

The TALK & the WALK - what we SAY & DO about educating Global Citizens in schools

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Abstract

The Australian Curriculum F - 10 has identified three pillars, one of which comprises the [General capabilities](#). ACARA claims that these

“play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.”

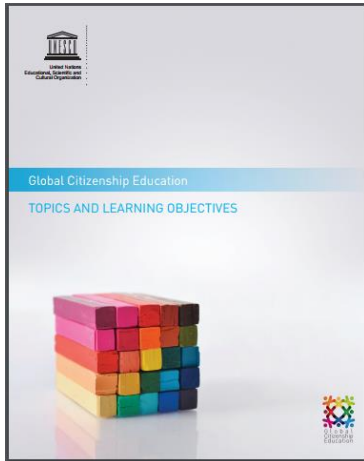
The capabilities essentially underpin global citizenship education (GCE).

Increasingly, schools are referencing GCE in their school missions, and sometimes in their marketing materials. Do schools REALLY educate global citizens, or do they just SAY they do?

This presentation will focus on asking schools these questions, as well as asking about the evidence used to determine whether what they DO actually has an impact.

Global citizenship education - GCE

Box 1: Core conceptual dimensions of global citizenship education



Cognitive:

To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

Socio-emotional:

To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

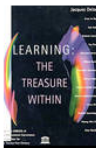
Behavioural:

To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Not just skills & knowledge – also attitudes, values

1996

Learning: The Treasure Within



Learning: The Treasure Within, commonly referred to as the 'Delors Report', proposes a holistic and integrated vision of education based on the paradigms of lifelong learning, and the four pillars of learning to be, to know, to do, and to live together.

AR | CH | EN | FR | PR | RU | SP

2015



2017

Sustainable Development Goal 4 on Education

- Target 4.7 focuses on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD).

Learning to live together sustainably (SDG4.7): Trends and Progress



UNESCO contributes to the necessary progress towards Target 4.7 of Sustainable Development Goal 4 on Education which focuses on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD). This webpage synthesises regular reports, trends, analyses and publications produced by UNESCO and its partners which provide evidence and links to data sets that indicate how the world is progressing towards the achievement of the Target.

Target 4.7: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."



Education 2030

1. Development of a conceptual learning framework relevant for 2030.
2. International curriculum analysis.



<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/rethinking-education/resources/>

<http://www.oecd.org/edu/school/education-2030.htm>

<http://en.unesco.org/gced/sdg47progress>

<http://en.unesco.org/gced> Retrieved 23/09/17)



– the VUCA world –

volatile, uncertain,
complex, ambiguous

'We need to expect more of
ourselves and others.'

(Kegan and Lahey 2016)

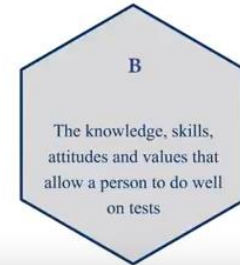
a VUCA world

- The world we live in is VUCA
- We need to ramp things up –
develop competencies at a young
age → take responsibility, action
- The power for using knowledge
& skills comes from attitudes &
values

a word of caution with assessment



In high-stakes situations, A is transformed so it becomes more like B.



21 Century – living in a VUCA world

Sites ABC NEWS

North Korea threatening security of 'millions', international order, Julie Bishop says

By North America correspondent Center Duffy
Updated about an hour ago



VIDEO: Julie Bishop says the regime of Kim Jong Un is openly defying the United Nations Security Council. (Image: Reuters/VOXIS/ABC News)

Foreign Minister Julie Bishop has used her address to the United Nations General Assembly to warn that the international order faced increasing threats, chiefly from North Korea and terrorism.

Ms Bishop praised the work the UN had achieved since World War II but said that was under threat, particularly from North Korea.

RELATED STORY: North Korea may test H-bomb in Pacific Ocean

RELATED STORY: Kim Jong-un denounces 'degraded' Donald Trump in wake of new sanctions

RELATED STORY: Trump warns US will 'totally destroy' North Korea and its 'topical' new leader if threatened

MAP: Korea, Democratic People's Republic Of

What earthquake science can tell us about North Korea's nuclear test

What's a H-bomb, and has North Korea joined the thermonuclear club?

What can actually be done to deal with nuclear North Korea?

