# Academic Network on Global Education & Learning

# #ANGELConference2026

An international forum focused on Global Education research

10&11 Sept 2026 University of Bologna, Italy

# Full Programme

ANGEL

UCL

UNESCO Chair in Global Citizenship Education in Higher Education

ALMA MATER STUDIORUM UNIVERSITÀ DI BOLOGNA | DEPARTMENT OF PHILOSOPHY

unesco Chair

GENE

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# Academic Network on Global Education & Learning **Conference 2026**

# At a glance...

## DAY 1

### Welcome and context 09:15
- **Massimiliano Tarozzi** (Uni. Bologna)
- **Giovanni Molari** (Rector, University of Bologna)
- **Daniele Ara** (Assessor, Municipality of Bologna)
- **Annette Scheunpflug** (Uni. Bamberg)
- **Liam Wegimont** (Global Education Network Europe)

### Keynote 10:00
**Felisa Tibbitts** (Utrecht University)
***Reimagining Global Education for the Climate Crisis: Climate Justice and Decoloniality in Theory and Practice***

### Keynote 10:30
**Masashi Urabe** (Hiroshima City University) (Online)
***Global Learning in Japan: Peace Education for Sustainable Action***

### Parallel Sessions 11:30
Paper Presentations & Workshops

### Book Launch 17:45
***Elgar Handbook on Global Citizenship Education.*** Chairs: **William Gaudelli** (Georgia Tech College of Lifetime Learning), **Ricardo Römhild** (University of Bonn)

## DAY 2

### Parallel Sessions 09:00
Paper Presentations & Workshops

### Keynote slot 13:45
**Joe O'Hara** (DCU Institute of Education)
***Defending the Public Purpose of Education: Learned Societies, Research Networks and the Democratic Future of European Education Policy***

### Plenary Session 14:05
***What Palestine Teaches Global Citizenship Education: Palestinian Voices, Sumūd, and Action***
- **Kefah Barham** & **Areen Iyad Muna** (An-Najah National University)
- **Riikka Suhonen** (Uni. of Helsinki)
- **Maayke de Vries** (UCL Institute of Education)

### Roundtable 15:15
***Towards Peace and Justice through Global Education***
- **Emma Pike** (Lex International Fund)
- **Greg Misiaszek** (Tohoku University)
- **Alexis Stones** (UCL Institute of Education)
- **Ruba Salih** (University of Bologna)

### Multistakeholder Panel 16:15
- **Cecilia Barbieri** (UNESCO)
- **Rilli Lappalainen** (Bridge 47)
- **Naouel Abdellatif Mami** (University of Sétif 2)
- **Luca Rizzo Nervo** (President's Cabinet of Emilia-Romagna Region)
- **Agnieszka Skuratowicz** (Former Head DG INTPA, European Commission)

### Closing Words 17:00

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Conceived as a major, internationally focused gathering, the **ANGEL Conference 2026** offers a mixture of plenary sessions, 35 parallel sessions of workshops, symposia, paper presentations, and networking.

The event aims to bring together academics, researchers, policy-makers, and practitioner-researchers from around the world for two exciting face-to-face days of sessions covering research, projects and discussion relevant to the transformative approaches associated with **Global Education and Learning**, including **Development Education, Global Citizenship Education, Human Rights Education, Education for Sustainable Development, Education for Peace,** and **Intercultural Education**.

## Event partners

The event is organised by the **Academic Network of Global Education and Learning** (ANGEL), in partnership with **The University of Bologna,** and with the cooperation of **Global Education Network Europe** and the **UCL Institute of Education.**

## Background

This will be the 6th international conference on Global Education and Learning organised by ANGEL. The first two events (2017, 2019) were organized by the **Development Education Research Centre** within IOE, with the support of **GENE,** and were all held in London. The 2021 event which was held online. 2023's event was held at **UNESCO HQ** in Paris, and in 2025 at the **Humboldt Forum** in Berlin.

*At a time of profound uncertainty, global education and learning stands at a critical crossroads. Across research, policy, and practice, there is an urgent need to recognise, document, research, re-invigorate and continue to reimagine the role of global education as a force for peace, justice, and collective action in the face of war, environmental crises, deepening inequalities, and the rise of nationalism and authoritarianism.*

**Massimiliano Tarozzi, ANGEL Project Co-Chair**

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# Concept

At a time of profound uncertainty, global education and learning stands at a critical crossroads. Across research, policy, and practice, there is an urgent need to recognise, document, research, re-invigorate and continue to reimagine the role of global education as a force for peace, justice, and collective action in the face of war, environmental crises, deepening inequalities, and the rise of nationalism and authoritarianism.

This conference responds to this moment by centring questions of power, voice, and purpose: whose knowledge is valued, whose futures are imagined, and how can global learning move beyond rhetoric towards meaningful and transformative practice? The conference will be a space for ANGEL members to share and critically discuss relevant research, as well as recent policy developments and initiatives - fostering exchange across contexts and disciplines, and strengthening the collective impact of research on global education theory, policy, and practice. It will be guided by the conceptual framework and commitments of the 'Dublin Declaration', formally known as The European Declaration on Global Education to 2050.

Building on discussions at ANGEL's Berlin conference 2025, a set of key themes for a future ANGEL conference has emerged, and the Bologna conference is framed around these priorities. Recurring across these debates is the call to break down disciplinary silos and to strengthen partnerships between research, policy, practice, and communities. ANGEL members emphasise the importance of decolonial, feminist, indigenous, and Global South perspectives, alongside critical examinations of neoliberalism, colonial legacies, and contemporary geopolitical dynamics for research in global education. Equally prominent is the challenge of translating research and evidence into educational action — through innovative methodologies, robust evaluation, storytelling, and pedagogies that embrace hope, discomfort, and disruption.

At the same time, rapid technological change, including digitalisation and artificial intelligence, raises pressing ethical, pedagogical, and political questions for global education. Understanding how these developments intersect with global justice, environmental sustainability, and equitable futures represents a defining challenge for the field.

This conference invites researchers, educators, practitioners, and policymakers to participate actively in the conference in a way that critically and rigorously engages with these themes. By foregrounding sound research and critical scholarship, the conference aims to reassert global education and learning as a vital site for dialogue, critical inquiry, dissent, and solidarity, and an essential approach for all educators interested in shaping just, peaceful, and sustainable global futures.

# Goals

- Promote dialogue between policymakers, researchers, and practitioners, encouraging reflection on the value of research for policymaking
- Explore international policy frameworks and their effects on Global Education
- Provide researchers with a platform to present their current work and engage in meaningful dialogue with experts and peers
- Support and nurture Early Career Researchers

**The European Declaration on Global Education to 2050**

The conference intends to encourage discussion and activity around this important new European strategy framework, also known as the **Dublin Declaration**.
The framework aims to define a long-term vision, and build broader and deeper political support and commitment for Global Education.

# Speakers

The conference's plenary session speakers represent the breadth of the Global Education community.

With a carefully balanced mixture of sessions, we aim to bring our audience insightful analysis of the research landscape, and provide provocations and live discussion, as well as opportunities to actively participate in activities that aim to galvanise and energise the community.

You can read full speaker biographies at the end of this publication.

