



International Association of Human Rights Education

Re-imagining Human Rights

Education in a Turbulent World

IAHRE

26-27 May 2026 Münster Germany

Tuesday 26 May 2026

- 09.00 – 09.30 Registration & coffee
- 09.30 – 09.45 Welcomes
- 09.45 – 10.45 **Keynote Audrey Osler:**
Hope, justice, and compassion: reimagining human rights education in a turbulent world
- 10.45 – 11.15 Coffee
- 11.15 – 12.55 **Panels 1 – 3**
Lunch & posters
- 12.55 – 14.00 Meet the editors
- 14.00 – 14.10 *Human Rights Education Review*
- 14.15 – 15.55 **Panels 4 – 6**
- 15.55 – 16.05 Coffee & posters
- 16.05 – 17.00 **Keynote Marina Weisband:**
Young people’s digital participation: implications for human rights
- 17.00 Meet the keynotes

Wednesday 27 May 2026

- 09.00 – 10.00 **Keynote Annedore Prengel:**
Perspectives on human rights education in a turbulent world
- 10.00 – 10.30 Coffee
- 10.30 – 12.10 **Panels 7 – 9**
Lunch & AGM (12.40 – 13.15)
- 12.10 – 13.15
- 13.15 – 14.55 **Panels 10 & 11**
- 15.00 Closing remarks including announcement of IAHRE2027



Panels 1-3 11.15 – 12.55

Tuesday 26 May

Panel 1

Symposium: comparative perspectives on intercultural values and human rights in teacher education

- **Cross cultural study: beliefs and perceptions of professors and students regarding values and human rights education. Human rights education as a task for teacher education**
 - Susanne Müller-Using, University of Costa Rica, Costa Rica
- **Study program values and human rights education: overview and implementation at the University of Osnabrück.**
 - Ingrid Kunze, University of Osnabrück, Germany
- **Pedagogy in human rights, democracy and peace.**
 - Ileana Vargas Jiménez, Universidad Nacional, Costa Rica
- **A teaching profile proposed for human rights education and the chair of education for peace and human rights**
 - Jacqueline García Fallas, University of Costa Rica, Costa Rica

Panel 2

Children's rights and empowerment

- **Children's resistance, participation and the Scholé: re-imagining human rights education**
 - Maria Giatsi Clausen, Queen Margaret University, Edinburgh, UK
- **Schools become safe places: child and youth protection concepts in Austria**
 - Monika Gigerl, University College of Teacher Education Styria, Austria
- **Framing child poverty: moral narratives and activist pedagogy in German EFL textbooks.**
 - Roger Dale Jones, University of Klagenfurt, Austria
- **Children's rights empower! – Empower children's rights! The transfer centre for children's rights & child protection**
 - Maike Nadar and Anna Bahr, University of Rostock, Germany

Panel 3

Integrating human rights in the curriculum

- **European values within RUN-EU through the eyes of stakeholders**
 - Marcel Haagsma and Thomas Gitopoulos NHL Stenden University of Applied Sciences, The Netherlands
- **A critical analysis of human rights discourse in Iran's school curriculum: discursive justifications, strategic silences, and hierarchies of rights**
 - Anahita Hosseini Lewis, University of London, UK
- **Headteachers' perceptions and roles in promoting human rights education in secondary schools of Bangladesh**
 - Arifur Rahman and Md Khairul Islam, University of Dhaka, Bangladesh
- **From policy to pedagogy: how teachers' positionalities shape the human rights approach to citizenship education in India**
 - Anupriya Sharma, University College London, UK

Panels 4-6 14.15 – 15.55

Tuesday 26 May

Panel 4

Decolonising learning

- **To tend without drowning: a decolonial reflection on the co-optive nature of institutional human rights education**
 - Tanya Morris, University of Toronto, Canada
- **“We do not have a system of education”: Canada’s colonial system of education for First Nations students on First Nations/Reserves**
 - Ron Phillips, Nipissing University, Canada
- **Decolonising learning from the margins: feminist and antiracist activism as transformative pedagogies in human rights education**
 - Tiziana Chiappelli, University of Siena, Erika Bernacchi, Pegaso University, Italy
- **Curricular counter-narratives for human rights education: anti-racist transformation in Canadian youth-serving organizations**
 - Amy Cooper, Concordia University, Canada

Panel 5

War and peace

- **The enforced silence: Gaza and the scholasticism of Palestinian academics—parallels, provocations, and pathways for action**
 - Syra Shakir, Leeds Trinity University, UK
- **The rights of girls and young women in armed conflict in Gaza and Sudan**
 - Guadalupe Francia, University of Gävle, Sweden
 - Antonio Luzon, Campus Universitario de Cartuja 18071 Granada– Spain.
- **Education for peace or education for war? The cases of Spain and Sweden in times of increased militarism in Europe**
 - Antonio Luzon, Campus Universitario de Cartuja 18071 Granada– Spain
 - Guadalupe Francia, University of Gävle, Sweden
- **Intersectionality in education for sustainability: existing practices, gaps and future pathways**
 - Gisela Cebrían, Universitat Rovira i Virgili, Spain
 - Wilton Lodge, University College London, UK
 - Alison Cantos, Universitat Rovira i Virgili, Spain

Panel 6

Challenges and opportunities in human rights education

- **Teaching rights, changing minds: Systematic evidence on the effects of instructional design in human rights education**
 - Tihomir Vrdoljak, German Police University, Muenster, and Thomas Görgen
- **Artificial intelligence and the human right to education**
 - Sandra Reitz
 - Leyla Erfani-Boujar
- **The grammar of care: affective governance and the emotionalization of human rights education**
 - Laura Kalmes, Illinois State University, USA
- **“Your body is a battleground” – Women’s movements, queer feminism and gender justice**
 - Claudia Lohrenscheit, Hochschule Coburg, Germany

1. Power of mathematics in human rights-driven decision-making

- o Yasmine Abtahi, University of South-East Norway

2. Reclaiming collective agency in an authoritarian age: a human rights education approach to digital citizenship

- o Illan Acher, Amnesty International, Swiss Section

3. Teaching without papers: undocumented educators reframe pedagogies of resistance and leadership in times of crisis and state violence.

