

EVENT

PROGRAMME

#ANGELCONFERENCE2023

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



19/20 June 2023 UNESCO HQ: Paris, France

In partnership with



Cattedra UNESCO
in Educazione alla
Cittadinanza Globale



Co-funded by
the European Union



PROGRAMME

#ANGELCONFERENCE2023

Monday 19th June

08:45 - 09:30

Arrival, registration & refreshments

09:30—10:10

SESSION A: Global Education & Learning for a Just, Peaceful & Sustainable World [Room 11]

Welcome: **Massimiliano Tarozzi** (ANGEL / Uni. of Bologna)

Welcome: **Stefania Giannini** (UNESCO) [VIDEO ADDRESS]

Introductory remarks from policy-makers

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

10:10 - 11:00

Keynote presentation: Research as a political act
Arjun Appadurai (New York University) [ONLINE]

11:10 - 12:00

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

12:00 - 12:20

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

13:45 - 17:00

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

13:45 - 15:15

- **B1:** Climate Change Education and Education for Sustainable Development for the implementation of Global Education [Room 8]
- **B2:** Education for Global Social Justice [Room 11]
- **B3:** Higher education and Global Citizenship [Room 7]
- **B4:** Teachers perspectives and engagement on Global Citizenship [Room 3]

- **B5:** Theoretical perspectives on Global Education and Learning [Room 8 Bis]

15:30 - 17:00

- **B6:** Comparative perspectives of teacher education [Room 7]
- **B7:** Global Citizenship, Sustainable Development and Transformative Education [Room 11]
- **B8:** Global Education and Learning and informal and non-formal spaces [Room 8]
- **B9:** Integrating Global Education and Learning into the curriculum [Room 3]
- **B10:** Peace Education [Room 8 Bis]

17:00 - 18:30

Mixer / Networking Drinks (7th floor restaurant)

Tuesday 20th June

09:00 - 12:10

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

09:00 - 10:25: Key issues in GE

- **C1:** Reimagining education for a sustainable world – dialogues with indigenous & multispecies perspectives [Room 8]
- **C2:** Embedding global education and learning at system and school level: a cross country comparative [Room 11]
- **C3:** Better Evaluation in Global Education - Moving policy and practice forward [Room 7]
- **C4:** Global partnerships to accelerate action for the SDGs – Research and Teaching Good Practices from Higher Education [Room 3]
- **C5:** Global Sense - Developing Global Sensitivity Among Student Teachers [Room 8 Bis]

10:45-12:10: Policy frameworks & implications for GE

- **C6:** The new European Declaration on GE to 2050, its implications and opportunities to strengthen links between research and policy [Room 3]
- **C7:** Global Citizenship Education and Sustainability: Engaging the Earth Charter and Value-Creating Perspectives [Room 11]
- **C8:** Climate change communication and education country profiles: A tool to foster PEER learning and policy dialogue on CCE through improved data [Room 8 Bis]
- **C9:** Strengthening synergies between UNESCO's programme

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on Global Citizenship Education & the academic community [Room 8]

- **C10:** Connecting Early Career Researchers in global education & learning - Let's create an ANGEL ECR network together [Room 7]

13:30 - 15:45

SESSION D: Closing plenaries & Reflections [Room 11]

Keynote presentation: Nurturing values of sustainability and global citizenship through education with the Earth Charter: A contribution to building a better world

Mirian Vilela (Earth Charter International)

14:10 - 14:50

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

14:50 - 15:30

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

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

15:40 - 15:55

Conference close: Where next for Global Education and Learning and ANGEL? Doug Bourn (ANGEL Chair / UCL)
Closing remarks & thanks. Liam Wegimont (GENE)

Lunchtime sessions

- **Tues 20th:** 12:30 – 13:15. **Meet the journal editors** [Room 8]
- **Tues 20th:** 12:30 – 13:15. Exploring an Asia Pacific Global Education Declaration [Room 7]

Conceived as a major, internationally focused gathering, the **ANGEL Conference 2023** aims to bring together interested parties from all backgrounds for two exciting days of sessions showcasing and discussing research, projects, and new developments connected to **Global Education and Learning** or **Global Citizenship Education**, and other related fields such as **Development Education**, **Human Rights Education**, **Education for Sustainable Development**, **Education for Peace**, and **Intercultural Education**.

The event, which is free to attend, prioritises the strengthening of relationships between **researchers and policymakers**, fostering mutual learning, and encouraging policy-relevant research and research-based policymaking, and well as presenting transversal activities that promote and enrich connections between researchers, policy-makers, and **civil society organisations**, especially those which capitalise on the rare opportunity to gather face-to-face.

Event partners

The event is organised by the **Academic Network of Global Education and Learning (ANGEL)** in partnership with **UNESCO**[°], with the cooperation of **Global Education Network Europe (GENE)**, **IOE**, **UCL's Faculty of Education & Society**, and the **UNESCO Chair in GCED in Higher Education**, based at the University of Bologna. This event, along with the other activities of the ANGEL network, are co-funded by the **European Union**.*

Background

This will be the 4th international conference on Global Education and Learning organised by ANGEL. The first three editions (2017, 2019, 2021) were organized by the **Development Education Research Centre** within IOE, with the support of **GENE**, and were all held in London, apart from the 2021 event which was held online. A further major event, focused primarily on Early Career Researchers, was held in 2020, and hosted by the **University of Oulu**. ANGEL is the most comprehensive network of Global Learning professionals, with members in more than 80 countries.