Understand the North Korean crisis

CHINADAILY 中国日报网 .COM.CN

World Asia-Pacific Americas Europe Middle East Africa China-US

* Home / World / Voice of China

Wang says China always sides with peace

By HONG XIAO | China Daily | Updated: 2017-09-23 06:57



Foreign Minister Wang Yi speaks during the general debate of the 72nd session of the United Nations General Assembly at UN headquarters in New York on Sept 21, 2017. (Photo: Xinhua)

THE STRAITS TIMES

MINNER OF 7 AWARDS INCLUDING BEST NEWS WEBSITE & BEST DATA VISUALISATION AT 2016 ASIAN DIGITAL MEDIA AWARDS

SINGAPORE POLITICS ASIA WORLD VIDEOS MULTIMEDIA LIFESTYLE FOOD

TOP STORIES SATURDAY SEPTEMBER 23 2017



Kim Jong Un trades barbs with Trump as tensions escalate

North Korean leader Kim Jong Un called Mr Donald Trump a "dotard" and threatened to take the most "hardline countermeasure in history" after the US President warned that America, if threatened, would "totally destroy" the "rocket man" and his communist state.

News analysis: North Korea's vow to carry out threat remains to be seen despite escalating rhetoric. Analysts

The New York Times

White House Weighs Response to North Korea's Threats

By PETER BAKER and DAVID E. SANGER 37 minutes ago

North Korea's warning that it might test a nuclear bomb over the Pacific Ocean added fresh urgency to the war of words between President Trump and Kim Jong-un.

- North Korea's Leader Makes It Personal, Raising Stakes
- The Dangers of an Atmospheric Nuclear Test
- 'Dotard?' What Does That Even Mean?

<https://www.nytimes.com/?mcubz=3>

<http://www.abc.net.au/news/2017-09-23/north-korea-threatening-security-of-millions,-bishop-says/8977484>

http://www.chinadaily.com.cn/world/2017-09/22/content_32319780.htm

<http://www.straitstimes.com/global>

23/09/17



Bali volcano: Thousands evacuated, travel advisory issued as Mt Agung threatens to erupt

By Indonesia correspondent Adam Harvey, wires
Updated 5 minutes ago



VIDEO: People evacuated from villages near Bali volcano (ABC News)

Australia has issued a new travel advisory for Bali as experts warn the island's enormous volcano, Mt Agung, could erupt soon.

Hundreds of tremors each day are shaking the volcano, and the region's leading volcanologist has said the probability of an eruption is increasing by the day.

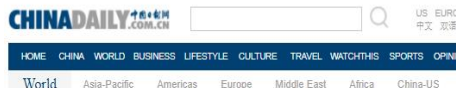
RELATED STORY: Bali locals urged to stay calm as volcano threatens to erupt

RELATED STORY: Bali on alert amid fears volcano will erupt

MAP: Bali

Key points:

<http://www.abc.net.au/news/2017-09-22/mt-agung-bali-volcano-thousands-evacuated-amid-eruption-fears/8976224>



Home / World / Americas

Death toll climbs to 273 in central Mexico quake

Xinhua | Updated: 2017-09-22 09:30



Affected people rest in a shelter after an earthquake in Mexico City on Sept 20, 2017. Elements from the civil protection corps, Red Cross, army, police and voluntary civilians worked through the day on Wednesday to

http://www.chinadaily.com.cn/world/2017-09/22/content_32319780.htm



The pogrom in Burma

By Post Editorial Board

September 13, 2017 | 7:28pm



Rohingya refugees waiting for aid after arriving in Bangladesh on Sept. 13.

Getty Images

A vast pogrom is now under way in Burma, aka Myanmar, as the military junta renamed the country. The ethnic cleansing has driven roughly 370,000 minority Rohingyas out of the country, with hundreds of their villages leveled.

Officially, the perpetrators are unknown, though it's hard to see how any independent force could've formed without the government's active support. And Amnesty International and other human-rights groups accuse the military of using land mines along the border to target the Rohingyas as they flee.

<http://nypost.com/2017/09/13/the-pogrom-in-burma/>

The New York Times

Saturday, September 23, 2017 Today's Paper Video 74°F Dow -0.04%

Mass Evacuation in Puerto Rico Over Fears About Dam

By FRANCES ROBLES, LIZETTE ALVAREZ and MARY WILLIAMS WALSH 8:43 PM ET

In the aftermath of Hurricane Maria, as Puerto Ricans faced months without power, the most immediate danger was from structural damage to the Guajataca Dam, which holds back about 11 billions gallons of water.

