EVENT SUMMARY & FEEDBACK

#ANGELCONFERENCE2023

Global Education & Learning for a Just, Peaceful and Sustainable World

19/20 June 2023 UNESCO HQ: Paris, France

In partnership with

unesco

ANGEL

Cattedra UNESCO in Educazione alla Cittadinanza Globale

ALMA MATER STUDIORUM A.D. 1088

unesco Chair

UCL Institute of Education

GENE

Co-funded by the European Union

#ANGELConference2023
Global Education & Learning for a Just, Peaceful & Sustainable World

Event Summary & Feedback

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Introduction from the project Chair

Conceived as a major, internationally focused gathering, the ANGEL Conference 2023 brought together over 200 academics, researchers, policy-makers and educational practitioners from around the world for two exciting days of sessions showcasing and discussing research, projects, and new developments connected to Global Education and Learning or Global Citizenship Education, and other related fields such as Development Education, Human Rights Education, Education for Sustainable Development, Education for Peace, and Intercultural Education.

This event, which was free to attend, was the 4th international conference of the EU co-funded Academic Network of Global Education and Learning (ANGEL) and represented a major advance on previous events. Jointly developed with Global Education Network Europe (GENE) and delivered in partnership with UNESCO, who hosted the event at their headquarters in Paris, the conference aimed to prioritise transversal activities that promote and enrich connections between researchers, policy-makers, and civil society organisations, especially those which capitalised on the rare opportunity to gather face-to-face.

The Conference had the following goals:

- Exploration and analysis of the process of developing the new Declaration on Global Education to 2050

- Sharing outcomes on relevant and current research on Global Education & Learning, Global Citizenship Education and Education for Sustainability

- Showcasing the work of UNESCO in conceptualising and disseminating Global Education & Learning, Global Citizenship Education and Education for Sustainability

- Connecting researchers and international policy makers on Global Education and Learning

- Nurturing Early Career Researchers

- Facilitating relationships between researchers and Civil Society Organisations

- Exploration and analysis of UNESCO's Futures of Education initiative

There was evidence of substantial engagement on all of these goals from attendees at the conference through the plenary presentations, paper presentations, symposiums and workshops.

Key to the success of the event was the opportunity for participants to not only learn from their peers, but to have face to face contact with friends and colleagues – for many it was the first time in over four years. This ensured a rich and engaging process of continuing debate, dialogue and reflection.

The Conference also demonstrated the value of the dialogue between the policy-makers, researchers and practitioners. The field of global education and learning has historically been led by civil society organisations with the support of national and international funding agencies. The more recent engagement and development of an academic researcher community through ANGEL has ensured there is now a three-way dialogue through which research can be closely related to policy and practice.

The Conference confirmed that the community needs to look more closely at how we can support policy related research, and how this research can inform practice and improve the quality of global education and learning, global citizenship education and education for sustainable development. It is crucially important for policy makers and practitioners to build research into their programmes and projects.

The event also showed how important it is for ANGEL to continue to develop the network in all regions of the world, as well as to support the early career researchers who will form the future of Global Education & Learning research.

ANGEL is important because it is much more than just another grouping of academics and researchers. It is not just another area of academic study for which we get more citations and book sales. It is a community bound by a true sense of purpose - we care about social justice, we care about the future of our planet, and we care that everyone should have an equal say in determining our future. It is our passion, our enthusiasm, and our commitment that that marks this community out as something special. Let's keep it that way - and let's march forward to even more and greater global education and learning.

Professor Douglas Bourn, Chair of ANGEL

215
Attended in person
(over 2 days)

212
Attended online
(over 2 days)

893
Total registrations
(online & in person)

Sessions

19th June

SESSION A: Global Education & Learning for a Just, Peaceful & Sustainable World

- Welcome: **Massimiliano Tarozzi** (ANGEL / Uni. of Bologna)
- Welcome: **Stefania Giannini** (UNESCO)

Introductory remarks from policy-makers

- **Thibaut Lespagnol** (French Ministry of Foreign Affairs)
- **Agnieszka Skuratowicz** (European Commission)
- **Liam Wegimont** (GENE)

Keynote presentation: *Research as a political act.* **Arjun Appadurai** (New York University)

Keynote presentation: *Transforming Education for Just and Sustainable Futures.* **Sobhi Tawil** (UNESCO)

Keynote presentation: *GEL Database as a tool for research and policy*. **Massimiliano Tarozzi** (ANGEL / Uni. of Bologna) & **La Salete Coelho** (ANGEL / University of Porto and Polytechnic of Viana do Castelo)

SESSION B: Latest Research on Global Education & Learning (Parallel sessions)

