



CESE

Conference Program



30th Conference | June 29 – July 2 | 2026 | Roskilde / Denmark

Worlds of Learning

Comparative Perspectives on the Future(s) of Education



Roskilde Universitet

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Welcome

Dear Participants,

It is with great pleasure that we welcome you to the 2026 CESE Conference, *Worlds of Learning*, hosted by Roskilde University in Denmark.

The Comparative Education Society in Europe (CESE) has long served as a vibrant forum for scholars, educators, and policy makers to engage in meaningful dialogue about education across national, cultural, and disciplinary borders. This year's theme, *Worlds of Learning*, invites us to problematize narrow understandings of learning and to reflect on the diversity of educational experiences, systems, and innovations shaping learning in an increasingly interconnected and complex world.

At a time when global challenges—social, technological, ecological, and political—demand new approaches to education, this theme encourages us to consider not just *what* is learned, but *where*, *how*, and *why*. We will explore the multiple spaces, communities, and epistemologies that frame learning today, from classrooms and digital platforms to informal networks and transnational movements.

Roskilde University, known for its strong commitment to interdisciplinary research and problem-oriented learning, offers an ideal setting for these discussions. Founded on principles of academic freedom and critical inquiry, the university has fostered a long tradition of socially engaged scholarship that aligns closely with CESE's mission.

Throughout the conference, you will have the opportunity to participate in stimulating sessions, engage with colleagues from around the world, and enjoy the rich cultural and intellectual life of Roskilde and the surrounding region. We hope this gathering will not only deepen your understanding of contemporary educational landscapes but also inspire new collaborations and ideas.

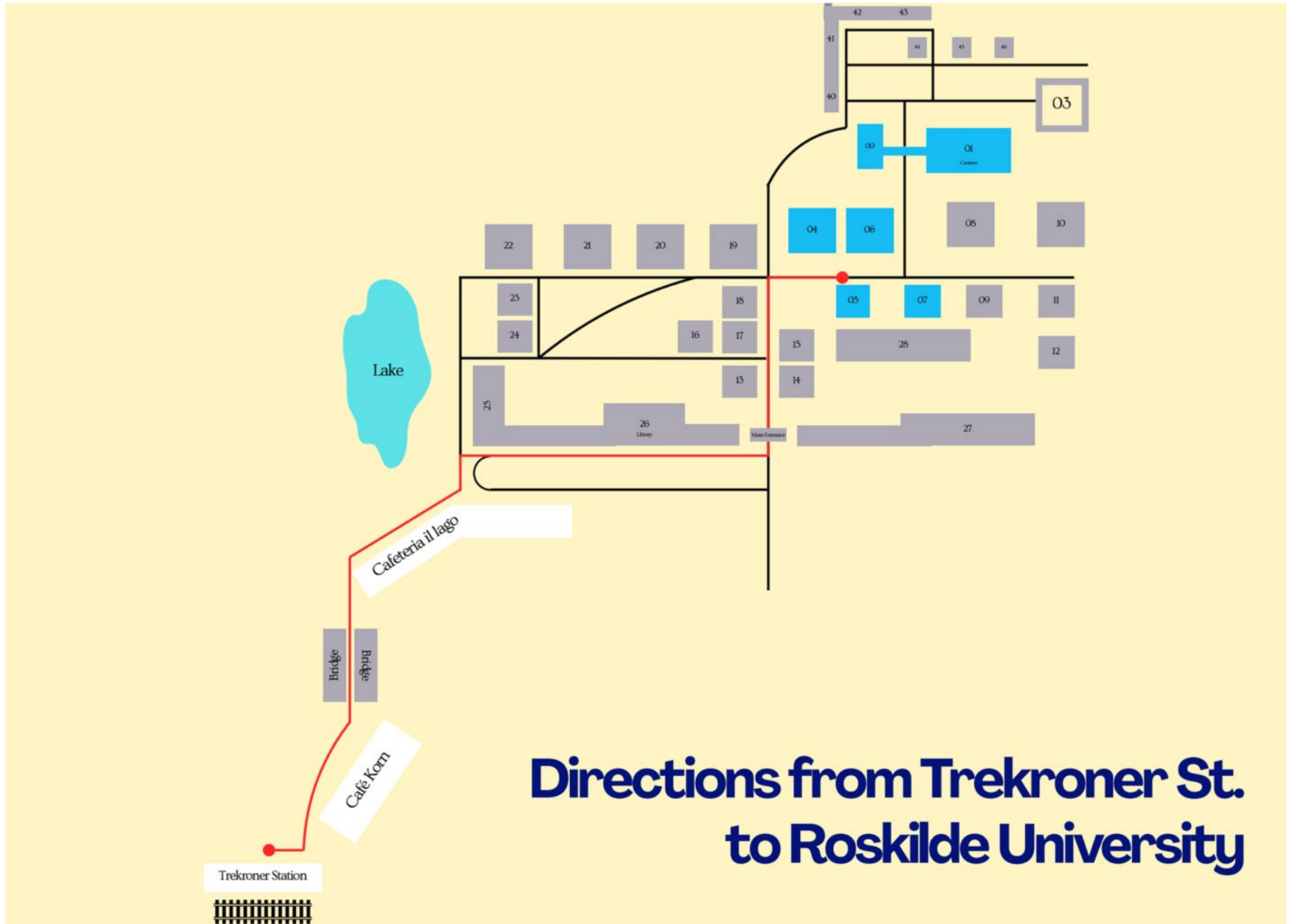
Thank you for joining us for what promises to be an exciting and enriching conference experience.