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# Practical information

## Registration, Badges, & Information Desk

The venue address is: **Berti Pichat classroom complex, Viale Berti Pichat, 6, 40127 Bologna**. As you enter the classroom complex, you will go down steps to the main hallway. There you will find the reception desk outside Room C (the plenary room). Conference organisers and staff will be wearing **ANGEL t-shirts. Please note that the complex is a 20 minute walk to the North East of the city centre**

## WiFi

There is **eduroam** WiFi throughout the building. You can also access **ALMAWIFI** and **EmiliaRomagnaWifi** networks. Information here

## Lunch and refreshments

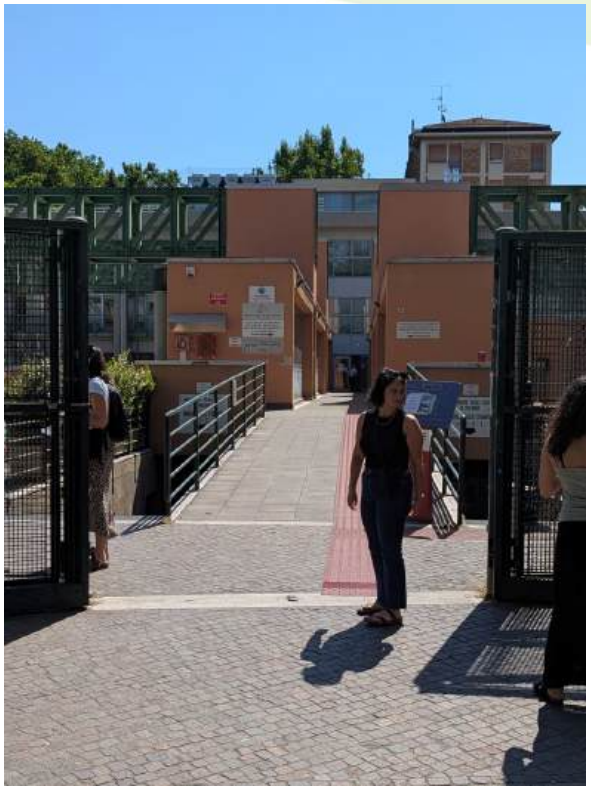
We are sorry that, as this conference is funded entirely by the community via modest fees, we are not able to provide lunch on site. You can access bakeries, restaurants, and shops just outside the site. You can access a list of these on the event webpage. Coffee and refreshments are however provided in the breaks, in the hallway outside Room C.

## Accessibility

There is level access to all rooms. Please speak to our staff if you need assistance.

## Filming & Privacy

Please note that photography or filming will be taking place for the purposes of documentation and increasing event accessibility. If you do not wish to appear in any images captured please let staff know, so that we can take appropriate steps to ensure you are not included



Entrance to Berti Pichat complex

**Scan to access additional documents, including Abstract Book**


## Acknowledgements

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

- Colleagues at GENE for their support and advice
- The ANGEL Advisory Board who have helped to shape this event
- The Department of Philosophy at the University of Bologna for their support and hosting
- And of course all of the speakers, session Chairs, respondents and paper presenters

# DAY 1: 10 SEP

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## 08:45 - 09:15: Arrival and badge collection

**Reception desk is in the hallway outside of the Plenary room (Room C)**

## 09:15 - 10:00: Opening session

- **Host: Massimiliano Tarozzi** (ANGEL / Uni. of Bologna)
- **Giovanni Molari** (Rector, University of Bologna)
- **Daniele Ara** (Assessor, Municipality of Bologna)
- **Annette Scheunpflug** (University of Bamberg)
- **Liam Wegimont** (Global Education Network Europe)

## 10:00 - 10:30: Keynote presentation: *Reimagining Global Education for the Climate Crisis: Climate Justice and Decoloniality in Theory and Practice*

**Felisa Tibbitts** (Utrecht University)

As articulated in the Dublin Declaration, Global Education encompasses global norms, human rights, global challenges, North–South relations and decoloniality. These dimensions converge naturally in responding to the environmental crisis. Yet how can they be brought together in ways that ensure education for environmental sustainability is both justice-centered and genuinely decolonial? This keynote explores how Global Education can strengthen conceptual and practical responses to climate change through the intersection of climate justice, human rights and a "thick" understanding of decoloniality in education. It examines how feminist, Indigenous, and Global South perspectives can enrich this work while critically interrogating the enduring influence of neoliberalism and colonial legacies on environmental degradation. Drawing on selected case studies, the keynote considers both the current limitations and the transformative potential of Global Education to support education systems in addressing one of the defining challenges of our time.

**Chair: Liam Wegimont** (Global Education Network Europe)

## 10:30 - 11:00: Keynote presentation: *Global Learning in Japan: Peace Education for Sustainable Action*

**Masashi Urabe** (Hiroshima City University) [Online]

Drawing from the experiences of the atomic bombings of Hiroshima and Nagasaki, this keynote address provides an overview of discourses on global learning and education for sustainable development in Japan. It presents the results of a discourse analysis of academic literature to shed light on the teaching and learning of peace education. In light of these catastrophes, peace education should focus less on the horrors of future scenarios associated with a lack of peace and sustainability. Rather, peace education should view learners as agents for a better world.

**Chair: Annette Scheunpflug** (University of Bamberg)

## 11:00 - 11:30: Coffee break

**Refreshments served in the main hallway**

All timings are given in CEST

# 11:30 - 13:00: Parallel Session A

## Symposium: Governing Curricular Indeterminacy: Grey Zones, Equity, and the Politics of Knowledge. Room C

**Coordinators: Régis Malet** (University of Bordeaux)**, Lijuan Wang** (Hunan University)

*This symposium aims to provide a cross-national analytical framework for understanding how education systems govern through normative indeterminacy rather than despite it, examining the structural gap between curricular prescriptions (critical thinking, global citizenship, inclusion) and the institutional conditions under which they are implemented.*

- **Régis Malet** (University of Bordeaux, LACES) and **Lijuan Wang (**Hunan University). *Curricular Grey Zones as Governance Technologies: A Comparative Framework across European and East Asian Systems*
- **Karen Pashby** (Manchester Metropolitan University). *Pedagogical Colour in the Grey Zones of Curricular Indeterminacy? Insights from Participatory Research with Teachers in Sweden*
- **Jaakko Moilanen** (University of Oulu). *Exclusion and Non-Participatory Role of Sámi People in Finnish Early Childhood Education Curricula*
- **Melissa Kandil** (University of Bordeaux). *Internationalisation in Times of Crisis: Navigating Curricular Grey Zones in Lebanese Higher Education*
- **Dalene M. Swanson** (University of Nottingham). *Shades of GCE: working beyond the tensions, contradictions, and grey zones*

## Paper session: Engaging with Education for Sustainable Development. Room 1 - Physics

**Chair: Madeleine Le Bourdon** (University of Leeds)

- **Juan Cisterna** (Universidad de Granada). *Citizenship and Sustainable Development in Chilean Schools with a Sustainability-Oriented Approach: Representations, Challenges and Opportunities*.
- **Janet Owen** (The Earth Museum). *Youth Agency in a Changing World: Digital Learning for Environmental and Global Understanding*.
- **Pei-I Chou** (National Sun Yat-Sen University), **Ming-Chang Cheng** (Mei-Ho University). *Bridging the Importance-Performance Gap: An Importance-Performance Analysis (IPA) of Parental ESD Involvement in Taiwan*.
- **Susanne Popp** (University of Augsburg). *Global Learning in History Education: Reframing the Late Cold War and Its Afterlives through the Lens of the Anthropocene*.

## Paper session: Pedagogical Approaches. Room 2 - Physics

**Chair: Adelina Calvo-Salvador** (Universidad de Cantabria)

- **Daniela Ferrari** (Università di Trento), **Giuseppe Zorzi** (Università di Trento). *Empowering Educators as Global Citizens: A Transnational Ecosystem for Transformative Global Citizenship Education.*
- **Anne Dolan** (Mary Immaculate College). *Story, Transformation, and Global Citizenship Education: A Narrative and Hopeful Approach to Pedagogy.*
- **David Menéndez Alvarez-Hevia** (Universidad de Oviedo). *Beyond the Frame: Rethinking Global Citizenship through Photo-Elicitation.*
- **Marie Huxtable** (University of Cumbria). *Creating and Sustaining Academic Networks for Global Education and Learning with Values of Human Flourishing: A Living Educational Theory Research Approach.*