See page 7 for further information

20th June

SESSION C: Participatory symposia on key issues in Global Education research and implications for policy (Parallel sessions)

See page 8 for further information

SESSION D: Closing plenaries & Reflections

Keynote presentation: *Nurturing values of sustainability and global citizenship through education with the Earth Charter: A contribution to building a better world*. **Mirian Vilela** (Earth Charter International)

Keynote presentation: *Fools rush in where ANGELs fear to tread: On the moral responsibility of educators, researchers & policymakers in the Anthropocene*. **Arjen Wals** (Wageningen University)

Closing panel discussion: Bringing together the lessons and implications of research for policy and practice: reflections from Global Education Stakeholders

- **Elina Lehtomäki** (University of Oulu)
- **Thaïs Leray** (European Commission)
- **Frank Geary** (IDEA; Irish Development Research Association)
- **Virginie Gilbert** (Luxembourg Ministry of Foreign Affairs)
- **Tania Ramalho** (State University of New York, GENE Global Critical Friends)
- **Evarist Bartolo** (Former Education, Employment, Foreign and European Affairs Minister for Malta)
- **Christopher Castle** (UNESCO)

Conference close: Where next for Global Education and Learning and ANGEL? **Doug Bourn** (ANGEL Chair / UCL)

Closing remarks & thanks: Liam Wegimont (GENE)

Further information

- [Formatted agenda for the event](#) (with session synopses)
- [Dedicated webpage for speaker biographies](#)
- You can watch videos of all plenary sessions at [bit.ly/ANGEL23_YouTube](#)

New research

A key part of ANGEL conferences are the paper presentation sessions that give researchers a platform from which to present their research, and engage in meaningful discussion with experts and peers. The call for submissions for such sessions at the 2023 event was open between 14 December and 19 February, and attracted **149 submissions**, mostly of very high quality. 64 were accepted, and 57 went though to be included in the sessions.

The presentations were organized into **10 themed strands** which were fitted into 2 conference sessions, with 5 parallel strands in each.

Session themes

- Climate Change Education and Education for Sustainable Development for the implementation of Global Education
- Education for Global Social Justice
- Higher education and Global Citizenship
- Teachers perspectives and engagement on Global Citizenship
- Theoretical perspectives on Global Education and Learning
- Comparative perspectives of teacher education
- Global Citizenship, Sustainable Development and Transformative Education
- Global Education and Learning and informal and nonformal spaces
- Integrating Global Education and Learning into the curriculum
- Peace Education

Each strand was presided over by a Chair who was responsible for facilitating participant question and answer sessions, and providing expert commentary and reflection on the presentations and overall strand theme. There was also a rapporteur in each session responsible for session documentation. A separate report will be produced from their work.

You can find the names of Chairs and rapporteurs, details of the sessions, names and affiliations of presenters, and full details (including abstracts) of the presentations, in the formatted publication (accessed by the link below) that was shared with participants.

- **Abstract book listing research paper presentation abstracts and co-authors**

Participatory sessions

The second day began with 2 session blocks which prioritized interactive, discursive, and collaborative activities. The first block focused on 'Key issues in Global Education', while the latter was dedicated to examining 'Policy frameworks and implications for GE'. Each session was split into 5 parallel strands.

Session titles

- Reimagining education for a sustainable world – dialogues with indigenous & multispecies perspectives
- Embedding global education and learning at system and school level: a cross country comparative
- Better Evaluation in Global Education - Moving policy and practice forward
- Global partnerships to accelerate action for the SDGs – Research and Teaching Good Practices from Higher Education
- Global Sense - Developing Global Sensitivity Among Student Teachers
- The new European Declaration on GE to 2050, its implications and opportunities to strengthen links between research and policy
- Global Citizenship Education and Sustainability: Engaging the Earth Charter and Value -Creating Perspectives
- Climate change communication and education country profiles: A tool to foster PEER learning and policy dialogue on CCE through improved data
- Strengthening synergies between UNESCO's programme on Global Citizenship Education & the academic community
- Connecting Early Career Researchers in global education & learning - Let's create an ANGEL ECR network together

Of these sessions, 6 were drawn from the proposal submission process detailed on the previous page, and 4 were developed directly by the event partner organisations. These varied sessions also has an assigned rapporteur, who was responsible for, amongst other tasks, briefing the members of the Closing Panel who tried to sum up and reflect on the emerging themes and topics of the event.

- **Abstract book listing symposia and workshop descriptions**

132 Tweets posted #ANGELConference2023

8 Edited videos on YouTube

45 New Twitter followers in June

Documentation

Conference awards

Two exceptional research paper presentations were highlighted via a pair of awards, as agreed by the organising committee.

