"Brave" teacher education for global citizenship

Formação de professores "corajosa" para a cidadania global

Une formation des enseignants "courageuse" pour une citoyenneté mondiale

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Abstract

Global citizenship education has become one of the educational priorities of the 21st century. Still, academic research suggests that global citizenship education is not systematically embedded in teachers' practice. Addressing this context, this paper reports on a multiple qualitative case study developed with seven teacher educators and four pre-service teachers at a Portuguese university. The study aims to analyse and compare the impact of two development programmes on teachers' conceptualisations of global citizenship education and their teaching identities. Data were collected from audio recordings and individual reflections, which were treated using deductive content analysis. Results show that both groups of teachers developed clearer conceptualisations of global citizenship aligned with a liberal orientation and (re)constructed their teaching identities to (re)consider the demands of the teaching profession in a globalised world. Nonetheless, teachers highlighted the complexity of this transformative form of education, mentioning that they need more time and support to incorporate it into their skillset and mindset. These findings suggest the need to strive for 'brave' teacher education for global citizenship, whose tenets are presented in this article.
Keywords: global citizenship education, pre-service teachers, teacher educators, beliefs, professional identities

Resumo

A educação para a cidadania global tornou-se uma das prioridades educativas do século XXI. Porém, a investigação sugere que os professores ainda não a integram nas suas práticas de forma sistemática. Este artigo relata um estudo qualitativo de casos múltiplos desenvolvido com sete formadores de professores e quatro professores em formação numa universidade portuguesa. O estudo visa analisar e comparar o impacto de dois programas de formação nas conceptualizações dos professores sobre cidadania global e na sua identidade profissional. Os dados foram recolhidos através de gravações áudio e reflexões individuais, submetidas a análise de conteúdo. Os resultados mostram que ambos os grupos de professores desenvolveram conceptualizações mais claras sobre educação para a cidadania global alinhadas com uma orientação liberal, e (re)construíram a sua identidade profissional para (re)considerarem as exigências da profissão docente num mundo globalizado. Contudo, os professores destacaram a complexidade desta perspetiva, afirmando que precisam de mais tempo e apoio para a incorporar nas suas práticas e mentalidade. Estas conclusões sugerem a necessidade de lutar por uma formação de professores "corajosa" para a cidadania global, cujos princípios se apresentam neste artigo.
Palavras-chave: educação para a cidadania global, professores em formação inicial, formadores de professores, representações, identidade profissional

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Résumé

L'éducation à la citoyenneté mondiale est devenue l'une des priorités éducatives du 21e siècle. Pourtant, les recherches suggèrent que l'éducation à la citoyenneté mondiale n'est pas intégrée de manière systématique dans la pratique des enseignants. Cet article rend compte d'une étude qualitative de cas multiples développée avec sept formateurs d'enseignants et quatre enseignants en formation initiale dans une université portugaise. L'étude vise à analyser et comparer l'impact de deux programmes de formation sur les conceptualisations des enseignants et sur leurs identités. Les données, collectées à partir d'enregistrements audio et de réflexions individuelles, ont été traitées par analyse de contenu. Les résultats montrent que les enseignants ont développé des conceptualisations plus claires de l'éducation à la citoyenneté mondiale, alignées sur une orientation libérale, et (re)construits leurs identités pour (re)considérer les exigences de la profession dans un monde globalisé. Néanmoins, les enseignants ont souligné la complexité de cette forme d'éducation, mentionnant qu'ils ont besoin de plus de temps et de soutien pour l'intégrer dans leurs compétences et mentalité. Ces résultats suggèrent la nécessité de lutter pour une formation à la citoyenneté mondiale "courageuse", dont les principes sont présentés dans cet article.

Mots-clés: éducation à la citoyenneté mondiale, professeurs en formation initiale, formateurs de professeurs, représentations, identité professionnelle

Introduction

Our globalised world is increasingly polarised and affected by environmental, social, and political crises, which threaten the peace and sustainability of our societies. Although we have become more aware of our interconnectedness (both with others and with nature), violence, human rights violations, and environmental degradation persist, making it imperative to reconsider educational goals and methodologies.

Against this backdrop, global citizenship education (GCE) has emerged as an innovative possibility to help learners (and teachers) understand and reflect upon the world, as well as respond to its challenges and paradoxes (Tarozzi & Torres, 2016). Understood as a "transformative pedagogy" (Santamaría-Cárdaba & Lourenço, 2021), GCE aims to empower people to "understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future" (Global Education Network Europe, 2022, p. 6).

Following increasing attention from international organisations (UNESCO, 2014; United Nations [UN], 2012), the language and practices of GCE have gained traction in formal education, with curriculum changes being introduced in many countries, albeit to different degrees. Yet, recent research suggests that GCE remains a sporadic occurrence in classrooms worldwide and a moral option for willing and able teachers (Lourenço, 2021; Franch, 2020; Witt, 2022; Yemini et al., 2019). Reasons for this seem to be related to the complex and contested nature of the term, to education systems' tendency to teach national themes, to lack of leadership or curricular support, to a packed curriculum driven by standards and accreditation, and, most importantly, to a tenuous presence of GCE in teacher education programmes (Bourn et al., 2017; Ferguson-Patrick et al., 2014).

