jamie Cresswell** (Centre for Applied Buddhism)**, Dr Tetsuko Watanabe** (UCL Institute of Education), **David Woodger** (Goldsmiths, University of London) **Chair:** Dr Michele Lamb (University of Roehampton) **Respondent:** Teohna Williams (Business Plan for Peace) This symposium will discuss global citizenship from a non-Western based perspective grounded in the Japanese Buddhist concept of 'Soka' or 'value creation'.
15:00 to 15:30	**Coffee break**

Parallel Session B

15:30 to 17:00	**Session B3: Current challenges for Global Education: "*Investigating teacher education practice*"** `Abstracts ⇨` **Chair: Doug Bourn** (UCL) **Room: Large Common Room**
	Eilish Dillon (Maynooth University): *"Challenging the Cosy Consensus - Why Global Education Needs to Engage More Critically with Development Co-operation Policy and Practice".* **[FPP]*** **Jørgen Klein** (Inland Norway University of Applied Sciences): *"International practice programmes in teacher education: building global awareness through exposure to 'otherness'?".* **[FPP]*** **Nadia Lausselet** (University of Teacher Education, State of Vaud): *"Teacher education for global sustainability".* **[FPP]*** **Sara Franch** (Free University of Bozen-Bolzano): *"Global Citizenship Education policy and practice in a Province in northern Italy".* **[FPP]*** **Tanya Wisely** (Oxfam Scotland) : *"Delivering the evidence case for Global Citizenship Education - a Theory of Change".* Co-authors: Alan Britton (University of Glasgow), Josh Brown (International Development Education Association Scotland). **[SPP]***
	Session B4: Global Education in practice: *"Experiences and research in higher education"* `Abstracts ⇨` **Chair: Nicole Blum** (UCL). **Room: Great Hall**
	La Salete Coelho (CEAUP and ESE-IPVC) : *"Development Education Synergies: a pilot experience of knowledge co-creation".* **[FPP]***

[SPP]*: Short Paper Presentation. [FPP]*: Full Paper Presentation

15:30 to 17:00	**Dalila P. Coelho** (University of Porto/FPCE-CIIE) : *"Development education and global citizenship in higher education: looking at the Portuguese case".* Co-authors: João Caramelo & Isabel Menezes (University of Porto/FPCE-CIIE). **[FPP]***
	Rita Locatelli (University of Bologna) : *"Reframing higher education as a global common good".* **[FPP]***
	Ana Cristina Blasco-Serrano & Pilar Arranz (University of Zaragoza): *"Service-learning as a driver for Global Education".* Co-authors: Chabier Gimeno (University of Zaragoza). **[SPP]***
	Lynn Clark (University of Bolton): *"Walking the Walk: Authentic Application of Global Learning Principles".* Co-authors: Collins Sakajila (In-Service Training Trust, Zambia); Edith Chimusoro (Institute of Development Management, Botswana) & Claire Aindow (University of Bolton, UK). **[FPP]***
	Workshop 1: Bridge 47: *'The best of both worlds: How civil society & academia are working together for greater impact'* Presenters: Megan McHaney, Maeve Galvin, Talia Vela-Eiden and Susanne von Itter (Bridge 47) ⬜ Abstracts ⇨ **Room: Churchill Room** Participatory workshop exploring how partnerships can be formed between academics and civil society organisations, in order to advocate for change.
17:00 to 18:00	**Book series launch reception: Churchill Room** Join us for a drink to toast "Advances in Global Citizenship Education Policy and Practice", Bloomsbury Academics. **SERIES EDITORS: Massimiliano Tarozzi, Nicole Blum, and Clare Bentall** (UCL Institute of Education, UK)

[SPP]*: Short Paper Presentation. [FPP]*: Full Paper Presentation

Friday 10th May 2019

09:00 to 10:15	**Keynote**
	
	  Elina Lehtomäki, Professor of Global Education, University of Oulu.
	
	'Lessons from strategies and research on Global Education in Finland'
	
	Unique in Europe, the Finnish national core curriculum has defined global education as a crosscutting issue in basic education, leading to discussions on including global learning also in early childhood education and secondary level education. The key argument has been that changes in the world affect learners' development and wellbeing as well as schools' functioning. The roots of global education can be traced back to the 1970s, when internationalization was introduced in the nine-year comprehensive school curriculum. Hence then, key government figures, active civil society and research engagement in discussions on education reforms have contributed to the changes in curriculum. In research, the development trend shows a move towards critical perspectives, while maintaining also a balance and dialogue between soft and critical approaches to global education and learning. The challenges remain, however, in terms of how global education and learning is implemented in practice, and which dimensions are addressed.
	
	Special guest
	  Lottie Tellyn, Youth Strike4Climate. *"What is the YouthStrike4Climate movement, why does it matter, and what does it hope to achieve?"*
	
	Teesnet Report
	  Dr Helen Clarke, University of Winchester. Update on the work of the Teacher Education for Equity and Sustainability Network
	
	Chair: Massimiliano Tarozzi, UCL Institute of Education

10:15 to 10:45	**Coffee break**

Parallel Session C

10:45 to 12:15	**Session C5:** Current challenges for Global Education: *"Comparing worldwide approaches"* **Chair: Frances Hunt** (UCL). **Room: Great Hall** `Abstracts ⇨`

Malgorzata Anielka Pieniazek (Institute of Education, UCL): *"Global Education and the Global South: a critical engagement with the concept of Ubuntu".* **[FPP]***

Laura Griffin (International Baccalaureate Organization): *"Action in the International Baccalaureate Primary Years Programme".* **[SPP]***

Leen Alaerts (UC Leuven-Limburg): *"Global Citizenship education through Professional Learning Comunities".* Co-authors: Hannelore Verstappen, Imran Nawaz, Jan Swerts (UC Leuven-Limburg). **[SPP]***

Leila Hsieh (Banco Santander/University of York): *"Educating for Global Citizenship in São Paulo (Brazil) and Shanghai (China): a comparative study.".* Co-authors: Eleanor Brown & Vanita Sundaram (University of York);Alessio Surian (University of Padova). **[SPP]***

Matthew Lowden (Winchester University) : *"What is the value of a study abroad programme to South Africa for student teachers?".* **[SPP]***

Sayoko Oda (Shibaura Institute of Technology) : *"International Field Experience of Japanese Students in a Teacher Certification Course: Programme Design and Effectiveness".* Co-authors: Kiyoshi Eguchi (Kyushu University), Rumi Yatagawa and Yoshiko Okada (Shibaura Institute of Technology). **[SPP]***

Palma Grano (University of Barcelona) : *"The implementation of global citizenship(s) education: a case study for in-service teacher education with secondary school teachers in Ticino".* **[SPP]***

Session C6: Sustainable Development Goals: *"Exploring opportunities and challenges"*   **Chair: James Trewby** (Columbans)   **Room: Churchill Room**   `Abstracts ⇨`

Adelina Calvo (University of Cantabria): *"Sustainable Development Goals. An opportunity to innovate in Higher Education".* Co-authors: Carlos Rodríguez-Hoyos & Elia Fernández-Díaz (University of Cantabria). **[FPP]***

Neşe Soysal: *"Attitudes Of Pre-Service Classroom Teachers Towards Sustainable Development".* Co-authors: Ahmet Ok (Middle East Technical University). **[SPP]***

Karena Menzie-Ballantyne (CQUniversity): *"Hearing their voice: Exploring the self-reports of adolescents' experiences of a community-based, active citizenship program, in the context of four identified domains of global competence".* **[FPP]***

[SPP]*: Short Paper Presentation. [FPP]*: Full Paper Presentation

10:45 to 12:15	**Jennifer Liston** (Trinity College Dublin): *"Integrating Global Education into a post primary Initial Teacher Education (ITE) programme; Challenges and Opportunities"*. Co-authors: Ann Devitt & Liam Wegimont (Trinity College Dublin). **[SPP]***
	Silke Vogelsang (University College Roosevelt / Utrecht University): *"Teaching who we are?! Secondary school foreign language teachers in Amsterdam and London on fostering global social connectedness, respect for diversity and their mission to bridge wor(l)ds"*. **[FPP]***
	Session C7: "Connecting researchers and policy makers on Global Education" **Chair Clare Bentall** (UCL) **Room: Large Common Room** Abstracts ⇨
	Erin Simpson: *"Implementation Practices of Citizenship Curricula in Welsh Classrooms".* **[FPP]*** **Jennifer Hatley** (University of Worcester): *"The position of Universal Values as a barrier to the effectiveness of UNESCO's Global Citizenship Education".* **[FPP]*** **Joffy Conolly** (University of Oulu): *"Parental conceptions of Global Competence".* **[SPP]*** **Marta da Costa** (Manchester Metropolitan University): *"Reimagining or reinforcing Portugal's colonial past – a rational for research into Portugal's new National Strategy for Development Education".* **[SPP]*** **Emon Nandi** (Tata Institute of Social Sciences): *"Who's winning and who's losing the game? Performance of Indian Universities in national ranking".* **[FPP]*** **Fadilla Mutiarawati** (Oulu University): *"Indigenous Community Involvements Towards Just and Sustainable District or Subdistrict Education System".* **[FPP]***
	Symposium 2: **Materialising Global Education: Using new materialist theory in research and practice.** **Room: Seminar Room 1** **Brigitte Kürsteiner** (University of Teacher Education, Lucerne) **& Mariana Zerbone Albuquerque** (Universidad Federal Rural de Pernambuco, Brazil) **& Stefanie Rinaldi** (University of Teacher Education Lucerne) Abstracts ⇨
12:15 to 13:30	**Lunch & Networking**
13:00 – to 13:30	**ANGEL members business meeting. Room: Churchill Room** Informal opportunity for participants to learn more about ANGEL and discuss possible working groups and future plans

[SPP]*: Short Paper Presentation. [FPP]*: Full Paper Presentation

Parallel Session D

13:30 to 15:00	**Session D8:** Current challenges for Global Education: *"Curriculum research".* **Chair: Avril Keating** (UCL) **Abstracts ⇨** **Room: Great Hall**

Angela Daly (Liverpool John Moores University): *"Global learning in science and technology: engaging teachers, students and practitioners with authentic contexts for sustainability".* Co-authors: Julie Brown & Bren Hellier (Practical Action). **[FPP]***

Ben Ballin (Education consultant): *"Towards an understanding of the contribution of global learning to the wellbeing and mental health of young people with special educational needs".* Co-authors: Ann McGuire & Laura Murphy (Baskerville Special School). **[SPP]***

Frances Hunt & Olga Cara (UCL Institute of Education): *"Young people and active global citizenship in England: perceptions and engagement".* **[FPP]***

Simon Eten (UCL Institute of Education) : *"Opportunities and Challenges for teaching Global Citizenship through Social Studies curriculum in Senior High Schools in Ghana".* **[FPP]***

José-Luis Parejo (UCL-Institute of Education / University of Valladolid) **& Daria Mottareale** (International University of La Rioja, Spain): *"Internationalisation of teaching in higher education: The case of University Complutense of Madrid".* **[SPP]***

Antti Kylänpää (Tampere University) : *"Empowerment and human rights education: typology of adult students' answers".* **[FPP]***

Session D9: Global Education in practice: *"Experiences and research in teacher education"*   **Abstracts ⇨**
Chair: Andrea Bullivant (Liverpool Hope University and Liverpool World Centre)
Room: Churchill Room

Ana Cristina Blasco-Serrano (Zaragoza University): *"Global Citizenship Education in Non-formal and informal education".* Co-authors: Teresa Coma and Belén Dieste (Zaragoza University). **[SPP]***

Emeline Lemmens & Soetkin Bauwens (VVOB - education for development): *"Teacher professional development for global education: three case studies".* Co-authors: Line Kuppens (VVOB - education for development). **[FPP]***

Heidi Henriksson (Åbo Akademi): *"NGO-school cooperation in Finland".* **[FPP]***

Matteo Tracchi (Human Rights Centre of the University of Padova): *"Citizenship education in Italy and Croatia: what place for human rights? Exploring human rights education in the context of global education".* **[FPP]***

Kyoungwon Lee (UCL Institute of Education): *"Re-thinking teacher education for global citizenship education through teacher agency: the case of primary school teachers in South Korea".* **[SPP]***

[SPP]*: Short Paper Presentation. [FPP]*: Full Paper Presentation

13:30 to 15:00	**Session D10:** **Global Education and migration:** *"Exploring opportunities and challenges"* **Chair: Elina Lehtomäki** (University of Oulu) **Room: Large Common Room** `Abstracts ⇨`
	Chris Sowton (University of Bath): *"Cross-disciplinary perspectives on the role of language in enhancing the resilience of refugees and host communities".* **[FPP]*** **Liz Hibberd**: *"The case for global education as a vehicle to engage with the refugee narrative in Primary Schools".* **[FPP]*** **Giovanna Malusà** (University of Trento): *"Supporting migrant origin students to achieve academic success: a critical grounded theory in Italian middle school"* **[FPP]*** *********** **Mini-Symposium 3:** *"Migration as a sustainability issue - addressing educational needs of migrants, refugees and local communities"* **Ros Wade** (London South Bank University); **Patricia Huion** (UCLL Limburg); **Martine Prins** (Zuyd University Maastricht)
	Workshop 2: *'Global learning & policy negotiation: the intermediary role of British Council programming'* **Room: Seminar Room 1** **Workshop leaders: Stephen Hull & Liz Neil (** British Council) This workshop will focus on how the 'Connecting Classrooms through Global Learning Programme' seeks to leverage policy and practice to embed global education sustainably across the 4 UK jurisdictions.
15:00 to 15:30	**Coffee break & 'Meet the journal editors' session**

15:30 to 16:30	**Panel discussion**
	
	     Chair: Prof Douglas Bourn, Professor of Development Education, UCL Institute of Education
	
	     Participants on this panel will include editors of some of the main academic journals relevant to global education, academics and policy-makers.
	
	     The session will be based around panel members responding to questions and comments identified by participants prior to the session.
	
	 Concluding remarks & 'Best Paper' prize award
	     Prof Massimiliano Tarozzi, UCL Institute of Education

Keynote speakers

Professor William Gaudelli, Dean, Lehigh University College of Education, USA

'Global Citizenship Education: From state to species'

Professor Gaudelli argues for a need to shift thinking away from state-centric education towards global citizenship education, and explores contemporary problems--including chasmic inequality, rampant migration and the existential challenge of climate change—as well as the inadequacy of state-education foci to address these issues. He will also explore governance as a means of confronting global challenges, and consider how education can be reconfigured to more adequately address the unboundaried problems of the 21st Century and beyond.