- Best paper award (Early career researcher): **Diego Posada & Alessio Surian** (Unviersità degli Studi di Padova). Asian and European Teachers Attitudes and Beliefs Concerning Global Citizenship Education and Climate Change Education
- Best paper award (Established researcher): **Audrey Bryan** (Dublin City University). Reclaiming "the Conscience of Humanity": UNESCO, the Futures of Education and the threat to Democracy

Video

All plenary sessions were recorded and are available on the **ANGEL project YouTube channel** within a dedicated playlist.

- Visit bit.ly/ANGEL23_YouTube

Twitter

The conference was promoted and documented extensively using the **@angelnetworknet** Twitter account. During the event month, our profile received 376% more views (2781) than the following month.
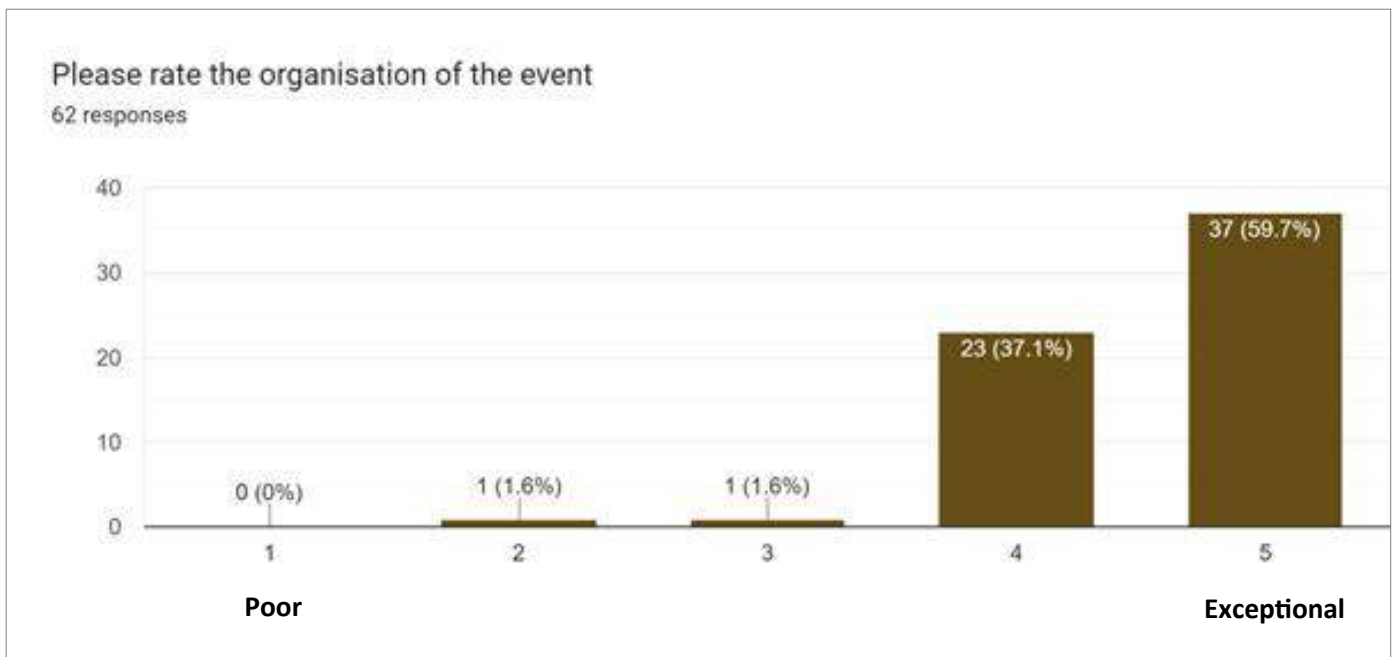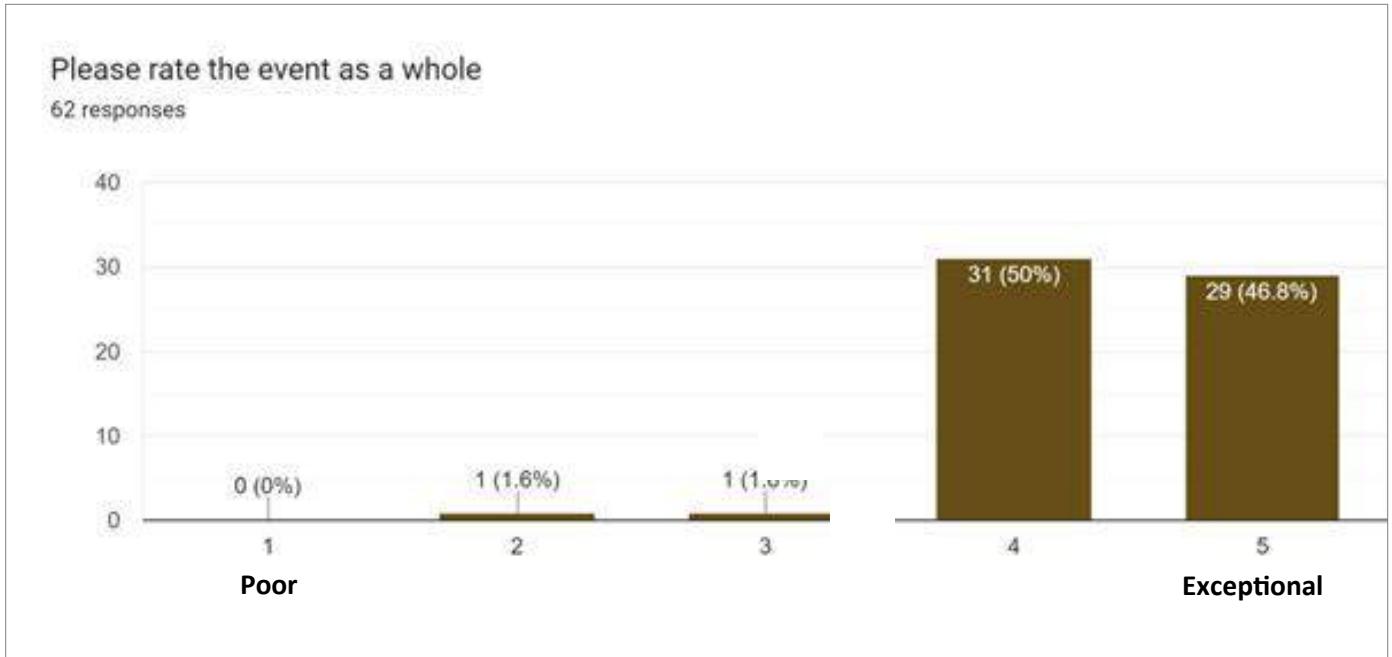
An event hashtag, **#ANGELConference2023**, can be seen against 131 tweets, and allows you to view all of the activity on one search page