## Paper session: Pedagogical Approaches in Higher Education. Room 3 - Physics

**Chair: Alexis Stones** (UCL Institute of Education)

- **Shay Greig** (University of Newcastle). *"A lot of it was hidden": Marginalised Voices, Power and Social Justice in Higher Education Policy.*
- **Rosa M. Rodríguez-Izquierdo** (University Pablo de Olavide). *Towards an Engaged University: Reimagining Curricula through Critical Pedagogy and Global Citizenship Education.*
- **Eilish Dillon** (Maynooth University). *Let's Hope It's Real' - Exploring Different Approaches to Integrating GE in Higher Education in Ireland in Challenging Times*
- **Martina Bianchi** (Università degli Studi Roma Tre). *Educating for Egalitarian Relationships: A Preventive Intervention on Gender-Based Violence in Higher Education*

## 11:30 - 13:00: Parallel Session A (Continued)

### Symposium: Education for Sustainability & Global Citizenship: Curriculum, Pedagogy, & Alternative Ways of Knowing. Room 4 - Physics

**Coordinator:** **Namrata Sharma** (State University of New York)
**Discussant:** **Magdalena Kuleta-Hulboj** (University of Warsaw)

*This panel examines how education for sustainability and global citizenship is researched, conceptualised, and enacted under changing conditions of knowledge production and use. The session papers are framed around the United Nations' (UN) Sustainable Development Goals (SDGs), bringing together scholars who explore sustainability and global citizenship as interconnected educational aims and analyse how related forms of knowledge are translated into curriculum and pedagogical practice across formal and non-formal spaces of learning. The panel responds to contemporary shifts in education research, including the diversification of knowledge-producing actors, the increasing dominance of data-driven and standardised approaches, and growing pressures for policy relevance in the context of global poly-crises.*

- **Ana Belén García-Varela** (Universidad de Alcalá). *Value Creation and Educators' Agency in a Time of Poly-Crisis: Insights from a Master's Programme in Educational Innovation.*
- **Hiroko Tomioka** (Soka University); **Michiyo Kakegawa** (Soka University). *An Ethical Framework for Supporting UNESCO Schools and Advancing the SDGs: The Case of Soka University.*
- **Namrata Sharma** (State University of New York). *Education for Sustainability and Global Citizenship: Intercultural, Ethical, and Justice-Based Approaches.*

### Paper session: Youth Voices. Room V

**Chair:** **Riikka Suhonen** (University of Helsinki)

- **Katie Chapple** (WorldWise Global Schools, Ubuntu). *Global Citizenship Education from the Margins: Learning from Youthreach and Alternative Education in Ireland.*
- **Ana Radovic** (Queensland University of Technology). *Reimagining Global Citizenship Education: A Hopeful Vision from Culturally Diverse and Migrant Youth.*
- **Lindsay Kincaid** (University of Victoria). *Whose Stories, Whose Places? A Critical Review of Youth-Created Digital Storytelling in Global Education.*
- **Mari-Anne Okkolin** (Rauhankasvatusinstituutti/Peace Education Institute). *Cases and voices about hope and future optimism in youth-led action and crass-root activism.*

### Paper session: Teachers as Agents of Change. Room VI

**Chair:** **Natalya Hanley** (University of Greater Manchester)

- **Brenda Gallagher** (University of Galway). *Our SDGs; Sharing, Discussing & Grappling with Big Ideas.*
- **Valentina Stark Gutiérrez** (University of Barcelona). *Agents of Transformation: Global Citizenship Education from the Situated Perspective of Novice Chilean Primary School Teachers.*
- **Simon Brennan** (Mary Immaculate College). *Philosophical Inquiry as Praxis in Global Citizenship Education.*
- **Giannis Efthymiou** (London School of Economics and Political Science). *Policy enactments of global citizenship education in English schools.*

## 13:00 - 14:15: Lunch break

# 14:15 - 15:45: Parallel Session B

## Paper session: Education for Sustainable Development and Decoloniality. Room C

**Chair:** **Eilish Dillon** (Centre for Global Development, Maynooth University)

- **Asma Ahmadi** (Higher institute of childhood executives). *Green or Hungry? An Environmental Semiotic Analysis of Ecological Discourse Across Generations and the North-South Divide.*
- **Jean Claude Zigama** (Kabarak University). *Reimagining education for sustainable development in the global south: Policy, pedagogy, and resilience in times of crisis.*
- **Muhammed Kiggundu** (Makerere University)**.** *Reimagining Climate Change Education through Indigenous Knowledge: Evidence from Smallholder Farmers in Eastern Uganda.*
- **Felisa Tibbitts** (Utrecht University)**.** *Climate Coloniality and Climate Justice in Climate Change Education: A Critical Appraisal of UNESCO's Policy Discourse Between 2009-2024.*
- **Fadilla Mutiarawati** (University of Oulu / Sokola Institute)**.** *Teachers as Epistemic Brokers: Sustaining Indigenous Knowledge Engagement within Indonesia's State Schooling System.*

## Workshop: Teatro, Transformation, Resistenza! Room 1 - Physics

**Coordinators:** **Alexis Stones** (UCL), **Ilaria Paradiso** (Bologna University)

*There is an urgent call for the re-imagination of new forms of global education to support young people's critical and ethical responses to the horrors and ongoing injustices of war, violence and invasion. This workshop explores how arts based and embodied pedagogies can invigorate global learning as a force for peace, justice, and collective agency. Drawing on critical pedagogy, peace studies, and interdisciplinary arts practice, the workshop examines how theatre and visual culture can unsettle dominant narratives, amplify marginalised histories to create dialogic spaces that foreground questions of power, knowledge and purpose to ask whose histories are visible, whose experiences shape learning, and how can this inform hope for the future?*

*This workshop will be multi-lingual and provides participatory strategies that extend beyond language. Speakers of all languages are welcome.*

## Paper session: Conceptual Debates. Room 2 - Physics

**Chair:** **Anne Dolan** (Mary Immaculate College)

- **Piero Dominici** (Univ. of Perugia). *Democracy cannot be simplified. Because democracy is complexity!*
- **Jesús Fidel Vega Arce** (Università di Bologna). *Paideia, episteme, and resistance: Toward a reading of global citizenship from phenomenology and Latin American thought.*
- **Jason Nunzio Dorio** (University of California). *Critical Global Citizenship Education Through the Lens of Danilo Dolci.*
- **Reem Amarneh** (University Bordeaux Montaigne). *Cosmopolitan Education as a Challenge: Dialogue, Difference, and Conflict.*

## Paper session: Curriculum Issues. Room 3 - Physics

**Chair:** **Luca Morini** (Coventry University)

- **Monica Tove Vattedal** (Western Norway University of Applied Sciences). *Fostering global awareness through literary texts in the English as a Foreign Language Classroom.*
- **Sara Franch** (Centro studi Erickson). *Making Plurality Visible: Primary Textbooks and the Representation of Diversity.*
- **Kati Keski-Mäenpää** (Jyväskylä University). *Integrating Global Citizenship Education into Teacher Education: Collaborative Curriculum Reform in Liberia as a Case Study.*
- **Matěj Vrhel & Vojtěch Blažek** (University of South Bohemia). *From Curriculum Policy to Classroom Practice: Geography Education as a Space for Critical Global Learning in Czechia.*

## Symposium: Bridging Global Citizenship Education (GCE) research-policy-practice gaps: Learning from GET project research in eight European countries. Room 4 - Physics

**Presenters:** **Giordana Francia & Giulia Filippi** (CISP - Comitato Internazionale per lo Sviluppo dei Popoli), **Valerie Lewis** & **Mella Cusack** (APA - A Partnership for Africa)

*The Global Education Time (GET) project, co-funded by the European Commission, seeks to strengthen the Global Citizenship Education capacity of formal education systems across eight European countries - Bulgaria, Czech Republic, Greece, Ireland, Italy, Poland, Portugal, and Spain.*

*The project addresses an identified lack of coordination between educational authorities and other key stakeholders with GCE responsibility by undertaking research focused on three main areas: (i) identifying opportunities and challenges in the implementation of GCE related strategies and policies, (ii) mapping select curriculum documents to assess the potential for GCE integration, and (iii) auditing sample textbooks to identify opportunities related both curriculum documents and the four global challenges of the project. This symposium aims to communicate a snapshot of the interconnected research conducted by the GET project.*

