IAIE INTERNATIONAL CONFERENCE 2027

Rethinking Community in Education: Belonging, Inclusion and Social Justice

12–15 May 2027 · Brussels, Belgium

Initial Call for Papers

> **All submissions will take place through the ConfTool platform. Submission deadline: 1 March 2027.** Please visit the conference website for news and for any updates to the Call for Papers and the programme.

Conference partners

International Association for Intercultural Education (IAIE); Erasmus Brussels University of Applied Sciences and Arts (EhB); SIRIUS Policy Network on Migrant Education; European Federation for Intercultural Learning (EFIL); and Association for Teacher Education in Europe (ATEE).

Institutional partners

KAME: Korean Association for Multicultural Education
NAME: National Association for Multicultural Education

Audience

The primary audience for the conference is individuals and organizations, such as universities and NGOs, working in the fields of intercultural education, multicultural education, human rights education, social justice education, international education, peace education, art education, etc.

Conference format

The conference is in-person only.

Conference overview

The IAIE International Conference 2027 in Brussels brings together researchers, educators, practitioners and policymakers to explore how intercultural education can advance educational equity, social justice, and more inclusive societies. The conference invites critical reflection on identity, diversity, inclusion, displacement and the changing conditions of education. We embrace the dialogue between individuals and organizations representing a variety of professional backgrounds.

The four-day event combines a SIRIUS policy conference, two days of IAIE academic exchange, and a final day of workshops and field trips developed in collaboration with ATEE and EFIL. It aims to connect research, educational practice and policy across national and institutional contexts.

Dates, programme and venue

Date	Focus	Location
Wednesday 12 May	**Day 1** — SIRIUS Policy Conference Free of charge	EhB Campus Kanal
Thursday 13 May	**Day 2** — IAIE Academic Conference	EhB Campus Kanal
Friday 14 May	**Day 3** — IAIE Academic Conference	EhB Campus Kanal
Saturday 15 May	**Day 4** — Workshops and field trips, in collaboration with EFIL Workshops free of charge	Mondo Madou Building

The venue for Days 1–3 is the Erasmus Brussels University of Applied Sciences and Arts (EhB), Campus Kanal, Brussels, Belgium. Day 4 will take place in the Mondo Madou building in Brussels — Av. des Arts 7/8, 1210 Bruxelles, Belgium.

Call for contributions

We invite contributions that examine intercultural and multicultural education in research, policy and practice. In particular, we welcome work that connects educational equity with social inclusion, school–community relations, intersectionality and the lived experiences of learners and communities. Contributions addressing implications for policy and opportunities for international dialogue are especially encouraged.

Contributions can be academic papers, workshops or poster sessions. Note that the organizing committee might request a different format depending on how many papers, workshops and poster presentations are submitted.

Submissions

Online submissions only. Abstracts should be approximately 300–400 words, single-spaced. All abstracts must have a title.

> **Submit your abstract via ConfTool**
>
> Submission deadline: **1 March 2027**

No more than 4 authors can author a presentation.

Restrictions

- Participants may submit one presentation only, unless special circumstances apply.
- For each presentation, one person must be in attendance.

Academic strands and strand chairs

1. **Social Justice in Education: from Theory and Research Methodology to Practice and Back**
   Strand chair(s): Carla A. Chamberlin and Minne Huysmans
2. **Teacher Education and Building Community around the School: Promoting Belonging and Inclusion**
   Strand chair(s): Miri Shonfeld, Manal Yazbak Abu Ahmad, Leen Rosiers, Els Plessers and Agnieszka Szplit
3. **Intercultural Education and Intersectionality: Equities and Inequalities**
   Strand chair(s): Barbara Gross, Jan Gube, Bert Wastijn and Sofie Smismans

4. **Internationalization and Intercultural Education: envisioning inclusive, dynamic citizenship for the future**
   Strand chair(s): Mattia Baiutti, Elisa Briga and Sabet van Steenbergen
5. **Social and Spatial Justice in Education: who gets to learn what, where and when?**
   Strand chair(s): Leslie Bash, Anat Hornung Ziff and Pieter Meurs
6. **Intercultural Education and the Arts: imagining and crafting a more inclusive society**
   Strand chair(s): Hana Alhadi, Marija Bartulovic and Kaat Verhaeghe
7. **Intercultural Competences: new directions and critical reflections**
   Strand chair(s): Agostino Portera, Nektaria Palaiologou, Bert Wastijn, Eline Orlans and Sofie Smismans

Descriptions of the strands

Strand 1 Social Justice in Education: From Theory and Research Methodology to Practice and Back

Carla A. Chamberlin, Minne Huysmans

This strand highlights research and practice that contributes to a deeper understanding of how social justice is conceptualized, effectively taught, or integrated into policies in educational settings. How do social and historical contexts shape what social justice means in different settings? What theoretical foundations are drawn upon to build effective policies and sustainable pedagogies? What are we learning from current practices that deepens and broadens our understanding of the role of social justice in education?

