

Join us for

CREATING GLOCAL PERSPECTIVES

Global Citizenship Education for a Transformed Future



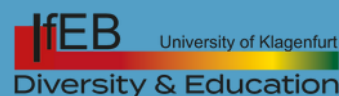
FRIDAY & SATURDAY,
NOVEMBER 17 & 18

HOSTED ON ZOOM

With funding from



An Online Conference and Network Event by the
UNESCO Chair for Global Citizenship Education,
University of Klagenfurt



Registrations:

<https://forms.gle/FWDSVaJVtobA8dz19>

CREATING GLOCAL PERSPECTIVES 2023

PROGRAM OVERVIEW

FRIDAY
afternoon

November 17, 14:00 - 18:00 (UTC +1)

14:00 - 14:30 **Opening Remarks, Program Presentation**

Hans Karl Peterlini and GloCo Project Team

14:30 - 15:20

Panel Discussion on different Perspectives of Global Citizenship Education #1

Vanessa Andreotti, Carlos Cardoso, Darla Deardorff, Gina Thésée

10 min break

15:30 - 16:15

The GloCo Initiative - Achievements, Insights, Best Practices

GloCo Team and Members of 4 Project Groups

16:15 - 16:50

Presentation of the Digital Platform for Gamified Global Education & Collaboration

Felix Schniz and Tom Tuček from the Programme for Game Studies and Engineering at the AAU

10 min break

17:00 - 18:00

Workshops on different Aspects of Global Citizenship Education - Details see Page 3

Corinna Mittlbach, Florian Ohnmacht, Miroslav Březík

SATURDAY
Morning

November 18, 08:00 - 12:30 (UTC +1)

08:00 - 08:20

Opening Remarks, Program Presentation

Hans Karl Peterlini and GloCo Project Team

! *Same as Friday - if you participated then, please log in at 09:15.*

! *Same as Friday - if you participated then, please log in at 09:15.*

08:20 - 09:05

The GloCo Initiative - Achievements, Insights, Best Practices

GloCo Team and Members of 4 Project Groups

10 min break

09:15 - 10:00

Panel Discussion on different Perspectives of Global Citizenship Education #2

Irma Eloff, Massimiliano Tarozzi, Utak Chung, Werner Wintersteiner

10:00 - 10:35

Dialogues for Peace-building and -education in Ethiopia

*A GloCo Project
Kalewongel Minale*

10 min break

10:45 - 11:45

Workshops on Different Aspects of Global Citizenship Education - Details see Page 4

Catharina Peeck-Ho, Emina Osmandzovic, Katharina Crepaz

11:45 - 12:30

Output Session and Closing of the Conference

CREATING GLOCAL PERSPECTIVES 2023

WORKSHOPS TO CHOOSE FROM

FRIDAY
afternoon

November 17, 17:00 - 18:00 (UTC +1)

STORYTELLING FOR CLIMATE JUSTICE

Corinna Mittlbach (Jugend Eine Welt, NGO)

Storytelling for Climate Justice

We embark on an exciting journey into the world of climate justice. Within the framework of the workshop, two special educational tools will be introduced, which have been developed as part of the Erasmus+ project Green Diversity?! – A toolkit with methods for educational work and an interactive map with contributions from young climate activists worldwide. Together, we will explore how these resources can be used to raise awareness about climate justice and inspire action. The toolkit includes, among other things, an initial approach to the topic of climate justice, in-depth exercises, as well as reflections and exercises to build one's own resilience. This workshop provides the perfect opportunity to actively engage in educational work for a more sustainable future and gather inspiration. www.green-diversity.org



Corinna Mittlbach from the Austrian organisation Jugend Eine Welt – Don Bosco Development Cooperation. She is the coordinator of the project "Green Diversity?! – Inspiring youth for climate justice and action," which is carried out in partnership with organizations from Spain, Germany, Italy, and Finland. She brings with her an extensive experience in project management and educational work for all ages, as well as expertise in climate justice and a strong interest in global issues.

TOWARDS ETHICAL AI: TACKLING SOCIOPOLITICAL ISSUES IN MACHINE LEARNING

Miroslav Březík, University of Munich

In the past couple of years, artificial intelligence has permeated the public discourse in an increasing manner. With a vast array of potential applications benefiting the humanity comes also a considerable number of societal issues. From the exploitative work of data labelling exported to developing countries, through the energy consumption required in training large state-of-the-art models, to the lack of explainability and interpretability, researchers worldwide are trying to tackle each of these issues. We will give a brief overview of recent advancements in artificial intelligence and insights into the mentioned issues, trying to offer possible solutions.