William Gaudelli, Ed.D. is the 8th Dean of the College of Education at Lehigh University. Dean Gaudelli's career spans more than 25-years as a classroom teacher, researcher, professor, and seasoned administrator. A prominent international scholar, his research areas focus on global citizenship education and teacher education and development.

Professor Elina Lehtomäki, Professor of Global Education, University of Oulu, Finland.

'Lessons from strategies and research on Global Education in Finland'

Unique in Europe, the Finnish national core curriculum has defined global education as a crosscutting issue in basic education, leading to discussions on including global learning also in early childhood education and secondary level education. The key argument has been that changes in the world affect learners' development and wellbeing as well as schools' functioning. The roots of global education can be traced back to the 1970s, when internationalization was introduced in the nine-year comprehensive school curriculum. Hence then, key government figures, active civil society

and research engagement in discussions on education reforms have contributed to the changes in curriculum. In research, the development trend shows a move towards critical perspectives, while maintaining also a balance and dialogue between soft and critical approaches to global education and learning. The challenges remain, however, in terms of how global education and learning is implemented in practice, and which dimensions are addressed.

Elina Lehtomäki, Ph.D. in Education Sciences and Professor of Global Education at the University of Oulu, Finland, leads the research team Education, diversity, globalisation and ethics. Her research interests include global education and learning, social meaning of education, equity and inclusion in and through education, cross-cultural collaboration, and internationalization in higher education.

Special guests

Lottie Tellyn, Youth Strike4Climate

"What is the YouthStrike4Climate movement, why does it matter, and what does it hope to achieve?"

Over the last four months, young people have been going on strike for the climate, their beliefs and their futures. What started with one girl in front of the Swedish parliament is now a movement of millions of students across the world - we've raised awareness of this issue to an extent that it hasn't reached before, and we're hoping to see it keep growing into political action. Transcending borders, the movement has united our entire generation under a banner unfettered by politics; regardless of political slant, we all want a future. This is an issue which is going to define our generation, and it's going to achieve what it has set out to achieve for one reason: because it can't afford not to.

Lottie Tellyn is a member of the UK Student Climate Network and an organiser of the recent Youth Strikes 4 Climate. She runs Social Media for the movement in the UK, including Instagram and Facebook, gives talks at schools and works on political outreach. Since joining the movement, she has visited Paris for the C40

Cities WomenForClimate Conference, met with MPs at the house of commons, and attended the protests in London with the aim of finally getting young people's voices heard.
When she's not protesting, Lottie enjoys ice skating and kayaking, and is currently studying for her A-Levels.

TEESNet (Teacher Education for Equity and Sustainability Network)

TEESNet aims to develop a UK wide community of practice in Education for Sustainable Development and Global Citizenship within teacher education in higher education and schools, that shares research and practice to develop new understanding across the sector in the UK and beyond.
As a UK wide network of teacher educators, it has over 300 members and representation from across the from the four UK nations, including university and school based teacher education, teachers, NGOs and Development Education Centres (DECs) and organisations such as the Higher Education Academy (HEA), University Council for the Education of Teachers (UCET) and Think Global.
TEESNet is led through a partnership between Liverpool Hope University and Liverpool World Centre, and will be represented at this event by **Dr Helen Clarke** (University of Winchester).

Journals

Policy and Practice: A Development Education Review
Policy and Practice is a bi-annual, open access, peer reviewed journal published by the Centre for Global Education and funded by Irish Aid. It has been published since 2005 and 27 issues have been published to date.Each issue addresses a theme central to the policy environment of development education and how it is practiced. **Stephen McCloskey** will be representing the journal at the conference.

The International Journal of Development Education and Global Learning.
IJDEGL is an internationally refereed journal that publishes the outcomes of research and current debates on development education and related concepts such as global learning, global education, and global citizenship. The journal is now fully open access, including all back issues. **Clare Bentall** will be representing the journal at the conference.

ZEP - Journal of International Educational Research and Development Education.

The editors and the editorial board of ZEP have established a medium that, for more than thirty years, has been bringing development education and international educational research to the public.

The journal targets educationalists working in development education and scientists from neighbouring disciplines as well as anyone who is interested in global learning and development cooperation in schools and elsewhere. **Sabine Lang, Caroline Rau & Annette Scheunpflug** will be representing the journal at the conference.

Synergies – Educational dialogues for social change.

The digital journal Synergies – Educational dialogues for social change, a Portuguese specialized scientific publication with peer-review, aims to establish itself as an international discussion and conceptual, methodological and practices reflection platform in Development Education/ Global Citizenship Education/ Global Education and serve as a mean of knowledge dissemination and production in this area. **Jorge Cardoso & LaSalete Coelho** will be representing the journal at the conference.

Presentation Abstracts

Title: *"From Development Education to Global Learning: Exploring Conceptualisations of Theory and Practice Amongst Practitioners in Development Education Centres in England"*
Presenter: **Andrea Bullivant**, (Liverpool World Centre)

Session: A1. **Presentation type: Full paper presentation.**

Abstract: This presentation will share findings from PhD research exploring how Development Education and Global Learning (DE-GL) is conceptualized and related to theory by practitioners working in Development Education Centres (DECs) in England. This seeks to address a lack of theoretically informed and clear conceptualisation of DE-GL; an ongoing challenge for the practice of global education broadly. It also seeks to address some of the tensions within how this work is conceptualised currently, and the relationship between DECs and the social and political processes affecting their work (McCollum 1996, Marshall 2005, Bourn 2015 2016, Dillon 2017).

Using an 'informed grounded theory' approach (Thornberg 2012), the research draws on data from a series of focus group discussions with DECs, as well existing literature and research, to offer insights into how DE-GL is conceptualized and practised from the perspective of those 'doing the doing', and how theory and critique can be brought closer to the practice it 'purports to serve' (Charmaz 2017). Whilst aiming to support DECs to clarify and strengthen their conceptual base and respond to current challenges, early findings also explore possibilities for rethinking the dynamic potential of the space occupied by DECs in how they contribute to education and social change (Selby and Kagawa 2011, Skinner and Baillie-Smith 2015)

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Title: *"Problematizing development education and global citizenship discourses in Portugal: results from a PhD journey"*
Presenter: **Dalila P. Coelho**, (University of Porto/FPCE - CIIE). **Co-authors: João Caramelo, Isabel Menezes** (University of Porto/FPCE - CIIE)

Session: A1. **Presentation type: Full paper presentation.**

Abstract: Among the many challenges to the field of global education, there is a growing concern from scholars regarding the "what do we talk when talking about" global, development or citizenship education. The field evolved and is grounded in different, often contradictory, agendas and interpretations, thereby demanding continuous efforts on problematizing meanings and understandings among the actors enrolled. In Portugal, development edu-

cation and global citizenship is a promising field, yet research evidence either on practices and representations is scarce. In this presentation we will discuss main results from a PhD study, conducted in Portugal that aimed to foster knowledge about the Portuguese situation, and to contribute to the conceptual debate by problematizing discourses crossing the field. From critical, postcolonial and constructivist stances, the research was conducted under a mix methods design, composed by four studies, supported by document analysis, in-depth interviews and questionnaires.

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Title: *"Value-creating Global Citizenship Education – Engaging Gandhi, Makiguchi, and Ikeda as Examples"*
Presenter: **Namrata Sharma**, (State University of New York, DePaul University)

Session: A1.   Presentation type: Full paper presentation.

Abstract: Several recent scholarly works have challenged the Western dominated paradigm underlying the UNESCO-led agenda of global citizenship education. This includes the heavy influence of Enlightenment liberalism. Further discussions must also be centered on integrating non-Western perspectives so that the practice of global citizenship has a more intercultural focus. This paper will engage with challenges and opportunities provided by target 4.7 of the Sustainable Development Goals (SDG 4 on education). The paper will share key outcomes from my recent book that fills an existing gap within the UNESCO-led practice of global citizenship education by offering Asian perspectives. Soka or value-creating education developed by the Japanese educators, Tsunesaburo Makiguchi (1871-1944) and Daisaku Ikeda (b. 1928) is compared to the ideas of the Indian political leader Mahatma Gandhi (1869-1948). This study of their respective thoughts and movements has a significant bearing on the three domains of learning within the global citizenship education conceptual dimensions of UNESCO – the cognitive, socio-emotional, and behavioral. Some insights will be shared that are centered both on theoretical aspects as well as themes and suggestions for practice.

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Title: *"Interfaces and conflations: Mapping typologies of Global Citizenship Education"*
Presenter: **Karen Pashby & Marta da Costa** (Manchester Metropolitan University**). Co-authors: Sharon Stein**, (University of British Columbia); **and Vanessa de Oliveira Andreotti,** (University of British Columbia)

Session: A1.   Presentation type: Full paper presentation.

Abstract: Global citizenship education (GCE) is a high profile area of research and practice, with much debate around its contested nature. Many scholars have attempted to chart the different 'types' of GCE, but to what extent do these typologies make visible the deep ten-

sions within and between different conceptualisations of GCE? Drawing on a social cartography (Paulston, 2009), and applying a heuristic of three major discursive orientations—neoliberal, liberal and critical—and their interfaces (Andreotti, Stein, Pashby & Nicolson, 2016), we critically unpack conflations, contradictions and tensions within and between 11 well-known typologies of GCE (Andreotti, 2006, 2014; Camicia and Franklin, 2011; Gaudelli, 2009; Marshall, 2009, 2011; Oxley and Morris, 2013; Richardson, 2008; Schattle, 2008; Shultz, 2007; Stein, 2015).

Very much informed by our own work in this field, we use social cartography to both honour the important work reflected in the proliferation of typologies to unpack GCE and to move what can sometimes feel like a circular conversation about theory and practice in GCE into new conversations. These may respond to rather than describe contemporary educational and global challenges.

Early findings suggest despite a consensus as to dangers of a dominant neoliberal orientations to GCE within the typologies, the liberal orientations they describe interface with neoliberal orientations, often failing to engage with the deeply rooted ways liberal approaches serve to mask deep issues of equity. Similarly, while some critical approaches are identified in various typologies, they too represent a conflation of key debates regarding the extent to which structural change should focus on changing existing structures or forging entirely new ways of relating. Our mapping has also resulted in the addition of two more orientations to the heuristic: new intersections with neo-conservative and post-critical orientations.

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Title: *"Critical Global Semiotics"*
Presenter: Maureen Ellis, (London University / UCL-Institute of Education)

Session: A1.   Presentation type: Full paper presentation.

Abstract: Rampant consumerism, shortened attention spans, viral media, blurred distinctions of infotainment and advertisement, demand mimetic and memetic understanding of personal stance. Relating mood to mode and modality, sustained interpretation of today's complex vertigo can address increasing manipulation, distortion, crime, dementia and Alzheimer.

Semiotics, the science of signs and symbols, examines human meaning-making, the foundations of signification and communication. Anthropological studies and classical logic offer teachers, teacher educators, NGO practitioners and academics rationale and analytical frameworks which can be shared across ever-enlarging communities of praxis. Ferdinand Saussure, Umberto Eco, Algirdas Greimas, Michelle Foucault and Roland Barthes justify this fascinating depth hermeneutic, empowering readers and receivers in transformative translation and interventionist 're-presentation'.

As educators begin to expand 'text', to value multiple modal combinations of sound, colour, light, moving image, gesture, kinaesthetic and dance; to appreciate multimodal learning; and to assess performance beyond the written word, active citizens can be given credit for a wider portmanteau of media, mediating and 're-medial' skills capable of addressing the global political economy and cultural politics of disciplinary discipleship.

Applicable from kindergarten to 'universe-city', Semiotics offers deep insight into humanity's products, processes, and purposes, investigating life-long global learning. Education which spells educare and educere, external nurturing balanced by drawing out merges textual analysis, con-textual interpretation and critical evaluation. Crossing geographic, disciplinary, professional and cultural discourses, semiotics relates nature to culture, individual to institutional, national to global understanding; simple but powerful tools get beginners started on a journey of a life-time. Signs evolving to symbols for collective minding generate fresh relevant metaphors, new ways of seeing.

Valuing word and image, from Sanskrit to Sans Script, ancient dharma or daily drama, education focused on the imagination spreads curriculum beyond campus, to community and cosmos, taking transformation beyond institutional walls. Restoring myth, magic and magi, founding scientist, mathematician and polymath Charles Sanders Peirce termed this 'Agapeistic Evolution'.

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Title: *"Freirean Concepts in Global/Sustainability Education"*
Presenter: **Tania Ramalho**, (SUNY- State University of New York Oswego)

Session: A1.　　**Presentation type: Full paper presentation.**

Abstract: Paulo Freire's Pedagogy of the Oppressed came to being during a time of global upheaval. Reflecting a view from the South, most particularly Brazil, it offered an invitation to reflection about the dynamics of relationships between what he called the oppressed and the oppressor. The refashioning of this distorted relationship included taking seriously inquiry and dialogue as means of education, specifically literacy. Questions, words and texts came from the joint examination of the impact of unjust and undemocratic social orders on the social location, identities and experiences of those being educated, a literacy consciousness raising process. Learning no longer was about the internalization of a given body of knowledge but an active process of inquiry and action where learner and teacher transformed themselves and their worlds.

Freire's concepts continue to inspire educators worldwide. They can be identified in UNESCO's documents about global citizenship education. Topics in sustainability education can be viewed as corresponding to what he identified as "limiting" situations, conditions that humans need to overcome in order to overcome oppression. Developments in ecopedagogy

also are based on the application of critical pedagogy to the study of ecological damage and climate change.

This paper entertains the connections of Freire's work to the four faces of global citizenship education: global education, peace and conflict resolution education, intercultural education, and sustainability education. With Freire, it insists that praxis in education, non-dogmatic, like in any other human endeavor, must be at the center of its intrinsically connected components, reflection/theory and action/practice--open ended, assessed and reassessed, in view of the constantly re/examined values and knowledge that guide the work towards a more sustainable future.

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Title: *"Towards Diverse Global Citizenship Education Through Residential Programmes: The Case of Youth Global Identities at a United World College"*
Presenter: Abdulla Omaigan, (Oxford University)

Session: A2.   Presentation type: Full paper presentation.