“There is increased interest by learners of all ages in global and sustainability issues, as evidenced by the steady increase in the volume of publications in these fields.

This international conference is a major opportunity to showcase current research and identify themes that could influence policymakers and put global and sustainability themes at the heart of education programmes around the world.”

Doug Bourn, ANGEL Project Chair



[°] UNESCO does not endorse any product, service, brand or company.

* The establishment of this network and running of this event has been made possible with funding support from the European Commission. The activities and publications of the network are the responsibilities of the organisers, the Development Education Research Centre, and can in no way be seen as reflecting the views of the European Commission.

THEMES

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

The Conference, to be held within UNESCO Headquarters in Paris, carries the title ***Global Education & Learning for a Just, Peaceful & Sustainable World***, and will include a mixture of inspirational keynote presentations, academic papers and presentations from empirical research, debates on key issues and opportunities for meetings of specialist Journal boards, early career researchers, NGO practitioners and policymakers. A wealth of parallel sessions will cover themes that emerge amongst submitted proposals, e.g. school-based education, further and higher education, adult education and informal learning. All plenary sessions will include discussions on how to take forward the themes addressed by the speakers in developing and implementing policies, informing research, and helping to improve the quality of educational practice.

Major event themes

- Global Citizenship Education for Social Justice
- Peace Education in a World of Conflict and Discord
- Global Education and Learning for a Sustainable World

Cross-cutting themes

- Current challenges for Global Education and Learning and Global Citizenship Education
- Global Education and learning supporting the achievement of the SDGs
- Relationship to formal or further and higher education or informal forms of learning
- Articulations between Global Citizenship Education and Education for Sustainability
- Global education and learning and reimagining the futures of education



Twitter

Tweet your responses and reflections to how the event addresses these themes using the event hashtag: [#ANGELConference2023](https://twitter.com/ANGELConference2023). ANGEL's handle is [@angelnetworknet](https://twitter.com/angelnetworknet).

However, please respect the privacy of presenters who may not want to be tweeted.

Event tweets will be selected for publishing in a Twitter Moment after the event.

GOALS

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What does the ANGEL Conference 2023 plan to achieve?

- Exploration and analysis of the process of developing the new Declaration on Global Education to 2050
- Sharing outcomes on relevant and current research on Global Education & Learning, Global Citizenship Education and Education for Sustainability
- Showcasing the work of UNESCO in conceptualising and disseminating Global Education & Learning, Global Citizenship Education and Education for Sustainability
- Connecting researchers and international policy makers on Global Education and Learning
- Nurturing Early Career Researchers
- Facilitating relationships between researchers and Civil Society Organisations
- Exploration and analysis of UNESCO's Futures of Education initiative

The European Declaration on Global Education to 2050

The ANGEL conference intends to encourage discussion and activity around the new Declaration on Global Education, also known as the Dublin Declaration on GE.

This important new European strategy framework aims to define a long-term vision, and build broader and deeper political support and commitment for Global Education. Several sessions at the conference will examine the implications, and evaluation, of this landmark agreement.



FURTHER INFO

You can access the following associated materials by clicking or scanning the QR code seen below. Alternatively, visit https://angel-network.net/AC23_Materials

- **One page programme**
- **Abstract book**
- **French programme**
- **Slido for Plenary Session Q&As**
- **Speaker & presenter biographies**
- **Padlet / Noticeboard**
- **Attendee list**
- **Feedback form**



Acknowledgements

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

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

DAY 1: 19 JUNE

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SESSION A ROOM 11

08:45 - 09:30: Arrival, registration & refreshments

Coffee & tea etc served in the hallway outside of the Plenary room (Room 11, Level -1)

09:30 - 10:10: Global Education & Learning for a Just, Peaceful & Sustainable World

- **Master of Ceremonies:** Ditta Trindade (Global Education Network Europe)
- **Welcome:** Massimiliano Tarozzi (ANGEL / Uni. of Bologna)
- **Welcome:** Stefania Giannini (UNESCO) [VIDEO ADDRESS]

GE for a Just, Peaceful & Sustainable world: Introductory remarks from policy-makers

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

10:10 - 11:00: Keynote presentation: Research as a political act [ONLINE] Arjun Appadurai (New York University)

While there is a long tradition of treating research as needing to be neutral or value-free, I will argue in this lecture that research can be a basic tool for improving public debate, increasing political participation and contesting fake news and political censorship. These are the main ways in which research can improve political action.