Feedback and analysis

Feedback was solicited from all registered attendees by email. Information was collected via an online form. We received **62 responses**, so all following analysis is based on this sample.

Please rate the event as a whole
62 responses

Please rate the organisation of the event
62 responses

How interesting did you find the individual sessions?
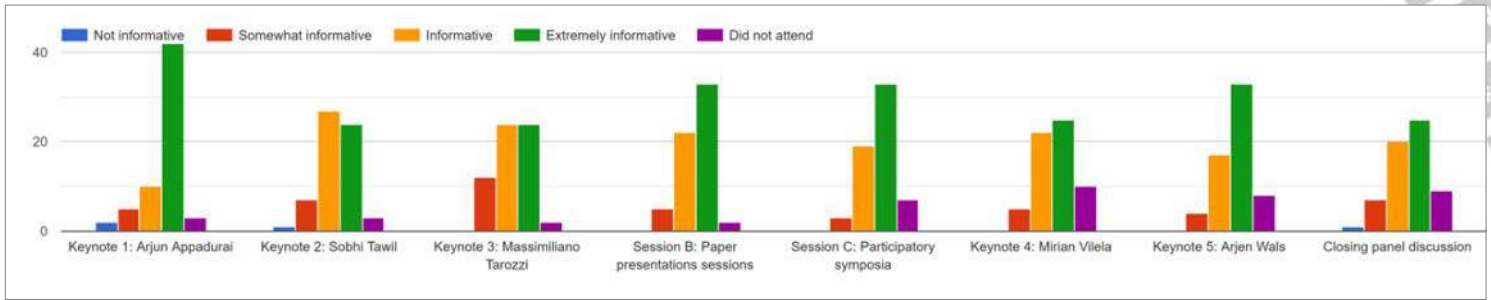
How did you hear about the conference?

