

## Documentation of the International Conference „Global Citizenship Education – Concepts and Experiences in Teacher Education and School”

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### 1. Conference Overview

From May 23 to May 24, 2023, the conference *Global Citizenship Education – Concepts and Experiences in Teacher Education and School* took place at the University of Education Weingarten. This conference was linked to the Erasmus+ project *Global Sense – Developing Global Sensitivity Among Student Teachers* and aimed at distributing experiences about GCED in teacher training gained in the project so far. It addressed multipliers in the field of Global Citizenship Education (GCED) in the formal as well as the non-formal education sector, specially focusing on multipliers that work in the field of teacher education in higher education or in schools.

After a warm welcoming by the rector of the University of Education Weingarten, Prof. Dr. Karin Schweizer, and opening remarks by the local organizing team, Liam Wegimont, executive director of the Global Education Network Europe (GENE), spoke in his keynote about *Global Education and Future Teachers: Trends in European Policy*, and linked the conference topic to the main goals of the *European Declaration on Global Education 2050* which was recently published as *European Framework of Global Education/GCED*.<sup>1</sup> In four subsequent workshops (c.f. below), participants were able to discuss in greater depth Global Citizenship Education as an educational challenge, benefits and challenges of international and transdisciplinary cooperation in teacher education, approaches of teacher education at the intersection of formal and non-formal education, as well as empirical impacts of the Erasmus+ project Global Sense on the learning of teacher students. The second day offered additional hands-on perspectives: A visit to various teaching-learning facilities and makerspaces at the University of Education Weingarten and an open space with projects and concepts on GCED in higher education and school.

Including perspectives from an international and a European level as well as perspectives of civil society organizations from different countries, the conference approached the topic from a multi-faceted point of view.



*Prof. Dr. Karin Schweizer, rector of the University of Education Weingarten welcomes the participants to the conference.*

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<sup>1</sup> <https://static1.squarespace.com/static/5f6decace4ff425352eddb4a/t/64835ed41b579f3ca762f2ac/1686331105060/GE2050-declaration.pdf>

## 2. Summary of the several programme elements

### 2.1 Summary of the Keynote by Liam Wegimont, Global Education Network Europe (GENE), Dublin

The keynote by Liam Wegimont outlined some of the underlying trends in Global Education (GE) policies in Europe and the importance of teacher professionalization in realizing these trends. After decades of searching for a broader structural base for GE and setting the stage for GE in more and more European countries, strengthened policy coherence is now evident in this field. The presentation outlined current developments towards greater policy coherence and pointed out achievements reached with the Dublin Declaration in 2022. Global Education in Europe shows signs of positive trajectories, despite conceptual challenges, global complexities, and dilemmas.<sup>2</sup>



*The virtual keynote by Liam Wegimont (GENE) introduced the participants to trends in European policies in Global Education.*

### 2.2 Summary of the Workshops

#### **Workshop 1: Global Citizenship Education as Educational Challenge**

*Prof. Dr. Gregor Lang-Wojtasik, University of Education Weingarten*

Starting from prominent challenges of the world society, in workshop 1 the SDGs as 'Transformation Agenda' were put in relation to questions of world citizenship or cosmopolitanism. This was done by focusing on aim 4 and target 4.7 to discuss historical traces and systematic perspectives of GCED. Here, Global Learning and Education are understood as pathfinder and are connected to ideas of 'everyday transcendence' concerning people and planet as well as challenges of cosmopolitan identity. To make these visionary tasks more feasible concepts within education, four assumptions of de-colonialized GCED were put forward: 1) GCED is based on cosmopolitanism and globalization, with their long visionary and sometimes brutal histories, but it offers paths beyond and hierarchical approach or western/northern hegemony. 2) GCED consists of three words that are self-explanatory with respect

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<sup>2</sup> Overview in Wegimont, L. (2023). Global Education, Education for Sustainable Development and Transformation: Trends in European Policy. In Lang-Wojtasik, G. & König, S. (Eds.) (2023). Große Transformation und Bildung für Nachhaltige Entwicklung (pp. 29–45). Klemm+Oelschläger.

to global perceptions and their acceptance. 3) GCED includes clear goals: a commitment to justice in education represented by education for all, inclusive access for all as part of a lifelong perspective, and the fulfilment of the UN's Sustainable Development Goals (SDGs). 4) GCED is informed by many education concepts and tackles the key challenges of today's world, while having the potential to motivate students to create a more humane world that avoids any kind of re-colonialization.<sup>3</sup> (Lang-Wojtasik & Oza, 2020)

A transfer was offered by linking these ideas to actual guiding perspectives being fundamental and orienting principles of education plans in the Federal State of Baden-Württemberg, Germany.