- Live Updates: 'An Extremely Dangerous and Life-Threatening Situation'
- In a Puerto Rican Town, 'Water Came Out of Nowhere'

es.com/?mcubz=3&WT.z_jog=1&hF=f&vS=undefined

21 Century – living & working in an uncertain world



Our approach to education is not equipping young people with the broad capabilities that will enable them to thrive in complex education and employment settings. It is time Australia made changes to prioritise teaching, assessing and reporting capabilities.

21 Century – living & working in an uncertain world

- Types of **capabilities** (also referred to as noncognitive skills, enterprise skills, 21st Century skills) include: **critical thinking, problem solving, creativity, curiosity, interpersonal and communication skills, self-regulation, grit, entrepreneurial skills, teamwork and craftsmanship.**
- There is a growing evidence base for **the power of capabilities** and employers are increasingly seeking them in young people.

21 Century – living & working in an uncertain world



By 2030, automation, globalisation and flexibility will change what we do in every job. To prepare young people for this future we must urgently shift our understanding of what it will mean to be smart in the New Work Order.

21 Century – living & working in an uncertain world

By 2030 what we do in every job will change

There will be



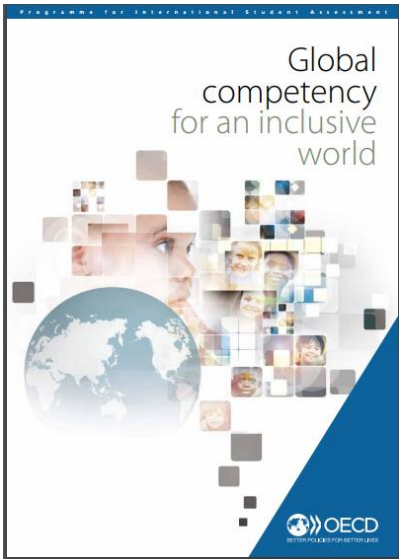
A reduction in
the need for workers to complete
routine, manual tasks



An increase in
the time workers spend focusing on
people, solving strategic problems
and thinking creatively

**The change in work means young people will need to be
equipped with the New Work Smarts**

GLOBALLY



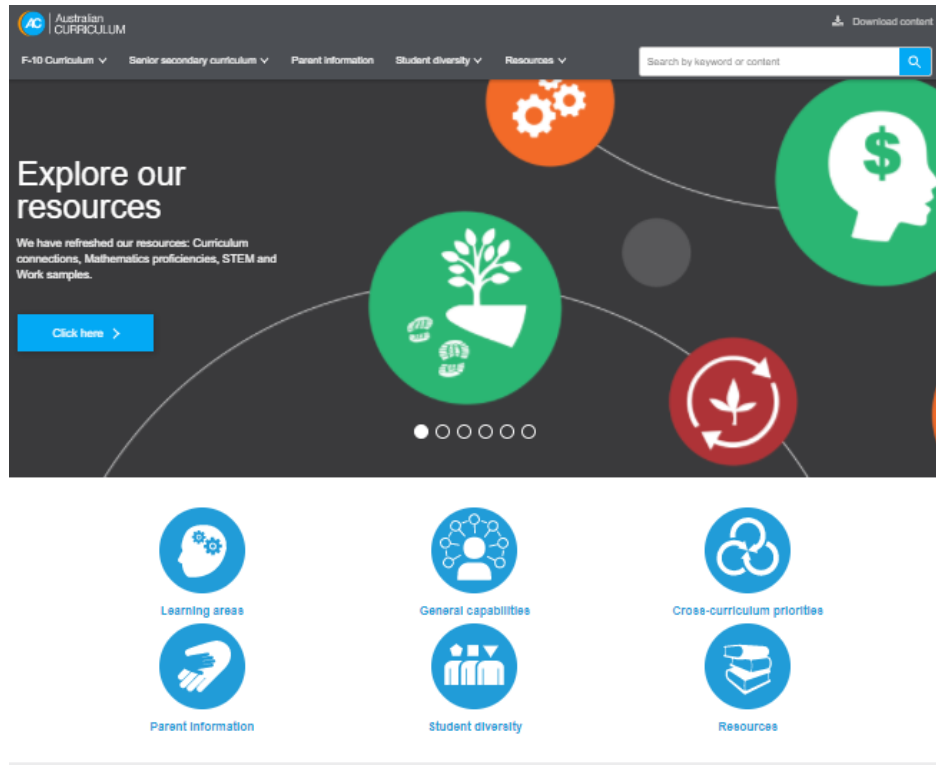
The emerging OECD 2030 framework can be visualized like this:



[Global competency for an inclusive world](https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf) p.4

NATIONALLY

Australian Curriculum



The screenshot shows the Australian Curriculum website interface. At the top, there is a navigation bar with the Australian Curriculum logo, a search bar, and a 'Download content' link. Below the navigation bar, a large carousel features the text 'Explore our resources' and a blue 'Click here >' button. The carousel contains several circular icons: an orange gear icon, a green head profile with a dollar sign, a green plant in a pot, a red circular arrow with a plant, and a blue circular arrow with a plant. Below the carousel, a grid of six blue circular icons is displayed, each with a label: 'Learning areas' (head with gears), 'General capabilities' (person with network), 'Cross-curriculum priorities' (three interlocking circles), 'Parent information' (hand holding a book), 'Student diversity' (group of people), and 'Resources' (stack of books).

