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Encouraging Literacies of Compassion and Hope Working toward Global Citizenship Education in Post-pandemic Times

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This qualitative study draws upon narrative inquiry to explore the adult literacy educators' conceptions of global citizenship education. Uncertainties in the world today have furthered awareness that we are citizens of a larger world community (Hall, 2002). The on-going pandemic has further exposed tremendous inequities and injustices in health care, housing, education, and work. It is not a question of rebuilding world economies but rather the question must be framed in re-visioning communities that demonstrate a reverence for life. Barber (2003) asserts that citizenship in a global world "is a dynamic relationship among strangers who are transformed into neighbours, whose commonality derives from expanding consciousness, rather than geographical proximity (p.27)." One of the most significant social dramas today is the movement of people from their ancestral homelands to new destination like Canada. Some are drawn by the prospect of employment and education and others are forced to flee zones of conflict and war. Different cultures, traditions, languages, and lifestyle are interconnecting and creating a learning climate that is dynamic and evolving.