Miroslav Březík is a Biomedical Computing graduate from the Technical University of Munich. He is an AI academic and practitioner with experience in medical imaging data and applications in ophthalmic surgery training. He has previously worked on analytical software for monitoring potential malpractice in public tenders.



CREATING GLOCAL PERSPECTIVES 2023 WORKSHOPS TO CHOOSE FROM

FRIDAY
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POSTMIGRANT SOCIETIES AS SPACES OF TENSION: BETWEEN HEGEMONY AND CONVIVIALITY

Florian Ohnmacht

Postmigrant societies are characterized by the fact that they are significantly shaped and built by migration and that they also reflect and recognize this fact politically (Foroutan 2016) by means of legal changes, official self-descriptions, and shifts in discourses around migration. Simultaneously, postmigrant societies can be described as "obsessed" (Spielhaus 2012) with the topic of migration. This obsession is an integral part of society. For Kijan Espahangizi the "dispute over migration and integration has become a central mode of socialization" (Espahangizi 2018: 49). Postmigrant societies are thus shaped not only by migration itself, but also by hegemonic discourses about migration. In this workshop, we will interactively engage with concrete examples of obsessive discourses on migration, focus on convivial counter-discourses from a postmigrant perspective and discuss applicability of the postmigrant perspective in different contexts.

The following questions and others guide our reflection: What does it mean to view migration as a historical normality rather than an aberration? Why is the question "where are you from" not a neutral question? What can we learn from a postmigrant perspective for living together in society in the globalized world?

Florian Ohnmacht (PhD), born in 1986, is a university assistant at the Institute of Educational Science (focus on »Migration and Education«) at Universität Innsbruck. The sociologist and educationalist was a member of the doctoral program »Dynamics of Inequality and Difference in the Age of Globalization« at Universität Innsbruck and part of the Tyrolean Society for Work Critical of Racism (TIGRA).



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WORKSHOPS TO CHOOSE

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November 18, 10:45 - 11:45 (UTC +1)

DEALING WITH MIGRATION IN CRISIS MODE? COMPARING SANCTUARY CITIES IN THE U.S. AND SOLIDARITY CITIES IN EUROPE

Catharina Peeck-Ho, Center for European Studies, Harvard University



What should societies do to include immigrants who do not enter the country through legally predefined channels? Where national policies do not provide satisfactory solutions for dealing with irregular immigration, actors at the local level have developed strategies to improve interactions with authorities and coexistence in everyday life. Sanctuary Cities in the United States and Solidarity Cities in Europe approach the question of participation and access to rights from the city level. Often based on the activism of social movements, they change access to citizenship rights with reference, for example, to human rights. At the same time, the adoption of these discourses at the level of administrations and political actors on the city level means that "acts of citizenship" (Isin & Nielsen, 2008) are no longer the sole preserve of social movements and civil society, but increasingly involve representatives of local government.

Cities thus act as "cosmopolitan actors" (Beck, 2016) and transform citizenship regimes (Jenson & Papillon, 2000; Fourot et al., 2018) by circumventing national legislation and setting legal and administrative rules locally. However, in the context of increased migration and the politicization of the topic in Europe and the United States, these projects face new challenges. City administrations complain that public funds are no longer sufficient to guarantee the reception of migrants. Flight and migration are once again being discussed as a crisis phenomenon. This discursive mode emphasizes the relevance of new strategies, but at the same time it leads to an enormous intensification of social conflicts around the topic.

What strategies for the inclusion of the illegalized exist at the urban level? How are they transforming within the current debate? And how do they depend on different legal and administrative frameworks, access to social participation, and constructions of belonging? By comparing cases from the U.S. and Europe, the workshop will address the phenomenon and discuss the significance of these processes in post-migrant societies.

Catharina Peeck-Ho is a John F. Kennedy Memorial Fellow at the Minda de Gunzburg Center for European Studies, Harvard University. Based at the University of Oldenburg, Germany, her research interests include citizenship and migration, sociological theories, and qualitative methods. The current project examines local strategies for dealing with irregular migration in the United States and Europe.