Warm regards,

Stephen Carney

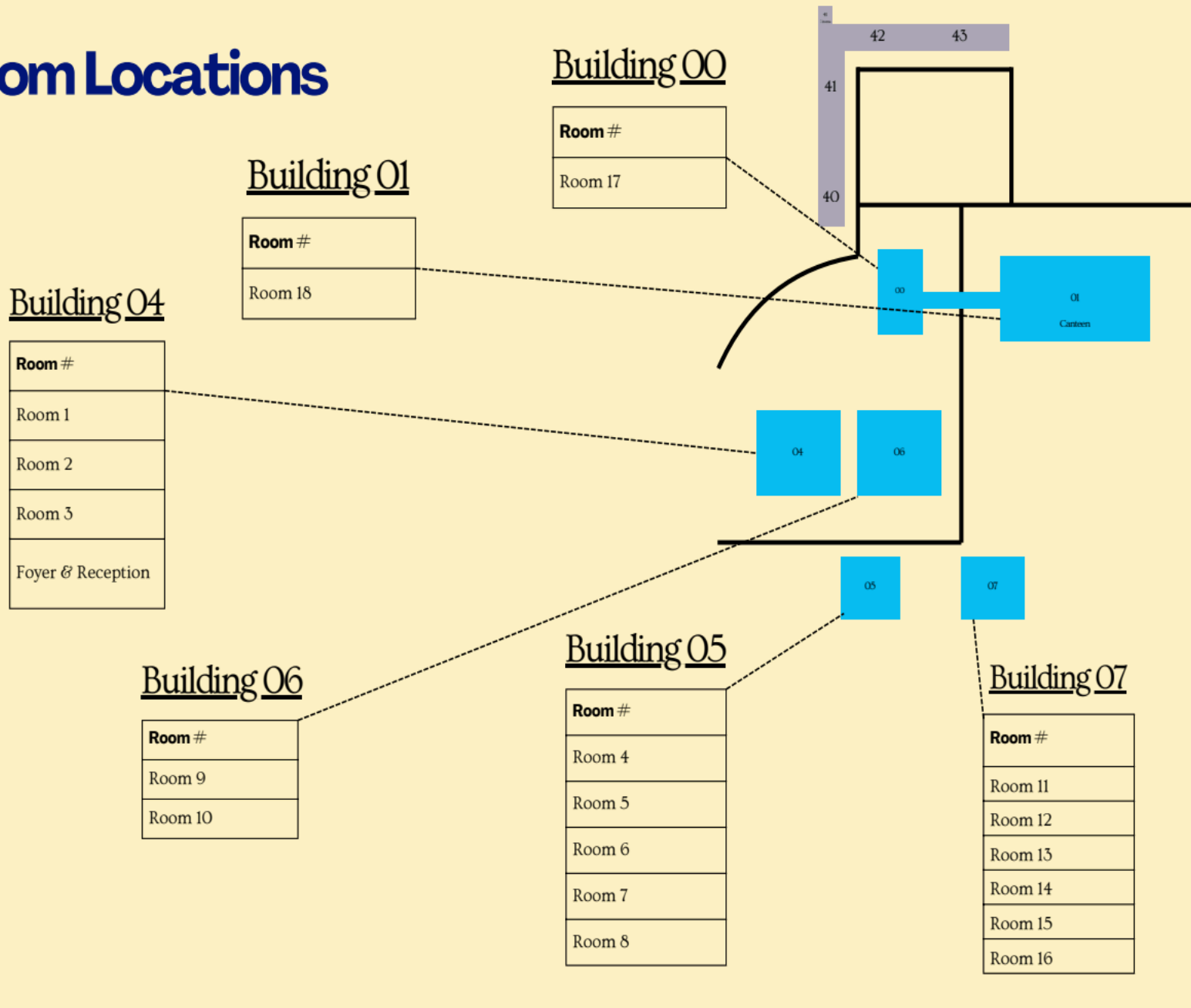
(on behalf of the CESE 2026 Organizing Committee)

	Monday, 29th June	Tuesday, 30th June	Wednesday, 1st July	Thursday, 2nd July
9.30-11.30	Registration (Building 04)	Parallel Sessions 3	Parallel Sessions 5	Parallel Sessions 7
11.30-12.00	Opening of the Conference (Room 17 – Stor Aula)	Coffee break		
12.00-13.30	Plenary 1: The Future as Promise. Community, Inquiry, and World-Making <i>Jakob Egholm Feldt</i> (Room 17 – Stor Aula)	Plenary 2: (Re)creating Communities of Sense: Pedagogies of Embodied Worlding <i>Sharon Todd</i>	Plenary 3: Worlds of learning in times of authoritarianism: educational repair and anti-racist futures <i>Arathi Sriprakash</i>	Lauwerys Lecture Requiem for Comparative Education? <i>Jeremy Rappleye</i>
13.30-14.30	Lunch			Closing of Conference
14.30-16.30	Parallel Sessions 1	Robert Cowen Symposium on Comparative Education (Room 9, building 04/ 06)	Parallel Sessions 6	
16.30-17.00	Coffee break			
17.00-18.30	Parallel Sessions 2	Parallel Sessions 4	CESE General Assembly (17.30 – 18.30)	
18.30-19.30	Reception (Foyer, building 04)	-	-	-



Directions from Trekroner St. to Roskilde University

Room Locations



Jakob Egholm Feldt

'The Future as Promise. Community, Inquiry, and World-Making'.

As Professor of Global History, Jakob's research focuses on the transactions between experiences, concepts, and values from a historical perspective, particularly concerning antisemitism, Jewish history, and public/civil sphere controversies regarding historical and social justice. He is particularly interested in the role of historical experience and temporality in shaping community and solidarity through narratives of suffering, justice/injustice, memories of "events", and socially produced notions of direction and purpose in history. also publishes on the philosophy and theory of higher education and has served as co-director of Roskilde University's research center for problem-oriented project learning.

Arathi Sriprakash

'Worlds of learning in times of authoritarianism: educational repair and anti-racist futures'

Arathi's research has illuminated the structural injustices of schooling systems, asking us to consider how collective recognition of past and present injustices might help us imagine 'reparative futures' of education. She has examined the politics of educational inequality in the Indian, Australian and UK contexts as well as the global governance of childhood and family, considering the ways in which racial capitalism sustains educational injustices. Prior to joining the University of Oxford as Professor of Sociology and Education, Arathi taught at the Universities of Bristol, Cambridge and Sydney. She is a co-convenor of the Race, Empire and Education Research Collective.

CESE 2026 KEYNOTES

Sharon Todd

'(Re)creating Communities of Sense: Pedagogies of Embodied Worlding'

Sharon Todd is interested in the areas of relationality, social justice and ethics and is currently engaged in making connections between the climate emergency, art practice, and political aesthetics in education. She is author of numerous books, including *The Touch of the Present: Educational Encounters, Aesthetics, and the Politics of the Senses* (SUNY Press, 2023), *Toward an Imperfect Education: Facing Humanity, Rethinking Cosmopolitanism* (Paradigm, 2009). and *Learning from the Other: Levinas, Psychoanalysis and Ethical Possibilities in Education* (SUNY, 2003). She is past President of the International Network of Philosophers of Education as well as being a Zen Buddhist and abstract painter. She is Emeritus Professor of Education at Maynooth University, Ireland.

Jeremy Rappleye

'Requiem for Comparative Education?'

Jeremy has had a long career at leading universities in East Asia, collaborating with philosophers, sociologists, psychologists, environmental scientists, and Buddhist monks. These dialogues are afforded by academic fluency in both Japanese and Chinese (Mandarin). He has written extensively on theory in comparative education including: *Beyond the Western Horizon: Rethinking Education, Values, and Policy Transfer* (2020, with Iveta Silova and Euan Auld), *Comparative Education as Cultural Critique* (2021) and *Unlearning Cartesian Consciousness: On the Source of Anglo-American Prejudice towards East Asian education* (Forthcoming 2026, with Nishihira Tadashi and Keita Takayama). He currently serves as Professor of Comparative Education and Director of the Comparative Education Research Center at the University of Hong Kong.

