

#ANGELCONFERENCE2021

*Pedagogy Of Hope And Global Social Justice*

CONFERENCE

SUMMARY REPORT

25/26/27 MAY



Project partners:



Co-funded by the European Union



# #ANGELConference2021: Pedagogy Of Hope And Global Social Justice

## Conference Summary Report

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The event was delivered as part of the activities of the Academic Network on Global Education & Learning, the world forum for academics and researchers in global education. This partnership project has been established in close cooperation between Global Education Network of Europe and the Development Education Research Centre at the UCL Institute of Education.



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# Introduction

The **Academic Network for Global Education & Learning (ANGEL) Conference 2021** was hosted online on the 25, 26 & 27th May 2021 by the **Development Education Research Centre**, and was developed in close cooperation with **Global Education Network Europe**. It was the fourth major international ANGEL event, and the third of our biannual conferences.



Positioned as the **'key event for Global Education professionals'**, the conference was designed to appeal to academics, researchers, policy-makers, and practitioners with an interest in the fields of **Development Education, Global Citizenship Education, Human Rights Education, Education for Sustainable Development, Education for Peace, and Intercultural Education**.

The event was held entirely online using Zoom, in response to both the pandemic, and to the need to improve accessibility and international involvement. It offered a mixture of plenary sessions, workshops, paper presentations, and networking, split over 9 sessions and 3 days. A number of unofficial side events were also held. The event was held in English.

**With 255 registered participants, the event was 49% larger than the last full scale ANGEL conference in 2019.**

The event theme this year was **'Pedagogy Of Hope And Global Social Justice'**.

## Aims

- ◆ To review and reflect upon the role of global learning and global citizenship education in providing visions of hope for social change
- ◆ To discuss the role of global social justice as a pedagogical approach in response to the challenges and inequalities in the world identified from COVID-19



Tickets for the 2021 event varied in price from £5 to £25, and included tickets for single sessions. Concessions were available for early career researchers, those based in low and middle-income countries, and of course - for ANGEL members. The event generated a profit of **£2,355.60**, which will be funneled back into the project funds.



## Sessions

### Tuesday 25th

- Paper Presentation Session 1: Doctoral Research on Global Education.
- Panel Session: Pedagogy Of Hope And Global Social Justice. With **Carlos Alberto Torres** (UCLA) and **Manuela Mesa** (Education and Research Centre for La Paz).

### Wednesday 26th

- Paper Presentation Session 2.
- Meet the Editors.
- Mapping GCED networks in Europe and North America. With **Lynette Shultz** (University of Alberta) and **Massimiliano Tarozzi** (University of Bologna).

### Thursday 27th

- Global Education in the Asia and Pacific region. With **Karena Menzie-Ballantyne** (CQUniversity Australia), **Hyun Mook Lim** (Asia-Pacific Centre of Education for International Understanding), **Yoko Mochizuki** (UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development) and **TENG Jun** (Beijing Normal University) with **GONG Yuxuan** (State University of New York at Albany).
- Global Education in Africa. With **Olivia Adwoa Tiwaah Frimpong Kwapong** (University of Ghana) and **Jose Frantz** (University of the Western Cape).
- Paper Presentation Session 3.
- Closing remarks from the Advisory Board and **Lydia Ruprecht** (UNESCO)



### Further information

- [Formatted agenda for the event](#) (with session synopses)
- [Dedicated webpage for speaker biographies](#)





# NEW

# RESEARCH

A key part of ANGEL conferences are 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 2021 event was open between 26 February and 31 March, and attracted **63 submissions**, mostly of very high quality. 53 were accepted, and 50 went through to be included in the sessions.

The large volume of submissions took the organising team by surprise, and required a tripling of the number of event sessions given over to the presentation of new research. The presentations were organized into **13 themed strands** which were fitted into 3 conference sessions, necessitating the running of up to 5 parallel strands in some slots.

### Session themes

- **Doctoral Research on Global Education**
- **Conceptual Debates (x3 strands)**
- **Social Justice, Sustainability and Global Citizenship**
- **Hope, Global Social Justice & Social Change**
- **Research on Teachers and Schools**
- **Research on Higher Education**
- **Education for Sustainable Development & the SDGs**
- **Putting Global Education into Practice**
- **Training and Professional Development of Teachers**

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. You can find the names of Chairs, 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. Many of the sessions were recorded and are now online (see page 6).