In Portugal, the context of the study reported in this paper, (GCE) experienced a surge in significance post-2017. This was marked by the endorsement of a *National Strategy for Citizenship Education*, which

introduced Citizenship and Development as a curricular component across all educational levels. While this initiative theoretically laid the groundwork for including GCE in the curriculum, it encountered scepticism among teachers and faced criticism from conservative segments of Portuguese society. This situation underscored the necessity for a comprehensive discourse on GCE and the requisite preparation of teachers.

Addressing these issues and contributing to the burgeoning research on GCE and teacher education, this paper reports on a multiple case study developed in a Portuguese university involving four pre-service teachers (PSTs) and seven teacher educators (TEs). The study explores how PSTs and TEs perceived and experienced GCE and the extent to which two teacher development programmes that supported them in integrating GCE into their teaching practice allowed them to (re)construct their teaching identities as committed GCE educators.

The following sections present a review of key literature and recent research on teacher education for global citizenship, followed by an overview of GCE in Portugal. Then, the aims of this study, methodology, and main results are highlighted. The article ends with a discussion and a conclusion where the principles for 'brave' teacher education for global citizenship are put forward.

Educating teachers for global citizenship: challenges and opportunities

Preparing the next generation and those beyond it to live in a multicultural and uncertain world is one of the greatest challenges facing teacher education today (Goodwin, 2020; Madalinska-Michalak, 2023; Murray et al., 2019; Simões et al., 2018). This preparation extends far beyond teaching content knowledge, including the development of attitudes and skills that will enable students to act in locally appropriate ways while being mindful of their global responsibilities. Yet, within teacher education programmes, national policies and professional standards seem to constrain the imperatives of educating teachers to teach for global citizenship. As noted by Myers and Rivero (2019, p. 214), "most teacher education programs across the world still do not provide PSTs with the knowledge and real-world skills for teaching in a global age". This deficiency encompasses critical aspects such as awareness and comprehension of the international aspects of teaching and various global issues, proficiency in foreign languages, and a profound understanding of diverse cultures. Additionally, the identified gaps extend to intellectual curiosity and the cultivation of problem-solving skills among prospective educators.

In this context, the emergence of GCE as a focal point in teacher education literature is unsurprising (e.g., Estellés & Fischman, 2021; Yemini et al., 2019). A substantial body of research has concentrated on PSTs, exploring their knowledge and comprehension of global issues and their motivation to incorporate a global dimension into their teaching practices. A study conducted by Holden and Hicks (2007) in the United Kingdom uncovered PSTs' interest in global issues and their belief in their capacity to enhance students' understanding of these matters. However, some participants expressed a lack of confidence in teaching for global citizenship, perceiving global issues as intricate and sensitive and underscoring the necessity for specific

guidance on appropriate teaching methods and deeper subject knowledge. Similar findings were echoed by Carr et al. (2014) in Canada, revealing that PSTs harbour eagerness to instil global citizenship but express concerns about conceptual vagueness and the insufficient availability of practical tools and resources.

This context has led to a surge in research dedicated to examining the impact of GCE-oriented programmes for PSTs in recent years. In general, these programmes have demonstrated the capacity to influence PSTs' attitudes towards GCE and to enhance their understanding of the field and their role within it. For example, Ferguson-Patrick et al. (2014) concluded that integrating GCE into undergraduate courses for future primary and secondary school teachers in Australia contributed to developing knowledge about global issues, teaching methodologies, and resources. This enabled PSTs to recognise the relevance of this approach to their students' education. Byker (2016) observed that, following participation in a GCE program in the United States, PSTs underwent conceptual shifts in their definitions of global citizenship, developed a stronger commitment to their future roles, and exhibited an increased willingness to take action for social justice.

While many of these studies have been carried out by TEs, research on TEs themselves, namely on how they perceive GCE or supporting them in integrating GCE into their teaching practice, is slim. Noteworthy exceptions are studies by Green and Mertova (2011) and Lourenço (2018), which describe the results of professional development programmes that engaged TE in internationalising the curriculum for global citizenship. These studies suggest that two interrelated issues are inhibiting TEs otherwise motivated to include GCE in their curricula: a pervasive sense of uncertainty regarding the meaning of the concept and a lack of support from leadership. Indeed, despite its pervasiveness in international arenas, the concept of GCE is still highly contested and ambiguous. A recent literature review by Pashby et al. (2020) has revealed that there are "multiple ideological constellations overlapping and even contradicting one another within the field of GCE" (p. 144), ranging from neoliberal (i.e., technicist) to critical (i.e., transformationalist) discursive orientations. These add to the difficulties of embedding GCE in both the school curricula and the teacher preparation curricula, where global issues and competencies are often relegated to the peripheries.