Chair: Annette Scheunpflug (ANGEL / University of Bamberg)
Respondent: Doug Bourn (ANGEL / UCL)

11:00 - 11:10: Comfort break

11:10 - 12:00: Keynote presentation: Transforming Education for Just and Sustainable Futures Sobhi Tawil (UNESCO)

Knowledge and education are the foundation of human development and the basis for shaping collective futures. However, global education efforts are currently not on track to meet international development goals and commitments set for 2030. Moreover, current educational models, approaches, and practices are not sufficiently configured to changing the course of global development towards more just, inclusive and sustainable futures. While the need to transform global education has recently permeated international development discourse, there is less clarity on what needs to change and how. This is in part due to the failure of international education and development efforts to recognize education as an inherently political process. We must contend with these political dimensions if education is to be truly transformed to ensure more just, peaceful and sustainable futures.

Chair: Annette Scheunpflug (ANGEL / University of Bamberg)
Respondent: Namrata Sharma (State University of New York at Oswego)



QUESTIONS?

Use the interactive Slido app to post your questions at any point. Scan the code or visit [slido.com](https://www.slido.com) & enter code #ANGEL



All timings are given in CEST

DAY 1: 19 JUNE

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SESSION A (CONTINUED) **ROOM 11**

12:00 - 12:20: **Keynote presentation: GEL Database as a tool for research and policy**

Massimiliano Tarozzi (ANGEL / Uni. Of Bologna) & **La Saete Coelho** (ANGEL / University of Porto and Polytechnic of Viana do Castelo)

With this presentation we are pleased to officially launch the GEL Database: A comprehensive digital catalogue of bibliographic references in Global Education and Learning established by the ANGEL network and the UNESCO Chair in GCED in Higher Education at the University of Bologna. This multilingual device is a powerful tool for systematically investigating the field of GEL and some outputs already emerge from its data. In this presentation some major research trends and emerging areas that can influence education policy will be reviewed. In particular, the establishment of GEL as a manifold but distinctive educational field will be addressed in close relation with the global debate on definitions in a post-colonial context, as the case of the Portuguese-speaking countries emblematically shows.

12:20 - 13:45: **Break for lunch**

Food served in 'The Mall'. Marked on the map with 

SESSION B

Latest Research on Global Education & Learning (Parallel sessions)



Click or scan for full information in the Abstract Book

13:45 - 15:15: **Part 1**

ROOM 8

B1: Climate Change Education and Education for Sustainable Development for the implementation of Global Education

Chair: Ana Larcher (Global Education Network Europe). **Rapporteur: Carla Inguaggiato** (Uni. of Bologna). Climate change has rightly become a priority topic within all areas of formal education curriculum. But what does this mean in practice? Should it be taught as a discrete subject, as part of a whole school approach, or is it part of a wider programme around global citizenship and sustainability? These questions will be addressed through a range of papers that look at the role that emotional responses play, the influence of policy-agendas, and extent to which it motivates students for their learning.

ROOM 11

B2: Education for Global Social Justice

Chair: Martial Ze Belinga (Independent researcher). **Rapporteur: Joffy Conolly** (Uni. of Oulu). Within global education and learning, social justice has been an ever-present theme. The papers in this session directly address issues relevant to social justice such as human rights, gender equality and broader humanistic values. Any discussions on social justice should bring in questions of decolonisation and the linkages between the two will be discussed in the session.

ROOM 7

B3: Higher education and Global Citizenship

Chair: Elina Lehtomäki (ANGEL / University of Oulu). **Rapporteur: Luca Vittori** (Uni. Of Bologna). Universities have become a leading area for promoting and engaging with the SDGs and themes such as global citizenship. They play a key role in building a stronger educated community around global education and learning yet having at the same time to deal with the influence of neoliberalism, marketisation and international status. The papers in this theme address these matters through looking at processes of students learning and development of a global mindset, including the influence of Target 4.7 of the SDGs and the contribution of international partnerships and mutual learning across a range of universities.

ROOM 3

B4: Teachers perspectives and engagement on Global Citizenship

Chair: Annette Scheunflug (ANGEL / University of Bamberg). **Rapporteur: Miren Gonzalez Bals** (UNESCO). The role teachers can and do play as agents of change is the main theme of this session. Papers addressing how teachers represent and promote global citizenship, from a range of different contexts and empirical research will be presented. In particular, the research presented covers some of the challenges around continuous teacher training and professional development for long-lasting engagement on Global Education programs, or the issues regarding teaching of controversial issues.

DAY 1: 19 JUNE

SESSION B (CONTINUED)

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Click or scan here to see full session descriptions in the Abstract Book

ROOM 8Bis

B5: Theoretical perspectives on Global Education and Learning

Chair: Liam Wegimont (ANGEL / Global Education Network Europe). **Rapporteur:** Jo McAuley (GENE). What are the theoretical influences on global education and learning? What are the diverse ways the field can be introduced and developed? Are there examples from research that show a range of effective methodological approaches? The need to recognise differing ways of thinking about and delivering global education and learning will be explored in this theme. Reference will be made to the global-local interrelationship, the extent to which the field can facilitate a transformative approach to learning and ways in which the discourse is perceived in different regions of the world.