# 63

**Abstracts submitted  
for consideration**

# 50

**Research papers  
presented**

# 13

**Separate themed  
strands**

- [Abstract book listing research paper presentation abstracts and co-authors](#)



## Documentation

### Conference awards

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

- Best paper award (Early career researcher): **Joyce Raanhuis** (Centre for International Teacher Education, Cape Peninsula University of Technology): *Teachers as agents of social cohesion: The role of Continuing Professional Development for Social Cohesion in post-apartheid South Africa.*
- Best paper award: **Lisa Ferro** (Polytechnic Institute of Beja) & **Sandra Saúde** (Polytechnic Institute of Beja / CICS.NOVA): *The key role of Global Citizenship and Critical Education in promoting gender equality – evidences from an exploratory study developed in four municipalities of Baixo Alentejo, Portugal.*

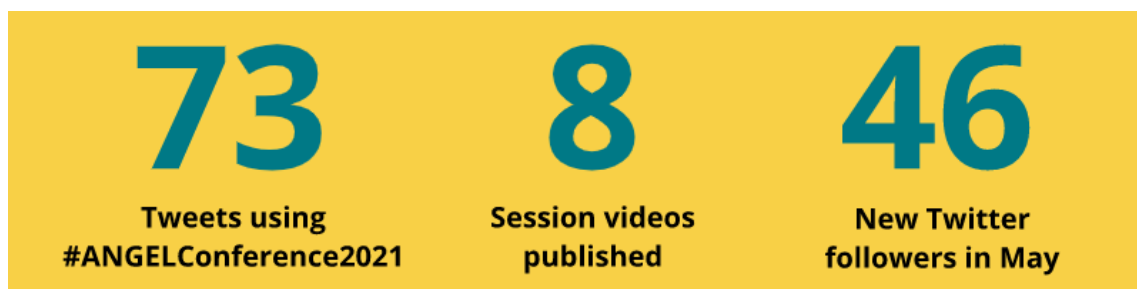
### Video

All plenary sessions were recorded and are available on the **ANGEL project YouTube channel**. In addition, there are separate videos for the presentations that won 'Best paper' awards, and an edited collection of 6 presentations selected to reflect the diversity of what was presented at the conference.

- [Visit the ANGEL YouTube channel](#)

### Twitter

The conference was promoted and documented extensively using the **@angelnetworknet** Twitter account. During the event week, our account garnered on average **3000 impressions** per day, and **209 likes**.



