ANGEL
CONFERENCE
9&10 MAY, LONDON, UK 2019

CONFERENCE PROGRAMME

Contents

Note: Where ever you see these symbols, you can click a hyperlink

Introduction

Welcome to the second academic conference, organised by the Development Education Research Centre ('DERC', UCL Institute of Education) and Global Education Network Europe (GENE), as part of the remit of the partnership project **Academic Network on Global Education and Learning** (ANGEL).

The Conference is aimed at academics, researchers, policy-makers and practitioners from around the world and papers and presentations will cover all sectors of education, evidence from empirical based research as well as academic discussion on how to influence policy-makers.

The Conference will include a mixture of 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 policy-makers. There will be parallel sessions on both days that will cover key themes identified from dialogue with policy-makers, researchers and practitioners. These include conceptualisations of global education, school based education, further and higher education and informal learning.

The conference aims to address 5 key themes:

1) Current challenges for Global Education
- Conceptualising Global Education
- Investigating teacher education practice
- Comparing worldwide approaches
- Curriculum research

2) Sustainable Development Goals: Exploring opportunities and challenges

3) Global Education in practice

- Experiences and research on informal learning
- Experiences and research in higher education
- Experiences and research in teacher education

4) Connecting researchers and policy makers on Global Education

5) Global Education and migrations: Exploring opportunities and challenges

Outside of the plenary speeches and the parallel sessions, arranged by the above themes, we have a number of special symposia and side events, including:

Bridge 47 workshop: Participatory workshop exploring how partnerships can be formed between academics and civil society organisations, in order to advocate for change

British Council workshop: Connecting Classrooms Through Global Learning

Symposium: Centre for Applied Buddhism: Buddhist Perspectives on Global Citizenship and Value Creating Education

Symposium: Materialising Global Education: Using new materialist theory in research and practice

ANGEL Member Business meeting: Contribute to the development and direction of the Academic Network on Global Education & Learning

Book launch: New Bloomsbury book series on Global Education

Meet the editors: Opportunity for one-to-one discussion with academic journals in the field

Background

The demand and need for Global Education has never been greater. At a time when there are increasing moves in a number of countries to forms of economic nationalism and a retreat to national boundaries, never has there been a greater need for the promotion of learning that encourages a global outlook and a sense of recognition that we live in an interdependent and interconnected world.

Various international initiatives have over the past few years encouraged the value of this global outlook including a range of initiatives by UNESCO, most notably their work on Global Citizenship, the OECD's PISA Global Competencies initiative and the Sustainable Development Goals which make reference to many of the key themes behind global education including human rights, sustainable development and inter-cultural understanding.

The response from academics and researchers around the world to these challenges is one of the most notable developments over the past few years. According to ANGEL's analysis, over 500 academic publications, including journal articles, reports and books have been produced covering the area of global education since 2017. Notably, 2017 saw the successful launch of the ANGEL network. The network today has more than 450 members from all over the world.

Policy-makers at a national level are also responding to these challenges through new strategies and initiatives. We have also seen an increased inter-action between policy-makers and researchers—building on the theme of the first ANGEL conference in 2017, which was focused on evidence based research.

This Conference includes a number of themes that build on the research and policy dialogue that has been led by GENE, in partnership with DERC.

An aim of this conference will be to encourage closer dialogue and inter-action between policy-makers, practitioners and researchers, and to this end all sessions will be organized in such a form to ensure appropriate opportunities

for such discussions. In addition, all plenary sessions will include discussions on how to take forward the themes addressed by the keynote speakers in developing and implanting policies, informing research and helping to improve the quality of educational practice.

The conference is being co-organized and co-funded funded by Global Education Network Europe and the Development Education Research Centre.

Global Education Network Europe

This European network of Ministries and Agencies is responsible for support, funding and policy-making in the field of Global Education. Started in 2001 with 6 national structures from 6 countries, GENE has today grown to include over 40 Ministries, Agencies and other national bodies, from over 25 countries.

Development Education Research Centre

DERC was launched at the UCL Institute of Education in November 2006 with funding and support from the UK Department for International Development. We draw funding from a number of different sources including the European Commission, UK government and a range of non-governmental organisations. It acts as the hub of knowledge development on development education and related themes for policy-makers and practitioners across Europe.

Acknowledgements

The organisers of the Conference wish to thank members of the ANGEL Advisory Board, staff of GENE and colleagues within the UCL Institute of Education for their help and support in organising this conference.

ANGEL International Advisory board
Douglas Bourn (Chair)
Massimiliano Tarozzi (Coordinator)
Helmuth Hartmeyer
Elina Lehtomäki
Annette Scheunpflug
Liam Wegimont
Luísa Pereira

DERC Staff
Clare Bentall
Nicole Blum
Frances Hunt
Kester Muller

GENE Staff
Ana Larcher

A very special thanks to the MA students of the 'Development Education and Global Learning' programme, and DERC doctoral students for their volunteering support.

