

Call for Papers

**Annual Conference of the Intercultural and International Comparative Education
(SIIVE) Division of the German Educational Research Association (DGfE) in
cooperation with the Technical University of Berlin (TU Berlin)**

Transnationalization of social and ecological inequalities and their relevance for educational science

March 20 - 21, 2025 at the Technical University of Berlin (TU Berlin)

When considering discourses on cross-border phenomena that manifest territorially and spatially through references to plurilocal contexts, the following contradiction become visible: International migration is connotated desirable if justifying the need for nation-state stabilization, economic reproduction and international competitiveness. In the (non-)European context, this positive connotation is commonly associated with transnational mobility of a 'qualified labor force, and with notions such as cosmopolitanism and globalization. In contrast, (refugee) migration from the so-called 'global South' is systematically warded off supranationally, even though it points to the consequences of colonialism, climate change and climate racism. Migration movements motivated by global inequality are, therefore, less often associated with a normatively desired lifestyle. Instead, they are systematically, even though not exclusively, problematized by right-wing populist narratives.

On the one hand, such contradictory discussions of cross-border phenomena (re-)produce exploitative deprivileging of people and reinforces structural vulnerabilities. On the other hand, it supports privileged access to transnational social spaces, framed as national reassurance of states. Similar contradictions can be found in the context of sustainability, for example, with a global climate movement fighting across borders for the survival of humanity, supported by a strong media network, while at the same time nationally framed narratives on socio-ecological transformation processes are being reproduced.

Against this background, we need to ask about the relevance of such outlined social and ecological inequality phenomena for educational science. More specifically, we need to ask whether and to what extent these phenomena are responded to, how they are empirically understood and explained in the context of normative-conceptual theory formation.

In this regard, the terms transnationalization and transnationality have gained importance particularly through critical reflections on methodological nationalism. Hence, new methodological approaches have been developed, yet oftentimes employing different terminological understandings, complemented by other (theoretical) concepts to capture cross-border phenomena in their social and/or ecological inequalities.

Similarly, we need to ask whether, and to what extent, educational theory formation and empirical practice are themselves involved in the contradictory treatment of cross-border phenomena, and which methodological reflections are consequently required. In studies that focus on so-called 'international' pupils or students at 'elite schools' or 'elite universities', for example, the focus is primarily on transnational educational resources and development of education policy, oftentimes framed under the umbrella of internationalization. If the focus is, in turn, put on (new) immigrant and/or refugee families, children and young people, the virulence of dominant nation-state and respective educational narratives becomes apparent. In fields of international and comparative research, such mechanisms of reproduction, fixation or resistance are reflected, for example, in studies that continue to consider the 'national' strongly relevant as part of transnationalization processes. In research on education and sustainable development, the question arises as to whether, and to what extent, pedagogical programmes and practices are oriented towards the national, even though the regulative idea of sustainability is based on ideas of international justice, which needs to be realized locally.

Against this broader background, the SIIVE Annual Conference 2025 deals with theoretical and empirical studies, methodological and conceptual reflections as well as reflections on (research) practices in the context of the *transnationalization of social and ecological inequalities*.

As part of the overarching and jointly organized conference of the three commissions - Education in the Migration Society (KEBIM), Comparative and International Education (VIE) and Education for Sustainable Development (BNE) - contributions with different focal points are explicitly welcome. Contributions can address the following questions from the perspectives of the three commissions as well as across commissions:

- Which kind of conceptual and theoretical work is required in the context of phenomena described by the terms transnationalization and transnationality?
- Which methodological (further) developments are currently being tested in order to capture phenomena of transnationalization and transnational inequalities relevant to educational science, especially from a comparative perspective?
- (How) are transnational social and ecological inequalities addressed in educational research?

- How can the requirements for an ecologically and socially compatible human rights-oriented environmental, migration and asylum policy be appropriately conceptualized in their interwovenness with educational science issues?
- What requirements should international and national education policy meet in order to promote social and ecological justice worldwide, and to ensure the right for education for all?
- What concrete significance do different positions on educational equity and inclusion have in the transformation to sustainability?
- How are social and ecological inequalities reproduced in the education system, also beyond transnational phenomena?
- How are social and ecological inequalities addressed and conceptualized in educational and learning processes in situ, especially from a didactic perspective?
- What findings are available against the background of inequalities in migration society regarding structural barriers in (trans)national educational spaces of the nationally organized education system?
- What findings are available regarding the possibilities and limits of the (trans-)local use of educational capital, transnational and translocal family ties (doing family) or translanguaging practices within the framework of national language policy (family language policy)?
- What perspectives and needs for the professionalization of education experts and teachers emerge in relation to cross-border social and/or ecological inequalities?
- What methodological reflections and implications as well as methodological approaches arise against the background of criticizing methodological nationalism, particularly in connection with intersectional, critical race, post- and decolonial perspectives?

We also welcome contributions on current topics for further research on the transnationalization of social and ecological inequalities.

The program will be framed by keynotes from Prof. Dr. Yasemin Karakaşoğlu (University of Bremen), Deputy Prof. Dr. Simona Szakács-Behling (Helmut Schmidt University Hamburg) and Prof. Dr. Nina Kolleck (University of Potsdam).

Proposals can be submitted in two formats, both in German or English:

1. **Individual contribution:** Individual contributions comprise 30 minutes (20 minutes presentation + 10 minutes discussion). The individual contributions will be grouped for sessions by the conference organizers. Three presentations are planned per session. Please submit an abstract of max. 250 words (plus references), including the following information: Title of the individual contribution, name and institutional affiliation as well as a description of the individual contribution with reference to the conference theme.
2. **Panel:** A panel lasts 90 minutes and can consist of several contributions (and possibly discussants). Please submit an abstract of max. 350 words (plus references), including the following information: Title of the panel, names and institutional affiliation of the contributors, commentators if applicable, as well as a description of the panel with reference to the conference theme and descriptions of the planned contributions.

We warmly invite colleagues to participate in the conference through one of these two formats. **Abstracts can be submitted via e-mail to siive2025@ilm.tu-berlin.de until 10.10.2024. Please indicate SIIVE Conference 2025 in the subject header.**

For further information see also: <https://www.tu.berlin/ilm/veranstaltungen/siive-2025>

If you have any questions regarding organization and/or content, please contact Aysun Dođmuş: dogmus@tu-berlin.de

Organizing committee:

Donja Amirpur (Niederrhein University of Applied Sciences), Nadine Bernhard (TU Berlin), Jana Costa (Leibniz Institute for Educational Trajectories), Aysun Dođmuş (TU Berlin), Kathleen Falkenberg (HU Berlin), Sigrid Hartong (HSU Hamburg), Helge Kminek (University of Klagenfurt), Rita Nikolai (University of Augsburg), Julie A. Panagiotopoulou (University of Cologne), Susanne Ress (TU Berlin), Mandy Singer-Brodowski (University of Regensburg)