15:30 - 17:00: Part 2

ROOM 7

B6: Comparative perspectives of teacher education

Chair: Mónica Lourenço (University of Aveiro). **Rapporteur:** Giulia Filippi (Uni. Of Bologna). The initial and continued professional development of teachers has become one of the most popular and successful ways of embedding the themes of global education and learning within the school classroom. Recognising the influence of global citizenship and sustainable development themes within both policies and practices concerning teacher education, the papers in this theme look specifically at contrasting examples of projects and research in Turkey, Pakistan, England, Ireland, and Portugal. A feature of the discussions will be the extent to which global education and learning themes should be the focus of distinct courses, integrated in cross-curricular approaches or underpinning the programmes in general.

ROOM 11

B7: Global Citizenship, Sustainable Development and Transformative Education

Chair: Namrata Sharma (State University of New York). **Rapporteur:** La Salette Coelho (ANGEL / University of Porto and Polytechnic of Viana do Castelo). Target 4.7 of the Sustainable Development Goals has become a focus of ways of bringing together the themes of global citizenship and sustainable development in education. Papers in this session will directly address the extent to which some of the themes within this Target has been valuable and has acted as a catalyst for transformative learning. Reference will be made in the papers to the role that climate change education has played in this process and the need to address directly voices from the Global South.

ROOM 8

B8: Global Education and Learning and informal and non-formal spaces

Chair: Clare Bentall (UCL). **Rapporteur:** Luca Vittori (Uni. Of Bologna) / Arnfinn Nygaard (A. Nygaard GE Consulting). Learning and engagement about global citizenship and sustainability issues takes place in a variety of spaces, as well as within formal education structures. Papers in this session will address particularly the role of youth engagement beyond formal education in these issues, including, for example, the connections between global citizenship and refugee education. It will also address the contribution and impact of informal forms of learning, with a focus on the role of social media spaces. A feature of the session will be a discussion on how learning on global issues takes place and is translated into action, including within local communities and with their own peer groups.

ROOM 3

B9: Integrating Global Education and Learning into the curriculum

Chair: Frances Hunt (UCL). **Rapporteur:** Ana Larcher (GENE). The main focus of this session is where global and sustainability themes are reflected within a school curriculum. Presentations will cover examples of specific subject areas such as mathematics, geography and citizenship and the role that the International Baccalaureate can play in Global Education. Decolonial themes and social justice are likely to feature in curriculum development programmes and evidence from research in this area will be discussed.

ROOM 8Bis

B10: Peace Education

Chair: Alexis Stones (UCL). **Rapporteur:** Maria Mathilde Stoleroff (UNESCO). Although the outbreak of war in Europe has led to increased interest in peace education, this field has long been central to global education. The papers in this session will look at the contribution of peace education to the theme of global citizenship, decolonisation, and transformative pedagogical approaches. Reference will be made to themes such as international peacebuilding, UNESCO 1974 Recommendation, specific UNESCO projects, and linkages with other disciplines such as psychology.

17:00 - 18:30: Mixer / Networking Drinks

Informal networking and drinks in the UNESCO Restaurant (7th floor, accessed via main lifts down the Ségur Hall)

DAY 2: 20 JUNE

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08:30 - 09:00: Arrival

SESSION C



Click or scan for full information in the Abstract

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

09:00 - 10:25: Part 1: Key issues in GE

C1: Reimagining education for a sustainable world – dialogues with indigenous & multispecies perspectives

Facilitator: Professor Elina Lehtomäki, University of Oulu, Finland. **Participants:** Professor Thora Herrmann, University of Oulu, Associate Professor Jani Pulkki, University of Eastern Finland & University of Oulu, Dr Maria Saari, University of Oulu, Dr Yared Demssie, University of Addis Ababa, Ethiopia & University of Oulu, Finland, Joffy Conolly, University of Oulu, Finland, Fadilla Mutiarawati, Sokola Institute, Indonesia & University of Oulu, Finland. **Rapporteur:** Raffaella Faggioli (Uni. Of Bologna)

This workshop with a critical constructive approach invites participants to a dialogue that both broadens and challenges understandings of what it means to educate for a sustainable world. The aim is to identify ways to include perspectives that are marginalised in GEL and sustainability discourses and to bring in minority, global South, indigenous, and more-than-human perspectives and voices to dialogues.

C2: Embedding global education and learning at system and school level: A cross country comparative

Dr Karena Menzie-Ballantyne, CQUniversity, Dr Miriam Ham, CQUniversity, Libby Giles, New Zealand Centre of Global Studies, Dr Sarah-Louise Jones, University of Hull. Rapporteur: Miren Gonzalez Bals (UNESCO)

This workshop begins by reporting on data gathered from a 12-month research project in which academics and personnel from government education departments in New Zealand, Australia and England examined the rollout of the global education and learning agendas in their respective system and school contexts. The presenters will then facilitate activities that enable attendees to examine the data in more depth and reflect on potential opportunities, implications and/or challenges in their schools or systems.

