

Call for Abstracts for the 2027 SIIVE Conference

Taking Responsibility for Education – Responding with Education?

Between Deconstruction and Design

Perspectives in Educational Science in the Context of Global Crises

March 10–12, 2027, at the University of Augsburg

Not only current news coverage but also concrete experiential contexts suggest that the current global crisis offers little cause for optimism and makes visions of the future appear dystopian. What does it mean, in such times, to take responsibility for education within nation-state frameworks in a way that is reflective of differences, critical of discrimination, and socially and ecologically just, and to respond through and with education? When universities and schools become targets of attack, when authoritarian regimes and authoritarian tendencies—fueled by right-wing dynamics—challenge the legitimacy of existence and belonging within democracies, when they (seek to) prevent equal participation in education and upbringing, or when they instigate scholasticide, it becomes clear that global crises are not merely abstract superstructures. They influence the shaping of educational structures and processes and thus evoke responses and questions regarding the responsibility of education. At the same time, education and upbringing are involved in the emergence and perpetuation of these crises (e.g., Brüggemann et al., 2025), which manifest as constellations of exclusion and violence. The continuities of colonial, racist, patriarchal, classist, and ableist power and inequality relations are closely linked to institutionalized and normalized exclusions (also) within and through educational institutions (e.g., Akbaba & Heinemann, 2023; Hackbarth et al., 2024).

Educational systems and practices are not only affected by societal crises but are themselves involved in the production and stabilization of unequal living conditions and orders of belonging. Crises thus manifest not only as states of emergency but also as expressions of ongoing relations of violence and inequality. Education, particularly in its institutionalized form, therefore finds itself in a permanently ambivalent situation. „erneuerbare Ressource“ (UNESCO, 2021) aufgerufen, um als Antwort und zugleich Verantwortung im Kontext krisenhafter Weltlagen zu wirken (z.B. Bush und Salterelli, 2000).

Nevertheless, education can also be an expression of hope, emancipation, and freedom. For this reason, it is prominently invoked as a “renewable resource” (UNESCO, 2021) to serve as both a response and a responsibility in the context of crisis-ridden global situations (e.g., Bush and Salterelli, 2000). Against this backdrop, the 2027 SIIVE conference will explore the extent to which education and upbringing are, on the one hand, intertwined with crises and crisis-ridden global situations and, on the other hand, capable of and responsible for responding to critical constellations and authoritarian tendencies.

We invite you to critically analyze educational phenomena in light of the world’s current crises and to develop potential scenarios of resistance, emancipation, and/or transformation that demonstrate their norms and values in a scientifically grounded and reflective manner. This brings into focus the question of how possible futures can be imagined from an educational perspective. Futures can be understood as contingent spaces of possibility that are designed, limited, and negotiated within educational processes. What does it mean for education and upbringing when, under conditions of global crises, knowledge of the future becomes fragile, forecasts lose their validity, and pedagogical action is confronted with the unavailability of the future? How can education respond and take responsibility in the face of multiple uncertainties—triggered by crisis-ridden global situations and their narratives?

As part of the SIIVE Conference 2027, we aim to examine phenomena of education and upbringing, as well as system-inherent and disciplinary structures, processes, and dynamics within educational science itself, in order to explore...

- ...to what extent education and pedagogy (and educational science) contribute to current crises (and their narratives) and their resolution,
- ... to what extent alternatives and counter-narratives can be imagined from an educational science perspective, and
- ... to what extent there are limits to pedagogical and/or educational scientific approaches.

Structures, discourses, policies, and practices should be critically analyzed to reveal tensions that accompany the contradictory and dynamic processes of negotiation in education and upbringing, in order to open up, alongside critical and deconstructivist perspectives, opportunities and possibilities for shaping livable and just global and knowledge-based relationships.

In the commissions on Education for Sustainable Development (ESD), Education and Upbringing in a Migration Society (KEBiM), and Comparative and International Education (VIE), educational phenomena have long been analyzed and addressed from a contextualizing and historicizing perspective and against the backdrop of global contexts of origin and justification. These include—among many other topics—the transfer of educational paradigms, the influence of current and historical developments on educational structures and processes, as well as research paradigms critical of power, and intensive reflection on a differentiation-reflective, anti-discriminatory, socially and ecologically just design of education and learning. Building on the diverse research within the section, the SIIVE Conference 2027 invites participants to establish connections between research interests and research topics in order to make the common foundations visible and open to discussion, and to (further) develop impulses based on them that inspire joint continued work. We invite you to reflect together on relevant concepts, assuming that what needs to be rethought cannot be explored and brought forth smoothly, but rather “in difference” and only through dialogue.

Call for Abstracts

We invite submissions that examine global challenges such as crises and conflicts, the erosion of democracy, planetary boundary overshoots, and technological or data-driven developments as the contexts in which educational processes and structures emerge and are justified. We seek empirical and theoretical explorations that subject these phenomena to critical analysis while also attempting to go beyond them to explore viable alternatives. Contributions may fall under one of the following thematic areas, complement them, or establish connections between concerns situated across multiple contexts.

