

CIES 71st Annual Meeting

April 3-7, 2027 at the Monona Center, Civic Center designed by Frank Lloyd Wright on Lake Monona, Madison, Wisconsin.

Reimagining Life: Education for Planetary Justice

We meet in a moment when life itself—and the fragile promise of internationalism — are under threat. Ecological collapse, imperial and racial violence, democratic erosion, mass displacement, authoritarian resurgence, technological extraction, and widening global inequality are not isolated crises, but interconnected expressions of systems built on dispossession and disposability. Across the world, unprecedented concentrations of wealth and power undermine democratic life, intensify labor precarity, and erode the conditions that have historically sustained internationalism, cross-border solidarity, and a universal commitment to justice and fairness. Education systems too often mirror and reproduce logics of wealth accumulation on the one hand and disposability on the other, legitimizing hierarchies of knowledge, labor, and life, and as such embody the crisis.

Yet such intense and protracted crisis can generate alternative imaginaries and new collective capacities. Everywhere, people are refusing the inevitability of harm and confront extractive development ventures, defend labor and migrant rights, re-root in counter-hegemonic knowledge systems, and build solidarities grounded in dignity, care, and planetary responsibility. Indigenous land-based pedagogies, feminist and care-centered economies, worker and union organizing, abolitionist and reparative justice, refugee- and migrant-led knowledge networks, climate justice movements, disability and sexual rights struggles, and pluriversal epistemologies strive to cultivate just ways to live, learn, and remake relationships.

This conference asks: What does it mean to imagine education not as preparation for the world as it is, but as participation in the work of making the world anew? What forms of learning repair and regenerate relationships -- to land and labor, to histories of harm and displacement, and to the more-than-human world? What counter-hegemonic knowledges can illuminate a just future? How can international and comparative education contribute to global solidarity and collective struggle for just futures?

The conference invites inquiries, critiques and experiments in remaking education toward a vision of deep democracy and human flourishing.

Reimagining education as a practice of repair, solidarity and struggle for planetary justice.



Land of the Teejop, the ancestral lands of the Ho-Chunk Nation

The Monona Center, Civic Center designed by Frank Lloyd Wright on Lake Monona, Madison, WI

CIES 2027 welcomes proposals that engage, but are not limited to, the following thematic strands. We encourage comparative, international, and transnational perspectives, and we welcome cross-disciplinary methodological, theoretical, and creative approaches.

1. Planetary Crisis, Education, and the Limits of Development

Education in the context of climate collapse, ecological degradation, extractivism, and critiques of dominant development paradigms.

2. Internationalism Under Pressure

Cross-border education, international cooperation, academic freedom, mobility, and solidarity in an era of authoritarian nationalism and geopolitical fragmentation.

3. Education, Labor, and Political Economy

Global inequalities, concentration of wealth, labor precarity, unions, worker education, and the role of education in shaping and contesting political-economic orders.

4. Migration, Displacement, and Border Regimes

Education in contexts of forced migration, refuge, statelessness, border militarization, and transnational belonging.

5. Indigenous Knowledges, Land, and Educational Justice

Land-based pedagogies, Indigenous sovereignty, decolonial education, and struggles over territory, resources, and knowledge.

6. Gender, Sexuality, and Embodied Justice

Feminist, queer, trans, and disability justice approaches to education, care, embodiment, and belonging across global contexts.

7. Education, Democracy, and Authoritarianism

Schooling, higher education, and civic learning under democratic erosion, repression, surveillance, and state violence.

8. Reparative and Transformative Educational Futures

Education as repair and regeneration: memory, historical reckoning, restitution, and practices that nurture just and life-sustaining futures.

9. Comparative Methods and Pluriversal Epistemologies

Methodological innovations, South–South comparisons, Indigenous and community-based research, and challenges to epistemic hierarchy.

10. Learning in and with Social Movements

Education emerging from labor, climate, abolitionist, feminist, Indigenous, and youth movements across regions and borders.