

Call for Papers

10th Conference of IRAHSSE

Pontificia Universidad Católica del Perú, Lima (Peru), 14-16 October 2027

Educating for Democratic Citizenship? International Perspectives from Social Sciences, History, and Geography Education

INTRODUCTION

The 10th International Conference of IRAHSSE will take place from October 14 to 16, 2027, in Lima, Peru. This edition invites educators, researchers, and scholars from around the world to gather in Latin America for the first time. It will be hosted by the Faculty of Education, the Academic Department of Education, and the Centre for Educational Research and Services (CISE) of the Pontificia Universidad Católica del Perú.

The conference seeks to foster critical reflection and grounded inquiry into the ways Social Sciences, History, and Geography Education may shape citizenship formation, political judgement and participation, and understandings of the rule of law within contexts marked by social and territorial inequalities, the silencing and stigmatisation of minoritised groups, disputes over memory, disinformation, polarisation, and authoritarian discourses.

Democracy and the rule of law face challenges that affect formal institutions and call into question established pedagogical and educational foundations. Difficulties in engaging in dialogue, weakening public trust, hate speech, and censorship of school content point to the need to strengthen research on education capable of supporting learners in examining claims, evidence, institutions, conflicts, and courses of action, and in giving reasons for judgements that remain open to scrutiny and revision.

In this context, democracy, the rule of law, and citizenship may be examined as historically situated, institutionally organised, and politically contested phenomena, shaped by social relations, material conditions, historical experiences, and unequal distributions of power and resources. Several questions arise: how are democracy, citizenship and the rule of law interpreted, taught and put into practice in educational contexts? Under what conditions does teaching in Social Sciences, History, Geography and Citizenship Education contribute to maintaining, challenging or transforming existing political and social configurations, including through radical and revolutionary change, with what effects and for whom? Contributions are encouraged to examine these questions without presuming that particular content, methods, or forms of participation necessarily produce democratic outcomes, attending to intended, observed, unintended, and contradictory effects.

The conference provides an international forum for sharing research findings, teaching experiences, ongoing projects, and theoretical reflections, encouraging methodological, theoretical, and comparative dialogue. It invites critical engagement with curricula, textbooks, educational policies, and preservice and in-service teacher education, alongside public

debates and emerging challenges for these disciplines. It also seeks to strengthen collaboration among scholars, research groups, educational institutions, and academic networks.

Submissions may address contemporary or historical issues in specific geographical, national, regional, or transnational contexts, adopting disciplinary, interdisciplinary, or cross-curricular perspectives. Both individual papers and fully organised sessions are welcome, including exploratory proposals seeking to foster new collaborations, special interest groups, or future research projects. Early-career researchers, including doctoral candidates and junior scholars, are especially welcome.

THEMATIC STRANDS

1. Democratic citizenship, learning to live together, and classroom participation, particularly in contexts of societal polarisation

This strand invites research, teaching experiences, and theoretical reflections on democratic citizenship in societies marked by cultural diversity, political polarisation, public distrust, hate speech, and inequalities. It focuses on how teaching and learning in Social Sciences, History, Geography, and Citizenship Education can shape political judgement, dialogue, collective organisation, and participation across educational levels. Particular attention may be given to how students, teachers, and communities engage with disagreements, social conflicts, exclusion, and violations of rights, and to the possibilities and constraints of collective agency in institutions and public life.

2. Curricula, educational policies, and teacher education for democratic education

This strand focuses on educational policies, curricula, initial and continuing teacher education programmes, and institutional frameworks that support or constrain democratic education. It encourages comparative, methodological, and theoretical dialogue on how educational aims and content are defined, implemented, and evaluated across education systems and levels of schooling. Contributions may also examine how teachers are prepared and supported to address citizenship, democracy, the rule of law, diversity, memory, gender sensitivity, and contemporary social issues.

3. Memory, history, and disputes over the past in education

This strand examines the place of memory, controversial historical issues, and conflictual pasts in History and Social Sciences Education. Contributions may explore how curricula, textbooks, museums, cultural and artistic expressions, and teaching practices address—or silence—experiences of violence, exclusion, dictatorships, armed conflicts, and human rights violations. It also invites reflection on censorship, disputes over the past, and tensions between history, memory, citizenship, and democracy.