### **Workshop 2: International cooperation in initial teacher training**

*Tanguy Philippe, PhD, Nantes Université & Lucy Bell, PhD, Nantes Université*

Workshop 2 addressed the question of internationalization in initial teacher training. One core idea was that this subject may fuel future teachers' attitude towards different professional challenges. Particularly, they will teach heterogeneous classes and students with different backgrounds. They should therefore develop a global view on the interactions in the class including a reflexive view on themselves.

During the workshop, different teaching scenarios were discussed. The goal was to identify some teaching contents that could favour an international input to the students learning. According to the disciplines of the participants, some ideas were expressed, related to teaching history with a focus on shared history between countries (e.g., Charlemagne's Empire / Europe) or teaching cultural awareness through the analysis of individual biographies or through the de-construction of stereotypes (e.g., how reciprocal clichés on Paris/French provinces reflect a symbolical domination).

The workshop concluded on three main points: First, making initial teachers training more international helps to understand the diversity and helps future teachers to become actors in the society. Second, considering a variety of cultural approaches extends the number of ideas and potential solutions to address complexity and solve problems. Third, internationalization is a useful context to define and learn how to become a professional teacher.

### **Workshop 3: Student Learning in Global Sense – Empirical Insights**

*Prof. Dr. Claudia Bergmüller-Hauptmann & Mirjam Hitzelberger, University of Education Weingarten*

Workshop 3 presented the Global Sense project and its pedagogical design as well as selected empirical results of the formative evaluation, focussing especially on its impact on the participating teacher students (n=225 to date) processes:

So, at first the educational policy background of Global Sense as well as the course concept of Global Sense for teacher training on Global Citizenship Education (GCED) was introduced. This concept had been jointly developed by the five partner universities of the project and – as core element – specially focused on an international exchange among student teachers from the five participating institutions on both current global issues such as migration as well as innovative approaches to teach these issues.

After that, selected evaluation results were presented: It was outlined in what way the teacher students showed an increased awareness for global issues both on a private level as person as well as on a

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<sup>3</sup> Lang-Wojtasik, G. & Oza, D. (2020). Global Citizenship Education for whom? Indo-German reflections on global vignettes from worldwide practices. *Tertium Comparationis*, 26(2), 158–173.

professional level as future teachers, in how far a sensitisation for a specific competence-based lesson planning could be realized and what challenges the teacher students were facing when developing pedagogical approaches of GCED. These challenges included, e.g., sufficiently dealing with complexity, preventing unduly simplifying and stereotyping, ensuring a proper coherence of learning targets and didactical measures as well as promoting to go beyond mainly knowledge-based approaches.

The presentation was followed by a discussion on how teacher training can address such challenges and prepare future teachers for educating their future students towards a globally oriented kind of citizenship.

#### **Workshop 4: Cooperation possibilities in GCED at the intersection of formal and non-formal education**

*Prof. Dr. Julia Resnik, Hebrew University of Jerusalem with representatives from civil society organizations*

The goal of this workshop was to learn about global citizen education from the point of view of civil society organizations: How they understand global citizen education and how we can benefit from the knowledge accumulated in civil society organizations to enrich our understanding and our training of student-teachers at universities. For this to be accomplished, the presenters were asked to focus on three aspects: 1. A general description of their civil society association (NGO etc.), 2. descriptions of activities, target populations and goals of activities run by the organization in relation to Global citizenship education (GCE) and 3. lessons learnt from these activities and plans for the future.

The session included three presentations:

- ***Bérengère Saulnier, Head of Education, Social and Solidarity Tourism at the League of Education (Nantes, France)***

Bérengère Saulnier talked about educational continuity and school outings: How going away with their class allows students to discover others and thus other cultures; how it allows them to discover themes related to citizenship such as, in the case of school outings in Nantes, the slave trade that the city took part in, and racism.