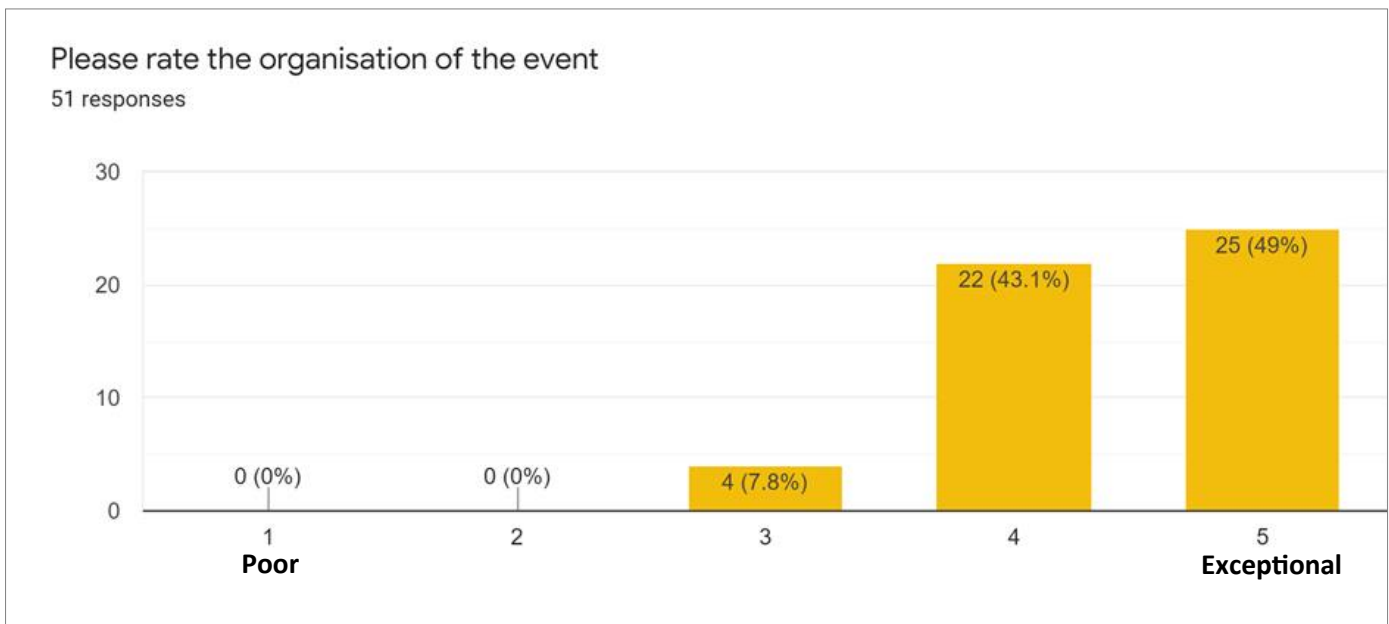
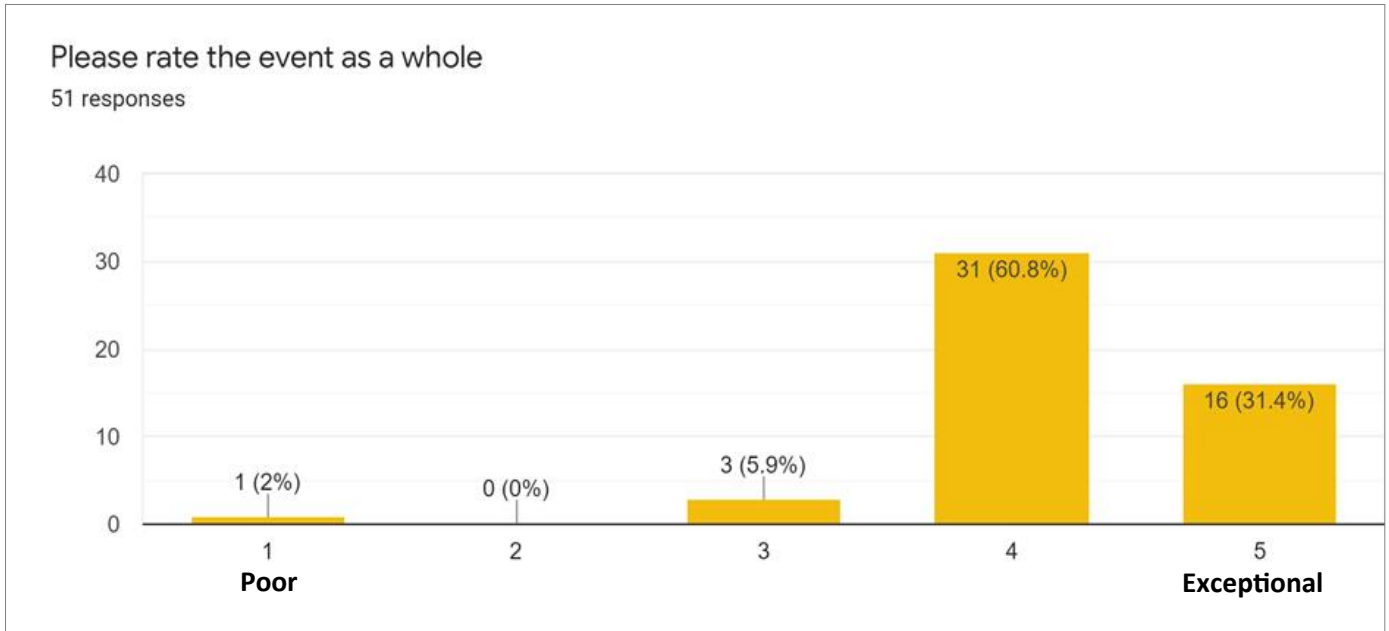
An event hashtag, **#ANGELConference2021**, allows you to view all of the activity on [one search page](#), or alternatively you can view a curated collection of tweets through the **Twitter Moment** for the event.