4. Digital citizenship, disinformation, and emerging technologies in Social Sciences, History, and Geography Education

This strand examines the challenges and opportunities posed by digital citizenship, disinformation, social media, artificial intelligence, and other emerging technologies.

Contributions may explore how students access, interpret, produce, verify, and circulate information, and how digital platforms and artificial intelligence shape the visibility, authority, and apparent credibility of claims. Particular attention is invited to educational practices that support critical examination of sources, data, and automated outputs, including their production, factual reliability, and rhetorical effects.

5. Education, territory, citizenship, and sustainability in contexts of socio-environmental crisis and human mobility

This strand explores relationships between education, territory, environmental sustainability, and citizenship in response to climate change, socio-environmental conflicts, human mobility, and social and territorial inequalities. It encourages analysis of educational strategies that enable learners to understand relationships between communities and nature, strengthen citizen participation, and develop responses to crisis, displacement, exclusion, overexploitation of resources, and the disruption of territories.

6. Other proposals beyond the central theme of the conference

This strand welcomes empirical, theoretical, and methodological contributions that, while not directly aligned with the preceding strands or the central conference theme, raise relevant questions, approaches, or debates in Social Sciences, History, Geography, and Citizenship Education.

SUBMISSION PROCESS

Abstracts should be submitted by email to irahsse-Peru@pucp.edu.pe, with copies to dportillo@pucp.edu.pe, denise.bentrovato@gmail.com, and marc.andre.ethier@umontreal.ca, by **15 January 2027**.

In accordance with IRAHSSE's guidelines, abstracts must be provided in all three languages: **English, French, and Spanish**, the latter being the language of the host country. Presentations may be delivered in any of these languages.

Submissions must be in **Word format** and meet the following requirements:

- **Individual presentations (20 minutes):** an abstract of no more than **500 words**, accompanied by a brief CV of no more than **300 words**.
- **Full session proposals (90–120 minutes):** a proposal of no more than **1,200 words**, specifying the session type (roundtable discussion or panel of individual presentations with discussion), the session chair, and the person responsible for the session. Proposals must include contact details and a brief CV of no more than **300 words** for each participant.

The Scientific Committee reserves the right to determine the order of presentations, regroup proposals, or modify proposed session formats. Applicants will be notified of the outcome by **15 February 2027**.

REGISTRATION FEES

Participant category	Fee
Non-IRAHSSE members	€125
Non-IRAHSSE members from countries with GDP per capita (PPP) below US\$20,000	€100
IRAHSSE members	€75
IRAHSSE members from countries with GDP per capita (PPP) below US\$20,000	€50
Students without income	€50

PAYMENT OPTIONS

Payments can be made using any of the following methods:

1) Bank transfer

IBAN: BE77001857544542

BIC/SWIFT: GEBABEBB

Bank: BNP Paribas Fortis Leuven-Centrum

Address: Vital Decosterstraat 42, B-3000 Leuven, Belgium

2) PayPal

Account: irahsse@kuleuven.be

3) Local bank transfer (details will be provided shortly)

For all payment methods, please include the following payment reference:

IRAHSSE PERU 2027 + participant's first name and surname

Further information will be shared in due course on the [IRAHSSE website](#).

For enquiries, please contact irahsse-Peru@pucp.edu.pe or dportillo@pucp.edu.pe.

We warmly invite colleagues to submit their proposals and look forward to welcoming participants from different countries and academic communities to Lima in October 2027.

SCIENTIFIC COMMITTEE

Augusta Valle Taimán, Ángela Figueroa Iberico, Patricia Nakamura, Lucía Guerrero and Diego Portillo (Pontificia Universidad Católica del Perú)

Denise Bentreovato, Jean-Charles Buttier, Luigi Cajani, Marc-André Éthier, Roar Madsen and Karel Van Nieuwenhuyse (IRAHSSE Board)