- ***Gundula Büker, consulting and qualification expert, EPIZ (Reutlingen, Germany)***

Gundula Büker introduced the Information Centre for Development Education (EPIZ), at present one of the most longstanding NGOs concerned with Global Education/Global Citizenship Education/Education for Sustainable Development in Germany. Currently, there is a team of approx. 20 staff (part and full-time) and over 150 facilitators/trainers/multipliers working for the EPIZ on a freelance basis. She outlined as aim of the work of EPIZ, to critically and yet optimistically develop visions of a just and peaceful world by embarking on transformative learning journeys in order to discover possibilities to take individual as well as collective action.

- ***Ayala Shani, Education and Research department, Mesila – A Municipal Welfare Center for Undocumented Families in Tel-Aviv***

Ayala Shani presented Mesila, the largest centre of its kind in Israel that provides assistance to thousands of children, women and men from the asylum seekers' community and to undocumented people. She outlined that the centre provides information, mediation, advocacy, the exercise of rights,

humanitarian aid, individual, family and group counselling, and assistance in dealing with the various municipal and government agencies (education, health, social services). Mesila is also engaged in raising awareness about the community's situation in Israel, in addition to formulating and advancing national policy and conducting public information campaigns. Mesila's activities are developed and implemented in direct partnerships with community leaders and community-based organizations. Among others, Mesila promotes the goal for all schools in south Tel-Aviv to have an Eritrean cultural-linguistic mediator to facilitate the work with the parents. Finally, the centre wishes to promote a change in the Tel-Aviv municipality policy and integrate the community's children with Israelis' children at schools.

After the three presentations a very fruitful discussion took place between the audience (in person and online) and the presenters and between the presenters themselves about lessons learnt in their respective practice and possible future perspectives.

### 2.3 Open Space for Global Citizenship Education in Teacher Training and Schools

The Open Space served as an opportunity for participants to discuss the topic of the conference from a hands-on perspective, getting to know projects, formats, or concrete practical concepts of GCED in school and teacher training. The Open Space allowed participants to reflect the topic of the conference and to deepen discussion from the workshop and formed a conclusion to the event.



*Participants exchange on the Whole Institution Approach during the Open Space.*

The Open Space included the following sessions:

- Cooperation possibilities of GCED with NGOs in Germany – Projects and Formats for Schools and Teacher Training (Gundula Büker, EPiZ e.V. & Mirjam Hitzelberger, DEAB e.V.)
- Curriculum Framework Education for Sustainable Development (Engagement Global & Prof. Dr. Claudia Bergmüller-Hauptmann)<sup>4</sup>
- Whole Institution Approach at In-Service Teacher Training Seminars (Prof. Dr. Gregor Lang-Wojtasik)
- Mesila – Work with Undocumented Families on a Municipal Level (Ayala Shani, Mesila)

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<sup>4</sup> [https://www.globaleslernen.de/sites/default/files/files/pages/curriculum\\_framework\\_education\\_for\\_sustainable\\_development\\_barrierefrei.pdf](https://www.globaleslernen.de/sites/default/files/files/pages/curriculum_framework_education_for_sustainable_development_barrierefrei.pdf)

### **3. Conclusion**

The conference approached the topic of Global Citizenship Education from a multi-faceted perspective, ranging from a perspective on policy-making processes in the field of Global Education on a European level to concrete local practices of GCED in different countries. Moreover, the conference provided both theoretical and empirical perspectives on GCED in teacher training and how teachers can be qualified for their role to prepare students for life in a global society and raise an awareness for a globally oriented kind of citizenship.

International participants were introduced to current issues at stake in the European debate on Global (Citizenship) Education, but also vice versa shared experiences from their background. Through the diverse offers on the topic throughout the conference, participants were able to gain insights for both their practical work (in schools or Higher Education) as well as for research-oriented work. This diverse approach to the topic of the conference was highly valued by participants who shared feedback on the different sessions within short flash talks.

Overall, the conference showed that the issues debated are of high relevance for the field of teacher training and that the Global Sense project makes valuable contributions to enhance GCED in teacher training.

Participants mentioned in their feed-back in presence that it was a great chance to debate hot topics of a world society in relation to various forms of education and professionalization within teacher training. Especially the exchange of people from Israel, France, Germany, Switzerland and Denmark was described as very fruitful. Hybrid sessions were described helpful in the case of the lecture from Ireland but challenging in the case of interactive workshops. Unfortunately, the number of participants was less than scheduled. At the same time the present people were highly touched by discussing the future field of Global Sense and Global Citizenship Education according to SDG 4.7.