C3: Better Evaluation in Global Education - Moving policy and practice forward

Liam Wegimont (GENE); Ana Larcher (GENE); Annette Scheunpflug (GENE chair, Uni. of Bamberg); Jan Van Ongevalle (HIVA KULeuven); Réseau F3E France; Virginie Gilbert (Luxembourg Ministry of Foreign Affairs); Frank Geary (IDEA); Emer Carney (Ministry of Foreign Affairs, Ireland). Rapporteur: Stefania Moser (Uni. Of Bologna)

If quality Global Education is to reach all in Europe, in solidarity with peoples globally, this can only be possible with a deepening of the work on quality and evaluation. One of the commitments in the European Declaration on Global Education to 2050, The Dublin Declaration, was to: "Support the development of appropriate standard-setting, quality assurance, monitoring and evaluation mechanisms, based on models of good practice that are both relevant and appropriate to Global Education".

GENE will invite for this symposium researchers and policymakers to share their knowledge and experiences about the challenges in evaluation of GE and to present and discuss alternative models and tools of evaluation. The aim is to open a conversation about how to move policy and practice forward for more and better global education. Participants will be encouraged to share inspiring experiences of evaluation from the practice, reflections on evaluation and how to move policy and practice forward.

C4: Global partnerships to accelerate action for the SDGs – Research and Teaching Good Practices from Higher Education

Hillegje van't Land, Secretary General, International Association of Universities, Isabel Toman, IAU Programme Officer, France, Beate Baldwin, Executive Director, Institute of Intercultural Communication and Management (ISIT), France, Max Spiegelberg, UNESCO Chair Coordinator and Researcher, Pädagogische Hochschule Heidelberg, Germany, Charles Hopkins, UNESCO Chair in Reorienting Education towards Sustainability, Katrin Kohl, UNESCO Chair Coordinator, York University, Canada. Rapporteur: Fran Hunt (UCL)

The International Association of Universities (IAU), with partners from the IAU HESD Cluster, a global network of universities engaging with the SDGs, hosts a session under the theme 'Global Education and Learning for a Sustainable World', specifically looking at the role of higher education in the transformation towards a more sustainable future.

C5: Global Sense - Developing Global Sensitivity Among Student Teachers

Mirjam Hitzelberger, Claudia Bergmüller-Hauptmann, Gregor Lang-Wojtasik - Weingarten University of Education. Rapporteur: Giulia Filippi (Uni. Of Bologna)

The aim of the session is to present and discuss both the pedagogical teacher-training concept and the aligned evaluation results of the Global Sense Project. It will also focus on sharing experiences of international cooperation in teacher training with a focus on Global Citizenship Education and discussing how this cooperation can help to prepare future teachers for sensitizing their students for a globally oriented kind of citizenship.

All timings are given in CEST

DAY 2: 20 JUNE

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SESSION C (CONTINUED)

10:25 - 10:45: **Coffee / Tea break**

Refreshments served in 'The Mall'. Marked on the map with 



Click or scan here to see full session descriptions in the Abstract Book

10:45 - 12:10: **Part 2: Policy frameworks and implications for GE**

C6: The new European Declaration on GE to 2050, its implications and opportunities to strengthen links between research and policy

ROOM 3

*Annette Scheunpflug (GENE chair, University of Bamberg); Liam Wegimont (GENE Director); Virginie Gilbert (Luxembourg Ministry of Foreign Affairs), La Salette Coelho (University of Porto and Polytechnic of Viana do Castelo); Libby Giles (New Zealand Centre of Global Studies); Ditta Trindade (GENE); Jo McAuley (GENE); Ana Larcher (GENE).
Rapporteur: Stefania Moser (Uni. Of Bologna)*

GENE, in cooperation with member states, facilitated a participative process from June 2021 to November 2022 to develop a new European Declaration on Global Education to 2050. It sets out a long-term vision for now and for the future, along with commitments needed at national and European level to enable all people in Europe to have access to quality Global Education. At the same time, in the last 20 years, research in Global Education has grown, becoming a distinct field in educational research and providing some of the evidence policy makers increasingly need. The 'Dublin Declaration' recognises the importance of research for GE as an essential enabler of better, research-informed policymaking and makes several commitments to strengthen research work so as to enable research-informed policy. Work has begun to make the Declaration's vision a reality, with countries using it to align funding, policy and strategy. In connection with implementation, GENE wishes to engage interested parties in a conversation about the opportunities and implications of the New Declaration for research and policy. To facilitate the discussion, we would ask participants to prepare beforehand one or two key ideas to share during the interactive part of the session according to the guiding questions found in the detailed listing in the Abstract Book.

C7: Global Citizenship Education and Sustainability: Engaging the Earth Charter and Value-Creating Perspectives

ROOM 11

*Prof. Hiroko Tomioka, Soka University Japan (presenter); Prof. Michiyo Kakegawa, Soka University Japan (presenter); Dr. Namrata Sharma, State University of New York USA (session chair and presenter); Alexis Stones, IOE, UCL's Faculty of Education & Society (respondent).
Rapporteur: Raffaella Faggioli (Uni. Of Bologna)*

In this session scholars explore intercultural approaches to global citizenship education, with a special focus on the United Nations' Sustainable Development Goals (SDGs) and the 2030 Agenda for sustainability. The objective of the session is to introduce new theoretical developments on scholarly discourses in global citizenship education.

