

## Workshop information

### INTERNATIONAL CONFERENCE

Building a World of Justice and Solidarity: Global Education in the School system  
Lisbon, 23 November 2018

#### Morning parallel workshops

11.30 – 13.00 Global Education in the various dimensions of formal education systems

##### **A1. Integrating Global Education into national curricula**

National curricula are a vital and complex part of the school system the core of learning. In recent decades Global Education has moved from the margins to the mainstream of curriculum change processes in some European countries. Integration of Global Education into curricula and within the process of curriculum reform and change provides many possibilities while it raises many challenging questions. This workshop will give participants the chance to share experiences of integration of Global Education in the national curricula and discuss challenges encountered in these processes. Some of the challenges may be, for instance, at the level of national curriculum priorities (Does it focus on students as individuals or as members of communities? Does it focus on the development of schools, or whole societies?); or at content level (what concepts should be considered and why? what should be the relation to other curricula subjects?); and at process level (should it be done within the framework of a general or a partial reform or should it be added to existing curriculum? Should it be mandatory or optional, cross-curricular or part of a specific school subject?). These and/or other questions will be explored in this workshop based on the experience of speakers and participants.

##### **A2. In-Service Learning for teachers in Global Education**

Learning about Global Education is a lifelong process, it implies continuous learning, experiencing and action. How can experienced teachers have access to Global Education and learn to improve the quality of Global Education? What resources do they need, and which are available to them? How can they experiment and improve their teaching methods? How can they deepen their experiences and improve their understandings of the complexity of the world? And how can national education systems move from the provision of sporadic training for interested and engaged teachers, to access to GE in-service for all teachers? This workshop will give the opportunity to engage in discussion with some countries that have experience in coordinated and nationwide approaches to lifelong learning for teachers – from newly-qualified teachers, to mid-career teachers, to mentor teachers - and identify possibilities for the integration of Global Education within these Continuous Professional Development (CPD) processes.

##### **A3. Global Education in changing school ethos and culture**

Global Education may change students and teachers - in the process it also changes school ethos and culture. Educational research points to the important role of school ethos and culture in the process of educational change. But have those involved in Global Education strategy and policy begun to recognise the possibility for system-wide change that is available in the integration of Global Education and justice perspectives into the processes of whole school planning, school inspection, the development of school ethos and culture? This workshop will give participants the opportunity to share concrete experiences and promote discussion on how Global Education can contribute to changing school ethos and culture towards justice and solidarity. What changes were observed in specific cases and what other changes may be expected? How does that reflect in the school practices? What's the role of school boards/school leaders in this process? These and/or other questions will be explored in this workshop based on the experience of speakers and participants.

#### **A4. The world in the school: learning with refugees and migrants**

In a time where political discourse is concentrating narrowly on the social challenges associated with migration and refugees, how can Global Education capacity for promoting reflection, justice and solidarity open the eyes to new understandings of the world through mutual learning? How can the presence in schools of children who are emigrants or refugees enrich and enliven global learning? How can migrants and refugees actively contribute to these transformative processes? What conditions can be created so that migrants and refugees are active agents of change contributing to increasing students and educators' knowledge and capacity for critical thinking? How can welcoming school communities draw on the richness and diversity of migrant and refugee students, while also recognising tensions, cultural conflict and challenges that may arise? This workshop aims to foster discussion on how mutual learning between migrants, refugees, and other non-migrant students and teachers in the school provides an opportunity for all and for Global Education.

#### **A5. Global Education National Strategies**

Several countries have developed national strategies in this field (either using the concept of Global Education or a similar one) as a tool to increase political recognition and to improve critical reflection and practice. What were the objectives inscribed in national strategies and their implications for formal education systems? What was achieved so far and what was not? What are the main challenges? What benefits arise from the involvement of the formal education sector in the process of development and implementation of a GE national strategy? While not every country needs a strategy, this workshop is an opportunity for participants to present their country experiences and to assess the power of a national strategy to transform formal education system and foster critical reflexion.

#### **A6. Global Education in Higher Education**

In the last two decades, Global Education has also moved from the margin to the mainstream in Higher Education. Previously the preserve of very specific disciplines (Geography, Sociology, Education) it has now burgeoned, both as a focus within professional clusters ("Global Education for Engineers/Health professional", etc.) and within the core mission of some Universities. But is it Global Education? And what does it mean to prepare students to become global citizens? How are universities doing it? What and how are students learning? This workshop aims at discussing some of these issues based on experience and research.

#### **A7. Monitoring the Progress toward Target 4.7 of the SDG4**

The UN 2030 Agenda for Sustainable Development contains an ambitious Goal on education (SDG 4) and one of its targets, SDG Target 4.7, is to ensure that learners acquire sufficient knowledge and skills for Sustainable Development and Global Citizenship. What are the challenges to monitor the progress towards Target 4.7 at a global, regional and country levels, in today's diverse and quickly changing world? What can be learned from existing monitoring processes and what are their limitations? This workshop is an opportunity for participants to present their country experiences on monitoring of SDG Target 4.7 and to discuss the challenges that this represents.