- ANGEL newsletter — 25
- Colleague — 5
- DERC newsletter — 3
- GENE communications — 11
- Through a speaker — 8
- Twitter — 1
- UCL communications — 2
- UNESCO communications — 5
- Website — 1
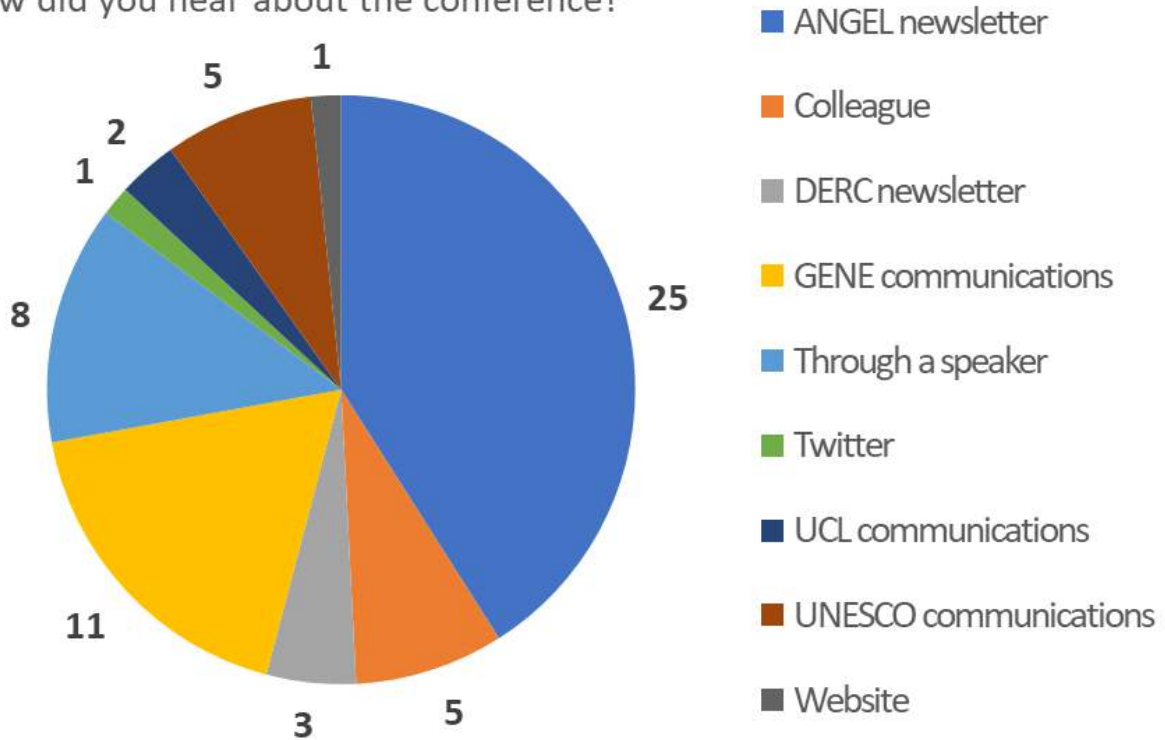
Based on the quality of this event, would you attend future ANGEL conferences?
62 responses

- 1 — 0 (0%)
- 2 — 0 (0%)
- 3 — 4 (6.5%)
- 4 — 14 (22.6%)
- 5 — 44 (71%)