Proposals to this strand should address social justice as classroom practice, social justice as part of decision-making processes in schools (curriculum, extra-curricular, administrative concerns), or theoretical and methodological perspectives that foreground transformational, sustainable, decolonized, intercultural, multilingual, or intersectional approaches. We welcome submissions that describe qualitative, quantitative, conceptual, or mixed methodology studies of how social justice contributes to educational settings at all levels.

Strand 2 Teacher Education and Building Community around the School: Promoting Belonging and Inclusion

Miri Shonfeld, Manal Yazbak Abu Ahmad, Leen Rosiers, Els Plessers, Agnieszka Szplit

This strand examines how teacher education programs and professional development projects can equip educators to build sustained and inclusive communities. It emphasizes strategies for cultivating a deep sense of belonging and inclusion, supporting diverse student populations, and engaging local stakeholders. Key themes include innovative pedagogies, intercultural competence, educational equity, and collaborative frameworks that strengthen connections between diverse communities.

Strand 3 Intercultural Education and Intersectionality: Equities and Inequalities

Barbara Gross, Jan Gube, Bert Wastijn, Sofie Smismans

Education and educational research face the challenge of identifying, understanding, and addressing inequalities while recognizing how multiple dimensions of diversity intersect within relations of power. Intersectionality provides a framework for examining how migration, ethnicity, gender, language, sexual orientation, socioeconomic class, (dis)ability, and political and religious orientation interact to shape experiences of privilege, disadvantage, discrimination, and marginalization. This perspective has gained considerable attention across disciplines, with growing international interest in its implications for educational research and practice.

Educational inequalities emerge through the interplay of social positions, power relations, and institutional conditions. Migration offers one context for examining these dynamics, alongside questions of socioeconomic disadvantage and wider questions regarding identity and belonging across educational settings and society. Learners and educators may encounter intersecting barriers to participation and recognition through processes such as racialization, language hierarchies, unequal access to resources, and the devaluation of diverse knowledges

and social practices. Understanding these experiences requires attention to how such processes interact to shape privilege and marginalization, and to how educational institutions, society and everyday practices can reinforce or challenge inequalities. The strand also invites contributions that examine Indigenous peoples, knowledges, and experiences through intercultural and intersectional perspectives, including the ways colonial histories, power relations, and structural inequalities are interconnected.

Education systems and educational practices can play a vital role in addressing inequalities and creating more equitable opportunities for participation and belonging. This conference theme invites international debate on how intersectional perspectives can inform educational research, policy, and practice to promote diversity, belonging, inclusion, and equity. Researchers and practitioners are invited to contribute theoretical, methodological, and empirical papers, as well as examples of effective practice, that critically examine intersecting inequalities and explore possibilities for educational change.

Strand 4 Internationalization and Intercultural Education: Envisioning Inclusive, Dynamic Citizenship for the Future

Mattia Baiutti, Elisa Briga, Sabet van Steenbergen

Internationalisation has become an increasingly important dimension of education, traditionally associated with higher education but now attracting growing attention across all levels of education, from primary and secondary schooling to higher education and beyond. This strand invites critical reflection on the meanings, purposes and practices of internationalisation across different educational levels and contexts, exploring its potential to foster intercultural learning and contribute to the development of inclusive and democratic citizenship. Particular attention will be given to the relationship between internationalisation and intercultural education, including international student and pupil mobility, internationalisation at home, curriculum development, educational policies and institutional approaches. We welcome theoretical and methodological contributions, alongside empirical research and critical analyses of educational practices across all levels of education. By bringing together diverse perspectives and educational contexts, the strand aims to stimulate debate on how internationalisation can move beyond mobility and language learning to become a meaningful, equitable and transformative educational process, preparing learners to become active global citizens.

Strand 5 Social and Spatial Justice in Education: Who Gets to Learn What, Where, and When?

Leslie Bash, Anat Hornung Ziff, Pieter Meurs

Education is shaped by social, cultural, political, and spatial inequalities that determine access to knowledge, identity and narrative representation, and the conditions under which learning takes place. This strand will explore how educational spaces, institutional structures, curricula, and practices reproduce or challenge inequalities, exclusion, and power relations and the intersections of social and spatial justice, intercultural competence, and educational contexts, formal, non-formal and informal. The strand will also focus on how learning through contestation, not only to fit into an existing world, but to question it, and act within it, where disagreements in non-educational and classroom contexts are not sacrificed to consensus, and on the spaces where disagreement can be held open without turning opponents into enemies.

Contributions are invited that critically examine these dynamics and explore transformative educational approaches that foster inclusion, recognition, equity, and meaningful intercultural engagement, including approaches that treat dissent, friction, and the unsettling of the taken-for-granted as sources of learning.

