

## **Education for Repair and Realising Alternative Futures Together**

*'We need a new social contract for education that can repair injustices while transforming the future'<sup>1</sup>*

Increasingly complex and interconnected global and local challenges require education which can respond to deep interdependencies. Alongside calls for greater ecological consciousness, there is growing recognition of the need to focus more intentionally on *justice* in responding to the needs of all people and the planet. This is reflected in increased attention to connections across people, place and time, and the impacts of historical and contemporary industrial, economic, social and political processes on ecosystems and people.

Inspired by UNESCO's International Commission on the Futures of Education and the new Recommendation on Education for Peace, Human Rights and Sustainable Development<sup>2</sup>, the 14th TEESNet conference seeks to explore what is required from teacher education to 'motivate educators to commit to the principles underpinning a culture of democracy, peace, human rights, sustainability and global citizenship' and promote social, economic and ecological justice.

We are inviting research papers, examples of practice, workshops and creative contributions which relate to one or more of the following themes:

**The climate and nature crisis as both a symptom of and catalyst for inequalities and injustice** - what possibilities exist for learning which:

- critically examines the 'twin crises'<sup>3</sup> of climate and inequality and the systems fuelling new inequalities and divisions, and allows teachers and learners to explore alternative futures together?
- explores what climate justice means in contemporary, historical and legacy terms and the implications for anti-racist and restorative practice that can address responsibility and repair for harms past and present?

**The interplay between social and ecological justice** – what kind of educational approaches can:

- explore the distinctive and overlapping contributions of Education for Sustainable Development (ESD) and Global Citizenship Education (GCE), and their potential to secure a more just and sustainable world?

---

<sup>1</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

<sup>2</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000386924>

<sup>3</sup> <https://www.theguardian.com/environment/2023/nov/20/richest-1-account-for-more-carbon-emissions-than-poorest-66-report-says>

- address the interplay and intersections between sustainability, human rights, peace and gender, racial and social justice, in supporting progress towards target 4.7 of the United Nations Sustainable Development Goals?

**Creating just and sustainable futures together** – what kind of teacher education, pedagogical approaches and ways of working can:

- promote intergenerational learning and relationships which navigate between past injustices, young people’s present curiosity, interests and ideas, and ‘capacity to aspire’ to alternative futures<sup>4</sup>
- promote the kind of collaboration for teacher development and support that is needed to transform the world collectively?

**Possibilities for re-aligning purpose, policy and practice in teacher education** - what might be needed to:

- connect and align educational purpose, policy and practice in ways which supports education for just and sustainable futures, and draws from policy and practice across the UK and beyond
- Inform and provide an evidence base to support principles of justice and ecosystem wellbeing in teacher education

TEESNet activity deliberately **cuts across sectors**. We welcome proposals from **educators, researchers and policy makers** engaged in all forms of education across the UK and beyond. This includes teachers, civil society and community-based practitioners and researchers, as well as university-based researcher and practitioners. We are interested in **individual and co-authored papers, practice- orientated workshops and creative provocations**, and encourage collaborations across sectors.

**Please send a proposal** of no more than 300 words in Word format to [andrea@liverpoolworldcentre.org](mailto:andrea@liverpoolworldcentre.org) and [karen@liverpoolworldcentre.org](mailto:karen@liverpoolworldcentre.org) by **31 July 2024** with the email subject ‘TEESNet 2024 Conference CFP’.

Proposals should include the following:

- Title of paper or proposal in the form of a workshop or provocation, and key words (paper only)
- Name, institution/organisation (where relevant) and email address of presenter(s)
- An outline of the proposal in no more than 300 words clearly indicating: which theme you are responding to; the purpose of the research or the question(s)/ideas(s) being explored in practice; relevant theory, conceptual frameworks, methods or approaches used; results or conclusions and implications

Proposals will be peer reviewed by a sub-group of the TEESNet Steering Committee. Decisions about whether or not the proposal is accepted and any developments required will be communicated by 16 September 2024

If you would like to discuss your proposal before submitting please email [andrea@liverpoolworldcentre.org](mailto:andrea@liverpoolworldcentre.org)

---

<sup>4</sup> Appadurai, A. 2004. The Capacity to Aspire: Culture and the Terms of Recognition