Abstract: One goal of global education is arguably to cultivate a sense of global citizenship within students. In theory, global citizenship education (GCE) ought to be available to students from all national and socio-economic backgrounds; though, current empirical evidence seems to suggest that it is only accessible to a few privileged members of any given society. In this vein, one of the current challenges facing GCE is its provision for nationally and socio-economically heterogeneous cohorts. An example of education that resists this tendency comes from the United World College (UWC) movement, a series of 17 secondary schools around the globe which aim to intentionally cultivate global citizens. Under this mission, these schools actively seek out students from all countries in the world and aim to recruit from all socioeconomic backgrounds through the provision of scholarships. One particular way in which they cultivate global citizenship in these diverse cohorts of students is through an informal pedagogical strategy which requires said students to live and learn from peers entirely different to themselves for the duration of two years. This residential model is said to have an impact on students' global citizenship identity, but to date has been unexplored in academic literature. This paper thus uses narrative analysis to reflect on findings from semi-structured interviews with 11 individuals from various national and socio-economic backgrounds at one UWC school. The paper details the types of global identity (exclusive, predominant and partial) that emerge after students have lived in the residences for one year. It is thus argued that global citizenship identity can be cultivated in a heterogeneous group of students. It is therefore also argued that the challenge of global (citizenship) education serving only an elite minority of students might be overcome by bringing together a diverse group of students within informal residential settings.

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Title: *"From theory to practice: Experiments with learning through encounter and experience"*
Presenter: **James Trewby**, (Columbans)

Session: A2.   Presentation type: Short paper presentation.

Abstract: 5 years ago James Trewby completed a PhD at the Development Education Research Centre exploring life stories of activist educators. Since then he's been trying to put some of the ideas generated into practice.

In this short presentation James will share from his experience of creating learning encounters for educators (for example, whole school INSET programmes including teachers meeting with asylum seekers).

It is accepted that people can learn from experiences outside of their formal education, that "education is only one piece of larger lives in an even larger society" (Shor and Freire, 1987:25) and that it is not possible to truly separate education from personal experience. This then is true of learning about global justice issues and poverty; experience and encounter can be useful tools … if framed pedagogically. Direct encounter can serve to challenge preconceived ideas, making the 'other' real and removing the sense of distance. Educators are a key target for this approach. They have the potential to act as catalytic individuals (Hogg, 2011:4), engaging young people, challenging misconceptions and encouraging active response.

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Title: *"Learning for development: critical reflections arising from the evaluation of an intersectoral development education project"*
Presenter: **Jorge Cardoso**, (FGS - Fundação Gonçalo da Silveira)**. Co-authors: Filipe Martins,** (Universidade Católica Portuguesa, Porto); **Hugo Marques,** (FGS - Fundação Gonçalo da Silveira)

Session: A2.   Presentation type: Full paper presentation.

Abstract: This presentation will take as a starting point the final evaluation of the 1st edition of the project Development Education Synergies (Sinergias ED) that took place between 2013 and 2016. The project's fundamental strategy was to promote long-term collaborative processes between 11 Higher Education Institutions and 11 Civil Society Organizations in order to enhance the development of scientific research and the dissemination of knowledge on Development Education (DE) in Portugal.

The final evaluation of the project was designed in coherence with the logic of the whole project, namely as a collaborative, interpretive and critical learning process involving all stakeholders. It focused on three main domains, namely: a) production of scientific

knowledge in DE; b) dissemination of scientific knowledge on DE; c) learning and training of DE agents.

Based on the analysis of the scope, results and limits of the evaluation process that was carried out, this presentation will critically reflect on the evaluation dimensions, criteria and methods which can be the most consistent with DE projects. It will also point out some contributions that can result from a participatory and developmental approach to the whole evaluation process of DE projects.

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Title: *"Social, Transformative and Sustainable Learning: a study of a Jamaican community"*
Presenter: Romina De Angelis, (UCL Institute of Education)

Session: A2.   Presentation type: Short paper presentation.

Abstract: This paper has a twofold purpose: (i) exploring the contributions that locally developed sustainable learning models can offer to the global ESD policy framework, and (ii) linking local contributions to national and international contexts. Furthermore, critics of ESD advise to take into account diverse sustainable learning practices from developing countries, in order to shape theories and practices of ESD in more inclusive and participatory terms. Accordingly, this study pursued to explore innovative perspectives from the Global South and to contribute to addressing gaps related to ESD policies and approaches to sustainable learning.

The exploration was carried out through the ethnographic case-study of social, transformative and sustainable learning in a school and community, located in a village in a rural area in Jamaica. Two relevant theoretical approaches were employed. Namely, the notion of transformative learning and social learning theories guided the investigation. Findings from this research brought to light:

– the implications of (i) how local knowledge and community values and practices interact with dominant Western approaches to sustainable learning and (ii) how these two perspectives challenge each other and, thus, inform academic and policy ESD discourses of the yet unexplored -theoretical and practical- lessons that this experience reveals;

– raising awareness among policy makers of the challenges and gaps between local and international ESD policies and learning practices, which are relevant to ESD policy planning in Jamaica and globally, as they constructively challenge traditional ESD paradigms and institutional arrangements;

– the potential of broadening the perspective on education and learning to a scale beyond the school unit to include the surrounding community, with a view to strengthening the connections between policy and practice. This also helped bridge methodological gaps in the

ESD literature – largely focused on traditional case-study approaches and confined to exploring education and learning within the school environment.

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Title: *"The Quality of Learning within Volunteering in the Global South. A qualitative reconstructive study on Learning Dimensions within Voluntary Services"*
Presenter: Sonja Richter, (Leuphana University)

Session: A2.   **Presentation type: Full paper presentation.**

Abstract: Sonja Richter, Leuphana University of Lüneburg / Globalcation - Research and Consulting on Global Education

The role of international volunteering in the Global South has undergone an upswing in western societies and politics in the last 10 years. The aspect of learning within corresponding programs has been thoroughly discussed. Evaluation reports and studies try to measure and quantify participants' learning outcomes - but those studies are often orientated to program objectives and based on self-reported "learning effects". This study aims to take a closer look at the composition ("quality") of learning behind the assumed transformative global learning processes on an individual level.

Referring to theoretical frameworks of the concept of Global Education (Scheunpflug/Schröck 2000), semi-structured, narrative interviews with returned volunteers have been conducted and interpreted. Data interpretation has been carried out in two steps: (1) using an adapted scheme of the classic qualitative content analysis method, which integrates hermeneutical aspects and (2) condensing data towards an empirically grounded construction of types according to Kluge (1999).

Findings illustrate the diversity and complexity of participants' learning processes in the particular context of international volunteering in the Global South. They can be presented on two levels: First, findings from step 1, the qualitative data analyses, consist of a broad map of topics and intensities and how volunteers deal with them during and after their mission. Second, four ideal "learning qualities" that are described in four types of learning processes provide a framework of how different participants receive and integrate experiences into their individual awareness and actions.

Results contribute to the discussion of postcolonialism and the access to quality education in the Global North. For practitioners in the Global North, results also provide empirically founded evidence for creating concepts of Global Learning programs that include postings in the Global South.

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Title: *"To what extent, and in what ways, can global learning be used as a vehicle to facilitate professional autonomy and motivation in primary science education"*
Presenter: Amy Strachan, (St Marys University Twickenham)

Session: A2.   Presentation type: Short paper presentation.

Abstract: This paper aims to share the initial findings of an educational doctorate research study focusing on the relationships between developing teacher belief systems around global learning and practices in primary science education. With a recent decline in the quality and status of primary science education (Wellcome Trust, 2017), teamed with the importance of achieving the UNESCO Sustainable Goal 4.7, 'ensure that all learners acquire the knowledge and skills needed to promote sustainable development', this research aims to measure the impact of global learning workshops on the engagement and motivation of teachers and Initial teacher trainees in the subject of science.

Using an adapted attitude inventory developed by Bamber et al (2013), based upon Thurstone scaling, attitudes towards global learning in primary science has been used at the beginning and end of global learning professional development workshops and online support forums. Global learning, as a pedagogical approach is explored, along with the mapping of Sustainable Development Goals across the science curriculum in England. The workshops have been designed to enable trainee teachers and teachers to consider themselves as 'agents of change' as well as provide them with tools and strategies to develop their own beliefs around the purpose of the science curriculum they deliver.

This research has wider implications around transformative learning approaches in Initial Teacher Training (ITT), considering how students and teachers are supported in their engagement with the policies that frame their professional practice in relation to their own belief systems and values. Considerations of how ITT programmes are delivered will be a key focus of the outcomes of this study.

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Title: *"Centre for Applied Buddhism: Buddhist Perspectives on Global Citizenship and Value Creating Education"*
Presenters: Jamie Cresswell (Centre for Applied Buddhism**), Dr Tetsuko Watanabe (**UCL Institute of Education**), David Woodger**, (Goldsmiths, University of London)

Session: Symposium 1. Presentation type: Symposium

Expanding the global discourse on such critical issues as the environment, human rights, sustainable development, gender, climate change and peace is crucial to developing the kind of global ethic that underpins global citizenship. However concerns continue to be raised with respect to how far the concept of global citizenship remains bounded by the assumed universalism of Western global perspectives on the economy, citizenship and education. This symposium will discuss global citizenship from a non-Western based perspective

grounded in the Japanese Buddhist concept of 'Soka' or 'value creation. The all-encompassing interrelatedness that forms the core of the Buddhist worldview will be explored, offering an alternative but complementary perspective on global citizenship education.

In practical terms, soka education seeks to enable learners to develop the wisdom to perceive the interconnectedness of all life and living; the courage not to fear or deny difference, but to respect and strive to understand people of different cultures, and to grow from encounters with them; and the compassion to maintain an imaginative empathy that reaches beyond one's immediate surroundings and extends to those suffering in distant places. A central tenet of global citizenship from this perspective is that the fulfilment of the individual cannot be realised in conflict or at the expense of others. Value creating global citizenship education therefore aims to provide students with an awareness of this orientation as a central tenet of global citizenship.

The symposium will consist of an introduction by the Chair, and four 15 minute panel presentations followed by a respondent and discussion.

Chair, Dr Michele Lamb, Senior Research Fellow, University of Roehampton

Paper One: Jamie Cresswell, Director, Centre for Applied Buddhism Director – Centre for Applied Buddhism, V. President – European Buddhist Union, Chair – Religions for Peace –UK and V. President – European Council of Religious Leaders
Paper Title: Bodhisattva as Global Citizen
This presentation will introduce the discussion on Global citizenship through examining a key principle and orientation in all forms of Buddhism, that of the role of Bodhisattva and specifically the idea of the Bodhisattva of the Earth as a global citizen whose concern with relieving suffering and imparting joy establishes a fundamental link or relationship with the idea expressed in the SDGs of 'leaving no-one behind'.
I will draw on concepts which are referred to in the Buddhist text the Lotus Sutra or the Saddharma Puṇḍarīka sutra. This is a well-known and popular text within the East Asian traditions of Buddhism. I will outline some of the, frankly, fantastical and dramatic aspects of the sutra, as well as looking at the Buddhist concepts which can be drawn out from the allegories contained within the text. I will show how these stories and teachings can be interpreted in a contemporary way in terms of Bodhisattva as Global Citizen

Paper Two: Dr Tetsuko Watanabe (Tessa), Post-doctoral researcher in Curriculum Studies, Department of Learning and Leadership; and Facilitator for PhD Research Training Programme, UCL Institute of Education, University College London
Paper Title: Three elements of Global Citizenship and Buddhist Practice
This paper explores the links between three elements of global citizenship as proposed by the Japanese Buddhist scholar and educator, Daisaku Ikeda and given expression in the Buddhist practice of the Soka Gakkai International (SGI). After briefly introducing the background to his proposal, I will examine three concepts that Ikeda proposes as essential to realising global citizenship: totality, creativity, and internationality. The paper goes on to discuss the how Buddhist practices in SGI put these three elements into practice through processes of leadership, encouragement, and dialogue in the SGI tradition of discussion meetings. The

paper concludes with some thoughts on the role of value creation in educating global citizens.

Paper Three: David Woodger, Goldsmiths, University of London and Colette Ferns, Soka Gakkai International (UK).
Paper Title: Leaders for Social Justice
This paper is drawn from an analysis and evaluation of leadership training projects for young people from Muslim, black Christian and Buddhist communities in response to hostility facing Muslim and black communities.
The projects worked towards an embedded approach to leadership building premised on a commitment to social justice, rooting young people in the context of structure, reflective and experiential learning and critical thinking. A methodological model of appreciative Inquiry was used resulting in the young people developing trust, curiosity, and an appreciation of the other. This reset a paradigm of thinking and being that was not set within the traditional white institutional norm.
We premised the project on the principle that racism exists and informs a context to the dynamics of relationships. The model created a space for young people, without the tyranny of structure enabling an examination of the dynamics of race and gender. This created a forum where the 'unsaid could be said and explored'.
The paper will highlight the transforming power of inner reflection, and the courage to empathise with the other has on building global citizens and communities.

Respondent: Teohna Williams, CEO, Business Plan for Peace
Following the presentations and respondent the Chair will then open up to the floor for questions and comments.

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Title: *"Challenging the Cosy Consensus - Why Global Education Needs to Engage More Critically with Development Co-operation Policy and Practice"*
Presenter: **Eilish Dillon**, (Maynooth University)

Session: B3.   Presentation type: Full paper presentation.

Abstract: This paper explores challenges relating to a culture of cosy consensus in global education, which is evident in Ireland. Drawing on research conducted with global educators in Ireland in 2016, it shows that despite aspirations to criticality, discourses and practices of global education are constrained by its promotion and funding within the development co-operation field and by a culture of restraint, which is characterised by relationships of non-confrontation.

A key challenge in Ireland, and internationally, is the growing push by policy makers to justify global education on the basis of its role in promoting the Sustainable Development Goals (SDGs) and development co-operation. Where the SDGs appear to offer critical potential, in contexts where funding and legitimacy for global education is largely dependent on govern-

ment support, global educators are slow to criticise their paymasters or development co-operation policy and practice. This leads to a scenario where the critical talk associated with much global education is not matched by critical practice. In this context, this paper argues that global educators need to reclaim their role in encouraging critical engagement with development co-operation rather than quietly ignoring it or failing to question it altogether.

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Title: *"International practice programmes in teacher education: building global awareness through exposure to 'otherness'?"*
Presenter: Jørgen Klein, (Inland Norway University of Applied Sciences)

Session: B3.   Presentation type: Full paper presentation.