Registrant country
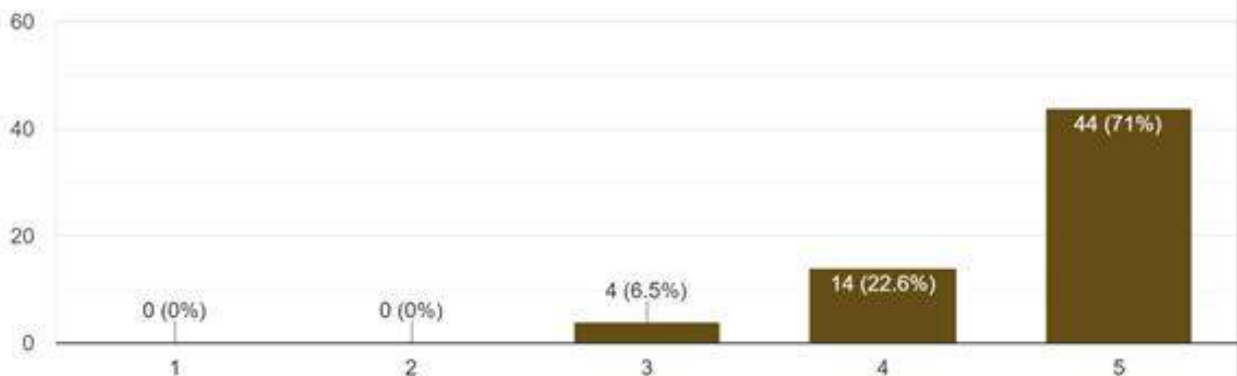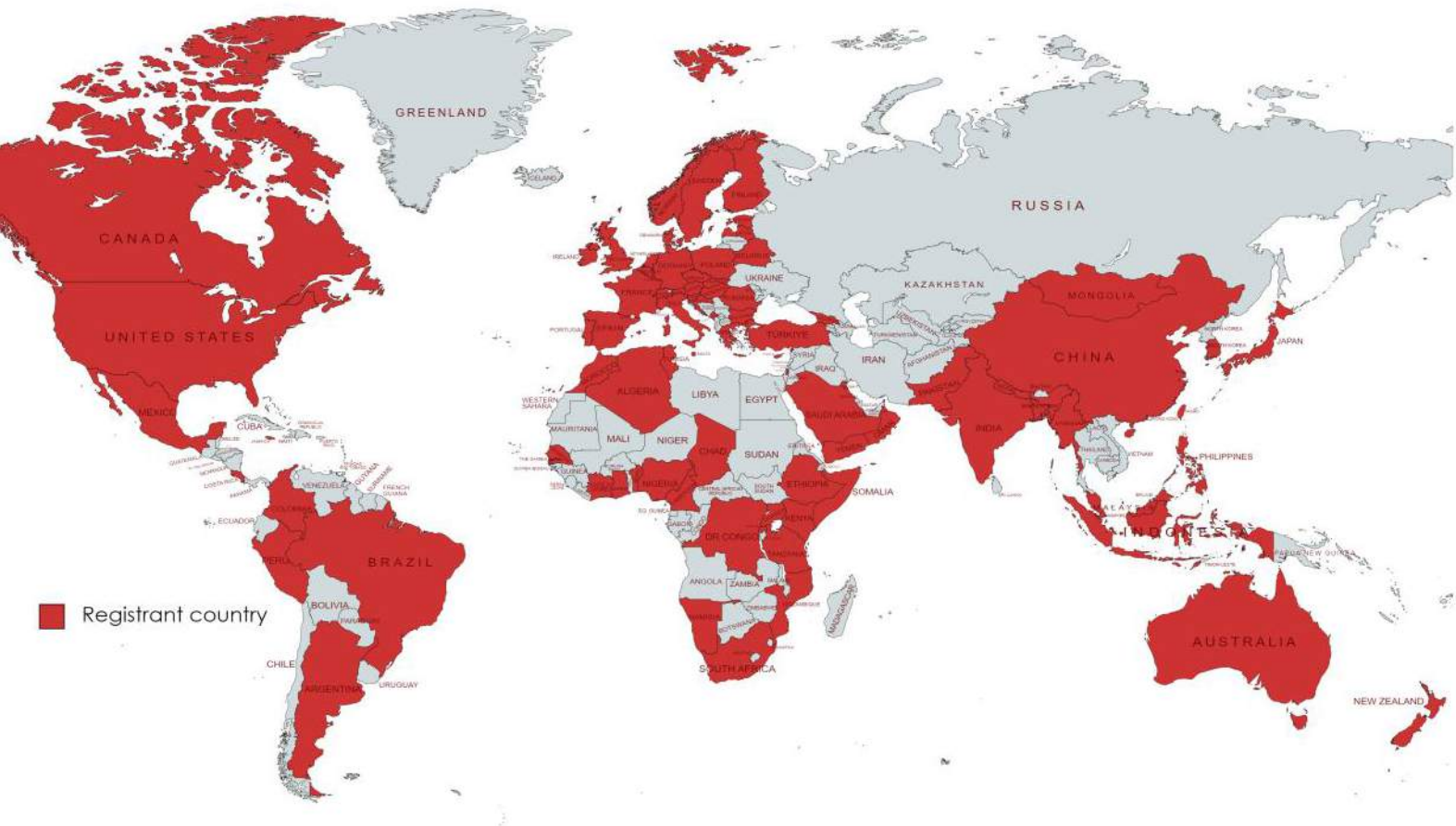
Who came?

Some demographic and other general data was collected at the registration stage. We had **893 registrations** from people in **85 different countries**.

The 62 attendees who fed back on the event were also asked some demographic-related questions. One surprising fact to emerge was that only 50% **of respondents were ANGEL members.**

What is your main professional affiliation?