## 14:15 - 15:45: Parallel Session B (Continued)

### Workshop: Transformative Learning for a Sustainable Future: From Transformation Wishing to Transformative Practice. Room V

**Coordinators:** **Douglas Bourn** (UCL), **Cathy d'Abreu** (Oxford Brookes University/SEEd), **Clive Belgeonne** (DECSY)

> *"We face an existential choice between continuing on an unsustainable path or radically changing course...Education is crucial to this change of course…Yet education itself must be transformed." (UNESCO, 2024)*

*In this session and participatory workshop, the authors will present the key themes and findings of the Transformative Learning for a Sustainable Future UCL DERC Report 24 (Bourn, d'Abreu, Hatley and Belgeonne, 2025), illustrated through selected case study examples drawn from ten cutting edge sector initiatives, establishing a shared frame of reference for understanding key Transformative Learning themes and approaches.*

*In the second stage, using an appreciative inquiry approach, attendees will be invited to surface, name and discuss examples of Transformative Learning from their own practice areas. Through a facilitated collective inquiry, these examples will be shared, clustered and analysed, enabling the group to identify common threads, productive tensions and the conditions that can support authentic 'response-ability' (Sterling and Martin, 2019) in Transformative Learning practice.*

### Paper session: Global Citizenship Education and Policy. Room VI

**Chair:** **Annette Scheunpflug** (University of Bamberg)

- **Marcella Milana** (University of Verona). *Global Citizenship Education in the Italian School System: Global policies and local Implementation.*
- **Gregory V. Massara (**University at Albany (SUNY)). *Networked Governance for Global Education: Theorizing Participatory Processes for Durable Changes in Practice.*
- **Xènia Gavaldà Elias** (Universitat Autònoma de Barcelona and Catalan Agency for Development and Cooperation). *Can Global Education transform policies? Lessons from Catalonia's institutional trajectory.*
- **Anna Bauer** (Pedagogical State Institute Rhineland-Palatinate). *Why Rhineland-Palatinate is Building a Bridge Between Administration and Universities – How a New State-Level Initiative Drives Pre-Service Teacher Education.*

## 15:45 - 16:10: Comfort break

## 16:10 - 17:40: Parallel Session C

### Symposium: Global and inter-regional cooperation to strengthen Global Education national policies. Room C

**Chair:** **Liam Wegimont** (Global Education Network Europe)

*The Dublin Declaration marks a fundamental moment in the history of Global Education (GE), not only in Europe but also globally. It captures outcomes from extensive discussions within Europe and beyond. In addition it has inspired a series of processes at national levels in Europe and at a global level across international forums.*

*The engagement with Global Critical Friends, representatives from different GE sectors of other regions of the world during the process of elaboration of the New Declaration has highlighted the need to include a variety of perspectives and different sources of knowledge in GE. New topics, a more inclusive approach and decolonised methodologies were brought into the conversations leading up to the framing of the declaration. It is therefore urgent to commit to continue strengthening the dialogue in a horizontal relationship that can promote mutual learning.*

*This symposium aims to connect the Dublin Declaration with broader dialogues that are taking place within GE in different regions of the world, opening up conversations on the impact of international policy frameworks on global education policies, research and practices, making various international initiatives and efforts visible.*

- **La Salete Coelho** (Ibero-American Programme on Global Citizenship for Sustainable Development). *Advancing the Citizenship and Sustainable Development agenda in Ibero-America through international and regional dialogue.*
- **Libby Giles** (New Zealand Centre for Global Studies). *Regional Pathways to Global Citizenship: Critical Friends and Hubs of Excellence.*
- **Momodou Sallah** (Gambia National Research & Innovation Fund). *Reimagining Global Citizenship Education in Africa after the Dublin Declaration: Advancing African-Led Research, Policy, and Practice through Global and Inter-Regional Cooperation.*
- **Namrata Sharma** (State University of New York at Oswego). *Research & Policy Implications of the Dublin Declaration.*

# 16:10 - 17:40: Parallel Session C (Continued)

## Paper session: Democratic Engagement and Young People. Room 1 - Physics

**Chair:** **Doug Bourn** (UCL Institute of Education)

- **Stefan Rostock** (Germanwatch e.V.). *Effective Youth Participation with UNESCO ESD 2030 and the Handprint.*
- **Carlota Quintão** (Coletivo A3S). *Tell those in charge of the museums: A Pilot Study on Youth Agency and Institutional Transformation in Portuguese Museums.*
- **Luca Morini** (Coventry University), **Naomi Van Stapele** (Movisie). *What Democracy Looks Like – Documenting Community Led Research and Action Within the Horizon Europe YOUROPE Project.*
- **Heidi Rautionmaa, Rilli Lappalainen & Arto Kallioniemi** (University in Helsinki). *Critical Inter-Worldview Dialogue for Global Citizenship Education: Strengthening a Shared Minimal Ethos and Responsible Activism.*

## Paper session: Pedagogy of Education for Sustainable Development. Room 2 - Physics

**Chair:** **Piero Dominici** (University of Perugia)

- **Aaron Redman** (Aalborg University). *Transforming Education with Solutions Oriented Sustainability Learning.*
- **Pietro Corazza** (University of Bologna). *Learning to Live with Collapse: Rethinking Sustainability Education in an Era of Eco-Climatic and Social Breakdown.*
- **Abitha Chakrapani** (University of Jyväskylä). *Teaching for Climate Change: Evaluation of basic education curricula in Finland, Ghana and India.*
- **Carmen Sippl & Karin Tengler** (University College of Teacher Education Lower Austria)**.** *Imagining Sustainable Futures: Futures Literacy Pedagogy in Global Education.*

## Paper session: Research in Higher Education. Room 3 - Physics

**Chair:** **Yuemiao Ma** (University of Edinburgh)

- **Naouel ABDELLATIF MAMI** (University of Setif 2). *Reimagining Global Citizenship Education in the Age of AI: An Algerian University 4.0 Perspective for the Global South.*
- **Nina Sachau & Caitriona Rogerson** (STAND). *Centring criticality in an era of crisis: A case study of context-responsive global citizenship education and pedagogical re-imagination.*
- **Júlia Pírez Curell** (Fundació Autònoma Solidària). *Refugee Students, Global Justice Education, and Epistemic Justice: A Case Study at the Autonomous University of Barcelona.*
- **Jason Goulah** (DePaul University) & **Giulia Pellizzato** (Cambio lo, Cambia il Mondo). *Literature as Method in Value-Creating Education for Global Citizenship.*

## Paper session: Pedagogical Approaches 2. Room 4 - Physics

**Chair:** **Marcella Milana** (University of Verona)

- **Rocío Herrero Romero** (Universidad Autónoma de Madrid); Pablo Puyol (Universidad Autónoma de Madrid)**.** *Feasibility and Pilot Study of the SURE Program: A Co-Designed Whole-School Approach to Promote the Wellbeing of Migrant-Background Adolescents in Secondary Education.*
- **Ilaria Paradiso** (University of Bologna). *Reframing Social Work Training through Theatre of the Oppressed and Global Citizenship Education.*
- **Greg Misiaszek** (Tohoku University). *Ecopedagogy as Globalization from Below: Teaching development and Citizenships for Justice, Peace, Wellbeing, and Sustainability.*
- **Jen Simpson** (GLEA Coventry University). *Learning to Unlearn (L2UnL) with laughter – a pedagogical framework for transformative learning.*

## Paper session: Conceptual debates in Global Citizenship Education. Room V

**Chair:** **Frances Hunt** (UCL Institute of Education)

- **Elisavet Anastasiadou** (University of Jyväskylä). *Planetary Phronesis.*
- **Marta da Costa** (Manchester Metropolitan University). *Freire in European Global Citizenship Education: Critical Aspirations, Coloniality and the Work of Supplementation.*
- **Lynette Shultz** (University of Alberta) [ONLINE]. *'We Make the Road by Walking': Global Education in a Post-Global World Order Through Conviviality, Counter-Coloniality, and Repair.*
- **Zin Mie Sharr** (Nord University)**.** *Balanced Global Citizenship Education Framework: Reconciling Universal Human Rights with Neoliberal Critiques through Solidarist Pluralism and Cosmo-Nationalism.*