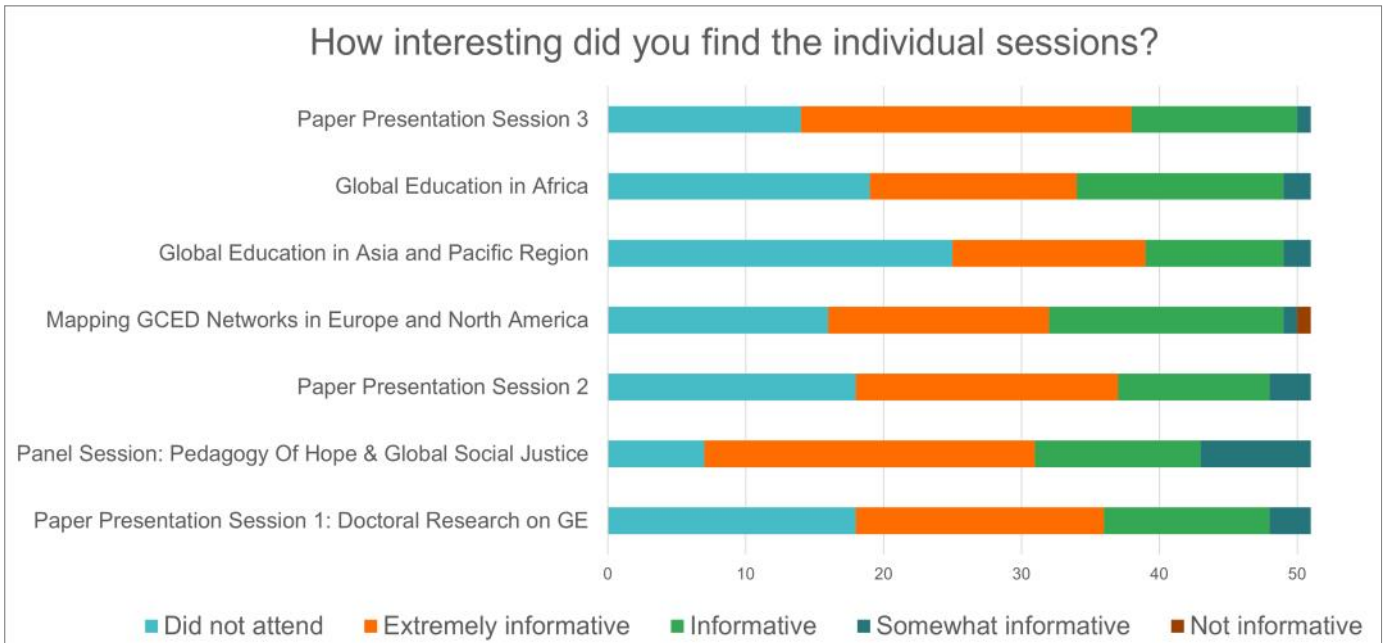
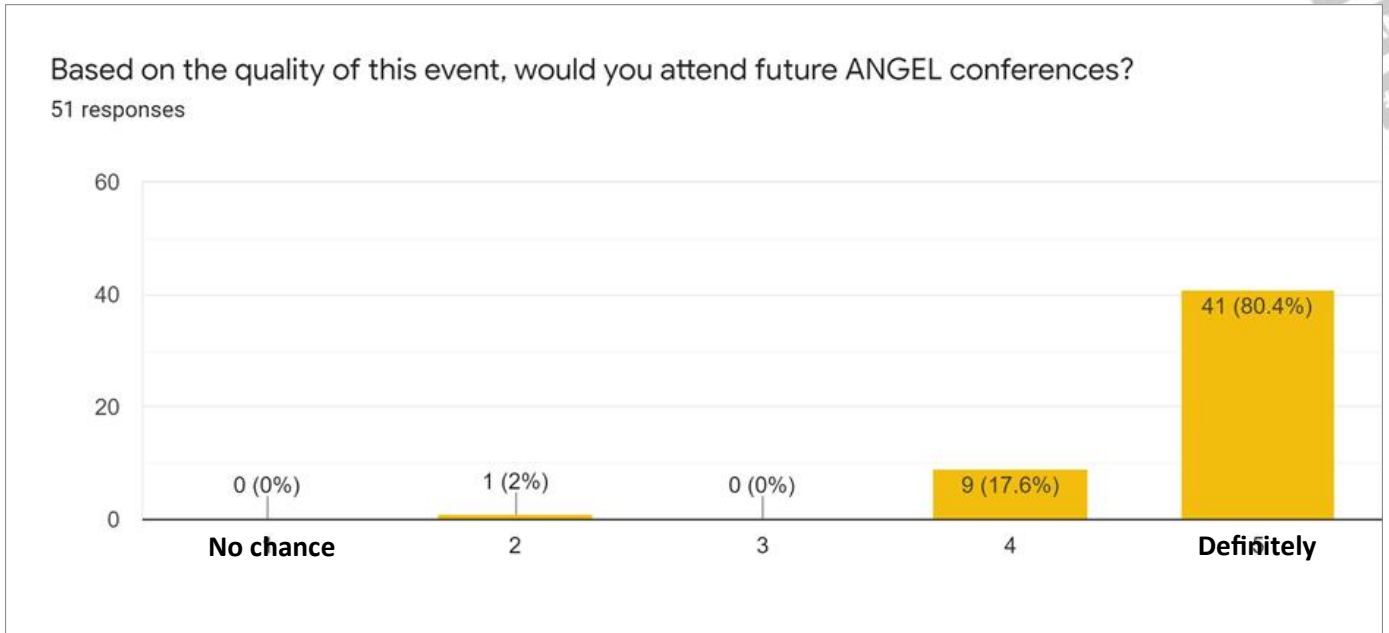
- [View Twitter Moment](#)



## Feedback and analysis

Feedback was solicited from the **255 registered attendees** in the Chat threads of the closing Zoom sessions, as well as of course by email. Information was collected via an online form. We received **51 responses**, so all following analysis is based on this sample.