Working Groups

Monday, 29th June

Session 1 | Time: 14:30 – 16:30

Working Group 1: Ideas and ideals of learning Session 1: The comparative lens: navigating ideals, metrics and learning Chairs: <i>Valentina D’Ascanio and Hans Schildermans</i> Room: 3
To compare: learning, measuring, and our joyful tragedy, <i>Carlo Cappa</i>
Educational Know-How – The Practical Use of Comparative Education for Educational Development, <i>Anna Mańkowska</i>
The PISA High Performing Systems for Tomorrow framework: A de-colonial reading of the OECD’s Education for Human Flourishing, <i>Saija Volmari & Oshie Nishimura-Sahi</i>
Working Group 2: Governing Learning Session 1: Historical Formation of Global Education Governance Chairs: <i>Cristina Alarcón López and Christian Ydesen</i> Room: 9
Academic System Innovation for Enhancing Student Learning in Korea: Government Policies and University Strategic Responses, <i>Jang Wan Ko, Sumee Park, Jiyoung Kim</i>
Governing Lesson Study in South Africa: From Lending to Purposeful Borrowing within CPTD and QMS Regimes (1999–2025), <i>Yumiko Ono & Mitsuko Maeda</i>
Between Policy and Practice: Educator Appointments and the Governance of Learning in Public Schools, <i>Amy Sarah Padayachee</i>
Governing Learning through Global Benchmarks: The Political Use of PISA in Taiwan’s Curriculum Reform, <i>Ping-Huang Chang</i>

<p>Working Group 3: Learning and the University Session 1: Globalisation, privatization and institutional responses Chairs: <i>Terri Kim and Nafiska Alexiadou</i> Room: 10</p>
<p>Accreditation policies, ‘market’ responsiveness, privatization trends and the individualization of responsibility for learning in HE, in the EU and in Greece’, <i>Eleni Prokou</i></p>
<p>The gold standard for evidence or (re)production of coloniality? Critical reflections on a systematic review, <i>Lorena Sanchez Tyson</i></p>
<p>The working and pedagogical experience of university lecturers in a marketized and uncertain landscape of international HE, <i>Emma Towers, Mili Mili</i></p>
<p>Working Group 4 - Learning and the curriculum Session 1: Global Discourses, Local Classrooms: Comparing Curriculum Recontextualisation Chairs: <i>Felicitas Acosta and Euan Auld</i> Room: 7</p>
<p>Neoliberalism, Community Activism, and School Based Curriculum <i>Obed Mfum-Mensah</i></p>
<p>Recontextualising ‘Learning’: Construction of Marginalised Learners in Public Schools in Delhi, India. <i>Akshita Rawat</i></p>
<p>Working Group 5 - Alternative Epistemologies of Learning Session 1: Rethinking Knowledge Hierarchies: Epistemic Plurality and the Decolonization of Education Chairs: <i>Barbara Schulte and Phillip Knobloch</i> Room: 1</p>
<p>Emerging Multipolar World Challenges to Eurocentrism in Education, <i>John Benedicto Krejsler</i></p>
<p>Alternative Epistemologies of Learning: Language-Culture Relations Beyond Binary Framings in Comparative Education, <i>Phillip Knobloch & Felicitas Acosta</i></p>
<p>Perspectivity as Practice of Irritation in Comparative and International Research, <i>Susanne Röss</i></p>
<p>Beyond the Dominant Discourse: Local Literacy Practices as Hybrid Knowledge Systems, <i>Aabha Rawat</i></p>

<p>Working Group 6: Learning for political engagement Session 1: Youth empowerment and global awareness Chairs: <i>Tanya Khavenson and Jesper Eckhardt Larsen</i> Room: 8</p>
<p>Countering Populist Discourses through Intercultural Education: The Role of Community-Based Engagement in Teacher Education, <i>Sari Hosoya</i></p>
<p>‘We all have a responsibility, like, even if we are just high schoolers!’: How DC youth are engaging with global issues, <i>Vanessa Sperduti</i></p>
<p>Building democratic capabilities in divided societies: Peace mediation as a tool for youth empowerment in Bosnia, <i>Yulia Nesterova</i></p>
<p>Cautious Schools, Complex Worlds: Students’ Engagement with Controversial Global Issues Across Contexts, <i>Martyna Elerian, Garth Stahl, Tatiana Khavenson & Miri Yemini</i></p>

Session 2 | Time: 17:00 – 18:30

<p>Working Group 1: Ideas and ideals of learning Session 2: Utopianism, education rights, and modernity: unlearning or relearning? Chairs: <i>Valentina D’Ascanio and Hans Schildermans</i> Room: 3</p>
<p>Futures, somewhere else: The uses of educational utopia and uchronia, <i>Florian Waldow</i></p>
<p>The resurgence of the Western Civilisation: the needed hug between Modernity and Postmodernity, <i>María José García Ruiz</i></p>
<p>Working Group 2: Governing Learning Session 2: International Reference and National Reform in Education Governance Chairs: <i>Cristina Alarcón López and Christian Ydesen</i> Room: 9</p>
<p>Framing a World Education Crisis: The 1967 Williamsburg Conference and the Making of Global Education Governance, <i>Maren Elfert & Joakim Landahl</i></p>
<p>Infrastructures and the Making of Global Governing Panoramas, <i>Sotiria Grek & Franziska Primus</i></p>

<p>Working Group 3: Learning and the University Session 2: University pedagogies Chairs: <i>Terri Kim and Nafiska Alexiadou</i> Room: 10</p>
<p>Internationalisation of HE and the role of IaH, <i>Epameinondas Panagopoulos, Andreas Vasilopoulos, Alexandra Vangelatou</i></p>
<p>Critical thinking as situated practice: Doctoral students’ meaning-making at an elite Chinese university, <i>Chenzheng Ma</i></p>
<p>Working Group 5 – Alternative Epistemologies of Learning Session 2: Memory, Space, and Embodiment: Alternative Pedagogies of History and Experience Chairs: <i>Phillip Knobloch and Barbara Schulte</i> Room: 1</p>
<p>Re-claiming Space and History: Indigenous Women’s Reparative Pedagogies for Peru’s History of Conflict, <i>Paola Sarmiento</i></p>
<p>Spectres of Hiroshima: An Autoethnographic Analysis of Peace Education, <i>Oshie Nishimura-Sahi</i></p>