C8: Climate change communication and education country profiles: A tool to foster PEER learning and policy dialogue on CCE through improved data

ROOM 8 Bis

Charles Hopkins, UNESCO Chair at York University in Toronto, Canada (moderator), Anna D'Addio, Senior Policy Analyst, GEM Report, Aaron Benavot, University at Albany-SUNY, Daniel Schaffer, CEO, Foundation for Environmental Education, Elma Lund, Student, President for UNA UH Manoa Chapter, University of Hawaii, Joshua Nott, Assistant Principal, Verona School, Australia. Rapporteur: Diego Posada (Uni. Of Padova)

This interactive workshop examines the climate communication and education country profiles generated in partnership between the GEM & MECCE projects. It will engage participants in discussion on the key trends in country progress on CCE, and will feature the voices of CCE experts, development partners and advocates discussing the different approaches to CCE based on the new PEER profiles. Speakers will share insights on the process of strengthening CCE in national policies, plans and initiatives and offer lessons on how to translate policy commitments into concrete action.

C9: Strengthening synergies between UNESCO's programme on Global Citizenship Education and the academic community

ROOM 8

Led by representative from UNESCO Division for Peace and Sustainable Development. Rapporteur: Carla Inguaggiato (Uni. Of Bologna)

In 2023, a revised version of UNESCO's 1974 Recommendation - concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms - will be adopted. This workshop will provide the opportunity to learn more about this important project, and exchange ideas on what can be done to strengthen the role of academics, researchers and policy experts in supporting the implementation of the Recommendation.

DAY 2: 20 JUNE

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Click or scan here to see full session descriptions in the Abstract Book

ROOM 7

C10: Connecting Early Career Researchers in global education and learning - Let's create an ANGEL ECR network together

Andreas Rogler (University of Oulu), Dobrawa Aleksiak (University of Warsaw) and Riikka Suhonen (University of Helsinki). *Rapporteur: Giulia Filippi & Luca Vittori (Uni. Of Bologna)*

Special session for Early Career Researchers (ECR) engaged in global education and learning which aims to lay together the foundation of a future ANGEL ECR Network. The session will start by discussing the findings and suggestions of a survey the session leaders have conducted on the needs, potentials, goals and practicalities of an ANGEL ECR Network. Afterwards, the session will offer plenty of opportunities for us to get to know each other and exchange ideas.

12:10 - 13:30: Break for lunch

Food served in 'The Mall'

12:30 - 13:15: Lunchtime sessions

A: Meet the journal editors

Thinking of publishing an article and not sure how to go about it? Wanting to know more about the specialist journals in the field of global education and learning? Then this session is designed for you!

Meet and discuss journal publishing with the editors of 4 leading journals in the field of global education and learning:

- [International Journal of Development Education and Global Learning](#). Editor: **Clare Bentall** (UCL Institute of Education, UK)
- [Policy and Practice: A Development Education Review](#). Editor: **Stephen McCloskey** (Centre for Global Education, Belfast, Ireland)
- [Sinergias: Educational Dialogues for Social Change](#). Members of the editorial board: **La Salete Coelho** and **Sara Borges** (University of Porto and Fundação Gonçalo da Silveira, Portugal)
- [ZEP: Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik](#). Editors: **Annette Scheunflug** & **Caroline Rau** (University of Bamberg, Germany)

The session will include short overviews of the scope and publishing requirements of each journal and the opportunity for participants to ask questions about getting published in these journals.

ROOM 8

B: Exploring an Asia Pacific Global Education Declaration (Led by **Karena Menzie-Ballantyne**, CQUniversity, Australia)

The development and signing of the Dublin Declaration highlighted the importance of Global Education throughout Europe. To meet SDG 4's objective of inclusive and equitable quality education for all, it is essential we ensure Global Education is given equal priority in the Asia Pacific region. If you would be interested in working towards an Asia Pacific Global Education Declaration, please join us.

ROOM 7

DAY 2: 20 JUNE

SESSION D **ROOM 11**

#ANGELCONFERENCE2023

Éducation mondiale pour un monde juste, pacifique et durable

Closing Plenaries & Reflections

Chair: **Elina Lehtomäki** (ANGEL / University of Oulu)

13:30 - 14:10: **Keynote presentation: Nurturing values of sustainability and global citizenship through education with the Earth Charter: A contribution to building a better world**

Mirian Vilela (Earth Charter International)

What is the cost of a vacuum in fostering values through education? Why nurturing a sense of care and Earth ethic is fundamental for current times? Why is it urgent that we strengthen our efforts towards an education for international understanding, in other words an education that foster a worldview and values of sustainability and global citizenship? How can the Earth Charter be used as an instrument of values examination and clarification, as the basis for systems, ecological and sustainable literacy and above all for nurturing and ethic of care and respect among humans and the large living world?