Word cloud of all comment text





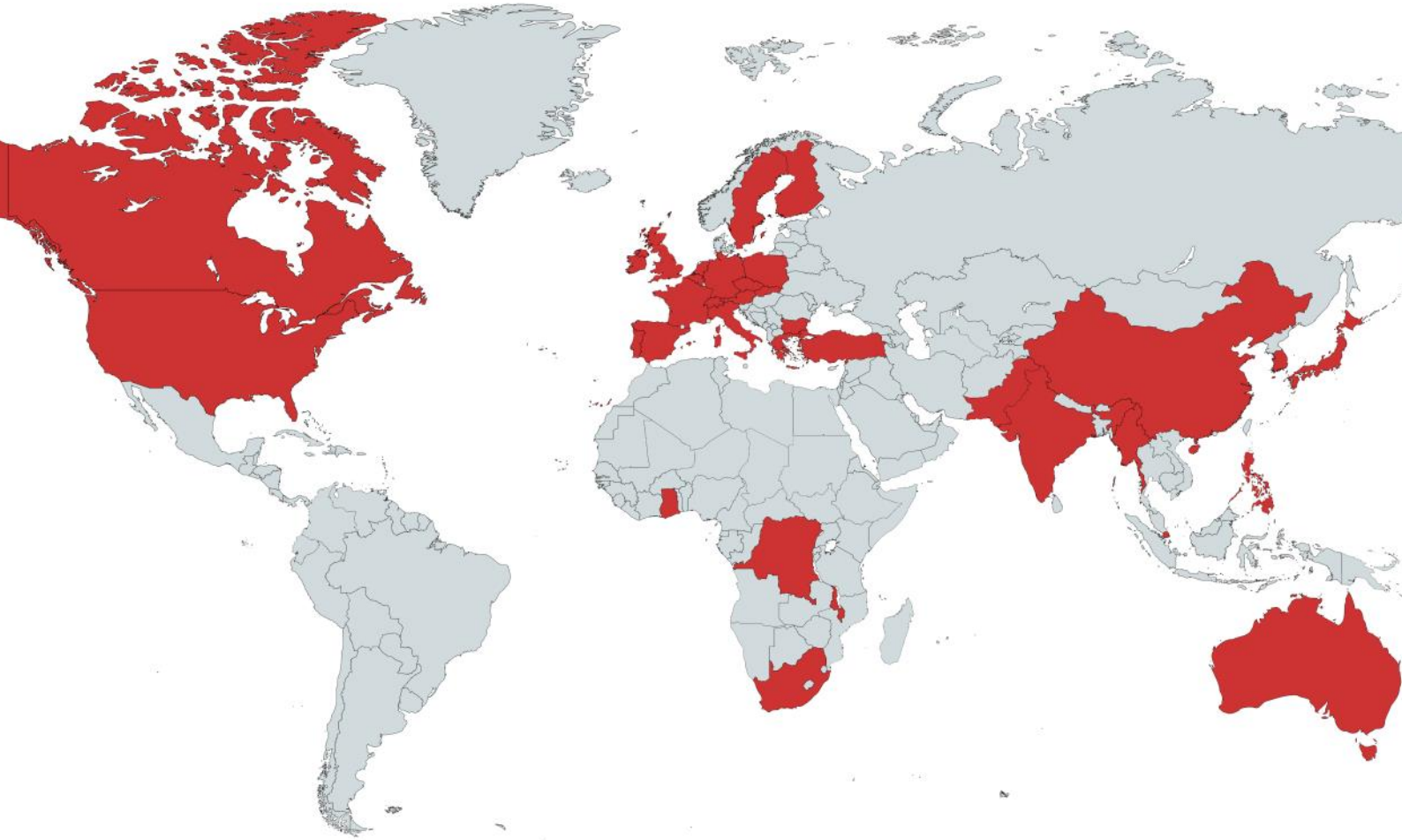


# Who came?

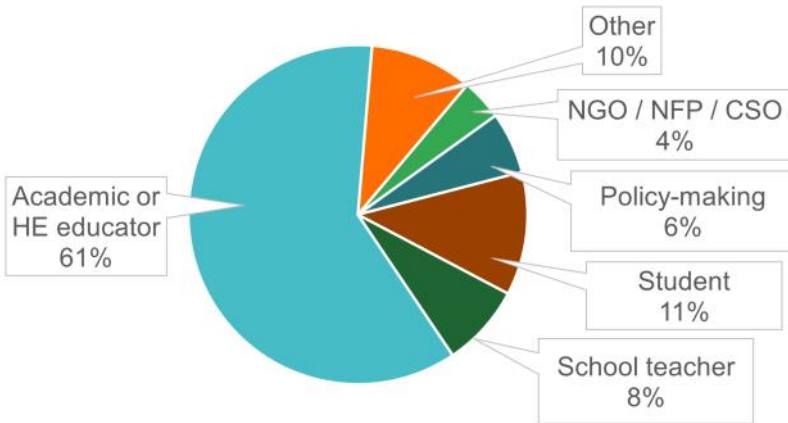
Some demographic and other general data was collected from the same **51 respondents**.

Surveyed attendees were from **34 different countries**, as mapped below.

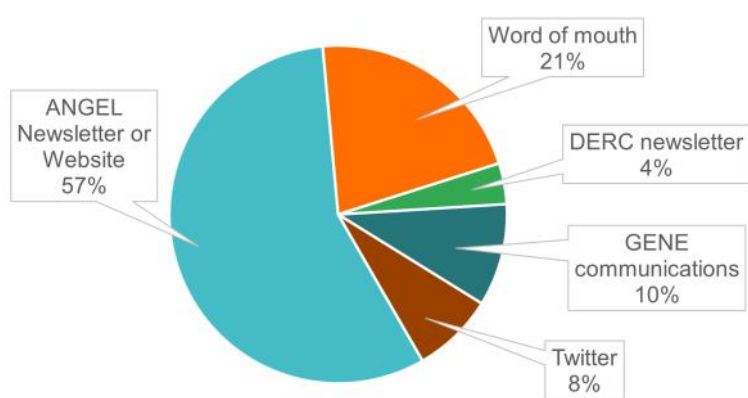
We also investigated the professional background of participants, as well as how they heard about the event.



What is your main professional role / affiliation?



How did you hear about the conference?





## Summary of participant feedback

### Expectations

Most participants seemed to have a good idea of what to expect from the conference, and most came away satisfied. A number of attendees seemed to be expecting the event to perform as a snapshot of the state of research globally, with several coming from outside of global education research and seeking an update. Others, perhaps more invested in the research area, were more specifically seeking inspiration and the opportunity to connect.

- *Coming from the Global South, i wanted to learn what other researchers in the Global Education field are doing and how this can be replicated in the African continent.*
- *(I expected to) get insights of global education from different regions and reflect the argumentation in discourse. This was met to a greater extent as resource persons and experts were drawn from various parts of the World*
- *I was hoping to gain questions and feedback on our presentation, and to engage in critical debate with others. To learn more about the global status of GCE at the moment, and what is expected in the future. These were fulfilled.*
- *Chance to network with other researchers - partly. There was limited time for wider discussion in the paper sessions.*

