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## BOOK OF ABSTRACTS



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# **BOOK OF ABSTRACTS**

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## L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education

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### Global Citizenship Education: A Research-Training In Piedmont

Paola Ricchiardi (Università di Torino, Italy) · Emanuela Maria Teresa Torre (Università di Torino, Italy) · Federica Emanuel (Università di Torino, Italy)

global education, teacher education, global competence

The actions of teachers at all grades are crucial for schools to become the place to prepare citizens to meet global challenges (Bourn, 2022). Specifically, the role of teachers in promoting global competence equally in all students is central (Goren and Yemini, 2019), as it is defined in Goal 4.7. of the 2030 Agenda, in which education for sustainable development and education for global citizenship are integrated to form future citizens. To this purpose, however, it is necessary to activate appropriate teacher training programs, taking into account the transformative nature of the two educations that require primarily a change in the teachers who will implement them (ASVIS, 2022, p. 16). A systematic review of the literature conducted by UNESCO identifies the main factors for the effectiveness of teacher education pathways: the organic integration of GCED and ESD; the active involvement of teachers in the recognition of global competence and its subsequent enhancement in a given context; and the use of constructivist-inspired teaching strategies that start from teachers' own conceptions and misconceptions (Bourn et al., 2017). The training course promoted by the University of Turin within the Project "Region 4.7 – Territories for Global Citizenship Education" funded under an AICS call was structured on this basis. The course involved in a research-training program 282 teachers and indirectly more than 4.000 primary (N = 1.284), secondary (N = 1.670) and high school (N = 1.323) students, on which entry and final surveys were conducted and integrated GCED and ESD interventions were activated. Teacher training entailed: a reflection on the GCED and ESD models, an analysis of students' starting level (semi-structured test administration) and effectiveness factors to be taken into account in classroom interventions. In addition, reflection focused on the stages of the process that from acquiring knowledge, cognitive skills, affective dispositions (empathy, sense of efficacy, motivation) and global citizenship values leads to activating behaviors aligned with them (PISA, 2018, Green Comp, 2022). Specific insights have been devoted to issues of migration, including in connection with climate change. This paper will present the research-training model and the components of global competence on which the surveys and interventions have focused, and will discuss the initial outcomes of the activities.



# education and/for social justice

Cagliari, June 2024