Tuesday, 30th June

Session 3 | Time: 9.30 – 11:30

<p>Working Group 1: Ideas and ideals of learning Session 3: Shaping the learning narratives: institutional discourses in schools and higher education Chairs: <i>Valentina D’Ascanio and Hans Schildermans</i> Room: 3</p>
<p>The Technical Value and Optimization Pathways of Instructional Blackboard Writing in Chinese Schools - from the Perspective of Stiegler’s ‘Tertiary Retention’, <i>He Qiao and Chenxi Wang</i></p>
<p>Values of philosophy – Nordic upper secondary school philosophy teachers' understandings of the philosophy subject in relation to current society and contemporary issues, <i>Isabella Varricchio</i></p>
<p>Expanding Global Higher Education Policy Ontology: The Challenge of Postcolonial Ideas of the University to IO Higher Education Policy Ideas, <i>Tessa DeLaquil</i></p>

<p>Working Group 2: Governing Learning Session 3: Fragmented Governance and Global Education Agendas Chairs: <i>Cristina Alarcón López and Christian Ydesen</i> Room: 9</p>
<p>Fragmented Education Governance and Educational Research - Education, Teaching, Schooling, and Epistemic Infrastructures, <i>Felicitas Acosta & Christian Ydesen</i></p>
<p>Decision-Making Processes and the Global Education Agenda beyond 2030, <i>Xiaomin Li & David Turner</i></p>
<p>Symbiotic Legitimacy in International Stakeholder Consultations, <i>Walter Fritsch</i></p>
<p>Human Flourishing and Education: The OECD Agenda in the Capitalocene, <i>Saija Volmari</i></p>
<p>Working Group 3: Learning and the University Session 3: AI Regulation & Learning Chairs: <i>Terri Kim and Nafiska Alexiadou</i> Room: 10</p>
<p>Learning with AI: Who is in control? <i>Mie Shigemitsu</i></p>
<p>Governing AI in European HE: a comparative analysis of regulatory configurations and institutional responsibility, <i>Maria Maddalena Scognamiglio</i></p>
<p>Shadow interactions with GenAI: Epistemic authority and control in the age of Generative AI, <i>Aliya Makhmutova</i></p>
<p>From academic policing to social justice: Revisiting education as a human right in the age of AI, <i>Ricardo Lozano</i></p>

<p>Working Group 5 – Alternative Epistemologies of Learning Session 3: Minoritized Knowledge Worlds: Ethnicity, Migration, Gender, and Cultural Recognition Chairs: <i>Phillip Knobloch and Barbara Schulte</i> Room: 1</p>
<p>Rethinking Learning Futures: Exploring Teachers’ Pedagogies to Support Roma Students, <i>Veselina Lambrev</i></p>
<p>Feminist Resistance Imaginaries: Heroism, Imagination and Female Self-Empowerment in Contemporary Afghanistan, <i>Selai Balkhi</i></p>
<p>Working Group 6: Learning for political engagement Session 3: Data uses/abuses and politicizing citizenship education Chairs: <i>Martyna Elerian and Jesper Eckhardt Larsen</i> Room: 8</p>
<p>Democratizing education through community participation. The cases of Italy and Chile, <i>Rita Locatelli & Carmelo Galioto</i></p>
<p>Citizenship-education as a tautology: Epistemic resistance and collective learning in East Asian #MeToo, <i>Nakyung Lee</i></p>
<p>Bridging with gender: Thinking about gender and education indicators, data and measurement with global, national and local knowledge brokers, <i>Elaine Unterhalter, Helen Longlands, Eliza Ngutuku & Rosie Peppin Vaughan</i></p>
<p>New Scholars Working Group Session 3: Equity, Identities, Inequalities and the Self Chairs: <i>Marianne A. Larsen and Cathryn Magno</i> Room: 5</p>
<p>Out of School and Out of Frame? Non-National Marginalized Children in the United Arab Emirates, <i>Janaan Farhat and Alyazyah Almarzooqi</i></p>
<p>The Career Concept: How is Student Counselling Possible in Armenia and Georgia? <i>Sona Balasanyan</i></p>
<p>Family Capital Configurations and Strategic Engagement with International Education in a Second-Tier Chinese City, <i>Linjie Zhang</i></p>

Session 4 | Time: 17:00 – 18:30

Working Group 3: Learning and the University

Session 4: Internationalisation and HE Reform

Chairs: *Terri Kim and Nafiska Alexiadou* | Room: 10

Beyond internationalization: Crisis-driven academic migrants and their impact on learning processes in Austrian universities, *Ece Cihan Ertem*

Geopolitical tensions and HE: redefining internationalization and academic mobility in Sweden, *Nafsika Alexiadou*

Between complicity and resistance: HE reform and academic community responses in Georgia amid authoritarian resurgence, *Lela Chakhaia and Ketvi Tsochniashvili*

Working Group 4 - Learning and the curriculum

Session 4: Mediating Curriculum in Motion: Comparing Pedagogies, Frameworks, and Platforms Recontextualisation

Chairs: *Felicitas Acosta and Euan Auld* | Room: 7

Montessori as a travelling pedagogy: Negotiating fidelity and local hybridisations across contexts through the boundary case of symbolic play, *Andrea Lupi*

Platformisation in Education and the Emergence of Transnational Modes of Teaching, Learning, and Curriculum – Lessons from International projects in eTwinning, *Anatoli Rakhkochkine*

Mapping Personal, Social and Learning to Learn Competence in the Greek Curricula for Literature in Secondary Education. A methodology for comparing national curricula with European competence frameworks, *Antonia Samara*

<p>Working Group 6: Learning for political engagement Session 4: Youth activism Chairs: <i>Tanya Khavenson and Jesper Eckhardt Larsen</i> Room: 8</p>
<p>Presence over mobilisation: Russian youth civic voice under authoritarianism, <i>Nadia Iankelevich & Martyna Elerian</i></p>
<p><i>Framing Youth Activism: An Analysis of International Organisations' Policy Narratives</i>, <i>Mania Borzenko & Tara Bartlett</i></p>
<p>Ban impossible to use: Investigating the educational potential of youth-led environmental activism on social media, <i>Tatiana Khavenson, Nadezhda Ruah Iankelevich & Martyna Elerian Technio</i></p>
<p>New Scholars Working Group Session 4: Space, Mobility and the Challenges of Comparative Inquiry Chairs: <i>Marianne A. Larsen and Cathryn Magno</i> Room: 5</p>
<p>Europeanising History Teaching, <i>Daria Khokhlova</i></p>
<p>Mapping Social Relations in Teachers' Work: Enhancing Institutional Ethnography's Transformative Potential, <i>Sandra Kildevang Andersen</i></p>
<p>Reconsidering Juxtaposition for Comparison of Early Childhood Education, <i>Annica Källebo</i></p>

Wednesday, 1st July

Session 5 | Time: 9.30 – 11:30

<p>Working Group 2: Governing Learning Session 5: Reference and assessment in Governance Chairs: <i>Cristina Alarcón López and Christian Ydesen</i> Room: 9</p>
<p>Between National Reform and International Reference: Vocational Education in Spain in the Late 1920, <i>Luis Martínez Izquierdo, Laura María Guerrero Puerta & Mónica Torres Sánchez</i></p>
<p>Artificial Intelligence in Global Education Agendas: How International Organisations and Big Tech are Governing the Future, <i>Ivan Matovich, Radhika Gorur & Jason Beech</i></p>
<p>Leveraging OpenEMIS for Efficient, Fair, Secure, and Accessible Education Assessments: Pathways to Integrated National Systems, <i>Jon Kapp</i></p>