### Outcomes

Many attendees, beyond more general positive remarks about gaining new knowledge and inspiration, seemed to value the opportunity to gain a more complex and informed view of GCE, and specifically of differing conceptions and implementations of it in different areas. Attendees were particularly interested in the sessions that touched on research in the global south, especially in Asia. In this strange, disconnected year, it is unsurprising that attendees also made frequent mention of the value of the opportunity to connect with others and remarked on the sense of community.

- *I gained a deeper knowledge on the state of the research in the field of GCED and on the possible future lines of research. In addition, listening to the Paper Presentations from PhD students and Early Stage Researchers was very useful to me since it helped me reflect on my research project and the methodology I would like to adopt.*
- *(I gained) an incalculably better understanding of the networks/ landscape of GE, what it means to be involved with GE as a researcher or practitioner, and where GENE fits into this.*
- *(I gained) inspiration, hope, feeling of being a part of the community of practice.*



### Event structure and organisation

Attendees in general were very positive about the technical and organisational side of the event, and a majority also explicitly approved the event structure and format, with praise in particular for the scheduling that aimed to allow participation in different time zones. Some however felt that there was a lack of opportunity for active participation, and for informal networking. Some also thought the sessions looking at regional perspectives were too rushed and lacked coherence. Some attendees also regretted the use of parallel sessions, which ultimately placed a limit on what you could participate in, and which also potentially place emerging researchers in competition for an audience with bigger names.