- o Cristian O. Aguilar Valverde, University of San Francisco, USA

4. Teacher agency and the navigation of linguistic and citizenship rights in India's NEP 2020

- o Kusha Anand, UCL Institute of Education, UK

5. Finding value in students' lived experiences: an effort to decolonize learning in hybrid classrooms

- o Kashaf Noreen & Mariam Al Ramadhan, OISE, University of Toronto

6. Give bureaucracy a break: hands-on perspectives on integrating refugee students in European higher education

- o Katharina Kube & Barış Ünal, Technische Universität Berlin

7. Children's literature for human rights education

- o Anne Laguda, University of Strathclyde, UK

8. Storytelling and the language of well-being: mindful pluri lingual pedagogies in EFL teacher education for re-imagining human rights education in a turbulent world

- o Anni Lenz & Bianca Roters, Ludwigsburg University of Education, Germany

9. Mathematics as a brave space for expression and participation

- o Matijas Loeb, University of South-Eastern Norway

10. Role of principal in supporting students from low-income immigrant communities to thrive

- o Lilian Lotechi Obazei, University of Toronto, Canada

11. Collaborative human rights learning in higher education: permeable, portable, pervasive, and persistent

- o Kristi Rudelius-Palmer, Human Rights Educators USA
- o Glenn Mitoma, Columbia University, USA

12. Algorithmic narrowing and children's rights: dual risks of recommendation systems in the digital age

- o Erwang (Oney) Shen, University of Toronto, Ontario Institute for Studies in Education (OISE)

13. Speaking into the silence: refugee students' agency and inclusion in Icelandic primary schools

- o Haukur Thor Thorvardson, University of Iceland

14. Algorithmic governance and human rights education: from re-disciplining to re-awakening

- o Liang Xu, OISE, University of Toronto, Canada

15. The right to a healthy environment and children's rights education

- o Jonas Schubert, Terre des Hommes (NGO), Germany

16. Scope of promoting children's human rights education through teacher education: a case study in Bangladesh

- o Md Khairul Islam & Umme Mustari Tithi, University of Dhaka Bangladesh
- o Shakina Khanam, World Bank Dhaka Office

Panels 7-9 10.30 – 12.10

Wednesday 27 May

Panel 7

Creativity and the arts

- **Re-Imagining student advocacy as human rights action: how educators and institutions can support students as humanitarians**
 - Emma Tolliver, University of Washington, USA
- **Exploring creative approaches to human rights challenges in legal education through art**
 - Jussi Karkkulainen, University of Eastern Finland
- **Art as a pedagogy of listening: restoring children's right to be heard in human rights education**
 - Wanyi Yin, Ontario Institute for Studies in Education (OISE), University of Toronto, Canada
- **Bridging global goals and local realities: understanding and practising the SDGs among university students in southwest China's borderlands**
 - Peng Zhang and Enze Guo, University College London, UK

Panel 8

Children's and human rights education

- **Children as co-researchers**
 - Kjersti Draugedalen, Tønsberg Municipality, Norway
- **With youth in the front: investigating how mathematics opens novel approaches for human rights education**
 - Trine Foytn, Yasmine Abtahi, and Matijas Loeb, University of South-Eastern Norway
 - Beth Herbel-Eisenman, Michigan State University, USA
- **Human rights values and mathematics teacher education in Norway: teacher education students respond to youth perspectives**
 - Emma Carlenius, Lisa Steffensen, Yasmine Abtahi, and Richard Barwell University of South-Eastern Norway
- **Reimagining teacher education in Canada: reentering human rights post-George Floyd**
 - Yvonne Connage OISE, University of Toronto, Canada
- **The UNESCO recommendation on education for peace, human rights and sustainable development. Orienting holistic approaches for human rights education and transformative learning today!**
 - Klaus Schilling, German Commission for UNESCO

Panel 9

History and memory

- **Towards a post-war narrative pedagogy for Sri Lanka: re-imagining human rights education through memory, emotion, and context**
 - Kalpani Dambagolla, MF Norwegian School of Theology, Religion & Society
- **Reparative futures as a human rights-oriented approach to history education**
 - Marta Stachurska-Kounta, University of South-Eastern Norway, Norway
- **The interplay between the Convention on the Rights of the Child and government's educational policies: a study of economically deprived communities in Mauritius**
 - Sheetal Sheena Sookrajowa, Senior Lecturer in Political Science, University of Mauritius
- **Vernacular memory and human rights education in post-war Sri Lanka: toward a critical and emotional pedagogy of remembrance**
 - Kalpani Dambagolla MF Norwegian School of Theology, Religion & Society, Norway
 - Lena Lybæk, University of South-eastern Norway