Resisting Creatively: A Game-Based Futures Workshop with Teacher Communities, *Pravindharan Balakrishnan*

Working Group 3: Learning and the University

Session 5: National and institutional HE policy

Chairs: *Terri Kim and Nafiska Alexiadou* | Room: 10

Technocolonialism in Higher Education: A Comparative Analysis of China's and the U.S.'s Policies and Initiatives (2021-2025), *Limin Su*

Greek universities and Erasmus+ student mobility, *Andreas Vasilopoulos, Christina Vyza*

Worlds of Disruption: Institutional Character and University Responses to COVID-19 and AI, *Maria Yudkevich, Irina Shafranskaia & Dmitriy Potapov*

Working Group 6: Learning for political engagement

Session 5: Teacher's roles in democratic and citizenship education

Chairs: *Vanessa Sperduti and Tanya Khavenson* | Room: 8

Teaching and Learning for Global Citizenship Education challenges and opportunities: a comparative analysis of approaches in Australia, Colombia and Mexico, *Bernard Brown*

Teacher training in Education for Global Citizenship: lights and shadows in Spanish Higher Education, *Ana Ancheta-Arrabal & Alicia Sianes-Bautista*

Nordic Teacher Education for Democracy: Global challenges, national political cultures, and local contestations, *Jesper Eckhardt Larsen & Janne Holmén*

Developing a relational theoretical model for the analysis of the role of schoolteachers in modern democratic states, *Niels Reeh*

<p>New Scholars Working Group Session 5: School Teacher and School Leader Preparation and Professional Development Chairs: <i>Marianne A. Larsen and Cathryn Magno</i> Room: 5</p>
<p>Hybrid Pathways and System Capacity in Initial Teacher Education Reform in Italy, <i>Leonardo Palmeri</i></p>
<p>Extended Reality in Teacher Education – Building real world professional competencies with immersive technology and artificial intelligence, <i>Ingeborg Amundrud</i></p>
<p>Shifting Responsibility for Teacher Professional Development in Greece, <i>Dorothea Koloni & Dimitra Ioannidou</i></p>
<p>School Leadership and the Politics of NGO Education in Haiti, <i>Marion Imboden</i></p>

Session 6 | Time: 14.30 – 16:30

<p>Working Group 2: Governing Learning Session 6: Inclusion, Equity and the Governance of Schooling Chairs: <i>Cristina Alarcón López and Christian Ydesen</i> Room: 9</p>
<p>The principal and inclusive education: Investigating the dynamics of negotiation and resistance in Finnish and Swedish education union journals, <i>Nicklas Troedson, Gunnlaugur Magnússon & Wieland Wermke</i></p>
<p>Nordic principals’ enactment of inclusive education policy: Organisational toolbox, guardianship of the majority, and special education triages, <i>Nicklas Troedson, Wieland Wermke, Maria Rönn-Liljenfeldt & Barbara Schulte</i></p>
<p>Between inclusion and education standards. The formation of special education professions in time and space, <i>Wieland Wermke</i></p>
<p>Navigating Excellence and Equity: Social Reproduction in Israeli Science Education Programs, <i>Amos Lagziel</i></p>

<p>Working Group 3: Learning and the University Session 6: Student welfare & social justice Chairs: <i>Terri Kim and Nafiska Alexiadou</i> Room: 10</p>
<p>Enhancing equity in student support: Addressing SEND disclosure gaps among international students in UK HE, <i>Angeline Dharmaraj-Savicks, Alexandros Kamplitsis</i></p>
<p>Between clarity and entrapment: University transition experiences of county high school students in Jiangsu, China, <i>Lei Wang</i></p>
<p>What students with disability need to succeed in HE: teacher’s perspectives, <i>Abdulmalik Alkhunini, Ibraheem Alsawalem</i></p>
<p>New Scholars Working Group Session 6: <i>Higher Education and our Collective Futures</i> Chairs: <i>Marianne A. Larsen and Cathryn Magno</i> Room: 5</p>
<p>European Universities’ Engagement with the SDGs: the case of Roskilde University and the Critical Edge Alliance, <i>Yara Shahin</i></p>
<p>Radiant with Triumphant Calamity: Responding to environmental uncertainty in the university, <i>Marcus Núñez Seneca</i></p>

Thursday, 2nd July

Session 7 | Time: 9.30 – 11:30

<p>Working Group 3: Learning and the University Session 7: Career paths and Welfare Chairs: <i>Terri Kim and Nafiska Alexiadou</i> Room: 10</p>
<p>Oh my God, there’s something really wrong and I don’t quite understand it” Stigmatization and recognition of Jewish faculty in Canadian HE, <i>Lilach Marom</i></p>
<p>High-Skilled Mobile Academics in Higher Education Internationalisation and EDI: A Comparative Study of South Korea and the UK, <i>Terri Kim</i></p>

Working Group 4 - Learning and the curriculum

Session 7: Students, Classrooms and Pedagogies: comparing experiences

Chairs: *Felicitas Acosta and Euan Auld* | Room: 7

Thinking pedagogies 'otherwise': a multicultural and multilingual toolkit for teaching and learning research methods, through staff-student partnerships, *Charlotte Nussey, Yike Song & Mika Harada*

Competition and Collaboration: A Qualitative Inquiry into the Influence Mechanism of Peer Relationships on Adolescents' Achievement Motivation, *Tong Wu & Yixin Chen*

Learning and chance – action research for socially vulnerable young people's transition from school to education or jobs, *Finn Sommer*

Thematically-Focused Panels

Monday, 29th June

Session 1 | Time: 14:30 – 16:30

TFP 1: Educational Participation, Inclusion, and Challenges of School Non-Attendance in Secondary Education

Chair: *Susanne Kreitz-Sandberg* | Room: 4

School Alienation, Non-Attendance, and Recovery: A Longitudinal Case Study of an Immigrant Student in Japan, *Misako Nukaga*

England's Shifting Approach to School Attendance: A Post-Pandemic Analysis, *Dahab Jihar, Neil Hall & Sarah Hall*

What can we understand about school attendance problems and its prevention from the perspective of school professionals? Results from an international comparative study, *Susanne Kreitz-Sandberg*

Session 2 | Time: 17:00 – 18:30

TFP 2: Citizen Learning Amidst Disinformation and Social Conflict: Young People and Teachers Co-Constructing Curriculum through Transnational Dialogue
Chair: *Lee Jerome* | Room: 8