## 16:10 - 17:40: Parallel Session C (Continued)

### Paper session: Approaches to engagement in Global Citizenship Education. Room VI

**Chair:** **Maayke de Vries** (University College London)

- **Natalya Hanley** (University of Greater Manchester). *From International Mobility to Relationships and Connections: Pathways to Civil Society Sustainability.*
- **Karen Wynne** (Liverpool World Centre)**.** *Catalysing History in the Service of Global Learning – Prompting Dialogue on the Present & Possible Futures through the Stories of People and Objects from the Past.*
- **Marine Inada** (Soka University)**.** *From Silence to Solidarity: Dialogue Pedagogy, Cultural Barriers, and Youth Empowerment in Japanese Global Citizenship Education.*
- **Magdalena Kuleta-Hulboj** (University of Warsaw). *Knowledge Co-creation in Global Education: The Role of Non-Governmental Organizations as Epistemic Actors.*

## 17:45 - 18:30: Book Launch: *Elgar Handbook on Global Citizenship Education.* Room C

Join the editors, and contributors, to launch this insightful new Handbook, which aims to provide a comprehensive illustration of contemporary discourse and approaches to teaching and learning for a global society.

**Chairs:** **William Gaudelli** (Georgia Tech College of Lifetime Learning) & **Ricardo Römhild** (University of Bonn)

**Discussant:** **Liam Wegimont** (Global Education Network Europe)

**Presenters:**

- **Barbara Santibanez** *(Going Beyond the "Modern-Colonial" Global Citizenship Education Imaginary? A Comparative Approach in France, Italy & England)*
- **Elisavet Anastasiadou** *(Underpinning Global Citizenship Education Through Planetary Phronesis)*
- **Greg Misiaszek** *(Disrupting Anthropocentric GCE with Ecopedagogies Through Southern Epistemological Lenses: Lessons from Bangladesh and Uganda)*
- **Jason Dorio & Blanca Salas** *(Regenerative Pedagogy of Danilo Dolci: Implications for Global Citizenship Education)*
- **Liz Azukas** *(Human-Centered AI for Global Citizenship: Designing for Learners, Communities, and Cultures)*
- **Namrata Sharma** *(An Intercultural and Ethical Framework for Sustainability and Global Citizenship Education)*
- **Riikka Suhonen** *(From TikTok to the Vocational Classroom: Bridging Digital Media Worlds Through Culturally Responsive Global Citizenship Education)*
- **Yuemiao Ma** *(Practising Global Citizenship Education through Model United Nations Activities in China)*

## 20:00 - 22:00: Optional Social Dinner. *Cantina Bentivoglio*

This dinner is available to those who have booked in advance. If you have not yet booked, you must do so by 30 August to attend. More information on https://angel-network.net/ANGELConference2026 . Address: Via Mascarella, 4/b, 40126 Bologna

# DAY 2: 11 SEP

#ANGELConference2026

## 09:00 - 10:30: Parallel Session D

### Symposium: National Histories of Global Education in European Countries. Room C

**Coordinators:** **Annette Scheunpflug** & **Liam Wegimont** (Global Education Network Europe)

*Research on Global Education has grown over the years. Yet, despite some foundational work, relatively little attention has been given to the history of Global Education at national level in Europe. For GENE, the work on national histories is fundamental. It helps ensure that the knowledge and experiences of the pioneers of Global Education are not lost. From a policy perspective, it also allows us to learn from previous initiatives, debates, and structures; from successes and failures. Quite simply – without adequate histories, we are doomed to re-invent the wheel and waste efforts. National histories also reveal the complexity, diversity and richness of Global Education across Europe.*

*This symposium builds on 'Global Education in Europe: National Histories', published in 2024 as the first volume in a planned series. It brings together authors of chapters on Malta (**Mark Mifsud**), Portugal (**La Salete Coelho**), Slovakia (**Ditta Trindade Dolejsiova**) and the United Kingdom (**Doug Bourn**). Some were directly involved in the histories they describe, while others bring the perspective of more recent research. The symposium aims to outline some of the philosophical and methodological issues arising from the development of history in Global Education – an emerging historiography – to explore the research questions that emerged from specific national histories, to share this work more widely, to incite others to write as yet unwritten national histories, and to inform the development of Volume 2, where other countries national histories will be compiled in the coming years.*

### Paper session: Peace Education. Room 1 - Physics

**Chair:** **Alexis Stones** (UCL)

- **Wing-Kai To** (Bridgewater State Uni.). *Critical Internationalization through Migration Studies, Global Citizenship, and Peace Education.*
- **Riikka Suhonen** (University of Helsinki), **Maayke de Vries (**University College London), **Kefah Barham** (An-Najah National University)**.** *From silence to action in GCE: Solidarity with and for Palestine and Palestinians.*
- **Stefania Moser** (Free University of Bolzano)**.** *Global Citizenship Education for Peacebuilding: Civil Service Abroad as a Transformative Learning Experience.*
- **Marie Huxtable** (University of Cumbria). A Living Educational Theory Research approach to enhancing the educational influence of ANGEL.

### Paper session: Global Partnerships. Room 2 - Physics

**Chair:** **Aaron Redman** (Aalborg University)

- **Marika Oikarinen** (University of Oulu)**.** *Global Critical Friends: Co-Creating Sustainable Practices in Teacher Education.*
- **Katie Chapple** (WorldWise Global Schools). *From Charity to Solidarity: Rethinking Global School Partnerships through a Critical Global Citizenship Lens.*
- **Madeleine Le Bourdon** (University of Leeds)**.** *'The university is international outwards, rather than inwards': Towards equity and reciprocity in Global Education Partnerships.*

### Paper session: Democracy and Global Education. Room 3 - Physics

**Chair:** **Annette Scheunpflug** (University of Bamberg)

- **Jorge Bernad Vicente** & **Teresa Coma-Roselló** (University of Zaragoza). *Student participation for global citizenship in primary education: a systematic review (2012–2026).*
- **Ana Cris Blasco-Serrano** & **Jorge Bernad** (Zaragoza University). *Global Citizenship Education in Primary Schools.*
- **Frederick Njobati** (University of Bamberg). *School leadership and the development of democracy learning and peace education: Case of Cameroon.*
- **Rilli Lappalainen** (Bridge 47). *Current state of sustainable development in Finnish liberal adult education institutions.*

### Paper session: Research on Teaching Global Learning. Room 4 - Physics

**Chair:** **Magdalena Kuleta-Hulboj** (University of Warsaw)

- **Giovanna Malusà** (Free University of Bozen). *An Enactive and Relational Aesthetic Approach to Teacher Education: The Museum as a Transformative Space.*
- **Anu Railasto-Moran** (Rauhankasvatusinstituutti Ry), **Mari Jõgiste** (Mondo)**.** *Global Citizenship Education: Navigating Tensions, Reflexivity, and Transformation.*
- **Wendy De Luca** (Charles Sturt University). *Is there a role for vocational teachers as global citizenship educators?*
- **Asep Rudi Casmana** (University of York)**.** *Global citizenship education: views and perceptions of secondary school teachers in Indonesia.*

All timings are given in CEST

## 09:00 - 10:30: Parallel Session D (Continued)

### Paper session: Key Debates in GCE & ESD. Room V

**Chair:** **Namrata Sharma** (State University of New York)

- **Aruj Khaliq** (University of Oxford)**.** *"Brave New World"?: AI, The Thinking Machine Paradox and the Reconfiguration of Agency in Global Education.*
- **Silvio de Magistris** (UNIFI). *Inner Skills as Foundations of global Education and AI Adoption for Human and Planetary Flourishing.*
- **Stephanie Daniela Leupert** (Friedrich-Alexander-Universität Erlangen-Nürnberg). *Sustainable Entangled? Global Citizenship Education in the Postdigital Age.*
- **Jiayi Wang** (UCL Institute of Education). *Understanding and promoting ocean literacy: Exploring the experiences, perceptions, and attitudes of secondary school students, teachers, and school leaders in England.*