AUSTRALIAN CURRICULUM F-10

3 PILLARS

- Learning areas
- General capabilities
- Cross-curriculum priorities



Literacy



Numeracy



Information and Communication
Technology (ICT) Capability



Critical and Creative Thinking



Personal and Social Capability



Ethical Understanding



Intercultural Understanding

[General capabilities](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/)

Australian Curriculum - Senior secondary



State and territory curriculum, assessment and certification authorities are responsible for determining how the Australian Curriculum content and achievement standards are to be integrated into their courses...

The state and territory authorities also determine assessment and certification specifications for their courses and any additional information, guidelines and rules to satisfy local requirements...

ASSESSMENT & FUNDING

As explained by **Jenene Rosser** EXECUTIVE MANAGER (CURRICULUM AND ASSESSMENT)
INDEPENDENT SCHOOLS QUEENSLAND

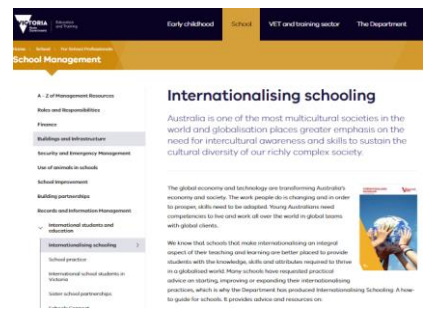


*Australian Government funding to schools is conditional upon schools reporting student achievement against any “available national standards”. **Australian Government funding does not specify schools’ implementation or reporting of general capabilities.** Each state or jurisdiction determines if anything additional will be reported. In Victoria, schools report against general capabilities such as personal and social capability, that have been explicitly embedded within the Victorian Curriculum. In Queensland individual schools may choose to report against the general capabilities but very few would chose to do so.*

The TALK & the WALK – state schools



Tasmania is in the process of approving the development of a Global Learners Strategy to coordinate the building of global competencies of learners.



(<http://advancededucation.qld.gov.au/SiteCollectionDocuments/global-schools-plan.pdf>
http://www.civicsandcitizenship.edu.au/cce/global_citizenship_values_and_attitudes,21211.html
<http://www.education.vic.gov.au/school/teachers/management/Pages/intvicschooling.aspx>
<http://www.saspa.com.au/decdsaspa-forum-extending-reach-internationalising-schools/> Website information
 retrieved 23/09/17)

Google GCE - Queensland independent schools

✔ Saint Stephen's College: Private school Gold Coast | Independent ...

www.saintstephenscollege.net.au/ ▼

Saint Stephen's College is a co-educational private school offering primary school and high school education. Located in Coomera, Gold Coast, Queensland. ... their full potential, and who live their lives as responsible global and local citizens.

You've visited this page 3 times. Last visit: 4/02/17

✔ Global Exchange Program - St Margaret's Anglican Girls School

<https://www.stmargarets.qld.edu.au> > Beyond the Classroom ▼

The Year 10 Global Exchange Program provides unique opportunities for students to participate in global citizenship in the context of school and family life. ... acquire and further develop new skills in problems solving, independent decision-making ... Coming from an Island in tropical North Queensland and going to Kobe in ...

✔ Why IGGS | Ipswich Girls' Grammar School

<https://iggs.qld.edu.au/why-iggs/> ▼

IGGS has offered girls a first-class, independent, non-denominational ... and aim to develop responsible, world ready young women and future global citizens.

✔ Social Sciences - A.B. Paterson College | Private Co-Educational ...

abpat.qld.edu.au/page/senior-school-social-sciences ▼

A.B. Paterson College, a non-denominational private school based on the Gold Coast, ... The study of Economics and Business, and Civics and Citizenship prepares students to ... of financial management, and their role as local, national and global citizens. ... 10 A.B. Paterson Drive, Arundel, Gold Coast, Queensland 4214.