Strand 6 Intercultural Education and the Arts: Imagining and Crafting a More Inclusive Society

Hana Alhadi, Marija Bartulovic, Kaat Verhaeghe

Grounded in the idea that education is art and art is inherently educational, this strand examines how diverse artistic modalities and practices can drive social transformation and foster a more inclusive society. We welcome contributions exploring the intersection of art and education, including theoretical discussions on the potential of socially engaged art and the role of art in (intercultural) education, methodological contributions highlighting the epistemological potential of arts-based research methods, and practitioner research. We also welcome examples of programmes, initiatives, projects, and innovative artistic methods and tools grounded in the transformative, community-building power of art and arts education.

Strand 7 Intercultural Competences: New Directions and Critical Reflections

Agostino Portera, Nektaria Palaiologou, Bert Wastijn, Eline Orlans and Sofie Smismans

This strand explores new directions in intercultural competences research and practice, bringing together theoretical perspectives, empirical studies and critical reflections. It examines how teachers, education professionals and other actors develop, understand and apply intercultural competences across social contexts, countries and disciplines, while questioning established assumptions and models. Particular attention is given to issues of power, identity, diversity, inclusion and multilingualism, as well as to the challenges of intercultural learning in increasingly complex, interconnected societies, including digital and AI-mediated environments. The strand invites contributions that advance critical, innovative, context-sensitive approaches to intercultural competences.

Conference organization

Local Organizing Committee

Ivona Hristova	Main contact person	ivona.hristova88@gmail.com
Barry van Driel	General	barry@iaie.org
Leslie Bash	General	bash.leslie@yahoo.co.uk
Hana Alhadi	Workshops and field trips	hanaalhadi@gmail.com
Bert Wastijn	EhB representative	bert.wastijn@ehb.be

International Scientific Committee

Hana Alhadi	IAIE
Mattia Baiutti	IAIE Secretary General
Marija Bartulovic	University of Zagreb, Croatia
Leslie Bash	University College London, UK
Elisa Briga	European Federation for Intercultural Learning (EFIL)
Carla Chamberlin	The Pennsylvania State University, Abington College, USA
Barry van Driel	IAIE President
Barbara Gross	Free University of Bozen-Bolzano, Italy
Jan Christian Gube	Hong Kong University
Anat Hornung Ziff	IE University, Madrid
Minne Huysmans	Erasmus Brussels University of Applied Sciences and Arts (EhB), Belgium
Rory Mc Daid	SIRIUS and Marino Institute of Education, Dublin, Ireland
Pieter Meurs	Erasmus Brussels University of Applied Sciences and Arts (EhB), Belgium
Eleni Oikonomidoy	University of Nevada, USA
Eline Orlans	Erasmus Brussels University of Applied Sciences and Arts (EhB), Belgium

Nektaria Palaiologou	Hellenic Open University, Greece
Els Plessers	Erasmus Brussels University of Applied Sciences and Arts (EhB), Belgium
Agostino Portera	University of Verona, Italy
Leen Rosiers	Erasmus Brussels University of Applied Sciences and Arts (EhB), Belgium
Miri Shonfeld	MOFET, Kibbutzim College of Education, Israel
Sofie Smismans	Erasmus Brussels University of Applied Sciences and Arts (EhB), Belgium
Agnieszka Szplit	Association for Teacher Education in Europe (ATEE)
Sabet van Steenbergen	Erasmus Brussels University of Applied Sciences and Arts (EhB), Belgium
Kaat Verhaeghe	Erasmus Brussels University of Applied Sciences and Arts (EhB), Belgium
Bert Wastijn	Erasmus Brussels University of Applied Sciences and Arts (EhB), Belgium
Manal Yazbak Abu Ahmad	Sachnin College of Education, MOFET

Fees, registration and further information

Days 1 (SIRIUS Policy Conference) and 4 (workshops) are free of charge and are included in the conference fees. The following fees apply to the IAIE Academic Conference (Days 2–3).

Registration fees — IAIE Academic Conference (Days 2–3)

Early Bird deadline: 15 February 2027. Regular fees apply after 15 February 2027.

	Early Bird	Regular
IAIE members	€225	€275
Non-IAIE members	€325	€375
University students and school teachers	€125	€150
EhB staff	€125	€150
EhB students	€50	€75

IAIE basic membership costs only €30 a year (see iaie.org).

All submissions and payments will take place through the ConfTool platform. Please contact the local organizers if this causes difficulty.

Conference outputs

A Special Issue of the IAIE journal *Intercultural Education* will be used to publish those papers that relate most directly to the conference theme.

A book with other papers from the conference will also be published, edited by Marija Bartulovic and Leslie Bash.

Cancellation policy

- Cancellations received by 1 March 2027: 60% reimbursement.
- Cancellations received after 1 March and by 1 April 2027: 40% reimbursement.
- Cancellations received after 1 April 2027: no reimbursement; a discount at the next IAIE conference will be offered (details to be negotiated).

For more information, visit the conference website.

We look forward to seeing you in Brussels in May 2027!