Abstract: Many educators has expressed concern that teacher students in the Global North are unprepared to meet the challenges of globalization and increased cultural diversity. The concept of global citizenship has become particularly relevant to teacher education as it might be a framework for addressing global learning. Study abroad programmes are considered an efficient way of developing intercultural competence and global awareness. Exposure to international 'others' is viewed as a way to increase global citizenship. This paper critically analyse a three-month teaching practice programme in Namibia offered to Norwegian student teachers. A qualitative study design was used and both Norwegian student teachers and Namibian teachers that act as their supervisors are interviewed. The findings are discussed in light of postcolonial theory.

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Title: *"Teacher education for global sustainability"*
Presenter: Nadia Lausselet, (University of Teacher Education, State of Vaud)

Session: B3.   Presentation type: Full paper presentation.

Abstract: In a time combining increasing internationalization of teacher education (Leutwyler et al., 2011) and the launch of the Sustainable Development Goals (SDGs) with related learning objectives (UNESCO 2017), the question can be asked how teacher education does or can adapt in order to empower teachers to participate to SDG 4.7. This contribution will thus focus on teacher competencies required in a globalized world tending towards the SDGs and the potential added-value of international experiences. It will be based on an analysis of ongoing projects within a "South-North partnership program in teacher education" implemented in 9 institutions in Switzerland and partner countries (Leutwyler & Lausselet, 2016), and will echo related work done within a group of teacher educators on the link between internationalization, global education and teacher competence models in education for sustainable development (Education21, 2017). The idea is to set long term partnership experiences in teacher education into perspective through a body of literature from

the fields of transculturality (f.eg. Cuccioletta, 2002; Welsch, 2010), post-colonial studies (f.eg. Spivak, 2003; Royce & Breidlid, 2013) and global education (f.eg. Krogull, 2011; UNESCO, 2015; Nordèn, 2016) and look for synergies with work done in the field of education for sustainable development (ESD) (Künzli & al., 2010; Lausselet 2013), ESD being present in the curricula.

A specific focus will be set on a pilot project developed jointly by Indian and Swiss teacher educators in which students are trained by a bi-national team in two cultural settings. The course is structured along the principles of global citizenship education and ESD and relates to models of ESD teacher competencies (Lehman et al., 2017; Vare, 2017). At the time of the conference, the pilot will be ended, and a critical analysis of the process as well as its contribution to the SDGs will be presented.

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Title: *"Global Citizenship Education policy and practice in a Province in northern Italy"*
Presenter: Sara Franch, (Free University of Bozen-Bolzano)

Session: B3.　　Presentation type: Full paper presentation.

Abstract: In the past decade, global citizenship and particularly its "associated construct", Global Citizenship Education (GCE), have "taken on the status of a 'global' or 'travelling' educational policy" (Oxley & Morris, 2013: 301-302). Mannion et. al. (2011) talk about a "curricular global turn" characterizing the educational policies of many countries. GCE is popular but is also a complex and ambiguous concept that assumes different meanings. It operates as "a floating signifier that different discourses attempt to cover with meaning" (Mannion et. al., 2011: 443). This paper explores the dominant discourses that construct GCE in terms of the qualification, the socialization and the subjectification functions of education (Biesta, 2009). Based on a qualitative study that used Constructivist and Informed Grounded Theory (Charmaz, 2014; Thornberg, 2012), this paper focuses on the emergence of GCE in the educational discourse of a province in northern Italy. It discusses how GCE is conceptualised by teachers in a context of policy changes. It shows the extent to which the perceptions and practices of teachers reflect or not established or emerging provincial policy discourses and priorities. It stresses elements of convergence and divergence between the perspectives of the different sectors of the provincial government as well as areas where the discourses of the provincial policy-makers and of the teachers overlap or work in tension.

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Title: *"Delivering the evidence case for Global Citizenship Education - a Theory of Change"*
Presenter: Tanya Wisely, (Oxfam Scotland). **Co-authors: Dr Alan Britton,** (University of Glasgow); **Josh Brown** (International Development Education Association Scotland)

Session: B3.　　Presentation type: Short paper presentation.

Abstract: The accessibility of a clear and coherent evidence base demonstrating the impact and value of global citizenship education is becoming more urgent in the face of serious funding challenges and narrowing curricular responses to literacy and numeracy concerns, especially around poverty-related attainment gaps.

IDEAS, the Scottish third-sector network for global citizenship education, developed a Theory of Change to clarify both aims and outcomes in the formal education context. It offers a shared framework through which a variety of existing impact evidence can be viewed and against which future monitoring and evaluation activities can be planned. The Theory of Change was informed by a large scale teacher development project delivered locally in Scotland by Development Education Centres. The project reached 63% of Scottish schools and provided data from over 6000 practicing teachers.

More widely, the Theory of Change addresses a need for models that can support civil society organisations, researchers and policy makers working together to sustain evidence-based policy making. This is important in current social contexts characterised by a perception of democracy under threat, emerging social media impacts on public and political discourse, challenges to the valuing of diversity and cultural openness and a hollowing out of government and public services at local levels with concomitant impacts on political engagement and trust, especially in areas of economic deprivation.

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Title: *"Development Education Synergies: a pilot experience of knowledge co-creation"*
Presenter: La Salete Coelho, (CEAUP and ESE-IPVC)

Session: B4.   Presentation type: Full paper presentation.

Abstract: The project Development Education (DE) Synergies (2013-…) was thought to address some needs diagnosed in Portugal, specially the need to deepen and promote the scientific research in DE, a closer relationship between Higher Education Institutions (HEI) and Civil Society Organizations (CSO) and for alternative scientific research methodologies. Within the project, DE was considered a fundamental field and discipline for an integrated vision and action in development field moreover as opportunity to rethink epistemology. To this end, it proposed to create and disseminate knowledge produced through collaborative learning processes making the most of the synergies and complementarities of HEIs and CSOs.

During its implementation, the project moved from the goal of strengthening the research in the field of DE, linking research and action, to address more innovative and critical questions, raised by the participants, namely: the academic monopolism in knowledge creation, validation and dissemination; the existence of power relationships in these processes; the risks of knowledge and education commodification; the importance of collaborative process-

es.

Through content analysis and using the Engaged Excellence in Research approach – which four pillars (high-quality research delivery, co-construction of knowledge, mobilisation of an impact-oriented evidence and the building of enduring partnerships) proved to be a useful tool to analyse DE Synergies project – it was possible to conclude that the project exceed its expectations of connecting action and research in DE field in Portugal, having also given a contribution to a more ethically committed and analytically critical reading of reality, questioning monocultural mainstream, normative and hierarchical models of production, validation and dissemination of knowledge, providing also a space for the representativeness of different perspectives and experiences, and the dissent and consensus between them.

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Title: *"Development education and global citizenship in higher education: looking at the Portuguese case"*
Presenter: Dalila P. Coelho, (University of Porto/FPCE-CIIE). **Co-authors: João Caramelo & Isabel Menezes** (University of Porto/FPCE-CIIE)

Session: B4.   Presentation type: Full paper presentation.

Abstract: Higher education has been considered a relevant field for consolidating global education. The expectations regarding this sector concern research and community outreach, and particularly, the training of future professionals. However, in some countries, as Portugal, the adoption of global education in higher education is still to be invested. This happens not only in because of the institutionalization of the field itself is still at an initial stage, but also due to the reduced knowledge available, namely concerning the current experiences already taking place.

In this presentation we will address a project, currently under implementation, focused on development and global citizenship in the public higher education system in Portugal. For the purpose of this communication, we will discuss the results of two studies conducted. The first is a quantitative study, through an online survey, aiming to understand students' representations about citizenship and development, and their contact with development education and global citizenship (DE/GC) initiatives. The second is a qualitative study, through which we aim to analyse a sample of cases exemplifying the adoption (either curricular or cocurricular) of this area in higher education. For this second study, the data will be collected through interviews and focus groups with teachers, students and other participants enrolled in the DE/GC initiatives, document analysis, and field visits.

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Title: *"Reframing higher education as a global common good"*
Presenter: Rita Locatelli, (University of Bologna)

Session: B4.　　Presentation type: Full paper presentation.

Abstract: Higher education has increasingly been referred to as a public good, or contributing to the public good, in education development discourse and research (Unterhalter et al., 2018; Marginson, 2011; Tilak, 2009; UNESCO, 2009). Having said this, the concept of public good appears to be challenged by the current dynamics of the higher education landscape, especially by the greater diversification of actors and sources of funding and by the influence of neo-liberal ideologies which emphasize the private benefits of higher education. As well as undermining principles of equity, these changes may also affect the ultimate purposes and main functions of universities in order to meet the needs of the knowledge economy. More in general, these trends may lead to the reduction of public-good elements in higher education, increasingly considered as a private good for which individuals and households should bear the costs.

The economic language of public/private, however, gets us so far in identifying the outcomes of higher education. An alternative wording to education as a public good is the idea of education as a 'global common good' (UNESCO, 2015). These common goods are non-market education outcomes with positive social effects – activities that provide for such social relational qualities as solidarity and tolerance, equitable opportunity, and geographic mobility (Marginson, 2018). Higher education as a global common good emphasizes education as a shared endeavor and responsibility and as a source of global understanding. In contrast to dominant development discourse, this normative concept may represent a useful framework for the development of new practices likely to strengthen participatory and deliberative processes in higher education and to implement more sustainable and ethical forms of cooperation according to different realities. It entails fostering the diversity of knowledge systems in order to envisage new social structures and development models while ensuring more equitable educational policies.

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Title: *"Service-learning as a driver for Global Education"*
Presenter: Ana Cristina Blasco-Serrano & Pilar Arranz (University of Zaragoza). **Co-authors: Chabier Gimeno** (University of Zaragoza)

Session: B4.　　Presentation type: Short paper presentation.

Abstract: Service-Learning connects academic abilities with community service. Students carry out a project with and in their community, and at the same time develop their academic and personal abilities. They must establish desirable relationships with potential partners through effective communication (Bringle, Clayton and Price, 2009). Students foster the social and cultural values of the community during the performance of the academic project. Their exploration allows to get involved in social institutions and learn through experience in a real context.

This article has studied the inclusion of Learning-Service as an engine of global education. We have carried out the analysis through collaborative action research (Lessard-Hébert, & Goyette, 1988), through the project "#InnovaCSL". Researchers from the Zaragoza University and educators from eleven Socio-labor Centers have reflected on their pedagogical practices and on how their tools and strategies meet the needs of students and society.

The findings show how the Learning-Service improves motivation, autonomy and empower-ment of students. People from different institutions of community can work and establish a dialogue that contributes to the development of civic thoughts and results, values of solidar-ity, social responsibility and civic commitment (Bringle, 2017; Richard, Hatcher, Keen, & Hatcher, 2016). In this way, Service-Learning can be a catalyst for Global Education.

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Title: *"Walking the Walk: Authentic Application of Global Learning Principles"*
Presenter: Lynn Clark, (University of Bolton)**. Co-authors: Collins Sakajila** (In-Service Training Trust, Zambia); **Edith Chimusoro** (Institute of Development Management, Botswana**) & Claire Aindow** (University of Bolton, UK)

Session: B4.   Presentation type: Full paper presentation.

Abstract: This paper reflects on a methodology used in the research which addresses global education themes in higher education, ensuring a critical intercultural approach to knowledge generation by including within the research team academics from 3 sub-Saharan African countries (Zambia, Malawi, Botswana) to ensure that voices which may otherwise not be heard are central to the research approach. The equivalencing of research voices is fundamental to this research as demonstrated by the inclusion of Interpretative Phenome-nological Analysis as the mode of data analysis; global voices are given equal weight and 'Northern' voices are not privileged. As knowledge generation is part of Higher Education, this paper 'walks the walk' in global education.

The subject matter of the research reflects on educational mechanisms to allow students in sub-Saharan Africa to achieve the qualifications and skills they need to contribute to the SDGs. This research aims to explore personal tutoring in an international context, initially in three University of Bolton HE (Masters) partnerships in sub-Saharan Africa (Malawi, Zambia and Botswana), as the first stage in creating a methodology for devising a culturally appro-priate personal tutoring model.

The researchers rejected an initial assumption that personal tutoring is a universal concept. Anecdotal and academic evidence suggests that students from different cultures may re-spond very differently to institutional support focused on personal matters, even when de-signed to improve academic attainment, student experience and retention. Students and staff may view personal tutoring as intrusive intervention. The objective of the research is to

identify institutional support that Masters' students in SSA partner institutions both value and perceive as helpful with the ultimate aim of creating a methodology for devising culturally appropriate personal tutoring models.

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Title: *"Workshop 1: Bridge 47: 'The best of both worlds: How civil society and academia are working together for greater impact'*
Presenter: **Megan McHaney, Maeve Galvin, Talia Vela-Eiden and Susanne von Itter** (Bridge 47)

Session: Workshop 1.   Presentation type: Workshop

The aim of this workshop is to explore how partnerships can be formed between academics and civil society organisations, in order to advocate for change. Bridge 47 will show case two of its knowledge exchange partnerships, demonstrating how challenges of partnerships between academics and civil society organisations can be overcome. Participants will be asked to explore how bridges or links between academia and civil society organisations can be further developed and how each entity can learn from and contribute to each other's work.

Format:

This is a participatory workshop, where participants will be expected and encouraged to contribute to discussions during a panel and world café facilitation. At the beginning Susanne von Itter – EADI Executive Secretary and Bridge 47 steering group – will speak about Knowledge Exchange between CSO's and academia with a focus on EADI's plans for partnerships within Bridge 47. Directly after the welcoming remarks a 30 minutes panel facilitated by Susanne von Itter will debate upon the importance and suitable of academic partnerships with Civil Society Organisations in global citizenship education. Furthermore, the panel serves to showcase the work done by already existing Knowledge Exchange Partnerships within Bridge 47. Learning from those existing partnerships will be fruitful in answering why and how to start cooperating and giving more practical value to research.

This is followed by a 50-60minute world café style discussion, enabling participants to exploring different themes by moving around to topics of their choice. A follow up, learning and reflection session will conclude the workshop. The world café style discussion will be facilitated by Bridge 47 staff Megan McHaney.

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Title: *"Global Education and the Global South: a critical engagement with the concept of Ubuntu"*
Presenter: **Malgorzata Anielka Pieniazek**, (Institute of Education, UCL)

Session: C5.   Presentation type: Full paper presentation.

Abstract: This presentation will consider some of the current challenges for Global Education by discussing power imbalances in the field of educational research and policy implementation that have led to exclusion of voices and perspectives from the Global South (Soudien, 2015) and propose an alternative approach to addressing global issues.