This brief literature review shows that, despite studies addressing PSTs and TEs being classified into distinct categories, their findings frequently converge, highlighting a disparity between the eagerness to integrate GCE and the perceived capacity or support to enact it. Consequently, this study is grounded in the recognition that fostering professional development for both PSTs and TEs is imperative. This approach aims to ensure that educators cultivate the requisite confidence, knowledge, and skills essential for effectively introducing students to GCE.

Global citizenship education in Portugal: an overview

The narrative of GCE in Portugal is closely intertwined with the historical development of Development Education (DE). DE initially emerged in the 1980s, spurred by notable initiatives from NGOs, students, and

progressive Catholic groups dedicated to supporting pre-independence liberation movements and condemning human rights violations (Global Education Network Europe, 2014). Over the subsequent decades, DE in Portugal witnessed significant advancements at both governmental and non-governmental levels.

A pivotal moment in this evolution occurred in 1985 with the establishment of the Portuguese NGDOs Platform. This platform played a crucial role by creating a dedicated group for DE, facilitating the mobilisation of national actors, and fostering connections with key European DE representatives. Another milestone was the approval of a *National Strategy for Development Education* in 2009 (Instituto Português de Apoio ao Desenvolvimento, 2009), initially framed for 2010 and 2016, with a current third cycle underway.

The overarching objective of the Strategy was to "promote global citizenship through learning processes and by raising awareness of development related issues among Portuguese society, in a context of growing interdependence, and focusing on activities leading to social change" (Instituto Português de Apoio ao Desenvolvimento, 2009, p. 28). This statement underscores a notable shift in DE from an initial emphasis on charity, where efforts focused on assisting impoverished areas through specific actions to collect donations, to an approach aspiring to educate individuals for global citizenship that seeks to transform society into a more just one (Coelho et al., 2018). Currently, both terms, DE and GCE, are used interchangeably, either in isolation or in conjunction as Education for Development and Global Citizenship.

More recently, a series of reforms have paved the way for the integration of DE and GCE in the curriculum. These reforms began with the publication of the *Students' Profile by the End of Compulsory Schooling* (Ministry of Education Portugal, 2017), which lists the values and competency areas that will enable students to deal with change and uncertainty in a rapidly changing world.

In the same year, the Portuguese government approved a *National Strategy for Citizenship Education*, which recommends the strengthening of citizenship education from pre-school onwards through participation in projects that "promote the construction of fairer and more inclusive societies, within the framework of Democracy, respect for diversity and the defense of human rights" (Direção-Geral da Educação, 2017, pp. 1–2).

A visible outcome of this recommendation was the introduction of Citizenship and Development as a cross-curricular or stand-alone subject at all levels of education. This curricular component is organised around three thematic groups to be addressed holistically and consolidated throughout students' academic preparation. Some themes to be covered are human rights, gender equality, interculturality, and sustainable development, which are to be developed in projects linking schools with the community.

Incorporating Citizenship and Development into formal education solidified the growing interest that GCE had already garnered among academics in the country. A scrutiny of the literature on GCE published in Portugal over the last decade (Academic Network on Global Education and Learning, 2021) indicates a substantial surge in the number of articles, chapters, and theses dedicated to GCE, particularly since 2015. This proliferation of scholarly work is also reflected in scientific events that now include GCE as a distinct

strand, along with the creation of numerous guides and resource books designed for teachers, showcasing the expanding landscape of the field.

Integration of GCE has also been taking place in teacher education programmes (e.g., Coelho et al., 2018; Hortas & Dias, 2020; Lourenço, 2021). At the undergraduate level, GCE is sometimes included in optional subjects that address themes such as education for sustainability, education for diversity, or multicultural education. At the postgraduate level, GCE is more visible in professional master's courses for teachers and is often a topic chosen for PSTs' classroom projects during their practicum (Academic Network on Global Education and Learning, 2024).

However, these initiatives largely rely on the individual commitment of TEs. Additionally, considerable controversy surrounds citizenship issues within Portuguese society, coupled with a sense of uncertainty among teachers regarding how to approach and implement GCE. This uncertainty is especially prominent concerning its cross-curricular nature, which is uncommon in Portuguese schools. This context serves as a pivotal opportunity for an extensive discourse on GCE and teacher education in Portugal, constituting the core focus of this study.

Methodology

Aims and research design

The study reported in this paper focuses on two groups of teachers – PSTs and TEs – who participated in two separate development programmes that supported them in developing the knowledge, skills, and dispositions to integrate GCE into their teaching practice. The study was conducted in an Education department of a Portuguese university and aimed at analysing and comparing the impact of the programmes on PSTs' and TEs' conceptualisations of GCE and their teaching identities. In particular, the study was guided by the following research questions, which were posed at different moments during the programmes:

1) How do PSTs and TEs understand GCE?
2) How do PSTs and TEs see their role as GCE educators?