### Paper session: Pedagogical Approaches 3. Room VI

**Chair:** **Giannis Efthymiou** (London School of Economics and Political Science)

- **Annalisa Quinto** (University of Bologna)**.** *Educating for Intergenerational Justice through Global Citizenship Education: A Critical Pedagogical Perspective.*
- **Seongjong Lee** (UCL IoE Social Research Institute). *Democratic Education Against the Grain: How Community Sustains Teachers' Haltung in Korean Schools.*
- **Maria Barry** & **Saibh Ní Loingsigh** (Dublin City University), **Claire Glavey** (Global Village)**.** *Inside out and outside in: The role of leadership in a coherent approach to Global Citizenship Education.*
- **Sandra Federici** (Lai-momo Societa' Cooperativa Sociale). *The challenge of the DCYDE! project.*

## 10:30 - 11:00: Coffee Break

## 11:00 - 12:30: Parallel Session E

### Symposium: From Projects to Public Policy: Mainstreaming Global Citizenship Education at Regional Level in Italy. Room C

**Chair:** **Massimiliano Tarozzi** (University of Bologna)

**Speakers:** **Rocio Ballesta Orta** (Platforma), **Grazia Sgarra** (AICS), **Mirella Orlandi** (Emilia Romagna Region), **Luisa Mulas** (Sardinia Region), **Natalino Barbizzi** (Marche Region), **Filippo Battaglia** (Tuscany Region)

*Over the last decade, Global Citizenship Education in Italy has moved from a mainly project-based field—often driven by international cooperation and civil society organisations—towards an emerging policy architecture that connects national strategies with sub-national governance.*

*This symposium:*

- *shares and problematises that transition through a set of regional experiences developed within AICS co-funded initiatives and current DEAR projects.*
- *invites critical reflection on the risks of mainstreaming and on enabling conditions needed to keep GCE oriented to justice, peace, and ecological sustainability.*
- *explores how regional authorities can move from experimentation to institutionalisation, embedding GCE into sustainable development strategies, youth policies and participatory governance frameworks.*

*Participants will work with a "mainstreaming pathway" and a practical policy-design toolkit to explore how regions can institutionalise GCE beyond competitive calls and short-term projects—linking it to regional sustainable development strategies (SRSvS), education policies, youth participation, and multi-actor governance.*

*The symposium is organized in the framework of the GEAR UP! project led by Regione Marche, which offers a valuable example of how EU-funded initiatives can act as catalysts for policy innovation, stakeholder engagement and long-term systemic change.*

# 11:00 - 12:30: Parallel Session E (Continued)

## Paper session: Research in GCE pedagogies. Room 1 - Physics

**Chair:** **Frances Hunt** (UCL)

- **Maayke de Vries** (UCL IoE). *Transformative Learning and GCE: Planting Seeds That Rise Rooted.*
- **Yuemiao Ma** (University of Edinburgh). *Reworking global citizenship education in practice: discursive agency and participation in Model United Nations.*
- **Miguel Heilbron** (GlobalCitizenship.Community / Wereldburgerschap.Community). *Operationalising Global Citizenship Education in Schools: Insights from the Global Citizenship Circle and Ten Times More History.*
- **Karen Pashby** (Manchester Metropolitan University). *"Critically reflecting on their world and their place in it": a study of the up-take of the ethical global issues pedagogy resource.*

## Workshop: Child Migrant Voices. Room 2 - Physics

**Coordinator:** **Eithne Nightingale** (Queen Mary University of London)

*Child Migrant Stories is an initiative which led to an extensive public programme of film screenings, discussions and performances co-produced with child migrants and publication of the book, 'Child Migrant Voices in Modern Britain: Oral Histories 1930s - Present Day'. A new development is the production of web-based learning resources based on four of the short films, which explore factors that drive children to leave their homes, the challenges of settling in a new country and issues of home, identity and belonging. They aim to increase students' understanding of, and empathy for, child migrants' and refugees' experiences and to give students tools to critically evaluate related public discourse in the media and elsewhere; raise awareness of the legacy of Empire; understand the legal frameworks that protect such children; and generate discussion on how individuals, schools and broader society can become more welcoming and inclusive.*

*The workshop will explore key findings in the original research and public engagement programme, screen one film and/or clips of several films, introduce a selection of the materials related to the films, and will end with a discussion of the challenges as well as the sensitive and controversial issues in the teaching of migration.*

## Paper session: Teacher Education. Room 3 - Physics

**Chair:** **La Salete Coelho** (University of Porto and Polytechnic University of Viana do Castelo)

- **Juan Cisterna** (Universidad de Granada)**.** *Teaching Controversial Issues in Contexts of Polarisation: Challenges for Initial Teacher Education at the University of Granada.*
- **Nicholas Palmer** (Federation University) & **Ulviyya Mikailova** (ADA University). *Ecologies of Learning in Azerbaijan: Innovation, Teacher Education, and Metro/ Regional Futures in a Globalising Context.*
- **Simone Leone** (Università di Bologna)**.** *Disrupting the "Universal" Citizen: A Queer-Ecofeminist Critique of Global Education in Swedish Teacher Training.*
- **Deirdre Hogan** & **Teja Solar** (Ubuntu Network, University of Limerick)**.** *The Ubuntu Network: A model to support strategic integration of Global Citizenship Education into initial teacher education.*

## Paper session: Decolonial Approaches & Indigenous Perspectives. Room 4 - Physics

**Chair:** **Ana Radovic** (Queensland University of Technology)

- **Abraham Tamukum Tangwe** (Protestant University of Rwanda). *Decolonizing North–South Research Partnerships: Power, Equity, and Knowledge Exchange in Global Higher Education Collaborations.*
- **Sara Salmi** & **Marta Milani** (University of Verona). *Decolonizing Intercultural Competence through Cultural Democracy: Insights from the INTRACOMP Project.*
- **Nashwa Khedr** (University of British Columbia). *Global Education as a Neocolonial Project: Crafting Co-opted Bourgeoisie.*
- **Marta da Costa** (Manchester Metropolitan University). *Epistemic reflexivity as decolonial praxis in global citizenship education: reflections from Swedish upper secondary school teachers.*

## 11:00 - 12:30: Parallel Session E (Continued)

### Paper session: Transformative Learning. Room V

**Chair:** **Cathy d'Abreu** (Oxford Brookes University/SEEd)

- **Elisabetta Villano** (University of Salerno). *Crossing Cultures: Uncovering Visual and Literary Pedagogical Hermeneutics.*
- **Sofia Roux Tercero** (Universidad Panamericana). *Educating for Global Citizenship through Hospitality: A Pedagogical Response to the Crisis of Otherness.*
- **Tracy Galvin** (Ulster University)**.** *Holding Space in Times of Uncertainty: Self-Awareness and the Ethical Work of Critical Global Citizenship Education.*
- **Elena Muscarella** & **Alice Ticli** (WeWorld). *Intersectional reframing of ECG for intergenerational fairness and right to the future. Findings from DEAR Global District project in re-designing deep democracy practices.*

### Symposium: Moving Evaluation in Global Education Forward. Room VI

**Coordinator:** **Ana Larcher** (Global Education Network Europe) & **Carlota Quintão** (CEAUP)

*GENE has been involved in research and policy work aimed at moving evaluation in Global Education forward. Supported by the ideas and reflections of important thinkers in the field, this work has argued for evaluation methods that are more closely adapted to the particular characteristics of Global Education. It has placed particular emphasis on qualitative methodologies and experimentation, with the aim of better understanding the changes associated with Global Education.*
*This panel builds on this work and brings together further contributions from different authors looking at the evaluation and assessment of Global Education at different levels and for different purposes. Together, they contribute to the reflection on how evaluation in Global Education can move forward, what we seek to evaluate, and which methods and practices can help us understand the changes that Global Education aims to support.*