UNESCO adopted two Resolutions which, recognize the Earth Charter as an important ethical framework for sustainable development, and encourages Member States to use the Earth Charter in Education for Sustainable Development processes (Resolution reference 32C/17 of 2003 and 40C/20 of 2019). In addition, various UNESCO documents and resolutions, refer to the importance of values education, therefore, how the Earth Charter is paving the way demonstrating that this is not only possible, but it matters.

Respondent: **Magdalena Kuleta-Hulboj** (ANGEL / University of Warsaw)

14:10 - 14:50: **Keynote presentation: Fools rush in where ANGELs fear to tread: On the moral responsibility of educators, researchers, and policymakers in the Anthropocene**

Arjen Wals (Wageningen University)

Our planet is in crisis. Interrelated global challenges like runaway climate change, mass extinction, extreme wealth inequality and global pandemics, are affecting billions of people across the globe as well as other species. Many people, especially young people, worry about the future that lies ahead. This existential threat poses questions about the role of education. Can we learn our way out of this crisis?

Innovation and education go hand in hand. But what if innovation lacks a moral compass and unwillingly accelerates unsustainability by damaging social foundations and ignoring planetary boundaries? Are our schools developing the qualities and competencies humanity needs to be able live more lightly, equitably and healthily on the planet or have they become an extension of the globalizing economy and the world of unbridled consumerism? What are those qualities and competencies? How can schools develop them? What is the meaning and role for global education in these unsettling times? In this keynote I hope to provide some answers using the perspective of a Whole School Approach to realizing quality education that is relevant, responsible, re-imaginative and hopeful in light of urgent global challenges.

Respondent: **Hajar Idrissi** (Chouaib Doukkali University)



QUESTIONS?

Use the interactive **Slido** app to post your questions at any point. Scan the code or visit [slido.com](https://www.slido.com) & enter code **#ANGEL**



DAY 2: 20 JUNE

SESSION D (CONTINUED) **ROOM 11**

#ANGELCONFERENCE2023

Éducation mondiale pour un monde juste, pacifique et durable

14:50 - 15:40: Closing panel discussion: Bringing together the lessons and implications of research for policy and practice: reflections from Global Education Stakeholders

Chair: Doug Bourn (ANGEL / UCL)

Elina Lehtomäki (University of Oulu)

Thaïs Leray (European Commission)

Frank Geary (IDEA; Irish Development Research Association)

Virginie Gilbert (Luxembourg Ministry of Foreign Affairs)

Tania Ramalho (State University of New York, GENE Global Critical Friends)

Evarist Bartolo (Former Education, Employment, Foreign and European Affairs Minister for Malta)

Christopher Castle (Director, UNESCO Division for Peace and Sustainable Development)

15:40 - 15:55: Conference close:

Where next for Global Education and Learning and ANGEL? Doug Bourn (ANGEL Chair / UCL)
Closing remarks & thanks. Liam Wegimont (GENE)

We need your honest feedback

The ANGEL project exists only to serve the Global Education & Learning community. Please help us shape the project to the community's needs by feeding back honestly and constructively on this event. You may also be helping us to secure future funding, allowing us to continue or even expand our offering.

Scan the QR code on the right, or visit this website: https://angel-network.net/AC23_Materials to complete a brief survey.



Practical information

#ANGELCONFERENCE2023

Éducation mondiale pour un monde juste, pacifique et durable

Registration, Badges, & Information Desk

You will need to report to the **Avenue de Suffren** entrance and present any form of **photographic ID** to get your badge. You are requested to wear this badge in the most visible manner possible. The staff desk outside of the plenary room (Room 11) is your go-to point for all your information. All conference organisers and staff will be wearing **red ribbons**

WiFi

There is WiFi throughout the building. Network: **HQ-AIR-PUB** Password: **uneswifi**

Lunch / Bar

Lunch, funded by **Global Education Network Europe**, is served in takeaway bags from The Mall area on Level -1. Please note that you cannot eat in conference rooms - but you are welcome to eat and relax in the following spots (**see map**): **(1)** Chairs in The Mall [-1], **(2)** Seats in the Foyer [G], **(3)** Ségur Hall by the lifts [G]. **(4)** If the weather is fine, you can also access the Japanese Garden off the Ségur Hall [G].

Attendees can use the **Cafe** on the 7th floor of the Fontenoy Building for drinks. Use the central lifts through Ségur Hall. Open: 11:30 - 14:30 p.m.

Getting to UNESCO House, plus art works & bookshop

You can see information about the venue, **UNESCO HQ**, including travel advice, at www.unesco.org/en/house. The address is **125 Avenue de Suffren – 75007 Paris**. The closest Metro stations are: **Ecole Militaire** (line 8), **La Motte - Picquet Grenelle** (lines 6, 8, 10) & **Ségur** (line 10).