✔ Global Connections | About | St Ursula's College Toowoomba

www.st-ursula.qld.edu.au/about/global-connections/ ▼

Sister schools engage in reciprocal, mutually-beneficial educational and cultural exchange on ... Global Citizenship - Exchanges strengthen a student's ability to see multiple ... independent thinking, and serve as the foundation for an invaluable global network of ... Address 38 Taylor Street, Toowoomba QLD Australia 4350

✔ Global Exchanges - Whitsunday Anglican School

was.qld.edu.au/global-citizenship-program/ ▼

The Year 10 Global Exchange Program at Whitsunday Anglican School is ... A tremendous sense of accomplishment upon completion may also encourage students to develop more independent opinions and strive to ... mho@was.qld.edu.au

✔ RGGS Main Site | Her Future Girls only School

<https://rggs.qld.edu.au/> ▼

Welcome to Rockhampton Girls Grammar School. ... <http://rggs.qld.edu.au/wp-content/uploads/2016/11/RGGS-2016AGS-Promo.mp4> ... We aim to provide opportunities for your daughter to become a responsible, independent young woman ... where community and global citizenship is fostered; where excellence in every ...

✔ Somerset College | Gold Coast | Independent Primary and Secondary ...

<https://www.somerset.qld.edu.au/> ▼

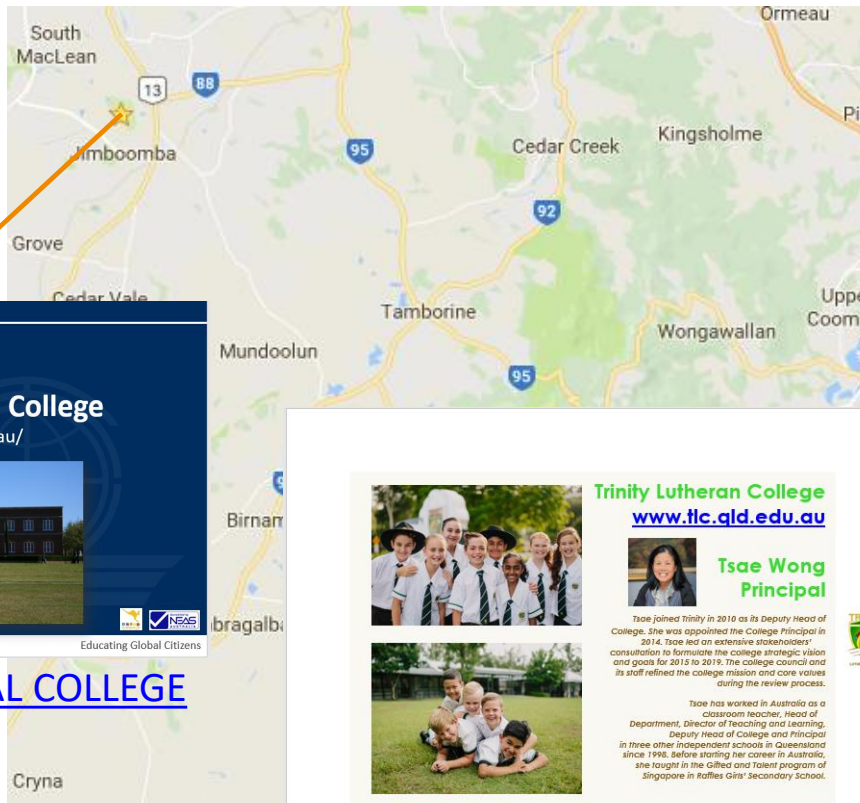
We are committed to developing engaged global citizens, aspiring to excellence, demonstrating integrity and valuing difference. About our College ...

✔ Senior School - Trinity Anglican School

tas.qld.edu.au/our-school/senior-school/ ▼

Senior School | The Leading Independent School in Far North Queensland. ... committed and caring teachers create paths for students as global citizens in the ...

3 Queensland independent schools



HILLS COLLEGE

Hills International College
www.hills.qld.edu.au/

Lyn Davis-
Director of
Global
Studies

Educating Global Citizens

HILLS INTERNATIONAL COLLEGE

Trinity Lutheran College
www.tlc.qld.edu.au

Tsae Wong
Principal

Tsae joined Trinity in 2010 as its Deputy Head of College. She was appointed the College Principal in 2014. Tsae led an extensive stakeholders' consultation to formulate the college strategic vision and goals for 2015 to 2019. The college council and its staff refined the college mission and core values during the review process.