- **Carlota Quintão** (CEAUP). *Tackling Impact Evaluation in Development Education: The Case of Sinergias ED.*
- **Giulia Pellizzato** (DePaul University). *Meaning-Making in Sustainability Education. A Pathway to Student and Teacher Empowerment.*
- **Herco Fonteijn** (Maastricht University). *Beyond a Single Test: Programmatic Assessment as a Strategy for Global Citizenship Education.*
- **Koen de Jonge** (Nuffic). *Dutch Quality Standard for Global Citizenship Education in Initial Teacher Training.*
- **Júlia Lladós Puig** (Universitat de Lleida). *Development, implementation and refinement of the Toolkit for the Assessment of the Global Competence (TAGC) in language subjects in Secondary Education: a design-based research.*

## 12:30 - 13:45: Lunch break

## 13:45 - 14:05: Keynote presentation: *Defending the Public Purpose of Education: Learned Societies, Research Networks and the Democratic Future of European Education Policy*

**Joe O'Hara** (DCU Institute of Education)

As digital technologies advance and democratic norms recede, one question keeps returning: what is education actually for? Civic engagement rather than individual competence building is where scholarly societies and learned communities such as ANGEL become indispensable. They act as bridges between research, policy, and practice, creating spaces where ideas are disseminated, challenged, and refined collectively - sustaining critical exchange when public debate is fragmented. They also nurture emerging scholars and protect the reflective, long-term dimensions of inquiry. In an uncertain political landscape, such infrastructures remain vital to democratic education and its public mission.

**Chair:** **Frances Hunt** (UCL Institute of Education)

## 14:05 - 15:00: Special focus: *What Palestine Teaches Global Citizenship Education: Palestinian Voices, Sumūd, and Action*

**Kefah Barham** (An-Najah National University)
**Areen Iyad Muna** (An-Najah National University) [ONLINE]
**Riikka Suhonen** (University of Helsinki)
**Maayke de Vries** (UCL Institute of Education)

This session is prompted by the article "From Silence to Action: Taking a Collective Turn in Global Citizenship Education With and For Palestine and Palestinians" (Policy & Practice, 2026), which showed how Palestine has been largely neglected within the field of Global Citizenship Education (GCE). The article reviewed publications in GCE between 2024 and 2026 to investigate how the field responded to the ongoing genocide in Gaza and the occupied West Bank. In her work on GCE in Palestine, Dr. Kefah Barham has highlighted the difficulty Palestinian students face in applying the global ideals that lie at the heart of GCE when these ideals are often contradicted by their everyday experiences. In this session, Dr Kefah Barham and Dr Areen Iyad Muna will elaborate on teaching GCE in Palestine and shed light on how the lived experiences of Palestinians can inform our practices, such as the incorporation of sumūd as a pedagogical principle.

## 15:00 - 15:15: Comfort break

## 15:15 - 16:15: Roundtable discussion: *Towards Peace and Justice through Global Education*

Chair: **Madgalena Kuleta-Hulboj** (University of Warsaw)
**Emma Pike** (Lex International Fund)
**Greg Misiaszek** (Tohoku University)
**Alexis Stones** (UCL Institute of Education)
**Ruba Salih** (University of Bologna)

To understand the increasing number of conflicts and inequalities around the world, peace and global social justice education have to be a major part of learning for all ages. This roundtable will review different ways in which education initiatives can and is addressing these challenges. Reference will be made to the importance of disarmament education, advancing social justice and positive peace education.

## 16:15 - 17:00: Reflections: *Multistakeholder Panel*

Chair: **La Salete Coelho** (ANGEL / Ibero-American Programme on Global Citizenship for Sustainable Development)

**Cecilia Barbieri** (UNESCO Global Citizenship Education Section)

**Rilli Lappalainen** (Bridge 47)

**Naouel Abdellatif Mami** (Mohamed Lamine Debaghine University of Sétif 2)

**Luca Rizzo Nervo** (Delegate for Migration Policies and International Cooperation, President's Cabinet of Emilia-Romagna Region)

**Agnieszka Skuratowicz** (Former Head DG INTPA, European Commission)

The closing panel provides a moment of reflection on key ideas that have emerged throughout the conference, as seen from diverse perspectives across research, policy, and practice. The panel will aim to examine how we move beyond rhetoric towards meaningful and transformative practice, outline opportunities for research going forward, and reflect on the importance of research for policy.

## 17:00 - 17:15: Closing words

**Doug Bourn** (UCL / ANGEL)

# Plenary speakers: Biographies

#ANGELConference2026

## **Felisa Tibbitts** (Utrecht University)

Felisa Tibbitts (DPhil, MPP, MEd) works at the intersection of political science and educational sciences through teaching, research, and policy engagement. An internationally recognised leader in human rights education, she brings a human rights perspective to all her work, currently focusing on climate change education and the governance and educational implications of artificial intelligence (AI).

She previously taught in the International Education Development Program at Teachers College, Columbia University, and is now Professor and UNESCO Chair in Human Rights and Higher Education at Utrecht University, where she also holds the Chair in Human Rights Education. Her research explores AI governance and teacher agency; decoloniality and climate justice; transitional justice and Indigenous peoples in education; and youth-led climate litigation's educational implications.

Felisa began her career in civil society and continues to lead Human Rights Education Associates (HREA), an international NGO advancing human rights learning. She also advises UN agencies, the Council of Europe, national human rights institutions, and education ministries on curriculum, teacher education, and AI- and climate-related research.

## **Masashi Urabe** (Hiroshima City University)

Prof. Dr. Masashi Urabe is a professor of comparative and international education at Hiroshima City University in Japan. His works is teacher training and his current research focus especially on Education for Sustainable Development in the field comparative and international education.

## **Joe O'Hara** (DCU Institute of Education )

Joe O'Hara is a Full Professor of Education and is a member of the School of Policy and Practice in the DCU Institute of Education. He trained to be a teacher at the Mater Dei Institute of Education and following a period working at the University of Zimbabwe he joined DCU in 1996 . He is Director of EQI- The Centre for Evaluation, Quality and Inspection and has a research interest in evaluation, school inspection, quality assurance , research infrastructure and educational policy. formation Outside of DCU Joe has had a number of different roles. He was a Director of APSO/Irish Aid from 2002-2004, a member of the Teaching Council from 2012 -2016 and has been an Associate Faculty member at the Centre for Culturally Responsive Evaluation and Assessment (CREA) – University of Illinois since 2014. Joe was President of the Educational Studies Association of Ireland (ESAI ) from 2010- 2012, President of the European Educational Research Association (EERA ) from 2018 -2023, is currently President of the European Alliance for Social Sciences and Humanities (EASSH) and President of the World Educational Research Association (WERA).

# Plenary speakers: Biographies

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## **Kefah Barham** (An-Najah National University)

Kefah Barham is an Associate Professor in the Faculty of Educational Sciences and Teacher Training at An-Najah National University in Nablus, Palestine. Her academic work focuses on teacher education, pedagogy, qualitative research, citizenship education, and education in contexts shaped by conflict, occupation, and social change.

Dr. Barham's research examines Global Citizenship Education in the occupied West Bank, exploring how Palestinian students, educators, and policymakers understand rights, justice, political agency, and global solidarity.

## **Areen Iyad Muna** (An-Najah National University)

Areen Iyad Muna is a Palestinian teacher, teacher educator, and doctoral researcher in Teaching and Learning. She works as a teacher with the Palestinian Ministry of Education and serves as an Adjunct Lecturer in the Faculty of Educational Sciences at An-Najah National University. Her work bridges school practice, teacher education, educational technology, and inclusive pedagogy.