- Academic or HE educator
- Independent researcher
- NGO / NFP / CSO
- Policy-making / Government
- Student
- School teacher
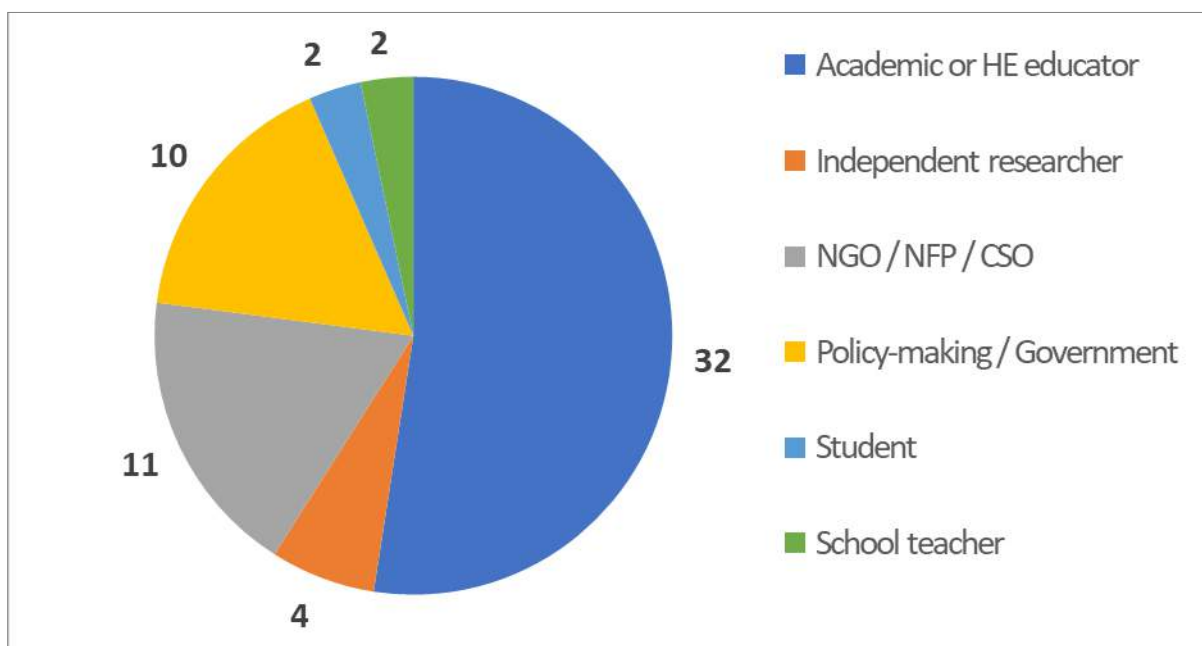
Summary of participant feedback

Based on the post-event survey (n=62)

Q: What were your expectations of the conference? Were they met?

a) what worked

- People seemed to know what to expect, indicating that we outlined and advertised the event well
- People felt that the event did a good job of connecting disparate research areas
- Several mentions of there being good opportunities to exchange ideas and network
- Many mentioned that they felt confidence that the event had 'brought them up to speed / up to date' with research findings

b) what worked less well

- Some people seemed to feel that the event could have benefitted from a less conventional structure
- Some would have appreciated even more time for networking
- Some felt that there could have been better provision for exploring research / policy collaboration
- Some noted that the keynotes were not necessarily related to the most recent research in the field
- Some felt the rooms were not suitable for interactive sessions

c) ideas to take forward

- Keep active spaces for collaboration ONLINE as well during the event which can help the participants to engage in real-time

Key quotes

All panels were really informative and some of them truly enlightening. I find it being also a good forum for PhD students to present their thesis and studies and I believe that there was some really good balance between academia and non-academia topics, between science and policy.

I would have liked a stronger focus on research in the field in the keynotes which generally were not based in recent research in the field. There were so many amazing papers packed into the research paper sessions showing the depth of research in the area. I like the idea of having some keynotes linking to policy/practice, but as this is a research/academia network, it would be good to highlight the innovation and debates in the research in the keynotes. Some of them seemed suited to a broader audience not as familiar with the topic.

Q: What do you feel that you gained from the conference?

a) what worked

- Many seemed to feel that they had gained a broader or clearer perspective of a complex field
- A majority mentioned making new contacts and the importance of networking
- Many mentioned finding hope, inspiration and motivation from the event, particularly being at UNESCO
- Many mentioned that they have found new ideas for their research

b) what worked less well

- Some called for more time to network

c) ideas to take forward

- More networking?

Key quotes

Renewed passion and commitment to global learning as my area of research. It's hard to keep going sometimes but this has re-energised me. The sense of meaning, pleasure and privilege I feel at being able to present and participate directly at UNESCO is immeasurable. Thank you.

I feel privileged to have had the opportunity to attend and present. I gained lot of new ideas, concepts and awareness about how the work I pursue locally can be, eventually, also expanded all over the world.