To address these questions, a multiple qualitative case study was developed (Stake, 2006), consisting of the two cases described below. The choice of this research design allowed the researcher/author to explore the cases in greater detail to detect similarities and differences, ultimately leading to a more in-depth understanding of the phenomenon under study – teacher preparation for GCE.

Case 1. Pre-service teachers

Case 1 comprised four PSTs in the third and final year of an undergraduate program in Elementary

Education. All participants were female and Portuguese, primarily in their early twenties, and had no prior exposure to GCE. During the academic year 2019/2020, they were enrolled in a mandatory course titled Educational Intervention Projects, designed to assist them in developing concepts, approaches, and the requisite confidence to become educators focusing on global citizenship. Over 28 weeks, they engaged in various activities, including attending lectures on GCE, reading and discussing key literature, and crafting GCE activities. Their final project culminated in a book containing pedagogical proposals for integrating GCE into non-formal education settings, aligning with the objectives of the Portuguese primary school curriculum.

Case 2. Teacher educators

Case 2 involved seven female TEs specialising in Language Didactics. Most TEs were native to Portugal, except for two born in Brazil and Mozambique. They boasted extensive teaching experience, with over 30 years in the field, and actively participated in international research projects and scientific events focused on plurilingual and intercultural education. While these educators expressed a willingness to incorporate a global perspective into the curriculum, they faced uncertainty about effectively implementing this approach. Consequently, the professional development programme was designed to support integrating GCE into their teaching practices. The programme spanned nine two-hour sessions over 16 months, from June 2016 to November 2017. The author/researcher was a facilitator throughout these sessions, structured as participatory action research. In this format, teams of TEs responsible for specific course units engaged in designing, developing, and assessing GCE projects. Concurrently, they engaged in reflective practices to enhance their teaching approaches.

Data collection and analysis

For Case 1, data were gathered from individual reflections written by the PSTs throughout an academic year at five key moments. These reflections detailed their expectations, learning achievements, and the challenges they encountered. All PSTs provided written informed consent to participate in the study, and their consent included permission to publish the data in this article.

In Case 2, data were collected through recordings of the nine professional development sessions, which included a focus group conducted with the TEs at the programme's conclusion. During the focus group, TEs shared their beliefs and opinions regarding questions related to the integration of GCE in their course units and the perceived impact of the programme on their professional development. The sessions were recorded after all participants had given their written consent and were subsequently transcribed.

Data from both cases underwent content analysis (Schreier, 2012). The process commenced with multiple readings of the transcripts of the sessions and the individual reflections of the PSTs to gain familiarity with the content and obtain an overall sense. Subsequently, a categorisation matrix was developed to facilitate

the coding process (see Table 1). At this stage, two categories of analysis were defined, aligning with the research questions:

1) *Teachers' GCE conceptualisations* refer to how teachers understand the concept based on different ideologies.

2) *Teachers' identities*, defined as "dynamic constructs which shift over time" (Beauchamp & Thomas, 2009) and encapsulate the beliefs, values, and commitment teachers hold toward being a teacher (as distinct from another professional) and being a particular type of teacher (in this case, a GCE educator).

Sub-categories for each category of analysis were also defined based on relevant literature in the field (Childress, 2010; Lourenço, 2021; Pashby et al., 2020), allowing the researcher to map teachers' conceptualisations of GCE and transitioning identities across a continuum (i.e., from neoliberal to critical orientations; from GCE opponents to champions).

TABLE 1

Categorisation matrix

Categories	Subcategories	Definitions
Teachers' GCE conceptualisations	Neoliberal orientation	GCE is linked to an economic rationale, providing individuals with knowledge and skills to become more efficient workers in an international global market.
	Liberal orientation	GCE is linked to humanistic ideals, helping individuals to recognise their "common humanity" and their social responsibility towards others and the common good.
	Critical orientation	GCE is linked to social justice ideals, helping individuals interrogate systemic injustices and substantively change the *status quo*.
Teachers' identities	Opponents	Express open disagreement with GCE and work actively to impede its implementation.
	Sceptics	Express scepticism about the pertinence of global issues to their respective disciplines and hold reservations about the overall value of GCE. They often adhere strictly to a predetermined syllabus of disciplinary topics, neglecting to incorporate global citizenship perspectives and issues.
	Latent advocates	Recognise the significance of GCE but feel uncertain about how to incorporate it into their teaching practices. However, with a compelling justification and the appropriate blend of training and support, there is the potential for these individuals to transition from latency to advocacy.
	Advocates	Demonstrate a general motivation and willingness to incorporate GCE into their teaching and possess the ability to interpret and navigate the curriculum to offer students opportunities to delve into global issues. However, they tend to implement GCE superficially and unsystematically due to feelings of isolation and a lack of support.
	Champions	Are actively committed to transforming individuals, contexts, and communities to make the world a fairer and more sustainable place. Are able to align their professional and personal selves, inspiring others to enact GCE.