Tsae has worked in Australia as a classroom teacher, Head of Department, Director of Teaching and Learning, Deputy Head of College and Principal in three other independent schools in Queensland since 1998. Before starting her career in Australia, she taught in the gifted and talented program of Singapore in Raffles Girls' secondary school.

TRINITY LUTHERAN COLLEGE

www.tss.qld.edu.au

David Ellis
Head of Life and Faith

Lisa Miller
Head of Languages

ROUND SQUARE

TSS is an Anglican day and boarding school for boys on the Gold Coast, in Queensland. As a member of Round Square, our school shares Kurt Hahn's philosophy of education. This includes six pillars or IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service) – the foundation of the development of creative, responsible, caring global citizens.


THE SOUTHPORT SCHOOL



3 key questions

- What do you SAY about Global Citizenship Education?
- What do you DO about Global Citizenship Education?
- How do you know what you are DOING is WORKING?

HILLS COLLEGE



Hills International College
www.hills.qld.edu.au/



Lyn Davis -
Director of
Global
Studies





Educating Global Citizens

[YouTube link Hills College](#)


- Est 1992
- Co-ed day and boarding school
- Enrolment: 500
- Jimboomba (Gold Coast Hinterland)
- Campus includes ELICOS centre, golf course & Academy. (Jason Day is a past student.)
- PYP IB Programme & WASC accreditation.
- Lyn Davis - Director of Global Studies.



Trinity Lutheran College
www.tlc.qld.edu.au



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[YouTube link TLC](#)

- Est 1981
- Co-ed day school
- Enrolment: 1000
- Ashmore, Gold Coast
- IB PYP from Early Learning Centre to Year 5
- Play-is-the-Way, Restorative Practice, Service Learning, The Rite Journey
- Tsae Wong, Principal, led extensive stakeholders' consultation to formulate the college strategic vision and goals for 2015-19, with focus on GCE.

www.tss.qld.edu.au





TSS
THE SOUTHPORT SCHOOL



David Ellis
Head of Life and Faith

Lisa Miller
Head of Languages

ROUND SQUARE

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[YouTube link TSS](#)

- Est 1901
- Boys' day & boarding school
- Enrolment: 1500
- Southport, Gold Coast
- Round Square & IDEALS Week
- Hosting [25th International Boys' Schools Coalition \(IBSC\) Conference](#) in 2018
- Lisa Miller - Head of Languages
- David Ellis – Head of Life and Faith

Q.1 What do you SAY about Global Citizenship Education?

FOCUS ON:

- Does your school make any specific claims relating to education of global citizens - for example, on your school website or in school documents?
- What formal or informal curriculum offerings, programs or activities in your school help develop the kinds of General capabilities or “soft skills” in your students that PISA associates with global competence?