The paper will discuss a literature review around the sub-Saharan African concept of Ubuntu – the review forming part of a doctoral study on the contribution of discourses and educational perspectives from Kenyan and South African scholars to the post-2015 international debates.

Ubuntu can be understood as a knowledge system grounded in sub-Saharan African perspectives, traditions, and realities, that one the one hand emphasises the aspect of shared humanity between people and the importance of obligations that human beings have towards each other that lead to solidarity (Eze,2017).

Through some of values associated with Ubuntu – including its contradictions – there are resonances with human rights discourses and global education. By engaging in a dialogue with various understandings and contestations of the term, will argue that Ubuntu's significance lies firstly, in providing a ground for discussions about (re)designing international policy frameworks such as the Sustainable Development Goals (SDGs) to draw from locally relevant knowledge systems, secondly, in contributing to human rights discourses by placing an emphasis on collective commitments and efforts to safeguard the collective welfare of people, and finally in enriching the pedagogical framework of Global Education with non-Western approaches to understanding the world.

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Title: *"Action in the International Baccalaureate Primary Years Programme"*
Presenter: **Laura Griffin**, (International Baccalaureate Organization)

Session: C5.　　Presentation type: Short paper presentation.

Abstract: The Primary Years Programme (PYP) is a transdisciplinary, inquiry-based and student-centred curriculum framework with responsible action at its core.

In response to global challenges and opportunities, and in line with a move towards global education for a more just, peaceful and sustainable world, the PYP has strengthened the concept of action within its programme.

This session will provide an insight into the action component of the PYP, set within the wider context of an IB education and the field of Global Education and Learning.

Through a dynamic presentation, resource sharing and real school examples, participants will be introduced to core aspects of individual and collective action in the PYP such as: participation, advocacy, social justice, social entrepreneurship, and lifestyle choices.

The session will conclude with the opportunity for a Q&A and a provocation to strengthen action within your specific educational context.

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Title: *"Global Citizenship education through Professional Learning Comunities"*
Presenter: Leen Alaerts, (UC Leuven-Limburg). **Co-authors: Hannelore Verstappen, Imran Nawaz, Jan Swerts** (UC Leuven-Limburg)

Session: C5.   Presentation type: Short paper presentation.

Abstract: This short presentation shares expertise on Professional Learning Communities (PLCs) and Design Thinking as an approach to embed GCE in secondary schools and teacher education. Within this session participants discuss the results of the Practitioner Scientific Research project (PSC) of the University College of Leuven-Limburg (www.ucll.be) in cooperation with the Belgian Development Agency (www.enabel.be), entitled: Global citizenship education, how to embed GCE in secondary schools and teacher education through PLCs? (Leuven, 2017-19) During this practitioner research 8 PLCs were established in 8 different secondary schools in Flanders and 2 PLCs in 2 Teacher Education institutions.

PLCs are groups of 4 to 6 professionals with various backgrounds (teachers, researchers, students and GCE-coaches) Their key features are: (1) shared leadership, (2) shared values, (3) collective learning, (4) shared practice and (5) supportive conditions. Collaborative learning and "intentional disruption" are the core of their approach. Concerning to Steven Katz PLCs are proven to be a very effective strategy to facilitate innovation in schools. (Katz, 2009).

This research design developed multiple tools to work transformative an GCE.

Starting from international expertise (from f.i. UNESCO, Oxfam Education, Council of Europe) the PLCs experiment with methodologies and approaches in order to work whole school in their own school context. Through this working process the researcher registers the concerns of the participants using interviews, observation and survey as data collecting methods.

In this way PLCs function as a collaborative inquiry-tool which investigates following research questions:

• How can schools embed an whole-school approach on GCE?

• How can teachers to work transformative on GCE with their learners?

• How effective are PLC's as an innovation strategy?

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Title: *"Educating for Global Citizenship in São Paulo (Brazil) and Shanghai (China): a comparative study."*
Presenter: **Leila Hsieh**, (Banco Santander/University of York)**. Co-authors: Eleanor Brown &
Vanita Sundaram** (University of York); **Alessio Surian** (University of Padova)

Session: C5.　　**Presentation type:** **Short paper presentation.**

Abstract: My Ph.D. project will consider the economic, political and social's background, as
well as the current situation in Brazil and China to make a comparative study on how the
school system conceives and put into practice GCE. Which, the expectation is to bring some
insights to illuminate the future of GCE approach, fill in at least part of the existent literature
gap on this theme, and examine some social practices that could impact societies and economies positively. This project will be a new and important area of discoveries in both continents.

The objective of this potential study is to answer the following research questions:

¥ In what measure are the critical principles of GCE embedded in the National Curricular
guidelines in the cities of São Paulo and Shanghai?

¥ How can the GCE concepts be identified in the discourse and practice of NGOs and schools
selected in São Paulo and Shanghai?

¥ What are the obstacles to implementing the GCE ideology in Sao Paulo and Shanghai?
What are the strategies to overcome them?

¥ In what measure have scholarly agents and students changed their perspective and attitude as a result of the teaching of GCE?

Where the intented contributions are:

¥ Promoting the value on educators through a higher quality of training;

¥ An incentive of a critical mindset, a sense of civic responsibility and more tolerance on
students, decreasing inequalities and exclusion within societies;

¥ Encouragement on Brazilian citizenship to have more contact with values guided by Political global citizenship, strengthening relations with the state;

¥ Increasing the awareness of the Chinese population on moral values. The critical mindset
would incentive communications and attitudes towards the existing oppression;

¥ Introducing new culture and ways of thinking to educators and children, increasing their
awareness of global citizenship responsibilities;

¥ Pinpointing the potential result, which could bring some insights to illuminate the future of
the GCE approach and be shared with countries that have comparable advantages and chal-

lenges.

To improve the current reality requires a deep knowledge of the challenges that we face today. The introduction of GCE would allow teachers and students to learn some unexplored topics in schools, and give them the right to live a life with choice and dignity. Topics and values that would include human rights, environmental issues, social and gender equality, poverty reduction and inequalities, good governance, justice and peace. The main intention is to co-create space for children, who represent our future, to grow up with social responsibilities and civic consciousness.

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Title: *"What is the value of a study abroad programme to South Africa for student teachers?"*
Presenter: Matthew Lowden, (Winchester University)

Session: C5. **Presentation type: Short paper presentation.**

Abstract: On our ITT (Initial Teacher Training) undergraduate programme many students get the chance to travel to European or North American destinations to teach and find out more about differing education systems, however, they do not travel to the Global South.

Having taken serving teachers to South Africa, Kenya and the Gambia as a head teacher, I was interested in the fine balance between the power of the idea of 'teachers as agents of social change' (Bourne, 2016) and the Internationalisation of HE (Bedenlier et al 2018) against the perceptual drawbacks to organising and running such an enterprise (Jooste and Heleta, 2017: De Wit & Jones, 2018) and power imbalances (Andreotti, 2014).

I rekindled links with the Nelson Mandela Museum in Qunu and took 6 ITT students and two film students on a Study Abroad Programme (SAP) who made a documentary of the visit. I was group leader and researcher, as the group were hosted by the NMM (and in a local school), during the centenary year of Mandela's birth. The project ended with Winchester University hosting one of a worldwide quartet of conferences back in the UK on behalf of the NMM. The students were all invited to speak of their experiences.

The project highlighted the difficulties of assessing SAP's (Savicki & Brewer, 2015), the fraught task of advertising the trip without reinforcing national biases (Lansing and Farnum, 2017) and the nature of transformational experiences (Scoffham and Barnes, 2009: Mezirow, 1994) or otherwise.

The results suggest very real benefits to the individual students participating alongside possible institutional benefits, if the project is carefully managed.

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Title: *"International Field Experience of Japanese Students in a Teacher Certification Course: Programme Design and Effectiveness"*
Presenter: Sayoko Oda, (Shibaura Institute of Technology). **Co-authors: Kiyoshi Eguchi** (Kyushu University), **Rumi Yatagawa** & **Yoshiko Okada** (Shibaura Institute of Technology)

Session: C5.   Presentation type: Short paper presentation.

Abstract: With the increasing cultural diversity in Japanese society, a major issue to have emerged in teacher education is how to enhance cross-cultural competency among pre-service teachers. To provide international field experience, Shibaura Institute of Technology launched a 10-day study tour in Southeast Asia for students in a teacher certification course. The participants were expected to gain further understanding of development, regional and global issues, cultural diversity, and the societal role of educators.

This paper describes the programme design of the study tours in 2017 and 2018, which was based in collaboration with governmental and non-governmental organizations (NGOs). Programme participants visited project sites related to official development assistance and NGOs in both formal and non-formal education; they conducted science workshops at local primary and secondary schools. Participants also joined cultural exchange sessions with students at partner universities in Laos, Thailand, and Vietnam.

In all, 21 students participated in those two study tours. To evaluate the programme's effectiveness, the participants offered their comments and feedback, which were collected through reflection papers, questionnaires, and debriefing sessions. The results showed that the international field experience had positive effects on the participants' personal growth and changes in mind or attitude. Examples of such effects were as follows: increased confidence in global communication; greater understanding of development and international cooperation; better appreciation of and respect for differences in other cultures; awareness of the importance of and difficulty in managing classrooms with cultural diversity; and broader perspectives for their future career.

This study concludes with suggestions on effective global learning experience for pre-service teachers.

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Title: *"The implementation of global citizenship(s) education: a case study for in-service teacher education with secondary school teachers in Ticino."*
Presenter: Palma Grano, (University of Barcelona)

Session: C5.   Presentation type: Short paper presentation.

Abstract: Due to the transformations taking place in the world, schools are facing the difficult task of reflecting their role in society. At an international level, some educational proposals concerning the global perspective of citizenship(s) (Andreotti, 2006) education exist.

There is, for instance, the approach followed by the Organization of The United Nations for Education, Science and Culture (UNESCO, 2014), that includes digital citizenship as a relevant part of citizenship education (CE). In fact, citizenship education and its global approach are part of the curriculum of almost every nation-state worldwide and depending on the jurisdiction of each country, the modality in which it has been implemented might vary.

In the general study plan of Ticino, a Canton of Switzerland, CE is explicitly presented in the paragraph named "living together and citizenship education" and it is presented as a tangible glocal perspective. However, there is a lack of training for teachers concerning global citizenship(s) education. Therefore this case study's (Yin, 1989) main objective is to explore the situation of the region and, more precisely, the aim is to identify the attitudes, possibilities and difficulties of teachers when they teach world CE, as well as understanding their professional development needs.

It explores to which extent there is coherence between the study plan that integrates CE, the teachers' perspectives on (global) CE and its integration in the classroom.

Through different methods of data collection (document analysis, semi-structured interviews to key informers (5) and teachers (9), discussion groups (6 meetings with 8 teachers), the study aims to detect relevant aspects for drafting a future teacher professional development proposal in this field. During focus groups and interviews some techniques of art-based methods have been used, such as cartographies or photo elicitation (Hatten, 2013).

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Title: *"Sustainable Development Goals. An opportunity to innovate in Higher Education"*
Presenter: Adelina Calvo, (University of Cantabria). **Co-authors: Carlos Rodríguez-Hoyos & Elia Fernández-Díaz** (University of Cantabria)

Session: C6. **Presentation type: Full paper presentation.**

Abstract: This paper describes a process of educational innovation aimed at introducing the perspective of Global Learning in higher education through an educational project inspired by Sustainable Development Goals. Specifically, it describes and analyses the work carried out in the subject "ICT applied to Education" (Infant Education Degree, University of Cantabria, Spain) over two academic years during which students produced a transmedia narrative about working conditions in the textile industry (2017-2018) and about fair trade and responsible consumption (2018-2019). This narrative is composed of three fixed images as part of an advertising campaign and a short film.

The project has two main objectives. Firstly, we want students to understand the relationship between the local and global, be able to analyse how these two dimensions influence their lives and try to improve it. Secondly, we want students to be competent in the critical and political use of technologies in the field of education, using these cultural artefacts to

document, denounce and investigate a relevant social issue.

The pedagogic principles that guide the project are the concept of teaching work as a collegiate task and the concept of the teacher as an agent of social change, which forms the basis of the principle that their initial training should be guided by social justice. These two main pedagogic principles have influenced the methodology of the project which is structured over four phases: documentation, the definition of ideas, the message to be transmitted, production and editing/post-production.

The project has involved a total of 160 students and 3 teachers who belong to an innovation group which usually works in inter-university projects and whose work is currently focused on promoting the improvement of university teaching based on participatory methodologies with the aim of promoting education for a critical global citizenship.

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Title: *"Attitudes Of Pre-Service Classroom Teachers Towards Sustainable Development"*
Presenter: Neşe Soysal. Co-authors: Ahmet Ok (Middle East Technical University)

Session: C6. **Presentation type: Short paper presentation.**

Abstract: The purpose of this study is to analyze the attitudes of pre-service classroom teachers towards sustainable development with respect to the level of development of the city they live in and their fathers' and mothers' education level. In this study, survey design was used. The participants consisted of 1008 pre-service classroom teachers in 12 universities across Turkey. The data was collected through a data collection tool designed by the researcher. To analyze the data, descriptive statistics and inferential statistics (MANOVA) were used. The results of descriptive statistical analyses revealed that pre-service classroom teachers had positive attitudes towards sustainable development. The results of MANOVA analysis demonstrated that pre-service classroom teachers' attitudes towards sustainable development change according to the level of the development of the city they live in, whereas their attitudes did not indicate any changes according to their parents' education level.

Keywords: Education for Sustainable Development, Teacher Attitudes, Pre-service Classroom Teachers

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Title: *"Hearing their voice: Exploring the self-reports of adolescents' experiences of a community-based, active citizenship program, in the context of four identified domains of global competence"*
Presenter: Karena Menzie-Ballantyne, (CQUniversity)

Session: C6. **Presentation type: Full paper presentation.**

Abstract: The introduction by the OECD of a PISA global competence assessment in 2018 recognised that citizenship in the era of globalization requires a mindset that transcends national borders; a skill set that can critically assess and colllectively address the issues identified in the Sustainable Development Goals; and values and attitudes that motivate the individual to work with others, irrespective of their culture and background, for the common good.

A review of literature in the field, as well as international policy and curricula, reveals consensus that the development of these attributes of global citizenship require education and training, including an action or active citizenship component. It is this active component of citizenship education that is the focus of this paper.