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MIGRATION AND CLIMATE CHANGE

Emina Osmandzikovic

Consensus on climate change and its detrimental consequences to lives and livelihoods around the globe has, indeed, been undisputed. Recent years have seen an exponential rise of climate change-related disasters, leaving no country or community spared. And the repercussions are vast – from loss of life and temporary displacement to total and complete loss of an area to the detriment of its residents, deeming them unable to return – ever. Often called ‘the invisible victims’, climate change refugees are a relatively novel category of displacement in international and policy circles, which, often times, implies that the mechanisms to understand and assist them and alleviate their suffering is limited at best. To put this into the language of data, according to the UN Refugee Agency (UNHCR), the number of people displaced by climate change related disasters since 2010 has risen to 21.5 million (World Economic Forum, 2021).

Given the significance of the moment the world finds itself in, this workshop aims to address four core aspects on the nexus between climate change and migration.

1. What is climate change-related migration? And who are climate refugees? Our first task is to try to unpack the term that is seemingly understood but far too complex and layered than what is showcased in the media.

2. What are the mechanisms in place to better understand this growing field of displacement? This part of the workshop aims to unpack the international agreements, mechanisms and efforts to address – proactively and retroactively – climate change-related displacement.

3. What is the role of education in understanding climate change displacement? And what is the role of educators? People learn throughout their entire lives. Generational lessons on climate and importance of sustainable co-habitation with the planet are not reserved just for formal education. This part of the workshop aims to address different ways education, learning and knowledge can help with disseminating crucial information not just to the future generations but also to the current ones.

4. What are some notable case studies to draw valuable lessons for the future?

Emina Osmandzikovic is a researcher and social scientist from Bosnia and Herzegovina currently based in the United Arab Emirates. Ms Osmandzikovic has extensive experience in the Middle East and North Africa (MENA) region, including Jordan, Saudi Arabia and the United Arab Emirates. Previously, she had conducted extensive field research across several countries of the European Union and the Middle East in English and Arabic languages. As a student, Emina has worked with the Council of Europe in Strasbourg in France, the UN Headquarters in New York, and as a research assistant at New York University in Abu Dhabi. She has an MPhil degree in Politics and International Relations from the University of Cambridge, an MA degree with distinction from Sorbonne University in Applied Social Research, and a BA in Political Science with honors from New York University Abu Dhabi (NYUAD). She has proudly served as an external lecturer at the University of Klagenfurt for two semesters, teaching a course on ‘Rethinking Borders in the Age of Migration’.

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INTERSECTIONAL PERSPECTIVES ON GENDER AND DIVERSITY

Katharina Crepaz, EURAC Research Center

Gender, understood as a socially constructed set of structural, institutional, and socio-cultural inequalities, behavioral expectations, rules and norms, is also a political category. It encompasses power relations, discourses of (dis-)embodiment and de-naturalization, biological determinism – wherein physical characteristics or biological sex are used to ascribe specific, distinct and complementary behaviors, as well as “hierarchies of difference”, oftentimes also based on physical capacities. In public discourse, gender is frequently misrepresented as a binary male-female categorization, although the concept relates to a far wider set of identities and communities, including the LGBTIQIA+ spectrum. Gender does not exist in a vacuum, it interacts with other dimensions of diversity (e.g., race or ethnicity, migratory background, class, age). Coined by Kimberlé Crenshaw in 1989, the concept of intersectionality is essential to address inequalities and discriminations that emerge in these nexuses. The workshop will introduce participants to the interplay of gender and other diversity dimensions and aims to explore different societal contexts in which an intersectional perspective can be beneficial for understanding and combatting inequalities.



Katharina Crepaz is Senior Researcher at the Center for Autonomy Experience, Eurac Research, and a Privatdozentin (Senior Lecturer with Habilitation) at the Chair for Social Determinants of Health, Technical University of Munich, Germany. She holds B.A. and M.A. degrees in English and American Studies, Political Science and Scandinavian Studies from the Universities of Innsbruck and Vienna, a PhD in Political Science from the University of Innsbruck (2015) and a Habilitation in Health Sciences with Special Focus on Diversity Governance from the Technical University of Munich (2020). From 2015-2020, she worked as a post-doc at the Max Planck Institute for Social Law and Social Policy and at the Chair of Sociology of Diversity at TUM. Her research interests include gender & diversity, social determinants of health, minorities, migration, and diversity governance. In December 2022, she was awarded the habilitation prize of the Freunde der TUM e.V

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THE PANELISTS

FRIDAY
Afternoon

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VANESSA ANDREOTTI

Dr. Vanessa Andreotti (she/hers) has been a full professor at the Department of Educational Studies at the University of British Columbia since 2017. She holds a Canada Research Chair in Race, Inequalities and Global Change and is the interim director of the Peter Wall Institute for Advanced Studies. Dr. Andreotti has worked extensively across sectors with NGOs, professional associations, governments, social movements, and communities. Her publications include analyses of political economies of knowledge production and discussions of the ethics of international development. She explores critical comparisons of different approaches to local and international collaborations with an emphasis on engagements with Indigenous, racialized, and other systemically marginalized communities. Dr. Andreotti brings a decidedly decolonial focus to her work on Global Citizenship Education, defining, among others, the differences between "Soft" and "Critical" Global Citizenship Education.