UNESCO House has the most extensive **art collection** in the United Nations system. Feel free to visit them - however, please do not photograph the works. For additional information see: www.unesco.org/artcollection. You can also visit the UNESCO **bookshop**, located in the Fontenoy Building, between 9:00 - 18:00

Accessibility / Toilets

There is level access to all rooms. Please see map for location of lifts and feel free to ask staff for help. A **disabled toilet** is available off the Foyer at G level. Other toilets are marked on the **map** on the back

Cloakroom

You are welcome to use the **cloakroom**, which is next to Room 11 (Plenary room) on the -1 level. **See map** on rear

Security considerations

If there is an emergency or security issue, call the Central Security Service on **01 45 68 16 37/17**

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

Interpretation

Simultaneous interpretation in both **English** and **French** will be available in all Plenary sessions in Room 11. All desks in that room have the necessary equipment installed. Select your chosen language and then use the headsets

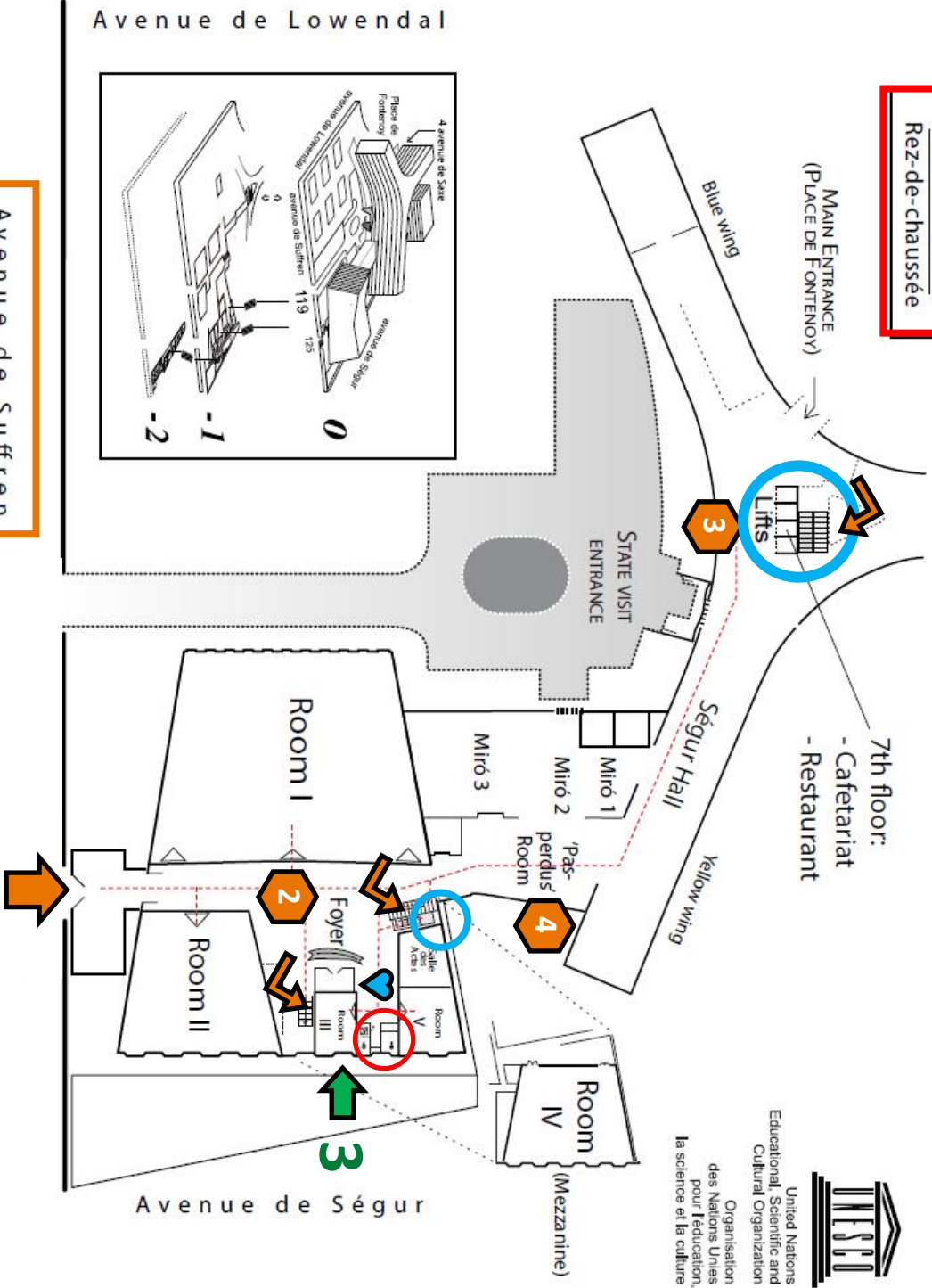


Water

It can be very hot in Paris in June. To help us reduce the environmental impact of the event, please bring a refillable **water bottle** as single use bottles will not be provided.

Fountains are marked on the map on the back.

Street Level
Rez-de-chaussée



Avenue de Suffren

Basement, levels -1 and -2
Sous-sol niveau -1 et -2

- Public entrance is on Avenue de Suffren
- Stairs between G & -1 levels
- Cloakroom
- Lifts
- Toilets
- Water fountain
- Where to eat
Lunch collection at #1
- Main / plenary room
- Breakout rooms
- Information desk