Eleni Belogianni
Heather Abel
Irene Lopez Marin
Rajapriyah Anmpalagan
Adegboyega Arohunmolase
Fran Martin

Adriana Burciaga
Laura Cesaro
Bukola Oyinloye
Divine Mabika
Quinn Runkle

We would also like to thank the staff of Goodenough College for their help in organising this conference.

Housekeeping, Tips & How to use this programme

Hyperlinks

As detailed on the 'Contents' page, there are hyperlinks in this online version of the programme that will take you to various points in the document. The links look like this:

lenging and controversial topics. They need to create space for young minds to explore these issues, begin to unpack perceived viewpoints, their own and others, and to challenge and be challenged. Not all teachers have this confidence, they sometimes lack the will power to take these types of conversations on and to be able to justify doing them in school time. Often teachers resist unpacking their own stereotypes and perceptions and prefer to avoid these discussions at all.

Refugees and Asylum Seekers is an example of an issue that many teachers actively shy away from despite it being a prevalent topic in the UK and European Media in the last 5 years or so. Global Education is the exact tool that could allow a genuine exploration of the differing narratives surrounding refugees and encourage learners to use a variety of lenses to explore this further. However, the research I undertook as part of my MA showed a vast discrepancy in the confidence teachers felt regarding this area. A robust and well-established curriculum would further support teachers and ensure that more sensitive and controversial issues were being discussed in an appropriate and well-thought through framework. I aim to explore how best to do this within the education system in England and Wales.

****

Title: *"Supporting migrant origin students to achieve academic success: a critical grounded theory in Italian middle school"*
Presenter: Giovanna Malusà, (University of Trento)

Session: D10.   Presentation type: Full paper presentation.

Abstract: To ensure inclusive and equitable quality education for all was one of the 17 Sustainable Development Goals adopted by the UN in 2015. However, the recent global increase in refugees and the complex needs of "post-migrants" (Zoletto, 2012) are profoundly challenging the official inclusion policies of European societies (Catarci, Gomes, & Siqueira, 2017). National and international surveys (OECD, 2016) show that the school failure rates of migrant origin students (MOS) are higher than those of their native peers. The data underline the urgent need to unite research, practice, and policy to reduce inequality in education (Suárez-Orozco, Yoshikawa, & Tseng, 2015), assuming a critical social justice perspective (Tarozzi & Torres, 2016) to shape a global citizenship education that promotes an equitable global society (Torres, 2017).

My study, set in Northern Italy, attempts to identify an effective model to support the inclusion of MOS, exploring the following research question: How can they best be enabled to achieve academic success?

The research is part of a complex mixed-method "Sequential explanatory design" (Creswell, 2013) quant->QUAL, in which I have adopted a critical, constructivist, grounded theory method (Charmaz, 2014). The simultaneous data collection and analysis (2014-2017) in-

volved open and focused observations (82 hours) in 5 middle schools, 28 recorded semi-structured interviews (19 hours) with principals and teachers, questionnaires and document analysis. All the material was transformed into text, transcribed verbatim and encoded using QSRNVivo10: 2,323 occurrences and 847 codes emerged from the open coding. During the focused and theoretical coding, 99 subcategories were built inductively, then grouped into 11 saturated categories (reduced to 7), before being integrated into an interpretative final model. This functional multi-dimensional model involves relational, methodological, organizational, political, economic and ethical dimensions, and identifies an effective 5-step process, that could contribute to the planning of equitable quality education for all.

****

Title: *"Migration as a sustainability issue - addressing educational needs of migrants, refugees and local communities"*
Presenter(s): Ros Wade, (London South Bank University), **& Patricia Huion** (UCLL Limburg); **Martine Prins** (Zuyd University, Maastricht)**.**

Session: D10.   **Presentation type: Symposium.**

Abstract: Patricia Huion UCLL Limburg; Martine Prins, Zuyd Maastricht

This symposium will consider the implications of migration for sustainability and for the work of global educators, both from the point of view of the host communities and from migrant perspectives. The commitment by the world community to deliver the SDGs presents an opportunity to strengthen the position of global education within the Quality education goal (SDG 4).

The rise of right wing, chauvinistic and inward looking trends across many European countries present a growing challenge to global awareness and inclusion. Migrants and refugees are in the direct line of fire resulting from these trends, with an increase in hate crimes and racist events. In the UK Brexit has exacerbated this trend. There is two fold challenge here for global educators: firstly to raise awareness, understanding and openness within the host community and secondly to provide appropriate, quality educational opportunities to migrants which will enable them to become active global citizens. Both these challenges will involve transformation of current educational models and paradigms and have implication for educational transformation within higher education, vocational education and the also for the role of NGOs, business educators and government policy.

It will present an overview of the opportunities and challenges created by the Sustainable Development Goals(SDGs) and it will examine the links between climate change, conflict and migration. Drawing from our work on the Fresh start migrant entrepreneurship programme in Belgium, the Netherlands and the UK we will discuss lessons learned and share our Fresh Start flexible model. We have found that there is no 'one size fits all' as each context and