- *I appreciate that the schedule privileged different time zones on different days. As well, since it is available by video later, I will not miss the sessions.*
- *I think some of the plenaries had maybe a too large scope, maybe it could have been better if all have been asked to reflect on certain theme inside their educational system (for instance in the first plenary on Thursday)*
- *It was good to have enough breaks! It was especially nice to have global voices and research from all over the world included. It would have been nice to try to include some kind of more informal networking opportunities.*
- *The event was very diverse, bringing a diversity of geographical areas. In a Freirian year (centenary) it should have been a Latin-American panel too.*
- *As someone who had to take time off work to attend (and so attended in patches), I think the event was structured excellently.*
- *I find the whole conference format not overly helpful. It is very hard either in person or online to sit and listen to presentations over a few hours. It would be good to have some more interactive sessions that are may be a bit more workshop based or similar.*

### Reflections on online conferencing

Attendees were predictably conflicted about the virtues of online conferencing. While many were keen to praise the reduced environmental impact and the increased accessibility for those on lower incomes, with mobility issues, or who are geographically remote, it was surprising how many attendees were also positive about the actual experience of online conferencing – the flexibility offered meaning they could attend during a working day or being able to move between parallel sessions with ease. However, again and again attendees regretted the absence of informal networking and other opportunities to bond with other attendees. Many also mentioned struggling to maintain their focus during online events.

- *Strengths: Many more people have the chance to participate without losing time on travelling and it is also cheaper. Weaknesses: Total commitment to the conference may be lost or difficult to check as some participants may become passive; participants with poor internet connections are disconnected*
- *Strengths: Easy access.... it would not have been possible had the event been organised on location somewhere. I - like so many others - would not have attended, for me it's a question of motor disability, for many others, a financial and or time issue.*
- *Strengths: Environmentally friendly - you don't have to travel huge distances. Lower costs mean that it is more accessible to academics and researchers from low-income countries. Greater flexibility in fitting in with regular, routine commitments. Weaknesses: managing different time zones is a challenge; lack of social interaction and getting to know academics with similar interests.*

#### **Key focus for next event**

Attendees had lots of colourful ideas for future events, with many mentions of social justice education, transformative approaches, peace education, and particularly for education for sustainability and climate justice. Many were also keen to explore the ways that Global Education could respond to Covid-19.

- *The relationship between Neoliberalism and Inequality and Injustice.*
- *It would be great to have a focus on GE in perhaps more unusual, surprising contexts, and focusing on trending approaches: posthumanism, AI & GCE, in general GCE outside formal education contexts... Socio-emotional and affective learning could be interesting as well, since UNESCO is focusing on these at the moment. And the relationship between GCE and culture(s), localising GCE*
- *I would love to see a focus on epistemic diversity and southern knowledges*



# Conclusions & reflections

## A word from the Chair of the Advisory Board

This ANGEL conference took place amid the global pandemic and against a backdrop of growing international activism on climate change, gender equality and responses to a concerning rise of xenophobia in many countries – factors which make Global education seem more relevant than ever. Both the pandemic and the various social movements have showed not only how we are globally connected, but that by working together internationally, we can make a difference. The theme of the conference aimed to bring some clarity to this situation by focusing on **hope and social justice**. All the plenary presentations addressed these themes, as well as exploring the ways in which themes of sustainability, global citizenship, and inter-cultural understanding are becoming increasingly enmeshed.



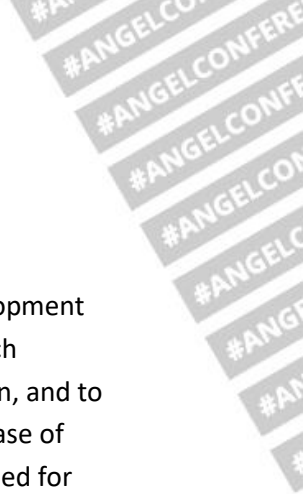
The event also aimed to **elevate voices** that are not always heard so loudly in international debates on global education, namely research and current practice in Sub-Saharan Africa, and South and Southeast Asia. The paper presentation sessions then further demonstrated the ways in which ANGEL has become a truly global network, with inputs from North America, Japan, Korea, a range of European countries, Australia, and Sub-Saharan Africa.

ANGEL also continued to work to promote the work of doctoral students and **early career researchers** with a special session featuring research presentations from this community. The papers presented reflected the richness of research, covering a wide range of themes related to global citizenship, global learning, and sustainable development education.