Source: The author.

The coding process comprised two essential steps: the author/researcher's initial coding followed by validation through a peer debriefing process facilitated by an expert researcher. In this process, the expert researcher carefully examined the coding, methodology, and findings to ensure their alignment with rigorous research standards. This collaborative approach played a crucial role in mitigating individual biases, elevating the rigour of the coding process, and bolstering the validity and reliability of the research findings. These findings will be elaborated upon in the subsequent section.

Results

In this section, results from data analysis are presented in the form of individual vignettes for each case. The participants' statements, originally in Portuguese, have been translated into English to make the findings accessible to a broader readership.

Pre-service teachers: from a 'charity mentality' to understanding their role in a globalised world

PSTs started the teacher education programme as novices in the world of GCE, as none of them had heard of this term before. In their second individual reflection (IR), PSTs were asked to imagine themselves as GCE educators, detailing the contents they would like to teach, their approaches, and their teaching mission. The texts provided a gateway into PSTs' earlier conceptualisations of GCE and into their "becoming" teacher identities.

Envisaging her role as a GCE educator, Martha, a 19-year-old PST, articulated her desire to "promote respect, solidarity, and politeness by teaching children simple gestures, such as helping elderly people cross the street, smiling at the supermarket cashier, or saying 'please' and 'thank you'" (MR2, p. 1). Irina, aged 20, expressed in her writing that through GCE, she aspired to nurture "better human beings" (IR2, p. 1) and intended to focus her pedagogy on imparting to children "key values, such as respect, equality, freedom, and solidarity". Chloe, aged 31, and Laura, aged 19, echoed similar sentiments, envisioning themselves addressing fundamental social issues, such as fostering respect for and acceptance of others.

These examples show that, earlier in the course, PSTs regarded GCE as a synonym for civics and values education and as a vehicle to help children become "good persons" and "good citizens." This aligns with what Andreotti (2006) refers to as "soft" GCE, which seeks to educate individuals to act by a predefined notion of the "good life" or "ideal world", often without critical examination. In contrast, "critical" GCE aims to foster reflection and empower learners to critically assess and take responsibility for their actions.

Another interesting aspect of PSTs' earlier reflections relates to the links they establish between GCE and volunteering. In her first individual reflection, Irina vowed her desire to enact GCE through "volunteering in poor countries with low education levels" (IR1, p. 1). Laura also stated that one of her teaching goals was

to be able to work abroad with "less fortunate children" (LR1, p. 1). These understandings resonate with Simpson's (2020) "charity mentality", a frame of mind where people in the 'powerful' North feel responsible for 'disadvantaged' people in the South. This sentiment, she argues, "has the potential to distort people's perceptions of other countries and peoples, becoming a smokescreen to hide complicated issues and historical prejudices which allow the continuation of unfair practices and promote unbalanced societies" (p. 42).

Overall, PSTs' earlier conceptualisations seem to reflect a liberal orientation towards GCE, which places teachers at the centre of a "civilising mission". In this mission, they help save the world and achieve peace and harmony for all by teaching their students to be good, share, and care for those who lack 'development', education, resources, skills, or culture. Nonetheless, even if they have not quite grasped the meaning and relevance of GCE, PSTs seem to have a positive attitude towards this educational perspective and are invested in learning more about it, which signals that they have the potential to become latent advocates.

After actively participating in the programme's activities, engaging in extensive reading on GCE, partaking in weekly discussions with both a mentor and peers and designing GCE activities, PSTs expanded their understanding of the concept. This exploration led them to uncover additional roles and dispositions as educators. Describing her experience reading Anthony Giddens' book on globalisation, Irina expressed how she "discovered a new way to look at GCE" (IR4, p. 2). This revelation prompted her to recognise her mission in a globalised world as "preparing citizens who are aware of the world around them, understand how the world works, and respect and value diversity" (IR4, p. 3). Similarly, Martha reflected on how an article by James Banks on teaching social justice, diversity, and citizenship in a global context "changed [her] vision about the meaning and relevance of GCE" (MR4, p. 1). According to Martha, the article helped her realise that in contemporary times, "global citizenship is as important as other basic skills, such as reading and writing," and that "being literate also means being able to reflect and act on a global level" (MR4, p. 1).

