* **What conceptualisation of a critical global educator is available from the literature?**
* **To what extent can a methodological framework based on CHAT provide a tool for self- or negotiated evaluation of critical global educators?**
* **What factors influence the personal and professional development of the critical global educator?**

**Methods:**

**International surveys; focus groups; f2f semi-structured interviews; documentary comparison.**

**500+ teacher trainees, teachers, teacher-educators, INGO administrators and academics.**

**Recommendations:**

**1. Teacher educators and regulatory bodies in every discipline should implement and**

**assess critical discourse studies – theory, analysis and application – as methodology**

**that coherently embodies GCESD in teacher education.**

**2. Curriculum developers and teacher educators should unequivocally direct personal**

**passions and professional understanding to the political economy and cultural politics**

**of their disciplines.**

**3. Policymakers, at all levels, should infuse policy discourse with explicit references**

**that generate politically oriented GCESD.**

**4. Theorising modality, distinguishing material, sensorial, spatio-temporal and symbolic**

**modes and applying SFL analysis to multimediated genre, educators should integrate**

**critical action research.**

**5. HEI assessment frameworks should implement and evaluate critical GCESD,**

**coordinating interdisciplinary school–community–university partnerships.**

**6. HEIs should establish long-term, stable, mutually beneficial teacher–education–**

**research alliances that draw on INGDO political-economic and legal expertise.**

**7. University academics assessing systemic risk in global discourses should speak truth**

**to power, building research capacity through transnational partnerships.**

**8. Funding criteria should stipulate transdisciplinary, international, multi-stakeholder**

**research that supports thematic global networks.**