Thematic Area 1: Comparative Literature, Education Policy, and Policy Transfer

Crisis-ridden global conditions challenge us to rethink education in the context of complex interdependencies, ecological limits, and power and inequality dynamics shaped by both global and national frameworks. In the field of Comparative Studies, education policy, and policy transfer, we invite contributions that critically and reflectively—ly and/or comparatively—analyze divergent education-related forms of (non-)statehood, changes in education systems, international and multilateral constellations of actors (including state, private, and civil society actors), and (trans-)national knowledge orders, and explore possibilities for the responsible shaping of education. Of interest are contributions that examine the possibilities and limitations of inter-/multilateral approaches (e.g., vocational education, peace education, Global Citizenship Education, etc.) and the scope

of action available to various actors (e.g., OECD, UNESCO, churches, social movements) with regard to shaping livable and just conditions within the global community.

Thematic Area 2: Subjectivation and Pedagogical Fields of Action

School, family, peer groups, media, etc., are central intersections where global crises materialize. In the thematic area of subjectivation and pedagogical fields of action, we invite contributions that examine how, in formal, non, and informal learning settings, experiences of crisis are addressed and processed; how these are reflected upon or even generated; how and with what consequences for whom social discourses are negotiated in educational spaces; and to what extent educational and didactic offerings can contribute to taking responsibility for shaping livable and just futures. This also includes an examination of the interweaving of knowledge, affect, and corporeality. Of interest, for example, are historicizing and comparative contributions that explore the extent to which vulnerabilities, resistances, and resiliences can serve as a starting point for the creation of spaces that enable encounter, critique, and transformation.

Thematic Area 3: Higher Education and Academia

Higher education and science are key actors in the production of knowledge and the transformation and adaptation of educational systems. At the same time, they are currently being called into question more than ever before. The thematic area of Higher Education and Science focuses on the theoretical, methodological, and empirical foundations of the discipline and examines how these are themselves challenged by crisis-ridden global conditions. We invite contributions that engage with educational science as a discipline, for example from critical-feminist, anti-racist, or anti-/post-/decolonial perspectives, to explore the limits and possibilities of theorizing, representation, and reflection (including in the research process), as well as the measurement and visualization of power relations in dealing with diverse forms of knowledge. Also of interest are contributions that examine the structural frameworks of academia and research to question the responsibility of universities (and university administrations) for shaping livable and just global and knowledge relations, as well as contributions that address the epistemological violence and knowledge production associated with “ ” and the reproduction of hegemonic knowledge orders (also) within educational science.

Thematic Area 4: Lines of Connection

As diverse as research approaches and topics may be—both within the commissions and across them—our work is united by a commitment to a comprehensive historical, geopolitical, and political-ecological contextualization of education and upbringing. Although

with different focal points and from various, sometimes divergent perspectives, researchers in our section undertake critical-reflective examinations of the present against the backdrop of a turbulent history of the world and of science. Our perspectives are shaped by intersectional and transnational approaches that analyze educational and social relations within their historical, political, and global interconnections. They transcend material and symbolic boundaries to contribute to visions of more livable and just futures. In this thematic area, we invite contributions that explore connections between the content and approaches of the commissions in order to examine how spaces for collaboration can be facilitated, without, however, obscuring or negating the tensions that exist. This thematic area is about exploring and further developing visions of the future as a matter of our own “section.”

Submission Formalities and Anonymization

All contributions will be reviewed anonymously. To support this process, please submit a **title page (page 1)** with information on the authors, institutional affiliation, and thematic area, as well as a page with the **contribution description (approximately pages 2–3)**. Please ensure that the contribution description does not contain any names or other identifiers.

Contributions may be submitted in three formats.

Individual presentations: Each individual presentation lasts 30 minutes (20 minutes for the talk and 10 minutes for discussion). The conference organizers will group the individual presentations into sessions. Three presentations are scheduled per session. Please submit an abstract of no more than 1,500–2,000 characters, including spaces (plus references), with the following information: title of the presentation, name and institutional affiliation, assignment to one or two thematic areas, and a description of the individual presentation in relation to the conference theme.

Panel: A panel lasts 90 minutes and may consist of several presentations (and, if applicable, discussion contributions). Please submit an abstract of no more than 3,500–4,000 characters, including spaces (excluding references), containing the following information: title of the panel, names and institutional affiliations of the presenters and, if applicable, discussants, assignment to one or two thematic areas, and a description of the panel in relation to the conference theme.

Discussion forums: A discussion forum lasts 90 minutes and is intended to explore connections between research approaches and topics across commissions in order to analyze

and reflect on shared concerns and to generate ideas for joint projects. Please submit an abstract of max. 1,500–2,000 characters including spaces (plus references) with the following information: title of the discussion forum, names and institutional affiliations of the contributors, and a description of the topic. Connections to the conference theme are desirable but not mandatory.

We cordially invite all interested parties to participate in the conference through these formats. Abstracts may be submitted via email to siive2027@phil.uni-augsburg.de by **July 15, 2026**. For the latest information, please visit the conference website (<https://www.uni-augsburg.de/en/fakultaet/philsoz/fakultat/paed-vergleichende-bild-ungsforschung/siive-conference-2027/>). For questions regarding organization and/or content, please contact Susanne Ress (ress@tu-berlin.de).

Responsible for organizing the conference: Susanne Ress & Rita Nikolai

SIIVE Section Executive Board: Eva Bulgrin (University of Marburg), Jana Costa (University of Hildesheim), Aysun Doğmuş (TU Berlin), Anne-Katrin Holfelder (University of Bamberg), Helge Kminek (University of Klagenfurt), Rita Nikolai (University of Augsburg), Julie A. Panagiotopoulou (University of Cologne), Anja Steinbach (University of Flensburg), and Susanne Ress (TU Berlin).

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