In addition to recognising the educational significance of instructing for global citizenship, PSTs also recognised that there is no other way than to adopt transformative forms of education to help students navigate the uncertainties of an unpredictable world marked by constant major challenges. In her fourth reflection, Chloe addressed the situation of instability brought on by the COVID-19 pandemic, which made her understand the urgency of GCE:

> I am writing this reflection when we are all adapting to a situation of great instability due to a pandemic spreading across many countries in the world. This situation, which has made a greater or lesser impact on our lives, makes me wonder why it is urgent to bring GCE to everyone. It is crucial that we try to be more and more aware of what is happening around us, assuming ethically responsible behaviour, collaborating, being tolerant, fair, and peaceful, and promoting social transformation wherever we are. (CR4, p. 1)

In short, although the liberal orientation was still very much present in their texts, PSTs' final reflections

reveal a stronger focus on the 'global' dimension of GCE and on the relevance of adopting this educational perspective to respond to globalisation phenomena and raise students' awareness of issues that are common to and the responsibility of the world's citizens. Their reflections also gave away new perspectives on the type of teacher they want to become. Summarising the main contributions of the programme, Martha writes:

> The programme allowed me to understand (...) the role teachers must assume as mentors and facilitators; how to plan activities that consider the different curriculum areas and topics to be addressed; and, finally, the type of teacher I want to become – one who works different curriculum areas in a creative and interconnected way addressing GCE topics. (MR5, p. 2)

PSTs appear willing and motivated to incorporate global citizenship into their future teaching endeavours, underscoring the importance of aligning their personal and professional identities. As Laura emphasises,

> My duty as a future teacher is to commit to GCE in the classroom, inspire other teachers to do so, and contribute to the education of global citizens. But it is also my duty as a citizen to practice what I have learned, become a global citizen, and lead by example. (LR5, p. 2)

This shows that PSTs have grown into GCE advocates. However, given the isolated nature of the programme and their pre-service status, it is crucial that they receive the necessary support to actualise GCE in their teaching. This support is essential to empower them to inspire future generations.

Teacher educators: from latent GCE advocates to drivers of change

TEs also began the teacher development programme with no prior knowledge of GCE, although they seemed to be eager to integrate a "global" perspective in their teaching to "internationalise" their course units. In session 1, TEs spoke about their motivations and expectations. While some highlighted the connections they thought existed between GCE and their own research interests (e.g., on intercultural education), all of them felt it was fundamental for future teachers "to be aware of the world around them" (Carla, S1, p. 10) and to "assume a respectful attitude towards linguistically and culturally diverse pupils" (Fatima, S1, p. 12), two features they felt were lacking in the PSTs they taught. TEs expected the programme to support them in "internationalising" their teaching to better prepare PSTs for the challenges of the profession, which they considered common in many parts of the world. This suggests that from the start of the programme, TEs were open to GCE, regarding it as an important aspect of teacher preparation. Yet, they felt insecure about how to integrate it into their teaching, which is a characteristic of latent GCE advocates.

Aiming to introduce TEs to the concept of GCE and to GCE debates, in session 2, they were handed out several definitions from international organisations and key researchers in the field. After a discussion in

small groups, TEs chose their preferred definition, agreeing on the one offered by the Maastricht Global Education Declaration (Council of Europe, 2002), which sees GCE as "education that opens people's eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all" (p. 2). When justifying their choice, TEs mentioned that this definition was clearer than the others and addressed "all the important issues" (Adelaide, S2, p. 16), being especially fit for PSTs who need to be "aware of the world around them and of their role in educating children to build fairer and more inclusive communities" (Fatima, S2, p. 17). These statements and the choice of the Council of Europe's definition (instead of Andreotti's definition of critical GCE, for instance) signal TEs' agreement with a more liberal (i.e., 'humanistic') orientation linked to representations of teachers as key agents in building a 'better world', an idea which was also present in PSTs' reflections.

As the sessions unfolded, TEs discerned stronger connections between GCE and the subjects they taught, identifying meaningful spaces in the curriculum to afford students opportunities to delve into global issues. In visual and symbolic terms, TEs began to perceive GCE as an umbrella term encompassing other themes already present in PSTs' curricula, such as intercultural education or sustainability. They saw GCE as a fitting perspective to guide their teaching practices. The following quotes illustrate these observations:

> Fatima: One of the strengths of GCE is the possibility it gives us to articulate themes that we already work with but are not seen from this perspective, namely education for sustainability and plurilingual and intercultural education.
> Carla: The greatest advantage I personally find in GCE is the possibility it gives me to connect the course units I teach and all the work I do and put it inside a box... Well, not quite a box. (...) GCE gives me more comfortable glasses... not more comfortable... you can see better...
> Kate: Corrective lenses. [Laughs]
> Carla: Yes.
> Fatima: To see both near and far.
> (S7, p. 57)

For TEs, GCE is perceived as "a way of seeing and 'doing' education" (Kate, S8, p. 18), providing both practical and moral significance to their profession. Adelaide elaborates:

> GCE makes me think and search for other things that justify what I do or what I want to do (...). It makes me think about my choices... What should I bear in mind when choosing a specific topic? What is the most important thing to teach at this moment? What should my students learn? (...). It makes me rethink the goals of what is mandatory to do today as a teacher educator or what should be mandatory. (S6, p. 23)