The literature and policy review also revealed very few empirical studies that

presented the perspective of the young people for whom active citizenship

programs are designed. For this reason, the intent of the doctoral research, on which this paper is based, was to provide a conduit for the voices of adolescents participating in an active citizenship program, in the form of a two-year term as members of a Youth Advisory Council.

The research used a naturalistic inquiry approach, in order to allow the emergence of themes as the adolescents undertook various activities in the program and made meaning of their experiences. Participant observations were recorded to give context to comments made by the adolescents in a focus group and in individual interviews. Resultant data was analyzed cyclically using open and axial coding. This approach resulted in the identification of eight emergent themes.

This paper will examine these themes, together with the adolescents' individual reflections, in the context of four identified domains of global citizenship attributes in an effort to explore the potential of adolescent-focused, active citizenship programs to foster global competence.

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Title: *"Integrating Global Education into a post primary Initial Teacher Education (ITE) programme; Challenges and Opportunities"*
Presenter: Jennifer Liston, (Trinity College Dublin)**. Co-authors: Ann Devitt & Liam Wegimont** (Trinity College Dublin)

Session: C6.　　**Presentation type: Short paper presentation.**

Abstract: In Ireland, 2015 welcomed a newly reconceptualised model of ITE which signalled

a paradigm shift in the ITE landscape and was characterised by new requirements and new praxis. This shift created space for many Schools of Education/Education Departments in Higher Education Institutions (HEI) to incorporate new elements into ITE programmes. Trinity College Dublin, Professional Master in Education (PME) chose to incorporate global education (GE) through an elective module on 'Development Education '. This module caters for a maximum of 35 students amongst a cohort of approx. 100. It was informed by and adapted from models of ITE in GE elsewhere, including materials developed by the Development Education Research Centre (DERC). The recent model of ITE in Ireland is due for review by the national accreditation body, the Teaching Council "to ascertain the extent to which the teaching of ESD is comprehended within existing criteria for accreditation of ITE programmes (recommendation 12)" (DES, 2014:17) while considering SDG Goal 4, target 4.7 which emphasises the importance of all citizens engaging in ESD (UNESCO, 2015).

In order to determine the success or otherwise of the elective a qualitative research study was conducted. Two focus groups with students (past and present) were conducted as well as a focus group with teacher education staff (not involved with the elective). The findings provide evaluative reflection on the DE elective as a stand-alone module. The focus groups also probed regarding possible initiatives for greater integration across the whole PME programme. Discussion of findings examines the integration of DE into the TCD programme and offers insight on the challenges and opportunities for GE in post primary Initial Teacher Education (ITE) programmes both nationally and Internationally.

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Title: *"Teaching who we are?! Secondary school foreign language teachers in Amsterdam and London on fostering global social connectedness, respect for diversity and their mission to bridge wor(l)ds"*
Presenter: Silke Vogelsang, (University College Roosevelt/ Utrecht University)

Session: C6.　Presentation type: Full paper presentation.

Abstract: With the SDG's (UN, 2017) proclaimed target number four, education for global citizenship has officially gained the status of supranational objective for education all over the world. As stressed in the SDG's, global citizenship education (GCE) must be mainstreamed at all levels of education in order to achieve meaningful results. This requires policy, curricula and teachers that may foster in learners the necessary knowledge, skills and attitudes imperative for contributing to a peaceful global society. Additionally, stakeholders and experts in the field have long acknowledged the need for a cross-curricular, multidisciplinary approach, "a broader pedagogical terrain" (Bourn, 2005:5) that allows reflection on a global identity through multiple lenses amidst existing structures (DEEP, 2005).

The question arises how we may integrate GCE into formal schooling in a holistic, multidisciplinary and cross-curricular approach in which diverse subjects offer a space to practice

and foster diverse angles of global citizenship.

As part of a PhD-research executed in schools in Amsterdam, Berlin and London, this paper explores how foreign language education (FLE) in secondary schools may contribute to such a global learning dimension. Given its potential to linguistically and culturally bridge between worlds - promoting 'understanding' in more than one sense- there has been a growing consensus that intercultural FLE may serve as a significant facilitator to encourage reflection on shared identity, while embracing global diversity (Starkey, 2005; CoE, 2007). Using UNESCO's (2015) framework of social emotional GCE- objectives and Korthagen's (2008) 'Onion Model' for teacher-reflection, this paper highlights how foreign language teachers in Amsterdam and London understand their own global rootedness, their mission as teachers and how this trickles down to their everyday classroom-practice. A developed teacher-typology highlights how teachers' own rootedness in the global community results in diverging perspectives, practices and potential for translating a global learning dimension into foreign language classrooms.

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Title: *"Implementation Practices of Citizenship Curricula in Welsh Classrooms"*
Presenter: **Erin Simpson**

Session: C7. **Presentation type:** **Full paper presentation.**

Abstract: This paper examines the education reform in citizenship education curricula available to Foundation Phase (5-7 year old) students in Wales in the 2016-2017 academic year. Following recent OECD reports (2014, 2017) and the Donaldson report (2015) underscoring the need of the Welsh curriculum to emphasize developing ethical informed citizens of the world, there is renewed interest among academics and policymakers in how schools are implementing the curriculum. The new curriculum is designed to help create a new purpose of education in line with the goals of the Welsh Government (2016):that of a global, informed, multilingual citizen. A critical, social constructivist viewpoint was taken to determine how classrooms make sense of the duelling policy desires calling for emphasis on both hyperlocal, place-based education contexts and global citizenship. Qualitative methods in the form of semi-structured interviews with 10 lead teachers were used to ascertain how specific citizenship teaching policies and practices were manifested. Interviews were conducted at 10 primary schools with an even mix of urban / rural, socioeconomic status and Welsh-medium / English-medium schools. Results were analysed using the theories of Ball (1994, 2012), Maguire (2015), Jephcote (2002) and Grunewald (2003). Research found that individual teacher pedagogy and the student/school context play a key role in developing an actionable curriculum which sparks concerns about the nation-wide implementation of the new curriculum.

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Title: *"The position of Universal Values as a barrier to the effectiveness of UNESCO's Global Citizenship Education"*
Presenter: **Jennifer Hatley**, (University of Worcester)

Session: C7.   **Presentation type: Full paper presentation.**

Abstract: Target 4.7 of the Sustainable Development Goals promotes Global Citizenship Education (GCE) as a vehicle to develop the skills, values and attitudes of learners so that they may work towards the resolution of the interconnected challenges facing the world today. Focusing on UNESCO's approach to GCE, this doctoral research draws on a multimodal critical discourse analysis of values within 8 UNESCO documents central to their approach. Analysis of the texturing of relationships of equivalence and difference and the classification of values shows that UNESCO have instantiated a strict sense of institutional values, termed 'universal values', with the implication that the subjectivity of a global citizen is defined by the powerful. Other values are positioned as outdated and invisible, further reinforcing Universal Values as the only values that make an 'acceptable' global citizen. Education transmits, promotes and amplifies values. With values as motivators of human action and as the basis on which actions and choices are evaluated as worthwhile, which values are played out through education and how this may influence motivation towards global citizenship become vital questions. This research argues that UNESCO's approach to values is intended to socialise learners towards UNESCO's agenda at the expense of values and forms of global citizenship more relevant to local contexts. Further, this paper argues that Universal Values cannot achieve their aims within GCE due to being abstract and disconnected from social reality. As such, Universal Values become a challenge to global education - counterproductive both to the achievement of UNESCO's GCE and to the achievement of the sustained motivation and action necessary to solve the interconnected challenges the world faces. For GCE to achieve its purposes, UNESCO must take account of context and incorporate values and forms of citizenship relevant at the local level.

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Title: *"Parental conceptions of Global Competence"*
Presenter: **Joffy Conolly**, (University of Oulu)

Session: C7.   **Presentation type: Short paper presentation.**

Abstract: Although there is growing educational interest in developing and measuring learners' global competence, there continues to be considerable disagreement over the purposes of acquiring it. A range of ideological positionings suggest very different goals, such as increasing employability, developing peaceful societies or challenging inequalities in existing power relations.

In addition, recent rises in nationalism threaten to undermine the development of global competence, particularly where its purposes are misunderstood, or it is perceived to lack relevance to local contexts. Accordingly, the importance of a clearly articulated positioning for global competence, which takes into account the views of all educational stakeholders, is essential.

This paper will present research on how parents of children at an international school in Finland conceptualise the idea of global competence.

Within global education, parents are an under-researched group with significant influence on their children's learning. An increasing neoliberal emphasis on competition and choice within many educational systems has also strengthened the parental voice with both educational leaders and policy-makers.

The research uses phenomenography to map how parents perceive the idea of global competence, benchmarking them against existing ideological positionings identified in the theoretical framework. The context of an international school was chosen to provide heterogenous respondents likely to have a wide range of opinions on the concept. Having chosen an international school, they are also likely to be interested in global competence as a phenomenon.

The research aims to provide a better understanding of how this influential section of society views global competence in a formal educational context as well as how it is learnt and practised informally at home. The results are expected to help policy-makers develop clearer definitions of global competence, as well as more relevant and effective policies and programmes that can be supported by parents.

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Title: *"Reimagining or reinforcing Portugal's colonial past – a rational for research into Portugal's new National Strategy for Development Education"*
Presenter: Marta da Costa, (Manchester Metropolitan University)

Session: C7. **Presentation type: Short paper presentation.**

Abstract: In November 2018, the Portuguese National Strategy for Development Education 2018 – 2020 (GENE, 2018:Online) was launched at the International Conference of the Global Education Network of Europe . The strategy has been developed in the context of the Sustainable Development Goals 2030 (particularly goal 4.7), and it was both produced and signed by 16 public and civil society organisations (Instituto Camões, 2018), the strategy demonstrates a relationship between NGOs, schools and government.

The emergence of this strategy is particularly relevant in the current context of initial conversations about racism in formal education in Portugal (Araújo and Maeso, 2013; Roldão,

2016), which have fed into emerging national discussions about Portugal's role in colonialism and its systemic perpetuation. This can be seen in the recent approval for the construction of the first slavery memorial in Portugal, concomitant with an open letter to the UN, sent and signed by 20 civil societies in Portugal, denouncing not only the systemic racism faced by black people of African descent, but also the 'silencing of racism' by the Portuguese State .

To what extent are these trends evident in discourses within and about the national strategy? In this paper, I will be outlining a rationale for a larger project. Using David Scott's concept problem, I will argue for the importance of critical discourse policy analysis of the new national strategy and discursive mapping of development education among the different actors involved. The aim is to gain insight on how the current conceptualisations of development take up the emergent discourses of racism and to what extent the policy itself and its founding stakeholders connect it to a reimagining or reproducing of Portugal's colonial past (Scott, 2004).

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Title: *"Who's winning and who's losing the game? Performance of Indian Universities in national ranking"*
Presenter: Emon Nandi, (Tata Institute of Social Sciences)

Session: C7.   Presentation type: Full paper presentation.

Abstract: Global university rankings have become extremely popular as well as powerful in influencing national education policies since the last one and half decade (Marginson, 2006; Marginson and Wende, 2007; Tilak 2016). To enable students making an informed choice in this market, rankings play a crucial role as information asymmetry and imperfect information are two of the main features of the market of higher education (Arrow, 1973; Cave, 1994; Stiglitz, 2000; Dill and Soo, 2004; Teixeira et al., 2004). It is argued that rankings infuse competitive spirit in the system and ensure an overall improvement in quality of higher education sector (Nandi and Chattopadhyay, 2012). After realising the limitations of blindly imposing the methodologies of global rankings on their higher education institutions, eventually many of nations have started adopting their own national ranking systems (Cakir et al., 2015). In India, the Ministry of Human Resource Development (MHRD) has introduced National Institutional Ranking Framework (NIRF) in 2015 and published results in 2016. So far, the NIRF has published three rounds of rankings for universities during the years 2016 to 2018. This paper explores the dynamics of quality improvement as an outcome of the rankings as envisaged by our policy-makers. It investigates the changes in the relative ranks for each of these universities during these three years. This paper examines whether (and how) ranking triggers changes in universities' priorities and strategies. It investigates the changes in their scores and relative ranks of the parameters and sub-parameters over the years. These changes have been analysed in the context of differences in their capacities in terms

of financial and human resources and different mandates with which they were established.

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Title: *"Indigenous Community Involvements Towards Just and Sustainable District or Sub-district Education System"*
Presenter: **Fadilla Mutiarawati**, (Oulu University)

Session: C7.   Presentation type: Full paper presentation.

Abstract: According to UN, throughout the world, there are approximately 370 million indigenous peoples, 5% of the world population, occupying 20% of the earth's territory and their land harbours 80% of the world's remaining biodiversity. Indigenous knowledge is considered as a valuable source for conserving biodiversity, even as one of the most important source for the sustainable management of natural resources.

However formal education within indigenous communities nowadays has increased number of youth who leave their homelands earlier than their parents did before them. One of the most significant factor is formal school, which is mostly run by government, with global dimension and market driven. Formal schools often teach with dominant languages, individual recognition and principles of competition rather than indigenous language, principles of collective thought, and practice that are foundational to many indigenous societies. These formal schools are not only detrimental to indigenous language, culture and identity, but will also eliminate indigenous knowledges.

By keeping top-down education system within indigenous education, we have became further away from our global education goal, to make the world more just and sustainable. Hence reforming formal education system within indigenous communities has become urgent.

The aim of this study is not only for indigenous people to determine their own education system, but as part of our learning process to make the world more just and sustainable. It is constructed based on Freire's praxis theory. As Freire said, without praxis, there will be no true education. Praxis should present existential, concrete situation and reflect the aspiration of the people. Then he continued, within praxis, the object of action is the reality which should be transformed together and not other people themselves.

Therefore the best method for this study is participatory action research and indigenous community will get involved directly from curriculum design until the implementation.

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Title: *"Materialising Global Education: Using new materialist theory in research and practice"*
Presenter: **Brigitte Kürsteiner**, (University of Teacher Education, Lucerne), **& Mariana**

Zerbone Albuquerque (Universidad Federal Rural de Pernambuco, Brazil) **& Stefanie Rinaldi** (University of Teacher Education Lucerne)

Session: C, Symposium 2. Presentation type: Symposium.

Abstract: Global challenges of the 21st century can only be understood if the strong influence and driving forces of non-human actors such as technological processes, nature, massive global and large-scale processes of displacements etc are taken into consideration. While traditional global education engages in a humanist perspective by focusing on change of human action and beliefs, new materialist approaches to global education try to focus on relations between human and non-human actors.

