

**Presenter(s):** Abiud Maosa Bosire (University of Porto)

**Presentation title:** Exploring Rwandan Teachers' views on Global Education: Insights from a survey in secondary schools in Kicukiro District

**Co-authors:** Dr. Dalila Pinto Coelho- University of Porto

Prof. Luís Grosso Correia- University of Porto

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**Abstract:** Global Education is a necessity for the 21st century as the world is rapidly interconnecting. With teachers as the backbone of education and society in shaping future leaders and citizens in the best possible way, their knowledge and understanding of global perspectives are critical. This paper presents some of the findings from a survey conducted with secondary teachers about their views on global education in secondary schools in Kicukiro district, Rwanda. This presentation will further teachers' familiarity, understanding and knowledge of concepts related to global education and whether their levels of qualification and ages significantly impacted their general understanding of these concepts. The study involved 208 teachers in 15 schools selected through random stratified sampling. The study argues that teachers in Kicukiro district are cognisant of global education-related concepts and perspectives. Their levels of qualification and not their ages were significant in determining their awareness and understanding of these concepts. The article concludes that, despite teachers' agreement on the importance and need for a global approach to teaching and learning, the availability of resources, teacher education and lack of continuing in-service training were the main challenges hindering active inclusion of global education and a transformative learning approach in schools.