## Afternoon parallel workshops

### 14.30 – 16.00 Global Education in the various dimensions of formal education systems

#### **B1. The voices of the students in the school**

In our understanding of Global Education, the school is not only a place for learning about global and local justice issues, but also a place for experiencing justice – a global learning laboratory. If school is a democratic space, then students are the most important contributors to the school system, in a variety of issues (curricula design, teaching methods, school organisation and practices, school management, policymaking, vision and direction, etc.). However, achieving this objective requires reflecting upon several questions. What are the processes and practices in the schools that hinder/facilitate student participation? How are power and knowledge relations affecting participation? What transformation does Global Education promote to ensure students voices are heard? What are the possible mechanisms to hear the voices of students and how can these processes be meaningful? The aim of this workshop is to exchange experiences of “Students Voice” in different countries and to discuss how approaches to make them heard within education decision-making can be a catalyst for Global Education and can be achieved through Global Education.

#### **B2. Initial Teacher Education in Global Education**

International research is clear – teacher learning and collaboration are at the heart of the quality of a national education system and of educational change. Key for the integration of Global Education in the formal education system is to have teachers prepared, confident and empowered, teachers who are capable of thinking and acting as citizens committed to justice and solidarity, and who have the competences and the resources and materials available to engage their students in global learning. Meanwhile, in some European countries education systems, Global Education strategists have moved from strengthening the education of individuals to a systematic inclusion of Global Education as a central element of Initial Teacher Education (ITE). Questions abound: how to deal with the need of including in teacher’s education not only new contents but also, at the same time, appropriate methodologies? What were the strategies and methodologies followed in different cases? How to move from the few to the many? This workshop will highlight practices in ITE in Global Education, bringing together participants with different experiences to discuss challenges and share strategies on teachers training on Global Education.

#### **B3. Global Education and relationship between the school and the community**

Establishing relations between the school and the community - local and global - with citizens’ organisations and movements, is key for global learning. This engagement can strengthen the communities and can create in the school a deeper knowledge of global and local issues affecting people’s lives. How can the community learn about what are, in theory and in practice, the meanings of Global Education both inside and outside the school? Will the community support Global Education learnings at school? What are the possibilities for mutual learning, the good practice principles, and the challenges to be addressed? This workshop will discuss, based on the sharing of diverse experiences, how the school engages with public entities/organisations as well as with local and global civil society and with civil society organisations.

#### **B4. The world in the school: learning with colleagues from other countries**

Learning through Global Education at school implies the ability to “read the world”, in the words of Paulo Freire, facilitate personal travelling for learning to other parts of the world, but also to connect people and classrooms to enhance global learning. There is also a growing movement of virtual activism – allowing action on the world in favour of greater justice to enter the classroom through screen engagement. How can school borders expand to include colleagues, students and educators, living geographically distant, and promote sharing and mutual learning? How can students and teachers

develop their understanding of different communities and lives and what impact may this have in their own lives? How will wealth and power imbalances of today affect the relationships the school builds with others? Based on practical experiences of participants in school exchange, in school linking, in intercontinental virtual partnerships, and in the learning dimensions of internet-based activism, many key issues and contemporary challenges for Global Education will be debated in this workshop.

#### **B5. Global Education and multi-stakeholder cooperation**

Global Education demands a cooperative approach. Very often at school level, specific organisations (such as NGOs) collaborate with teachers and students on different levels, including content and methodology. In some countries, local and regional authorities have responsibilities or have a say in the education system, as well as in supporting Global Education. What strategies can be foreseen to involve stakeholders, and with what advantages and limitations? How can different views and practices be integrated? What are the consequences for the stakeholders involved and for the implementation of Global Education in formal education? This workshop wants to bring to the table the experiences of different countries in multi-stakeholder processes.

#### **B6. Higher Education and research on Global Education**

In Global Education there is a need for research to be relevant to policy and practice, for policy to be evidence-based, for practice to learn from research and for research to be informed by practice. What kind of relations are established between research, policy and practice in the field of Global Education? Towards which objectives? What are the obstacles to the development of meaningful relationships between research, policy and practice and how can they be overcome? This workshop aims at discussing some of these issues based on the sharing of specific experiences in the field of Global Education.

#### **B7. Global Competencies in the 21<sup>st</sup> century**

As many national education systems move towards competency-based approaches at all levels, from pre-school to third and fourth level, there is growing recognition of the need to include critical global competencies within our understanding of what people need to know and to learn. But the understanding of global competencies is not uncontested. What are the differing and competing understandings that are struggling to predominate within education policy discourse? Which understandings are in keeping with a local and global justice perspective, and which are not? How can Global Education policy-makers choose? This workshop will invite reflexion and contributions of the participants based on the experiences of their countries with Global Competencies.