What do you think of the way the event was structured? What worked well? What could have we improved upon?

a) what worked

- Great variety and diversity of presentations
- Booklet and other published information was praised for clarity

b) what worked less well

- Many felt that there were too many keynotes at the expense of interactive sessions
- A majority felt that paper presentation slots were just too short, or relatedly, that there were too many presentations packed in, limiting opportunities for interactivity
- Could sessions Chairs have been briefed better to help ensure interactive sessions were more fully accessible / to manage dominant voices?
- Several felt that signage was not very good and they had got lost
- It was mentioned that the keynotes speakers were mostly male despite the field of education being overwhelmingly female
- Some mentioned that they would like to see more representation from the Global South

c) ideas to take forward

- Add chat to online participation, otherwise improve online interactivity options
- Should we 'agree' principles of participation with participants at the beginning of the event
- Ensure that presenters have not presented research already at another event
- If we have a social mixer, perhaps we should plan some activities into it

Key quotes

We need cutting-edge research from experienced scholars in the field of GCE rather than "big names" who haven't much to say about the field of GCE

I think there could/should have been more space for facilitated networking and discussion of what we were hearing/seeing/experiencing. Opening up dialogue within the sessions (not only over evening drinks), allows meaningful connections to be built, and would be more inline with what the topic of the whole conference was. GL/GE/GCE etc has dialogue, collaboration and less teaching/more facilitating at its core, and it would have been great to have (more) space within the conference for this. Even in small ways, inviting people to say hello to neighbours and share quick thoughts can be really powerful.

ANGEL's partners: Conclusions & reflections

In GENE, we see this conference as a direct follow up to the European Declaration on Global Education to 2050 - the Dublin Declaration, which has direct and immediate ramifications for policy research. The process that produced the Declaration was about consensus. I would suggest that now we must move from and beyond consensus - to dissensus, to critical dialogue and debate. As we see the need to deconstruct, in order to reconstruct, for more and better global education research.

Liam Wegimont, Executive Director, Global Education Network Europe (GENE)

The findings and recommendations that emerge as a result of this edition of the ANGEL conference are invaluable resources that can guide policy formulation, inform curricular development, shed light on innovative and impactful teaching methods, and shape educational practices at all levels. By harnessing our collective efforts, we can create the linkages between research and policymaking and foster a culture of evidence based decision-making, where policies are not detached from the realities faced by educators and learners, and are rooted in a deep understanding of the challenges and opportunities of educational communities.

Christopher Castle, Director, Division for Peace and Sustainable Development, Education Sector, UNESCO

Next steps

The work of the ANGEL network continues to grow. It has increased its membership to over **1180** as of September 2023, and continues to diversify with the establishment of a special interest group on Teacher Education, a sub-network for Early Career Researchers, and a regional network in the UK.

The next full **international conference** will be in the summer of 2025, and is expected to be held in Berlin. However, we are also happy to confirm that a further **webinar series** for the 2023/24 academic year will provide the network with several opportunities to connect.

Since 2018, the network has published an annual publication of recently published articles, books, theses, and reports on the field of global education. The 2023 edition of the multilingual **Global Education Digest** will provide a reasoned bibliography in ten languages, providing an invaluable guide for researchers, policymakers and practitioners, and facilitating an overview of the development of this area of research. .

Acknowledgements

The organisers would like to thank all of our volunteers from GENE, UNESCO, and the University of Bologna for their assistance on the day. We would also like to thank:

- The UNESCO team—colleagues in the Division for Peace and Sustainable Development who co-developed this event, and also the technical coordination team
- Colleagues at GENE for their support and advice
- The ANGEL Advisory Board who have helped to shape this event
- The European Commission for their funding support
- And of course all of the speakers, session Chairs, respondents and paper presenters

The Academic Network on Global Education & Learning (ANGEL) is the world forum for academics, researchers, and policy makers working in global education. ANGEL has more than 600 members in more than 70 countries. Its activities include facilitating the sharing of research and news, organising networking and conferences, and developing a pool of experts as a resource for policymakers in search of strong research grounding for policy development. ANGEL is a partnership project of the Development Education Research Centre (DERC) at the UCL Institute of Education and the Global Education Network Europe (GENE). It is co-funded by the European Union and by the Ministries and Agencies that support GENE.

The Development Education Research Centre

The UCL Institute of Education (IOE) is a renowned centre for research and teaching in education and social science. Founded in 1902, the Institute currently has more than 8,000 students and 800 staff. The Development Education Research Centre is a research centre within the Institute that acts as the hub for knowledge generation, new thinking and quality output on development education, global learning and global citizenship.

Global Education Network Europe

GENE is the European network of Ministries and Agencies with national responsibility for Global Education. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE works towards the day when all people in Europe – in solidarity with people globally – will have access to quality Global Education. For more information, please visit www.gene.eu

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