CARLOS CARDOSO

Carlos Cardoso, PhD is graduated in Social Anthropology and Philosophy. Until recently, he was Director of the Research Department of the Council for the Development of Social Science Research in Africa based in Dakar. Carlos Cardoso teaches at the Catholic University of Guinea-Bissau. He is the author and co-author of several books and articles on topics related to Guinea-Bissau and Africa, in the disciplines of History, Political Sociology and Social Anthropology.

DARLA DEARDORFF

Darla Deardorff is Executive Director of the Association of International Education Administrators (AIEA), as well as a Research Scholar at Duke University, USA. She holds a Doctorate degree in education with a focus on international higher education. Darla has lived and taught abroad in Germany, Switzerland and Japan and is a faculty member at several universities around the world. A recipient of numerous awards, Darla has published widely on international education, intercultural competence and outcomes assessment with 11 books and 60+ articles and book chapters. She edited the SAGE Handbook of Intercultural Competence (2009) and co-edited the first and 2nd editions of the Handbook of International Higher Education (2012, 2021), among others.

GINA THÉSÉE

Gina Thésée is Full Professor in the Department of Teacher Education, Université du Québec à Montréal (UQAM), and is Co-Chair of the UNESCO Chair in Democracy, Global Citizenship and Transformative Education (DCMÉT). She is also a researcher in the Research Center for Environmental and Eco-citizenship Education (Centr'ERE). Her theoretical framework for transformative and emancipatory education is rooted in critical perspectives, and borrows from diverse critical currents, such as anti-colonialism, antiracism, democracy, environmentalism, feminism, indigeneity or transculturalism. In 2006, she was a Laureate for the Montreal Black History Month, which honoured her for her work in the Black community.

SATURDAY
Morning

November 18, 10:45 - 12:45 (UTC +1)

IRMA ELOFF

Irma Eloff is a professor of Educational Psychology at the University of Pretoria, South Africa, and an adjunct professor at the University of Innsbruck, Austria. She is a former dean of Education at the University of Pretoria. She currently chairs the Global Network of Deans of Education.

MASSIMILIANO TAROZZI

Massimiliano Tarozzi (PhD) is UNESCO Chair in Global Citizenship Education in Higher Education. He is currently full professor at the Department of Philosophy and Communication Studies, where he teaches in the areas of General Education and Global Citizenship Education. He has been visiting professor in many international universities including UCLA, Beijing Normal University, São Paulo University. In addition to a number of scientific articles, he has written or edited more than 20 books in the field of intercultural and Global citizenship education and qualitative research methods.

UTAK CHUNG

Dr. Utak CHUNG is currently Adjunct Professor at Kyung Hee University. He teaches Global Citizenship Education at Humanitas College of Kyung Hee University, Seoul, Korea. From 2012 to March 2019, Dr. Utak CHUNG served as the 4th and 5th Director of the Asia-Pacific Centre of Education for International Understanding (APCEIU), a UNESCO Category 2 Centre based in Seoul, the Republic of Korea. As the Director of APCEIU, he had contributed to the adoption of Global Citizenship Education as UNESCO Education 2030 as well as UN SDG 4.7. His academic interests are Global Citizenship Education (GCED), International Organizations, and Official Development Assistance (ODA). Since August 2022, Dr. Utak CHUNG has served as the Senior Advisor for Global Partnership Education (GPE) in Korea.

WERNER WINTERSTEINER

Professor (retired) Werner Wintersteiner, Ph. D., was the founding director of the "Centre for Peace Research and Peace Education" at Klagenfurt University, Austria. He is a member of the team of the Master's programme Global Citizenship Education (GCED) at Klagenfurt University, Austria as well as a board member of the Herbert C. Kelman Institute for Interactive Conflict Transformation, Vienna/Jerusalem. Main research fields: peace education; global citizenship education; culture and peace; literature and peace and literature education.

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