Reflecting the priorities of ANGEL partner **Global Education Network Europe**, a key aim of the event was to showcase evidence and research that demonstrates the contribution of global education to broader educational and international development goals and objectives. The event also made evident that the work of many ANGEL members is linked closely to the practices of civil society organisations (CSOs). The ANGEL event coincided with a major 3 day event by Bridge 47, a network of CSOs across Europe, and there was valuable sharing of experience and ideas between the two events.

I would like to thank all the speakers and presenters, chairs of sessions and colleagues from GENE and DERC for their help in ensuring such a smooth and successful event.

**Douglas Bourn** (UCL Institute of Education)



### A word from GENE

Global Education Network Europe has been glad to be involved in the birth and development of ANGEL and in this, GENE's 20<sup>th</sup> year, is delighted to see ANGEL thrive and to see such engaged and policy-focused research on issues of such importance to Global Education, and to people and planet. As this report attests, ANGEL is growing, and has both a growing base of researchers focused on policy-related research, and a growing clarity regarding the need for deepening and broadening the research base of global education.

The ANGEL Conference 2021 had, for me, at least two outstanding features that inspire:

- ◆ A firm focus on ***questioning the philosophical foundations of global education***. A thread running through the presentations and discussions asked deep and important questions regarding our assumptions about the epistemology, ontology, operative anthropology, pedagogy, etc. of global education, with heretofore neglected foundations being critiqued, considered and deepened.
- ◆ It is now undeniable that ANGEL is becoming ***a global network, and we are both delighted and excited to learn from colleagues from other regions***, and from those excluded from research discourse elsewhere.

I would also suggest that there are three questions that were addressed by the Conference, but that leave us with further questions, and further challenges for future research:

- ◆ This Conference was ***about pedagogy***. How do we develop and deepen research into existing and new pedagogies that are most effective for global learning - so that we avoid simply standing behind banners and pedagogical slogans like "participative"?
- ◆ This Conference was ***about global social justice*** and sought to clearly place it at the heart of Global Education, and of what we do in ANGEL. How do we continue the journey of deepening research and understanding regarding pedagogical practices that put social justice, local and global, at the heart of our endeavours, including our policy-related research?
- ◆ Finally, ***the ANGEL Conference 2021 was about HOPE***; about choosing to focus on hope in a time of pandemic. Not, as Massimiliano Tarrozi pointed out, some romantic notion of hope that might serve to simply as maintain things the way they are, but a more concrete-utopian notion of hope. But hope we must, or, in the words of Freire, we should 'get out of education'.



I hope, and trust, that this Conference provides some glimmers of hope in the provision of a space for robust research and real-world, policy-focused research towards more and better global education; with thanks to all those from ANGEL and from GENE who made it possible.

**Liam Wegimont, Executive Director, GENE**



[“Paris - UNESCO \(29986221081\).jpg”](#) by [Fred Romero](#) is licensed under [CC BY-ND 2.0](#)

## Next steps

The work of the ANGEL network continues to grow. It has increased its membership to over **620** as of July 2021, and is now working to support the establishment of a range of special interest groups and regional networks.

As confirmed during the closing address of this year’s event, the next full **international conference** will be in the summer of 2023, and will be hosted by **UNESCO** in Paris. However, we are also happy to confirm another **Early Career Conference** at the **University of Bologna** in June or July 2022.

Since 2018, the network has published an annual publication of recently published articles, books, theses, and reports on the field of global education. The 2021 edition of the multilingual **Global Education Digest** will add Polish and Dutch to the roster, and update existing lists of publications in French, Portuguese, Spanish, Italian and German as well as English.

Responding to feedback from participants, we are also scheduling a series of short seminars during the autumn of 2021.

## Acknowledgements

ANGEL is a member network and is nothing without it’s members. So thanks to everyone who participated in the event—those who presented research, and those who actively participated in other ways. We would particularly like to thank all of the session chairs: **Annette Scheunflug, Elina Lehtomäki, Massimiliano Tarozzi, Nicole Blum, La Salette Coelho, Fran Hunt, Namrata Sharma, Dalila Coelho, Adelina Calvo-Salvador, Sara Franch, Joanne O’Flaherty, and Magdalena Kuleta-Hulboj.**

Special thanks also go to **Ana Larcher, Ditta Trindade Dolejsiova, Patrick Lee,** and the rest of the team at GENE, for their support managing sessions, and to **Kester Muller** for managing the event as a whole.

# #ANGELCONFERENCE2021

## *Pedagogy Of Hope And Global Social Justice*

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](http://www.gene.eu)



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