Framing the curriculum in conflict: moving beyond existing advice for teachers in relation to divisive issues and media, *Lee Jerome, Zrinka Ristic Dedic, Kathy Bickmore & Ben Kisby*

Handling Divisive Issues and Media Sources in the Classroom: Teachers' Perceptions and Practices in Canada, Croatia and England, *Boris Jokic, Jeremy Hayward, Yucci Liao & Paula Filipec & Dareen Fatimah*

Students' capabilities and educational needs in relation to conflictual issues and media (un)reliability in Croatia, England, and Canada, *Kathy Bickmore, Faiza Hyder, Maria Paz Faundez-Bastías & Vlaho Kavain & Ruba Kallab*

TFP 3: Learning at the edge of Nations – Education in the Borderlands
Chair: *Enikő Gosztom* | Room: 7

Between Nations, Schools, and Ideologies: Borderland Education after the Dissolution of the Austro-Hungarian Monarchy, *Enikő Gosztom*

Education at, across, in, and as a border, *Jennifer Wallner and Gavin Furrey*

What Happened to Space? Revisiting the Spatial Turn in Educational History, *Lourens van Haaften*

Tuesday, 30th June

Session 3 | Time: 9.30 – 11:30

TFP 5: Reproducing and Reimagining Comparative and International Education
Chair: *Susanne Kreitz-Sandberg* | Room: 7

Teaching International and Comparative Education at Stockholm University: Experiences and Insights from the ICE Master's Programme, *Susanne Kreitz-Sandberg*

Teaching International and Comparative Education in distance higher education: The HEDUCOM podcast experience at the UNED (Spain), *Alicia Sianes-Bautista & Mónica Torres Sánchez*

The diverse and evolving selection of activities and assessments in comparative education courses, *William C. Smith*

TFP 7: Learning in a Material World: The National and Imperial Politics of Space, Territory and Technologies over the Course of the long 19th Century
Chair: *Christian Gsandter* | Room: 16

Uplifting the Land: The Making of a National Territory & the Land-Grant Movement in the United States at the End of the 19th Century, *Christian Gsandter*

The Nation, the Liceo, the Science: convergences and divergences among concepts and materialities. Chile, c.1850-c.1910, *Pablo Toro-Blanco*

Engineering Imperial Cohesion: Military Education, Educational Materials and Spatial Order in the 19th century Habsburg Empire, *Kevser Muratovic*

Session 4 | Time: 17:00 – 18:30

TFP 4: Pasts, Presents, and Futures of Learning: Comparative Sociotechnical Imaginaries of Education Governance
Chair: *Prateeksha Tiwari* | Room: 3

Whose Future is it Anyway? Comparative Analysis of Sociotechnical Imaginaries of Rural Education in China and India, *Prateeksha Tiwari*

Co-constructing Present Futures of Learning in Global Education Governance UNESCO's Maturity Assessment Tool for Digital Transformation, *Franziska Primus*

National sociotechnical imaginaries: the role of digitalizing education and society, *Nelli Piattoeva*

TFP 9: Divergent theories of progress, perfection and perfectibility in the European Enlightenment

Chair: *Kevser Muratovic* | Room: 16

German Enlightenment Philosophy and Imperative of (Self-)Perfection. On the Formation and Dissemination of Wolffian Ideas of Vervollkommnung, *Sophie Pia Stieger*

Condorcet's 1793/1794 Plan to Promote Human Perfection through Science and Education, *Lukas Boser*

Theories of progress, perfection and perfectibility in selected philosophical writings of the Italian Enlightenment, *Julia Elisabeth Jocham*

Wednesday, 1st July

Session 5 | Time: 9.30 – 11:30

TFP 11: School Food in the Anthropocene: Comparing Alternative Learning(s), Experiments in Regenerating the World (Part 1)

Chair: *Jeremy Rappleye* | Room: 16

Commensality of school meals: Re-bonding bodies, minds, and planet (Finland), *Talvia Sanna, Kaljonen Minna & Lindblom Taru*

Beyond Nutrition: Eating in Schools as Formative and Participatory Arenas in Educational Practice (Denmark), *Mikkel Jacobsen*

School Food, Sustainability, and Interdependence: Learning from Japan's *Shokuiku*? (Japan), *Jeremy Rappleye, Hikaru Komatsu & Suzuka Nishiyama*

TFP 12: Bildung in Scandinavia: The Cultivation of National Character and Social Democracy

Chair: *Synne Myrebøe* | Room: 7

Humboldt's Idea of Bildung or the German Longing for National Meaning, *Daniel Tröhler*

The Northern Cosmopolite: Bildung and Education in Postwar Mondialism, from the 1950s into the 1960s, *Jenny Gustafsson*

Canon formation in Scandinavia, *Anna Victoria Hallberg*

Bringing Bildung into the history of political thought: Revisiting the historiography of the Scandinavian citizen, *Synne Myrebøe*

Session 6 | Time: 14.30 – 16:30

TFP 13: School Food in the Anthropocene: Comparing Alternative Learning(s), Experiments in Regenerating the World (Part 2)
Chair: *Yoko Mochizuki* | Room: 16

Nourishing life (*yangsheng*) and dietary rituals (*shili*): School lunch and food education in a Shanghai primary school, *Yun You, Chang Liu, Liang Cheng & Qi Li*

School food for *liberté, égalité, fraternité*: Rethinking education through French school meals policies and practices, *Yoko Mochizuki*

Taiwan's Green School Food: Ecofamilism in Action, *Hikaru Komatsu, Jeremy Rappleye & Suzuka Nishiyama*

TFP 14: Past Futures of Learning Technologies. Historical Trajectories of Pedagogical and Educational Hopes and Fears
Chair: *Lilli Riettiens* | Room: 7

The Future Was Always at Stake. On the Political and Anthropological Foundations of Educational Hope and Fear. An Introduction, *Lilli Riettiens*

Technotopia: Edtech and the shaping of the Swedish school system, c. 1920–1980, *Magnus Hultén*

Psychological theories of learning as the fulfilment of pedagogical promises: The case of Programmed Instruction in the 1960's, *Rebekka Horlacher*

TFP 6: Remembrance and Forgetfulness: Memory, education and the contested process of (un)learning the past
Chair: *Christian Gsandtner* | Room: 8

Disappeared Memory. The representation of the "desaparecidos" in history textbooks during post-dictatorial Chile (1990-2020), *Cristina Alarcón López*

Written on Distinct Paper: The Emotional (Popular) Remembrance and the Rational (School-Based) Forgetting of the Trauma of the Civil War. Chile, c.1891–c.1930, *Pablo Andres Toro Blanco*

Sentimental values: The practice of historiography as an art of memory, *Synne Myrebøe*

Thursday, 2nd July

Session 7 | Time: 9.30 – 11:30

TFP 15: Re-Enchanting Comparative Education Beyond Modernity: Method as Spell in Worlds of Learning
Chair: *Iveta Silova* | Room: 8

