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A Global Teacher Education Vision for The Prevention of Gender-Based Violence

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Abstract

This paper invites consideration of the role of global teacher education provision in developing global citizenship and social justice aligned with the UN Sustainable Development Goals 5 and 10. It explores how global teacher education resources, with and for social justice, can influence knowledge, skills, attitudes and habits for educators to support and strengthen initiatives for the prevention of gender-based violence. Through an autoethnographic research approach, the paper reflects on the extent to which the shared inclusive learning design, across several country contexts, contributes to a process of empowered learning for the prevention of gender-based violence. The findings and results of this study suggest that inclusive learning design processes can contribute to creating spaces for developing collaborative awareness and communities of practice in enhancing the prevention of gender-based violence through education.

Keywords: global teacher education provision, global citizenship, social justice