Traditional global learning faces thus some challenges: By focusing on human action and beliefs, individuals feel helpless and overburdened in view of complex and large-scale global issues such as climate change, poverty, gender-based violence and the rise of extremism, to name but a few. This feeling is even strengthened through many educator's approach of addressing global issues at school by local actions, thus hoping that pupils are able to transfer it automatically to the global level. New materialist approaches could help to resolve this problem by fostering a feeling and understanding of pupils' entanglement in the global sphere. Abandoning binaries, focusing on relations and non-human actors as well as overcoming essentialist perspectives are among the methodological strategies applied for this purpose.

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Title: *"Global learning in science and technology: engaging teachers, students and practitioners with authentic contexts for sustainability"*
Presenter: Angela Daly, (Liverpool John Moores University). **Co-authors: Julie Brown & Bren Hellier** (Practical Action)

Session: D8.   Presentation type: Full paper presentation.

Abstract: This paper will argue that global learning brings authentic real world contexts for example gender inequality, the effects of climate change and access to energy into the heart of science and technology education. The value in developing school students' 'science literacy' goes beyond facts about the natural and physical world to a broader engagement with the social, moral, economic and environmental debates about the role and implications of science and technology in tackling global problems. Science and technology teachers and their students may engage in debates about socio-scientific issues and challenges in cross-curricular subjects including citizenship education (Osborne and Dillon 2010; Practical Action 2013). Yet, while teachers and students may feel a sense of responsibility towards investigating socio-scientific dilemmas, they may lack confidence in engaging in problem based learning that directly connects science learning with development education (Pitt and Lubben 2009; Lee et al. 2013; Weber 2014). Previous research (Daly and Brown 2016) revealed

teachers' reflections on how the use of global contexts 'makes real' scientific and technological challenges for classroom investigations. Engaging school students in debates about potential uses of science and technology in tackling global and sustainability issues 'makes real' teaching and learning around the Sustainable Development Goals and the role of science. The presenters will reflect on global learning in science and technology practice from recent global learning curriculum and practice development projects with teachers across Europe including Make the Link project, Girls into Global STEM the Jersey Overseas Aid curriculum project and teacher education in higher education. The presentation will situate two of the conference themes; current challenges for global education, and opportunities presented by the Sustainable Development Goals, in a reflective discussion about engaging teachers, students and practitioners with authentic contexts for sustainable futures through global learning science and technology.

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Title: *"Towards an understanding of the contribution of global learning to the wellbeing and mental health of young people with special educational needs"*
Presenter: Ben Ballin, (Education consultant). **Co-authors: Ann McGuire & Laura Murphy** (Baskerville Special School)

Session: D8. **Presentation type: Short paper presentation.**

Abstract: The aim of this study was to explore the possible impact of global learning interventions on students' mental health and wellbeing. The study employed a mixed methods design, which consisted of student (N11) and teacher (N4) interviews, as well as a mental health and wellbeing questionnaire. The participants of this study all attended an autistic specific secondary school that served as a Global Learning Programme Expert Centre. The findings of the study indicated that students who participated in lessons that had a global learning focus, experienced a small but significant improvement in mental health and wellbeing. This small-scale study may lead to more extensive research in the area.

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Title: *"Young people and active global citizenship in England: perceptions and engagement"*
Presenter: Frances Hunt & Olga Cara (UCL Institute of Education).

Session: D8. **Presentation type: Full paper presentation.**

Abstract: This presentation explores data from the Global Learning Programme in England in relation to children and young people. The Global Learning Programme was a five year programme which supported teachers to deliver global learning within primary and secondary schools in England. Through the programme data was collected from young people via on online Pupil Assessment Tool (over 7,000 responses) and interviews with groups in schools

(both baseline and impact), which can be compared against GLP whole school data and school characteristics information. The presentation will draw on this data to explore key insights emerging from the programme. This could include analysis of how children and young people frame global citizenship engagement and the types of 'action' they are involved in both within and outside of school settings; how they understand and engage with key global themes and / or the value they place on learning about global issues within schools. This presentation will bring together aspects of analysis and draw on current debates around global citizenship and young people.

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Title: *"Opportunities and Challenges for teaching Global Citizenship through Social Studies curriculum in Senior High Schools in Ghana"*
Presenter: **Simon Eten**, (UCL Institute of Education)

Session: D8.   Presentation type: Full paper presentation.

Abstract: A review of school curricula approaches for facilitating citizenship formation in some sub-Saharan African education context reveals such practice is still largely focused on the traditional social studies approach. This approach to developing citizenship may be limiting in terms of potential to foster in students' civic competencies for promoting civic engagement and political participation, and for addressing issues around social injustice associated with the processes and impacts of globalisation that impinge on local realities. Employing an exploratory qualitative study design, with a critical global citizenship education framework, this study assessed the critical dimensions of the social studies curriculum for Senior High Schools in one Sub-Saharan African country, Ghana. Through interviews and focus groups with social studies teachers and students, as well as review of social studies teacher education programmes, social studies textbooks and teaching syllabus, the study revealed limited critical pedagogical approaches in Ghana's social studies curriculum. Towards appropriating the concept of global citizenship for African school curricula, the study recommends that African epistemological and ontological ideals such as Ubuntu and the practical orientations of African indigenous education could provide a narrative for developing a contextualisation framework for promoting global citizenship in African education systems.

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Title: *"Internationalisation of teaching in higher education: The case of University Complutense of Madrid"*
Presenter: **José-Luis Parejo**, (UCL-Institute of Education / University of Valladolid), **& Daria Mottareale** (International University of La Rioja, Spain).

Session: D8.   Presentation type: Short paper presentation.

Abstract: Universities are increasingly connected to the global context and, for that purpose,

redefining its goals and missions in order to set their operational and organisational strategies in the new international scenario. On a political level, both the European (2013) and Spanish (2015-2020) strategies for the internationalisation of higher education reinforce that trend. We present a study framed in the concept of Internationalization at Home, originally defined as that activity related to the supranational scope of higher education, except for exiting students and staff mobility. It also refers to those tools and activities carried out at a national, institutional level, focused on the development of linguistic and cultural competences in graduate students. Its tools are the internationalisation of curriculum, learning results and the range of subjects and/or degrees offered which use the English language as English-Medium Instruction (EMI). Accordingly, we show the results of a mixed-method study on the Plan for Internationalisation of Teaching (PIT) launched in 2016 by the University Complutense of Madrid (UCM): qualitative (semi-structured interviews with Vice-deaneries of International Relations) and quantitative (survey among professors teaching in English). The research goals are as follow: to analyse the implementation of PIT and the offer of bilingual Bachelor and Masters degrees; to learn the Internationalisation at Home strategies in UCM schools featuring English-speaking groups and how the implementation of PIT has affected the development of supply/demand of bilingual teaching in those schools; to assess the impact of PIT in UCM's internationalization and, finally, to outline future encouragement-oriented actions.

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Title: *"Empowerment and human rights education: typology of adult students' answers"*
Presenter: **Antti Kylänpää**, (Tampere University)

Session: D8.   Presentation type: Full paper presentation.

Abstract: According to the United Nations Declaration on Human Rights Education and Training (2011) human rights education should empower students. Still, human rights education literature only rarely addresses how this objective can be accomplished.

This paper is based on six human rights courses, which lasted 20 lessons per course. In total, 170 students aged from 18 to 30 attended these lessons. 22 of them were interviewed afterwards. The courses were organized at the Non-military service Centre in Finland during the years 2017 and 2018. Students are young men who were completing their non-military service, which is a voluntary option for Finnish men who do not want to complete military service.

All of the interviewees participated in one of the courses. Interviewees were chosen in order to reach as diversified understanding of different human rights attitudes as possible. Four different student types were formed from the answers with the help of theories about empowerment. Types are 'narrow' ideal types; they have been created to represent individual

answers as good as possible, but different interviewees inside same type may still have minor disagreements with each other.

Listeners had considered human rights issues during the course but stated that they do not see themselves as human rights actors. Enthusiastics stated clearly that they want to do more after the course. Interesteds' answers had elements from both of these previous types; they both wanted to act for human rights but felt it difficult also. Experienced said that human rights had already been important issues for them before the course.

In my opinion this typology is valuable for adult educators and for teachers in secondary education. It clarifies different starting points students have and may help teachers to take students' various backgrounds into account when selecting effective teaching methods.

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Title: *"Global Citizenship Education in non-formal and informal education"*
Presenter: **Ana Cristina Blasco-Serrano**, (Zaragoza University). **Co-authors: Teresa Coma and Belén Dieste** (Zaragoza University)

Session: D9.   Presentation type: Short paper presentation.

Abstract: Non-formal and informal education are important educative systems to develop Global Citizenship Education. Social and local institution and non-governmental development organizations (NGDO) have an important rol to activate or propose projects in this area. Non-formal education takes place in adult education, training, sociocultural and young programs.

This paper aims to enquiry how is Global Citizenship Education (GCE) on the Non-formal education in the region of Zaragoza (Spain).

A survey was conducted to institutions: leisure centres, training and adult education. Twenty-four organizations answered the survey. The questionnaire is descriptive, cross-sectional self-administered and sent by email, with google forms.

The findings show that the 70,83% of the institutions are involved in GCE. The organizations carry out actions focused on awareness actions (21,3%), social participation (19,1%) and finally, they are focused on research (8,5%). Furthermore, most of the actions are aimed at the population in general, 16,8% to youth people, 15,3% to adults and 14,6% to children.

The activities are into the schools, as extraescolar activities (43,8%) and into libraries, concerts, leisure centres and kindergardens. The organizations include actions for achieving Human Rights, sustainable development, gender equality, ODS objectives and fair trade.

On the other hand, the organizations only 42,9% have some strategic or a general plan of GCE.

In this way, we can observe that the GCE is provided and recommended for all the poblation in general, from children to old people (Gogebakan-Yildiz, 2018). From a social perspective, organizations are involved in the community and not only in the curriculum of schools and universities (Banks, 2014).

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Title: *"Teacher professional development for global education: three case studies"*
Presenter: Emeline Lemmens & **Soetkin Bauwens (VVOB - education for development). Co-authors: Line Kuppens** (VVOB - education for development)

Session: D9.   Presentation type: Full paper presentation.

Abstract: Global (citizenship) education (GCED or GE) is about developing the attitudes, skills and knowledge needed to understand, feel part of, and participate in, a globally connected world. As laid out by Sustainable Development Goal 4.7, qualified teachers and educators are crucial to the development of these so-called 21st century competences. Yet, teachers often feel insufficiently trained to address GE or to integrate it into existing curricula (Larsen & Faden, 2008; Merryfield, 1991). Hence, there is a need to invest more into teacher professional development (TPD) for GCED (Larsen & Faden, 2008).

VVOB – education for development aims to help Flemish (Belgian) teachers to develop and/or strengthen their own global citizenship competences and to encourage innovative practices in classrooms through TPD. Hereto, VVOB collaborates closely with the formal education sector. In this paper, we discuss three interventions that stimulate TPD for GE, targeting respectively 1) teacher trainers (the eNSPIRED programme), 2) pre-service teachers (internships in "the Global South"), and 3) in-service teachers (the SchoolLinks programme). The eNSPIRED programme inspires teacher trainers in Flanders with examples on equity in education from their peers in the Global South through guest lectures and symposia in Flanders. Doing an internship in the Global South, second, contributes to learning how to deal with and learn from diversity. Lastly, the SchoolLinks programme encourages and supports equitable partnerships between schools in Flanders and schools in the Global South.

Our experiences show that these programmes a) inspire Flemish teachers to implement educational practices from the South; b) help them to acquire the competences needed to teach in an increasingly diverse classroom; and c) provide them tools to stimulate 21st century competences in learners. The challenge laying ahead is to keep teachers involved. Indeed, teachers' and teacher trainers' workload is high, which often makes them lower GCED on their priority list.

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Title: *"NGO-school cooperation in Finland"*
Presenter: Heidi Henriksson, (Åbo Akademi)

Session: D9. **Presentation type: Full paper presentation.**

Abstract: This paper is an overview of my ongoing doctoral research in sociology on global education in the context of NGO-school cooperation in Finland. The aim is to explore NGO advocacy as meaning-making processes around how and why global education should be incorporated into Finnish secondary schools. The NGOs included in the study are part of the Finnish Global Education Network and they are studied as an epistemic community with a shared agenda, albeit with some notable differences. The empirical focus is divided into three parts: 1) NGO-advocacy in national level policy-making and the role of NGOs' in the previous national curricular reform. 2) The NGOs' role in teacher training, exploring how the notion of global educatorship is promoted, negotiated and performed. 3) NGO advocacy directed to pupils through school workshops, campaigns and educational materials, analyzing the plurality of global citizenships promoted by the NGOs. The theoretical framework builds predominately on three strands: neo-institutional theory, postcolonial theory and social movement theory. In this multi-sited ethnographic study, the material consists of recordings and field notes from participant observation, interviews as well as educational materials and policy statements. The preliminary findings are summarized as follows: a) The NGO-network has actively taken part in the curricular reform and uses the curriculum as a mandate to pursue a broader incorporation of global education in the formal school, but through varying approaches. b) Global educational teacher training provides important spaces for collective identity-building among educators. However, teachers position themselves differently in relation to global education, which I present in four ideal types: the promotor, the pragmatist, the tourist and the sceptic. c) NGOs promote very different – although not mutually exclusive – types of global citizenship, which I divide into five ideal types: the helper, the negotiator, the consumer, the activist and the equality-promotor.

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Title: *"Citizenship education in Italy and Croatia: what place for human rights? Exploring human rights education in the context of global education"*
Presenter: Matteo Tracchi, (Human Rights Centre of the University of Padova)

Session: D9. **Presentation type: Full paper presentation.**

Abstract: The paper presents the preliminary findings of a PhD research focusing on citizenship education and human rights, particularly looking at two case studies, namely Italy and Croatia. The main objective is to understand whether citizenship education in lower secondary school (specifically grade 8) includes a human rights component and is aligned with the concept of Human Rights Education (HRE) as enshrined in international and regional standards. The research is based on a quantitative part, coming from a secondary analysis of the results of an internationally renowned study developed by the International Association for the Evaluation of Educational Achievement (IEA) and entitled ICCS 2016 (International Civic

and Citizenship Education Study). More specifically, data relevant to the research were analysed for both Italy and Croatia (e.g. gender and racial equality, learning objectives, school contexts, etc.) and used to frame some of the questions that have been asked during a series of one-on-one interviews with key stakeholders identified in both countries (Ministry of Education, Teacher Training Agency, NGOs, Academia, etc.). Considering the themes of the ANGEL Conference 2019, and drawing from the analysis of the interview data, the presentation will report on key HRE-related issues in the two countries of focus, including challenges and lessons learnt, as well as explore their relationship to global education. The research builds on previous literature regarding how Global Citizenship Education (GCE) and HRE contribute to civic education (Fernekes, 2016).