The Schoolhouse of Modernity: Unbinding the Architecture of Defuturing, *Iveta Silova & Euan Auld*

The Book of Spells: Composing Comparative Education Otherwise, *Euan Auld, Iveta Silova & Yun You*

(Re)Enchanting with Asia as Method: Rituals of Refusal in the Schoolhouse of Modernity, *Yun You, Iveta Silova & Euan Auld*

Alice in the Anthropocene: Wandering Comparative Education After Modernity, *Iveta Silova, Euan Auld & Jeremy Rappleye*

TFP 16: Educational Psychologies of the Early 20th Century – Comparative Demarcations, Local Particularities and Historical Conditions of Possibility
Chair: *Daniel Tröhler* | Room: 9

From Classroom Experiments to Governing Social Order. Educational Psychology at Teachers College, Columbia University, *Veronika Maričić*

An Alternative Educational Psychology Outside the University: Epistemological Power Struggles of Viennese Psychoanalytically Oriented Education, 1900 to 1938, *Elisabeth Jahn*

From Bonnet to Flournoy. Mapping A Forgotten Zoological Tradition in Early Genevan Psychology, *Sophie Pia Stieger*

Educational Problems, Psychological Solutions? Funding Special Education Expertise in Zurich and Geneva, 1920-1940, *Ina Hasenöhrl*

TFP 17: Sino-European Transnational Higher Education in a Fragmented World: Geopolitics and the Politics of Knowledge
Chair: *Yingyan Li & Lourens van Haften* | Room: 3

Ripples in the Water: Sino-Swiss Scientific Collaboration in Times of Upheaval, *Xiaona Wang*

China's Higher Education Internationalization Policies under a Dual Logic: The Case of Sino-Philippine Higher Education Cooperation, *Ge Lan*

'The Yan Garden of Britain': Tianxia and Neoliberal Imaginaries behind the Peking University UK Campus in Oxford, *Yingyan Li & Lourens van Haften*

Cross-Thematic Sessions

Monday, 29th June

Session 1 | Time: 14:30 – 16:30

CTS 1: ‘Global knowledge’ and its discontents

Chair: *Stephen Carney* | Room: 16

“Reading the Global” Through Area Studies: A Comparative Perspective on the Field in British, American, and Chinese Universities, *Charlene Song*

A Systematic Literature Review of Research on Policies in School-Level STEM Education, *Margarita Kiryushina, Amos Lagziel & Miri Yemini*

International education and spiritual emptiness: A reflection from Europe, *Nitya Timsina*

Navigating Epistemic Tensions in Developing an Internationalization Strategic Plan in a Global South Context, *Marianne Larsen*

CTS 2: Discourse, disengagement and exclusion in education

Chair: *Hans Georg Kotthoff* | Room: 2

Exploring intersectional patterns of bullying and violence against sexual and gender minorities in UK, *Linxiao Zhang*

Principal leadership styles and school violence in the Israeli Arab Educational System: The mediating role of professional commitment, *Yasmin Abdel Kader & Pascale Benoliel*

Governing Learning Through Community Ownership: Integrative Systems Design for Self-Financing Education in Fragile States, *Frank Shooster*

Session 2 | Time: 17:00 – 18:30

Nil

Tuesday, 30th June

Session 3 | Time: 9.30 – 11:30

CTS 3: Pedagogy and learning: a perspective from Denmark
Chair: *Stephen Carney* | Room: 11

Pedagogy as a Scientific Discipline: Contemporary Challenges and Future Perspectives – The Danish Case, *Bjorn Frithiof Hamre*

Is formal Schooling coming to an End: Higher Education and Lifelong Learning? *Henning Salling Olesen*

Reframing Learning for the University Student: A Critical Analysis of the reshaping of Roskilde University's Problem-oriented Project Learning (PPL) in the era of Employability, *Steen Baagøe Nielsen & Kevin Mogensen*

Barriers to belonging in the Danish higher education classroom: international students and 'reform' pedagogy, *Stephen Carney*

CTS 4: Educational work in the classroom and beyond
Chair: *Karen Parish* | Room: 4

An interdisciplinary framework for the intervention of Extended Reality Technologies into teacher education – A case study from teacher education in Norway, *Karen Parish*

From Jumping to Read-Aloud: Children's linguistic practices prior to and during their participation in the language-learning programme Dialogic Reading, *Annegrethe Ahrenkiel*

Teachers as Multi-Role Workers: Beyond the Classroom, *Mitsuko Maeda*

Achievement and Differences in Achievement within political Discourses: Reflections on a Cross-National Discourse Analysis from Italy and Germany, *Aline Lupa, Anna Schwermann, Marielouise Schild & S enece Jurado van B urck*

Session 4 | Time: 17:00 – 18:30

CTS 5: Who Thinks, Writes, and Knows? Reimagining Curriculum and Epistemologies in the Age of AI

Chair: *Anselmo Paolone* | Room: 4

Forward learning curriculum and instruction for education 5.0 and beyond: a potential design for artificial and human intelligences to flourish together, *Solomon Arulraj David*

Artificial Imagination and Schematism: Rethinking Learning, Writing, and Authorship in the Age of AI, *Anselmo Paolone*

Review with AI: Epistemic Reflections on doctoral practices and identities, *Daniel Boccacci*

CTS 6: Learning, policy and governance

Chair: *Marcella Milana* | Room: 1

Learning as Governance: How PISA Shapes Legitimate Knowledge in Global Education Policy, *Qi Hu*

Policy Learning and Education Policy: A Scoping Review of the Research Literature, *Tore Bernt Sorensen & Marcella Milana*

STEM Education Policy as a Strategy for National Defense in Contemporary Israel and Russia, *Margarita Kiryushina & Miri Yemini*

Wednesday, 1st July

Session 5 | Time: 9.30 – 11:30

CTS 7: Policy challenges in context
Chair: *Aristotelis Zmas* | Room: 1

Oscillating between school autonomy and state centralism: paradoxes and perspectives in Greek context, *Aristotelis Zmas & Ioannis Gennadios*

Policy entrepreneurship, borrowing, and change: Insights from the case of career and life planning education in Hong Kong, *Kin Cheung Adrian Yan*

Now and Then, Back and Forth: The American Physical Science Study Committee and the Making of European Science Education in the 1960s, *Josep Simon*

Reversal or Reinforcement: Student Testing and the COVID-19 Pandemic in Singapore and Hong Kong, *William C. Smith*

CTS 8: Belonging and exclusion
Chair: *Trine Wulf-Andersen* | Room: 3

The use of evidence to reduce educational inequalities: A European comparative analysis, *Juliette Torabian*

Student belonging in higher education: A theoretical model for critical reflection, *Trine Wulf-Andersen*