## **Riikka Suhonen** (University of Helsinki)

Riikka Suhonen (MA) is a doctoral researcher at the Faculty of Educational Sciences, University of Helsinki. Her research examines how global citizenship education is understood and enacted in upper secondary vocational education in Finland, with particular attention to democratic participation and engaging with politicised global issues. She is a co-author of "From Silence to Action: Taking a Collective Turn in Global Citizenship Education With and For Palestine and Palestinians" (Policy and Practice, 2026), which led also this session. Her broader work has centred around internationalisation in education, civil society collaboration, and youth civic engagement.

## **Maayke de Vries** (UCL Institute of Education)

Maayke de Vries is a PhD student at the Institute of Education, University College London, and a social science teacher in Dutch secondary education. Her research focuses on participatory research methods, critical Global Citizenship Education, and decolonization. She is active within the Dutch teacher collective Docenten voor Palestina (Teachers for Palestine), a solidarity movement with Palestine and Palestinians that advocates for the inclusion of Palestine in Dutch education and challenges practices that contribute to human rights violations. This engagement prompted her to co-author the article "From Silence to Action: Taking a Collective Turn in Global Citizenship Education With and For Palestine and Palestinians" (Policy and Practice, 2026), which led her to contribute to this session.

# Plenary speakers: Biographies

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## Emma Pike

Emma Pike is a nuclear disarmament expert, peace and human rights educator, and communications strategist. In her recent role at Lex International, she focused on strengthening the role of international law and shifting narratives around nuclear weapons away from deterrence and towards disarmament. Her work sits at the intersection of disarmament, education, and public communication, with a particular interest in how education can contribute to building a more peaceful and equitable world for all. Emma holds an MA in International Relations from the University of St Andrews, an MA in Development Education and Global Learning from the UCL Institute of Education, and an MEd in International Educational Development from Teachers College, Columbia University.

## Greg William Misiaszek (Tohoku University)

Greg William Misiaszek, Ph.D., is a Distinguished Professor at Tohoku University's Graduate School of Education and holds the position of Associate Director at the Paulo Freire Institute, UCLA. He is the Chief Editor of the Bloomsbury Encyclopedia of Environmental Education (with Karen Malone); Executive Editor of the Teaching in Higher Education journal, and Bloomsbury Book Series Editor of Freire In Focus (with Carlos Alberto Torres). His work focuses on ecopedagogy, comparative/international studies, adult/higher education, socio-environmental justice, planetary sustainability, Freirean scholarship, anti-anthropocentrism, migration, technologies, (eco)linguistics, and Indigenous/Southern epistemological diversity through (post)critical theories of globalizations, citizenships, race, gender, and postdigitalism, among others.

## Alexis Stones (UCL Institute of Education)

Alexis Stones is Subject Lead for the Religious Education PGCE at the IOE, where they have taught since 2015. They have worked in education for more than 30 years as an RE teacher, lecturer and tutor for the RE PGCE, theatre practitioner, and museum educator since 2010. They also teach across other university providers, including King's College and Winchester University, as well as at the National Gallery and Wallace Collection.

Alexis's interests include museum education, peace education, Forum Theatre, knowledge and subject specialism, and they co-lead UCL's Subject Specialism Research Group. They also research the relationships between religion and science in the RE and science curriculum and classroom, and contribute to DERC's MA in Global Learning. Alexis co-convenes UCL's Peace Education and Education & Religion Special Interest Groups..

## Ruba Salih (University of Bologna)

Ruba Salih is a Professor of Anthropology. Before joining Bologna in 2022, she was a Professor in the Department of Anthropology at SOAS, University of London. She also held a position as a Senior Lecturer at the Institute of Arab and Islamic Studies, University of Exeter (2007-2010). Her research and writing cover transnational migration and diasporas across the Middle East and Europe, colonisation and decolonisation, refugees and the Palestine question, gender memory and colonial traumas. Currently, she is a member of the Executive Board of Insaniyyat, Society of Palestinian Anthropologists. She has been a visiting scholar at Brown University, at the University of Cambridge and at the University of Venice, Ca' Foscari.

# Plenary speakers: Biographies

## **Rilli Lappalainen** (Bridge 47)

Rilli Lappalainen is the founder and CEO of Bridge 47, a global network uniting civil society organizations, researchers, and policymakers to advance SDG 4.7. The network champions global citizenship education and values-based learning, recognizing non-formal and informal learning as equal to formal education, with lifelong learning as a cornerstone of sustainable societies. Bridge 47 helped create SDG 4.7 and continues shaping its post-2030 direction.

Rilli also works as a sustainability consultant, helping civil society and public institutions embed systemic sustainability into their work, and is a respected international advocate.

With over 30 years of experience across local, European, and global levels, he has served as President of CONCORD, the European Confederation of NGOs, and Vice-Chair of Forus, a global network of over 24,000 civil society organizations. His background spans engineering, education, and international politics.

## **Naouel Abdellatif Mami** (University of Sétif 2)

Professor Naouel Abdellatif Mami is a Full Professor at Mohamed Lamine Debaghine University of Sétif 2, Algeria, and an internationally recognized expert in higher education governance, internationalization, digital transformation, and skills development. In 2016, she became the youngest Full Professor in Algeria. She has served as Vice-Rector for External Relations for 14 years and President of Algeria's National Commission for the Transition to University 4.0 at the Ministry of Higher Education and Scientific Research, leading major national higher education reforms. She is a member of the National Economic, Social and Environmental Council (CNESE), an expert for the European Training Foundation (ETF), and a member of the Scientific Council of El Fanar Media.

Professor Mami has coordinated and contributed to numerous international initiatives, including Erasmus+, UNIMED, Mare Nostrum, Virtu-PEACE, and UNESCO-related projects. She was awarded the Mare Nostrum Virtù e Conoscenza distinction in Italy for her contribution to international academic cooperation, intercultural dialogue, Global Citizenship Education and knowledge exchange.

## **Agnieszka Skuratowicz**

Agnieszka Skuratowicz is an independent expert on education, global youth and international partnerships. She led the European Commission's work on education, youth and culture across international partnerships. Now on sabbatical, she explores how technology and the attention economy are reshaping childhood, education, and democracy - and asks a pressing question: are we building the future we want, or enduring the one we've stopped steering?

# Plenary speakers: Biographies

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## Cecilia Barbieri (UNESCO)

Cecilia Barbieri is Chief of UNESCO's Section for Global Citizenship and Peace Education in Paris, a position she has held since 2019. She joined UNESCO in 1999 and has worked extensively across Africa, Asia and Latin America on education policy and planning, teacher development, literacy, education in conflict and crisis contexts, and the regional coordination of global education agendas.

Her current work focuses on the transformative role of education in advancing peace, human rights, global citizenship and sustainable development. She was closely involved in the revision of UNESCO's landmark 1974 Recommendation, which culminated in the 2023 adoption of the Recommendation on Education for Peace, Human Rights and Sustainable Development, providing a contemporary framework for addressing challenges including conflict, discrimination, hate speech, climate change and digital transformation.

Before joining UNESCO, Cecilia worked in vocational training and institutional capacity building and spent over 15 years engaged in peace education, human rights and intercultural understanding with an international NGO.

## Luca Rizzo Nervo (President's Cabinet of Emilia-Romagna Region)

Luca Rizzo Nervo is a politician with a long record in public administration, social policy, and healthcare governance. He began his career in fair trade and journalism before serving as chief of staff to the President of the Province of Bologna (2004–2007). A Democratic Party member since its founding, he was elected to Bologna's city council in 2009 and served as councillor for health, welfare, and social innovation from 2011 to 2016, and again from 2016 and 2021, most recently under Mayor Matteo Lepore. Elected to the Italian Chamber of Deputies in 2018, he has also held leadership roles with ANCI and the WHO's Healthy Cities network. Since 2025 he has advised the Emilia-Romagna region on immigration and international cooperation.

## Agnieszka Skuratowicz

Agnieszka Skuratowicz is an independent expert on education, global youth and international partnerships. She led the European Commission's work on education, youth and culture across international partnerships. Now on sabbatical, she explores how technology and the attention economy are reshaping childhood, education, and democracy - and asks a pressing question: are we building the future we want, or enduring the one we've stopped steering?