When integrating GCE into their course units, TEs mentioned that they just needed to look at the goals, contents, and methodologies through the lens of GCE, realising that it "does not add to the subjects we have to teach" (Miriam, S8, p. 23). As Laura, 35, one of the youngest TEs in the group, stated:

> We just need to adopt a different perspective of the curriculum so that possibilities can be found to work with GCE in the sense of promoting competencies that raise teachers' awareness of major planetary issues (such as

war, migratory crises, hunger, disasters, environmental issues) and of the role of individuals and groups in solving them. (S7, p. 6)

Although this statement suggests that TEs' GCE orientation is mostly a liberal one, there are also traces of a neoliberal orientation connected with the development of 'competencies' to work in a globalised world. Other examples of a neoliberal perspective can be found in session 6, when Carla, a 55-year-old TE working in the field of Portuguese teaching, referred to GCE as an "appropriate framework to prepare more effective PSTs" (S6, p. 20) or in session 4, when Rita, a 41-year-old English as a Foreign Language TE, advocated GCE as a possibility to "prepare prospective teachers to work in an international market or when dealing with students with migratory backgrounds" (S4, p. 25).

The emphasis TEs put on competencies while simultaneously favouring a liberal orientation towards GCE might be explained by the fact that, at that time, the Ministry of Education had issued the *Students' Profile by the End of Compulsory Schooling* (2017), a document that defines the competencies students ought to develop in school "to cope with the complex challenges of the century and with the unpredictability resulting from the evolution of knowledge and technology" (p. 4). The document also supports a humanistic-based profile that prioritises a society founded on individuality and human dignity as essential values. This indicates that the discourses of TEs are influenced by contemporary education policy documents, emphasising the role of education in fostering students' autonomy, responsibility, and active citizenship.

In the concluding session, TEs reflected on the programme and its impact on their personal and professional development. Rita expressed that GCE helped her "think about the true meaning of education, namely what teacher education and prospective teachers should be like" (S9, p. 16). Kate found in GCE an opportunity to contemplate her role as a teacher and citizen, highlighting how the programme promoted "confrontation between what we think and how we act, that is, the coherence between principles that we stand for and what we do" (S9, p. 12). Laura mentioned gaining confidence and motivation to "continue the dynamics initiated here, to improve them, and to serve as a spokesperson for these experiences" (S9, p. 22). Expanding on Laura's perspective, Fatima proposed that the TEs who participated in the programme should now serve as "drivers of change", organising additional programmes for TEs from other subject areas and supporting the dissemination of GCE across the university.

This suggests that the programme encouraged TEs to bring GCE not only into their classrooms but also into their personal lives. The commitment and motivation they show in supporting further growth and improvement of teacher education within a GCE perspective suggests that TEs have moved from latency to advocacy and are now making their way towards becoming GCE champions who might inspire others around them.

Discussion

This study aimed to analyse and compare the impact of two development programmes on PSTs' and TEs' conceptualisations of GCE and their teaching identities, which are considered fundamental dimensions when bringing GCE from paper to reality. In particular, the study sought to explore how PSTs and TEs perceived GCE at different times and the extent to which the programmes allowed them to (re)construct their teaching identities as GCE educators. With these objectives in mind, the individual reflections written by the PSTs at the end of the programme and the transcripts of the nine development sessions the TEs participated in were collected and treated using deductive content analysis considering two broad categories: conceptualisations of GCE and teachers' identities.

In the first category, results show that PSTs and TEs developed broader GCE conceptualisations aligned with the context of globalisation and the challenges it poses to teachers and teacher education. Their orientation towards GCE was mostly a liberal one, with a focus on humanistic ideals and on educating individuals to care for others, respecting and valuing diversity. For PSTs and TEs, making the world a better place (i.e., more sustainable, fair, and inclusive) rests mostly in the hands of globally aware and globally competent teachers, who have a moral responsibility towards educating 'less developed' others.

These findings align with previous research. For example, Franch (2020) discovered that teachers in a province in Northern Italy predominantly situated their perspectives on GCE within a liberal and cosmopolitan human discourse, emphasising students' moral and social development. Similarly, Duarte and Robinson-Jones (2022) observed a prevailing liberal orientation towards GCE among the Dutch teachers they interviewed, focusing on issues related to general values, such as empathy, and topics concerning human rights. The inclination to prioritise liberal or cosmopolitan understandings of GCE over critical, postcolonial, or social justice activism perspectives appears to be influenced by international discourses and frameworks that have contributed to establishing an international consensus around less "problematic" forms of GCE rooted in a moral conscience to act for the common good (Pashby et al., 2020). However, as highlighted by Franch (2020), teacher education programmes can serve as spaces where diverse approaches and interpretations of GCE can be identified, discussed, and debated, including more critical and "radical" pedagogical frameworks. This suggests that development programmes can be seen as an introduction, and teachers' (neo)liberal orientation towards GCE is a natural first step in grappling with the contradictions and multiplicities inherent in the concept.