Reconstructing Medical Ethics in Post-WWII Germany: A tentative research scheme, *Masako Shibata*

Session 6 | Time: 14.30 – 16:30

CTS 9: Documentary - The Republic's High Schools: A Lost Legacy – Bergama, R. Nazlı Somel & Şirin Ural

Chair: R. Nazlı Somel | Room: 18 (Lille Aula)

Thursday, 2nd July

Session 7 | Time: 9.30 – 11:30

CTS 10: Global frameworks in education

Chair: Meeri Hellsten | Room: 1

Education for global citizenship in the European Education Area, *Ana Ancheta-Arrabal*

The Great Retraction and the New Educational World Order *Brian Denman & Meeri Hellsten*

Collectivist educational practice as a restorative response to social and political uncertainty, *Peter Kelly*

The Robert Cowen Symposium on Comparative Education

A Critical Historization of Comparative Education and its entanglements with geopolitics

Chair, Lefteris Klerides, CESE President (2022-26)

The aim of this panel is to promote a critical historicization of comparative education. We start from the premise that the history of comparative education is still in its infancy (Cowen, 2009) and has mostly been concentrated on academic centres in the US and the UK (Manzon, 2010; Tröhler, 2023), while the history of the field in other regions remains largely “invisible.” We understand the development of comparative education not only as an academic project, but also as a “political project” (Brehm 2023) that was and is subject to geopolitical and “epistemological power games” (Tröhler 2023). From a decolonial perspective, recent contributions have emphasised the imperialist and colonial logics of the field, that, given its rather Western and Eurocentric rationalities, would need to be epistemically expanded and rethought. (Silova 2025; Takayama et al. 2017). In contrast, others see this move as part of “dogmatic decolonialism” (Vickers & Epstein, 2024).

In this panel we consider this debate and other contributions that seek to analyse the histories of comparative education in different regions (Epstein, 2021, Phillips, 2022) as a welcome resurgence of the interest in the history of the field. The panel aims to analyze and problematize the history and historical narrative of comparative education with its intertwined political, epistemological, and ethical assumptions, principles and implications in relation to power relations, transnational entanglements, specific world orders, local resistance movements and invisible voices.

Four papers will approach this aim from different perspectives and emphasis:

Comparative Education as Safeguard or Complicity? A Critical History of CIES in Geopolitical Perspective, *Iveta Silova*

Nationalism as an Inscribed Motif in the Epistemology of Modern Comparative Education – A Historical Reconstruction, *Daniel Tröhler*

Erase and Rewind: Reconstructing the Comparative Epistemologies of European Education Programmes across the Twentieth Century, *Christian Ydesen*

The political matrix of the development of comparative education in Latin America: between Imperial/colonial forces and self-determination, *Cristina Alarcón López and Jason Beech*

Additional Events

Societies of Comparative Education

This lunchbreak gathering brings together European CIES Presidents in order to share their local activities, discuss the volatile times we face, and to think about how to strengthen our collaborations across the European CIE region. The session will be open to all interested in promoting our field.

Moderator: Lefteris Klerides

When: Tuesday 30th June 13.45 - 14.30 (during the lunch break, before the Robert Cowen Symposium).

Where: Room 9, building 04/ 06

CIE Journals session

Meet the Editors of Comparative and International Education Journals

This interactive panel brings together editors from leading journals in the field of Comparative and International Education. Panelists will provide an overview of their journals' aims, scope, editorial priorities, and submission expectations. Substantial question-and-answer time will allow participants to engage directly with editors on topics such as the publication process, including manuscript preparation, peer review, common reasons for rejection, timelines, and emerging areas of interest within the field and special issues.

Moderator: Charlene Song, Managing Editor of *European Education*

Panelists:

Cathryn Magno and Eleftherios Klerides, *European Education*

Maren Elfert, *Comparative Education*

Karen Parish, *Nordic Journal of Comparative and International Education*

Yun You, *Compare*

Marianne Larsen, *Comparative and International Education*

Christian Ydesen, *European Educational Research Journal*

Cristina Alarcon Lopez, *OnEducation*

When: Wednesday 1st July 13.45 - 14.30 (during the lunch break, before Session 6).

Where: Room 9, building 04/ 06

Roskilde University History

Moderator: Jesper Eckhardt Larsen

When: Wednesday 1st July 16.45 - 17.30 (before the General Assembly).

Where: Room 9, building 04/ 06

This session will be a chance to discuss the establishment of Roskilde University in the 1970s, at a time in which thinking about alternative models of higher education was possible. What were the conditions that led to the establishment of the University? How was it able to find its place in the Danish university landscape? What challenges lay ahead? What was the pedagogical rationale of problem-based, group-organized project methods that became its hallmark?

The session will be moderated by CESE member Jesper Eckhardt Larsen, himself a former student of the University. Our guest, historian Else Hansen, author of the definitive history of an 'institution in constant flux', will try to answer the above questions.

Meet Roskilde University Students for a Walk and Talk Session

Many visitors are interested to learn more about the University's innovative pedagogical approach, especially from the perspectives of students. A number of tours will be organized where you will have a chance to explore the university's teaching spaces and green campus, discussing with students how they experience problem-oriented, project group-based learning. Details will be provided each day, and you can sign up at the Registration Desk!

CESE 2026 – Roskilde University

Working Group Chairs

WG1: Ideas and ideals of learning: historical and philosophical perspectives on notions of education, study and learning across time and place

Chairs: Valentina Dascanio (University of Rome, Italy) and Hans Schildermans (University of Vienna, Austria)

WG2: Governing learning: managing, leading, and organizing learning systems and processes in education, including the influence of the digital

Chairs: Cristina Alarcón López (University of Vienna, Austria) and Christian Ydesen (University of Zurich, Switzerland)

WG3: Learning and the University: Politics, Policies, Practices, and Experiences of Learning, Experimentation, and Control in Higher Education

Chairs: Terri Kim, Hanyang University, Korea, UEL and UCL, U.K., and Nafsika Alexiadou, Umeå Universitet, Sweden

WG4: Learning and the curriculum: both explicit and hidden, now and in the future

Chairs: Felicitas Acosta (National University of General Sarmiento, Argentina) and Euan Auld (Education University of Hong Kong, SAR, China)

WG5: Alternative epistemologies of learning: the worlds of embodied, indigenous and minoritized knowledges

Chairs: Barbara Schulte (University of Vienna, Austria) and Philip Knobloch (Technical University Dortmund, Germany)

Working Group 6: Learning for political engagement: citizenship education, education for democracy, activism, capabilities, and empowerment

Chairs: Jesper Larsen (University of Inland Norway) Tanya Khavenson (Israel Institute of Technology)

New Scholars Working Group: developing research capacities for academic practice

Chairs: Marianne Larsen, (Western University, Canada); Cathryn Magno (University of Freiburg)