TSAE WONG
Principal
Trinity Lutheran College

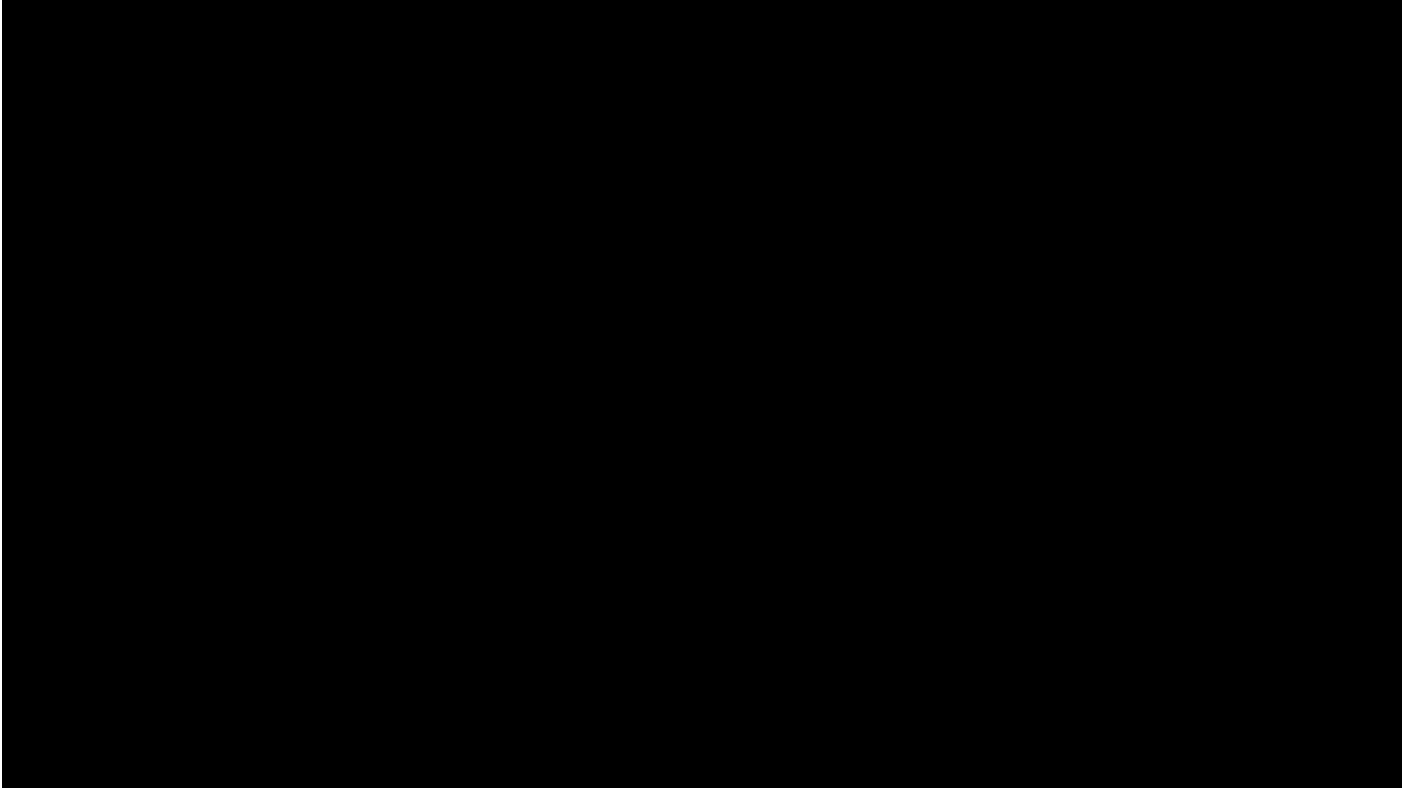


LYN DAVIS
Director of Global Studies
Hills International
College



LISA MILLER
Head of Languages
TSS

<https://www.youtube.com/watch?v=UiHtA8kOUAY&feature=youtu.be>



Q.2 What do you DO about Global Citizenship Education?

FOCUS ON:

- Is it possible for a school to develop these General capabilities and the “attitudes and values” PISA identifies in the Global competence framework in ALL students?



DAVID ELLIS
Head of Life and Faith
TSS



LYN DAVIS
Director of Global Studies
Hills International
College



TSAE WONG
Principal
Trinity Lutheran College

<https://www.youtube.com/watch?v=PEFNHxJ4Mz4&feature=youtu.be>

Is it possible for a school to develop these General capabilities and the “attitudes and values” PISA identifies in the Global competence framework in ALL students?

TSS Life and Faith



- Developing a curriculum that purposefully incorporates General capabilities through a thematic approach.
- What does it mean to be human?

- Exploring non-religious and religious worldviews.

- Developing an ethical decision making framework.

<p>1. The issue - definition</p> <ul style="list-style-type: none"> • What is the issue/question? • What are the relevant factors - religious, philosophical, individual, societal, legal? 	<p>2. Personal experience</p> <ul style="list-style-type: none"> • What personal experience do you have on the issue? 	<p>3. Analysis of stakeholders</p> <ul style="list-style-type: none"> • What can you do/ask for to enlighten others - giving the wider picture? • Who are you for or against the issue? (What are some of the various perspectives?) • How do the stakeholders and their claims and the making is similar to the issue? (What are the possible solutions?) • What begins of persuasion is used in the development of the argument?
<p>The process of ethics - a model for exploring ethical issues</p>		
<p>4. Taking action</p> <ul style="list-style-type: none"> • What position are I prepared to defend? • What reasons will I use? • How does my ethical framework guide the response? 	<p>4. Value analysis</p> <ul style="list-style-type: none"> • What values and beliefs that necessarily religious structures inherent in each viewpoint? • How do these worldviews and character the fundamental values responsible? 	

Q. 3 How do you know what you are DOING is WORKING?

FOCUS ON:

- How CAN / DO schools ASSESS the kinds of dispositions/ skills/ competences/ values/attitudes students need to live and work successfully in the 21C?
- What does success look like for your school/students?