Concerning the second category, the encounter with GCE seems to have been positive in aiding both groups of teachers in the (re)construction of their teaching identities. For PSTs, the programme was crucial in facilitating a shift from a "charity mentality" to "GCE advocacy". It prompted them to contemplate the challenges of teaching in a globalised and multicultural world, fostering new perspectives on the type of teacher they aspire to become and the urgency of adopting transformative educational approaches. In the case of TEs, the programme provided an opportunity for self-reflection on their professional journeys, a deeper consideration of their responsibilities, and contemplation of the necessary coherence between their

personal and professional identities. Initially uncertain about how GCE could integrate into their practices, TEs, starting as latent advocates, discovered appropriate lenses to incorporate GCE topics into the curriculum. The programme also instilled a deeper commitment to their students and peers, encouraging them to see themselves as drivers of change.

Despite the paucity of literature specifically addressing GCE and teacher identity, studies show that teacher education programmes, particularly the ones using approaches such as project-based learning, action research, or international mobility, are important in helping teachers understand the relevance of GCE to the education of their students, develop a stronger sense of their role and increase their motivation to teach (Byker, 2016; Ferguson-Patrick et al., 2014). Yet, more research is needed to explore this relationship.

In short, these findings suggest that the teacher development programmes were a valuable contribution to helping PSTs and TEs gain confidence to teach for and about GCE. However, this does not necessarily imply that they have seamlessly integrated GCE into their teaching identities, nor does it guarantee that the optimism and motivation seemingly instilled by the programmes will endure over the long term. Indeed, on multiple occasions during the programmes, PSTs and TEs highlighted the conceptual complexity of GCE as a major hurdle in designing and developing GCE activities. They often mentioned that they had to read a lot and prepare beforehand to feel confident in bringing GCE to the classroom. They also felt that they needed more support and follow-up to incorporate GCE into their skillset and mindset, which stresses the importance of continuing professional development on these topics.

Conclusion

In 2012, Ban Ki-moon, the former Secretary General of the UN, launched the Global Education First Initiative (GEFI), a document designed to expedite progress toward the Millennium Development Goals, which preceded the UN's Sustainable Development Goals. GEFI outlined three priorities: (1) ensuring every child is in school; (2) improving the quality of learning; and (3) fostering global citizenship. The inclusion of GCE as one of the three educational priorities of the 21st century elevated its significance among policymakers. However, policy initiatives on GCE have not been consistently accompanied by increased resources and appropriate measures to enhance the expertise and confidence of teachers and TEs. As a complex and controversial area, GCE is often perceived as marginal or counter to prevailing pedagogical approaches within teacher education, hindering its desired prominence in already crowded teacher education programmes.

Nevertheless, the imperative of fostering global citizenship becomes particularly urgent in a global context marked by armed conflicts, persistent human rights violations, and accelerating degradation of Planet Earth. Consequently, it is vital to ensure that students assume active roles in addressing and resolving current and future global challenges. The literature suggests that teacher education serves as a critical starting point. This involves moving GCE from the peripheries of the curriculum and integrating it throughout

teacher preparation courses. Additionally, it requires providing teachers and TEs with dedicated time and spaces to experiment with and reflect on GCE, fostering the development of the confidence, knowledge, and skills necessary for them to become advocates and champions of GCE. From the author's perspective, achieving this requires adopting a non-conformist and resilient attitude towards teacher preparation – one that aspires to 'brave' teacher education for global citizenship.

Based on the results of this study, 'brave' teacher education for global citizenship would have to push boundaries, overcome hierarchical ways of thinking and working, and open itself to change. This could take place in a community of practice (CoP; Wenger, 1998), bringing together pre-service and in-service teachers and TEs, but also members from the community, including civil society organisations, which have been working alongside universities and schools in the provision of teacher education. In this CoP, more than existing together and sharing common interests around GCE, its members could develop the capacity and confidence to enact GCE, namely by building projects/actions to bring positive change to their own contexts. In more concrete terms, the CoP could have the following characteristics, which form the acronym BRAVE:

1) *Bold* – fostering open dialogue and discussion of critical and sensitive issues, including those that openly challenge the *status quo* and the barriers that hinder curriculum integration of GCE.
2) *Reflexive* – stimulating its members to ask questions, seek answers, and make connections, analysing their own values and assumptions about GCE and the results of their practice.
3) *Active* – aiming to promote individual and social transformation (i.e., more socially just ways of living).
4) *Validatory* – acknowledging its members' skills and experiences, regardless of their background and roles.
5) *Engaging* – inviting its members to work, learn, and grow together.

To initiate the 'brave' teacher education movement, teachers and TEs must exhibit the courage to take risks, acknowledge and learn from their mistakes, and collaborate. It is crucial to remind themselves that GCE is an ongoing process, always evolving, and not a final destination.

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