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Title: *"Re-thinking teacher education for global citizenship education through teacher agency: the case of primary school teachers in South Korea"*
Presenter: Kyoungwon Lee, (UCL Institute of Education)

Session: D9.   **Presentation type: Short paper presentation.**

Abstract: As global citizenship education (GCE) has become increasingly relevant, teachers are expected to play a critical role as central actors in education. Accordingly, relevant studies are being engaged with reference to teachers' perspectives and competences. When teachers make pedagogical decisions in practice, teachers' perspectives work as a critical factor but are also generally believed to be moderated by contextual information such as class dynamics, policies, and the cultural environment within which they teach. Especially in GCE, teachers often deal with controversial issues in which teachers easily choose to get engaged in a more prescriptive way of teaching under the contextual pressure. In order to understand teachers' pedagogical activities better in GCE, teachers should be approached at both individual and collective levels and teacher training should be understood within its societal structure and within a recognition of power dynamics. Thus, the concept of 'teacher agency', drawn from theories of agency in sociology and an ecological approach to see agency as temporal achievement, is introduced here, meaning teachers' pedagogical engagement manifested in a certain context for a certain amount of time. In this paper, the concept of teacher agency is further developed from existing literature to highlight socio-cultural influence in a teacher's decision-making process. Using the concept, teachers' perspectives as well as actual engagement are analysed from interviews and focus group discussions with primary school teachers in South Korea, which provides the evidence to show the necessity of a holistic approach to teacher training in GCE. The ambition of this paper is to contribute to the discourse of teacher agency, which will help to understand teachers' pedagogical decisions better in GCE and provide relevant insights to policy makers.

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Title: *"Cross-disciplinary perspectives on the role of language in enhancing the resilience of refugees and host communities"*
Presenter: **Chris Sowton**, (University of Bath)

Session: D10.   **Presentation type: Full paper presentation.**

Abstract: The focus on language in the 2019 Global Education Monitoring Report (containing more than 300 mentions) represents a necessary and positive change from the Sustainable Development Goals, where they are mentioned only once in their entirely (in an optional thematic indicator). Furthermore, the specific focus of the GEM Report, on migration, displacement and education, highlights the crucial importance of language for refugees and internally displaced people. This presentation will focus on my work in the British Council's Language for Resilience Research Hub, a cross-disciplinary group of academics and practitioners looking at the original five themes of this work as presented in Capstick and Delaney (2016). My presentation will focus specifically on my particular thematic area, namely the role which language plays regarding access to education, training and employment. I will argue, firstly, that the value of language in schools, training centres and workplaces cannot be underestimated in refugee communities, especially given that so often they find themselves economically, socially and politically marginalised, secondly that were refugees able to participate fully in these institutions in host countries, there would be a dividend which would be to the advantage of both refugee and host communities alike, and finally that a key mechanism for yielding this latent value is multilingualism and the transformative power of language. I will also share the main outcomes of the Research Hub's findings with regards to the other main themes pertaining to language for resilience, namely: home language and literacy development; language and social cohesion; addressing the effects of trauma on learning; and building the capacity of teachers and strengthening education systems.

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Title: *"The case for global education as a vehicle to engage with the refugee narrative in Primary Schools"*
Presenter: **Liz Hibberd**

Session: D10.   **Presentation type: Full paper presentation.**

Abstract: Global Education provides a valuable opportunity for learners to engage with more challenging issues and to develop their critical thinking and emotional literacy skills. Schools are environments where opinions can be safely moulded, challenged and reformed based on interaction and debate. Here, an understanding of the world can begin to form with input from a variety of channels encouraging a deeper level of engagement can take place.

However, for this to take place, requires a teacher who is confident and keen to tackle challenging and controversial topics. They need to create space for young minds to explore these issues, begin to unpack perceived viewpoints, their own and others, and to challenge and be

challenged. Not all teachers have this confidence, they sometimes lack the will power to take these types of conversations on and to be able to justify doing them in school time. Often teachers resist unpacking their own stereotypes and perceptions and prefer to avoid these discussions at all.

Refugees and Asylum Seekers is an example of an issue that many teachers actively shy away from despite it being a prevalent topic in the UK and European Media in the last 5 years or so. Global Education is the exact tool that could allow a genuine exploration of the differing narratives surrounding refugees and encourage learners to use a variety of lenses to explore this further. However, the research I undertook as part of my MA showed a vast discrepancy in the confidence teachers felt regarding this area. A robust and well-established curriculum would further support teachers and ensure that more sensitive and controversial issues were being discussed in an appropriate and well-thought through framework. I aim to explore how best to do this within the education system in England and Wales.

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Title: *"Supporting migrant origin students to achieve academic success: a critical grounded theory in Italian middle school"*
Presenter: Giovanna Malusà, (University of Trento)

Session: D10. **Presentation type: Full paper presentation.**

Abstract: To ensure inclusive and equitable quality education for all was one of the 17 Sustainable Development Goals adopted by the UN in 2015. However, the recent global increase in refugees and the complex needs of "post-migrants" (Zoletto, 2012) are profoundly challenging the official inclusion policies of European societies (Catarci, Gomes, & Siqueira, 2017). National and international surveys (OECD, 2016) show that the school failure rates of migrant origin students (MOS) are higher than those of their native peers. The data underline the urgent need to unite research, practice, and policy to reduce inequality in education (Suárez-Orozco, Yoshikawa, & Tseng, 2015), assuming a critical social justice perspective (Tarozzi & Torres, 2016) to shape a global citizenship education that promotes an equitable global society (Torres, 2017).

My study, set in Northern Italy, attempts to identify an effective model to support the inclusion of MOS, exploring the following research question: How can they best be enabled to achieve academic success?

The research is part of a complex mixed-method "Sequential explanatory design" (Creswell, 2013) quant->QUAL, in which I have adopted a critical, constructivist, grounded theory method (Charmaz, 2014). The simultaneous data collection and analysis (2014-2017) involved open and focused observations (82 hours) in 5 middle schools, 28 recorded semi-structured interviews (19 hours) with principals and teachers, questionnaires and document

analysis. All the material was transformed into text, transcribed verbatim and encoded using QSRNVivo10: 2,323 occurrences and 847 codes emerged from the open coding. During the focused and theoretical coding, 99 subcategories were built inductively, then grouped into 11 saturated categories (reduced to 7), before being integrated into an interpretative final model. This functional multi-dimensional model involves relational, methodological, organizational, political, economic and ethical dimensions, and identifies an effective 5-step process, that could contribute to the planning of equitable quality education for all.

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Title: *"Migration as a sustainability issue - addressing educational needs of migrants, refugees and local communities"*
Presenter(s): Ros Wade, (London South Bank University), **& Patricia Huion** (UCLL Limburg); **Martine Prins** (Zuyd University, Maastricht**).**

Session: D10.   Presentation type: Symposium.

Abstract: Patricia Huion UCLL Limburg; Martine Prins, Zuyd Maastricht

This symposium will consider the implications of migration for sustainability and for the work of global educators, both from the point of view of the host communities and from migrant perspectives. The commitment by the world community to deliver the SDGs presents an opportunity to strengthen the position of global education within the Quality education goal (SDG 4).

The rise of right wing, chauvinistic and inward looking trends across many European countries present a growing challenge to global awareness and inclusion. Migrants and refugees are in the direct line of fire resulting from these trends, with an increase in hate crimes and racist events. In the UK Brexit has exacerbated this trend. There is two fold challenge here for global educators: firstly to raise awareness, understanding and openness within the host community and secondly to provide appropriate, quality educational opportunities to migrants which will enable them to become active global citizens. Both these challenges will involve transformation of current educational models and paradigms and have implication for educational transformation within higher education, vocational education and the also for the role of NGOs, business educators and government policy.

It will present an overview of the opportunities and challenges created by the Sustainable Development Goals(SDGs) and it will examine the links between climate change, conflict and migration. Drawing from our work on the Fresh start migrant entrepreneurship programme in Belgium, the Netherlands and the UK we will discuss lessons learned and share our Fresh Start flexible model. We have found that there is no 'one size fits all' as each context and each community will have differing starting points and needs. Central to this is an approach which is learner centred and which allows participants voices to help in co creation of the

programme. Migration offers us all a chance to learn from each other and to appreciate the rich resource of ideas and skills which migrants have to offer to communities.

Migrants and refugees have a strong wish to contribute to the host society and to integrate effectively but there are many barriers in the local labour markets. Through Fresh Start we aim to help migrants contribute to their local communities and to their own well being by developing their ideas and setting up their own businesses." "See above for overview

Paper 1 Abstract: Ros Wade.

The first paper will consider the implications of migration for sustainability and for the work of global educators, both from the point of view of the host communities and from migrant perspectives. It will present an overview of the opportunities and challenges for educators created by the Sustainable Development Goals(SDGs) and it will examine the links between climate change, conflict and migration. Migration presents challenges for host community education as well as education for migrants and refugees. Educators have a responsibility to promote respect and appreciation for diversity and to address concepts of 'the other' and intolerant, racist views.

Drawing from our work on the Fresh start migrant entrepreneurship programme in Belgium, the Netherlands and the UK we will then discuss lessons learned and share our Fresh Start flexible model. Ros Wade will explore lessons learned so far from the London pathway ; Patricia Huion will explore the learning from the Limburg pathway and Martine Prins will examine the Maastricht pathway.

We have found that there is no 'one size fits all' as each context and each community will have differing starting points and needs. Central to this is an approach which is learner centred and which allows participants voices to help in co creation of the programme. Migration offers us all a chance to learn from each other and to appreciate the rich resource of ideas and skills which migrants have to offer to communities. Migrants and refugees have a strong wish to contribute to the host society and to integrate effectively but there are many barriers in the local labour markets. Through Fresh Start we aim to help migrants contribute to their local communities and to their own well being by developing their ideas and setting up their own businesses.

Paper 2 Abstract: Martine Prins Zuyd

Labour force participation is considered by refugees, the government and society at large, as the engine as well as the result of social integration. By means of general and specific policy development, the Dutch government tries to increase labour force participation of asylum status holders (refugees with a temporary asylum residence permit). Labour force participation is considered by refugees, the government and society at large, as the engine as well as

the result of social integration. By means of general and specific policy development, the Dutch government tries to increase labour force participation of asylum status holders (refugees with a temporary asylum residence permit).

Zuyd University of Applied Sciences has recognised this problem and decided to step in. One of its initiatives is "Fresh Start", an EU-funded practical training programme for young migrants that focuses on entrepreneurial skills and knowledge. Although there seems to be sufficient interest to increase entrepreneurship knowledge and skills within this particular target group, there is no real enabling environment to encourage participation. To give an example, people depending on social benefits are encouraged by their municipalities (managing their benefits) to enter the labour market as quickly as possible, to be able to fend for themselves. A training such as Fresh Start is considered to delay that process, without taking into account positive long term outcomes. Besides a well-designed training package the recognition of education by a wide array of different partners is indispensable for the success of similar projects. It gives an extra dimension to the project and in this session it will be explained how Zuyd tries to deal with obstructive external factors.

Paper 3 Abstract: Patricia Huion

The UCLL FRESH START training consists of five concentric circles: self, training, community of intermediaries, community of entrepreneurs and society. UCLL FRESH START gathers highly educated refugees both as participant as well as keynote speakers.

The entrepreneurship training starts from personal development (OPEDUCA.eu).
They have to become active agents and creators of their future (Moberg et al, 2014). The training consists of a portal site linking all local initiatives for migrants and entrepreneurs and a matching tool for mentors and refugees; the trainers' manual offering activities and further reading and watching references on self-assessment, start-ups, legal issues and financial opportunities; a rhizome learning environment linking every topic to seminars organized by other universities and entrepreneurship agencies. Learning is defined as 'optimising networks' (Kapp & O'Driscoll, 2010) and taking decisions in a maximum choice opportunities environment (Schank, 2016).

The refugee connects to the community of intermediaries (integration agencies, municipalities, education, trainers, associations, youth organisations) in the advisory board, at breakfast events and DemoDays. (Lackéus, 2015). They engage with entrepreneurs, consultants, bankers in the face-to-face sessions of the training as they are the keynote speakers and in the one-to-one mentor sessions. There is a special focus on social entrepreneurship and crowdfunding. They also connect to the community of entrepreneurs by attending start up events such as in Bryo, Starterlabo, YouthStart.

Thursday 9th May		
10:00 to 12:00	Welcome & Keynote: William Gaudelli	Great Hall
12:00 to 13:30	Lunch	Large Common Room
13:30 to 15:00	Session A1: "Conceptualising Global Education"	Great Hall
	Session A2: "Experiences and research on Informal learning"	Large Common Room
	Symposium 1: "Buddhist Perspectives on Global Citizenship and Value Creating Education"	Churchill Room
15:30 to 17:00	Session B3: "Investigating teacher education practice"	Large Common Room
	Session B4: "Experiences and research in higher education"	Great Hall
	Workshop 1: "The best of both worlds: How civil society and academia are working together for greater impact"	Churchill Room
17:00 to 18:00	Book series launch: "Advances in Global Citizenship Education Policy and Practice"	Churchill Room
Friday 10th May		
09:00 to 10:15	Keynote: Elina Lehtomäki	Great Hall
10:45 to 12:15	Session C5: "Comparing world-wide approaches"	Great Hall
	Session C6: "Exploring opportunities and challenges"	Churchill Room
	Session C7: "Connecting researchers and policy makers on Global Education"	Large Common Room
	Symposium 2: "Materialising Global Education: Using new materialist theory in research and practice"	Seminar Room 1
12:15 to 13:30	Lunch	Large Common Room
13:00 to 13:30	ANGEL members business meeting.	Churchill Room
13:30 to 15:00	Session D8: "Curriculum research"	Great Hall
	Session D9: "Experiences and research in teacher education"	Churchill Room
	Session D10: "Exploring opportunities and challenges"	Large Common Room
	Workshop 2: "Global learning and policy negotiation: the intermediary role of British Council programming"	Seminar Room 1
15:30 to 16:30	Panel discussion & Concluding remarks	Great Hall