DAVID ELLIS
Head of Life and Faith
TSS



LYN DAVIS
Director of Global Studies
Hills International
College



TSAE WONG
Principal
Trinity Lutheran College

<https://www.youtube.com/watch?v=Lgj4LVqOvpc&feature=youtu.be>

How CAN / DO schools ASSESS the kinds of dispositions/
 skills/ competences/ values/attitudes students need to live and
 work successfully in the 21C?
 Is it possible for a school to develop these General capabilities
 and the "attitudes and values" PISA identifies in the Global
 competence framework in ALL students?

Year 12 Life and Faith

TSS Life and Faith

A PERSPECTIVE IS THE VIEW I HAVE ON A TOPIC OR
 MY PERSPECTIVE IS MADE UP OF:

- **Socratic Circles – developing critical thinking through discussion.**



- **Developing a curriculum that purposefully incorporates General capabilities through a thematic approach.**
- **What does it mean to be human?**

- **Exploring non-religious and religious worldviews.**
- **Developing an ethical decision making framework.**



In summary and looking forward Q.1

- Most schools – government and non-government - take GCE seriously, can explain how this happens in their school, and where there are explicit references to GCE.
- It would AMAZE & ASTOUND you if it was possible to quantify what is happening in schools around Australia.
- BUT - there is very little data for schools - non-government schools in particular - on scope of programs and activities, and how the formal, informal and enacted curriculum in schools develops student capabilities.

In summary and looking forward Q.2

- Departments of Education as well as non-government schools have been working on re-shaping approaches and educational offerings to respond to change and uncertainty created by the forces of globalisation.
- The call to assess general capabilities is gaining momentum from inside and outside education agencies.

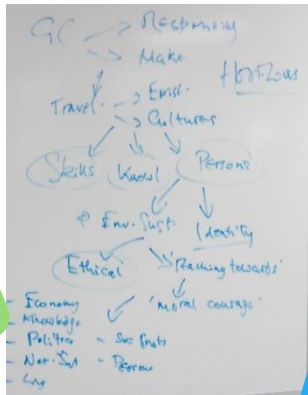
In summary and looking forward Q.3

- Research and big data tell us what employers are looking for.
- Schools are re-thinking “evidence” students need to have in their digital CVs.
- But it’s not only about employability, it’s also about living well - sustainably and ethically - in a just and peaceful world.

Fellow travellers on this journey are many



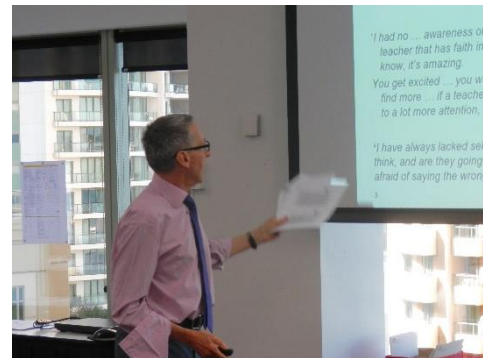
Emeritus Professor Ronald Barnett
(University College, London)



Professor Fazal Rizvi
(University of Melbourne)



Professor Betty Leask
(La Trobe University)



Fellow travellers on this journey are many



Asia Education Foundation

Asia Education Foundation (AEF) provides school leaders, teachers and schools with curriculum resources and professional learning activities to develop Asia capability for Foundation to Year 12 students in Australian schools.

<http://www.asiaeducation.edu.au/>

<https://plhub.griffith.edu.au/upcoming-events/event/eve-379/global-citizenship-education-apassport-to-social-cohesion>

<http://www.highresolves.org/> Retrieved 26/09/17



Griffith University and Global Learning Centre free online PD course for teachers Global Citizenship Education: a passport to social cohesion – funded by the Queensland Government.



High Resolves designs and delivers of capacity-building experiences for young people and professional development packages and resources for teachers.

Please welcome a fellow traveller -our US colleague



Ms Ioana Wheeler

Director of Global Initiatives

National Association of Independent Schools (NAIS)

Washington DC, USA

As the Director of Global Initiatives at the National Association of Independent Schools (NAIS), Ioana Suciu Wheeler develops new NAIS global partnerships, resources and international programs. Ioana also speaks at various events and conferences nationally and internationally, on the subject of global education and the NAIS global programs.

To read more about NAIS's global education initiatives, visit <http://www.nais.org> .

Q & A & please share

- Your top resources, key contacts
- Thoughts, ideas
- ???s

If interested in more....

3.1.F. Internationalisation of the curriculum: future directions in a globalised world

Day: Friday, October 13, 2017

Time: 9:00 AM - 10:15 AM

Location: Harbour View 2

Session Track: Cross sector

Session Type: Panel

Chair: Prof. Betty Leask, La Trobe University

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