

## Call for Abstracts for the DGfE ESD Commission Conference 2022

**"Ecological, social and individual upheavals and their relevance for  
education for sustainable development"**

from 05. to 07.09.2022 & Pre-Conference on 04.09.2022  
at the Goethe University Frankfurt am Main

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Currently, numerous ecological and social upheavals can be identified, which Education for Sustainable Development has to register, reflect on and, if necessary, react to its theoretical development. The following developments can be cited as examples:

- Reaching 1.5° global warming probably already in 2030, according to the latest IPCC report (cf., e.g. IPCC 2021);
- the drastic loss of biodiversity, the negative impacts of which are not only but also on a par with those of global warming (cf., e.g. IPBES 2021);
- the worldwide increase in numerous inequalities and injustices regarding income, health and life expectancy, as well as educational justice, particularly exacerbated in the wake of the Corona pandemic (cf., e.g. Mahler et al. 2021);
- the strengthening of anti-democratic authoritarian regimes and the threat to democracies posed by fake news and conspiracy theories at the level of nation-states (cf., e.g. Forchtner 2020);
- digitalisation as a technological and cultural upheaval with far-reaching ecological, economic and social risks and opportunities for the sustainability debate (cf., e.g. WBGU 2019).

Against this background, UNESCO's new ESD 2030 programme normatively and conceptually emphasises the shaping of structural changes on the way to a "great transformation" (cf. UNESCO 2020). However, the programme not only refers to the importance of ESD for achieving the Sustainable Development Goals but also proclaims the need to better understand and accompany personal upheavals – in the sense of transformative learning processes or transformational educational processes.

Against this background, the following questions will be the focus of the conference:

- What is the significance of diagnoses of ecological, social and individual upheavals and transformation processes for ESD research? What significance should corresponding diagnoses have in theory development and the conception of research projects?
- To what extent do theoretical and empirical ESD studies react to ecological, societal and/or individual upheavals already? And how are these conceptualised and, if necessary, operationalised concerning their inherent complexity, simultaneity, unpredictability and high temporal dynamics?
- At the same time, ESD is associated with the claim to actively work towards conditions for desired upheavals in the desired socio-ecological transformation processes and shape such transformations or at least actively promote them. Concerning this desired form of upheavals, the question arises: How do the theories and concepts of ESD normatively justify upheavals, and how are upheavals empirically researched and theoretically conceptualised? Are transformational educational processes or transformative learning processes in the context of sustainability characterised as processes of personal upheaval, and if so, how are they described (cf., e.g. Nohl 2016)?
- To what extent can upheavals, desiderata or continuities be identified with regard to the guiding epistemological interest in various ESD research projects, e.g. postcolonial perspectives? What role do upheavals and, if applicable, continuities play in the (sub)disciplines such as subject didactics or the subject matter of individual research fields of ESD research, such as school development research? Which methodological upheavals and developments can be identified in individual currents, such as competence orientation?

The conference will explore these and other questions. A pre-conference is also planned for 04.09.2022, primarily aimed at emerging researchers.

We invite proposals for papers for the conference and the pre-conference of up to 2,500 characters (including spaces, excluding references) and information on the authors (name, institution, research focus) to be submitted by 31 March 2022 to the following e-mail address: [esd\\_conference\\_2022@dlist.server.uni-frankfurt.de](mailto:esd_conference_2022@dlist.server.uni-frankfurt.de).

A reference to the conference topic is desirable, but not obligatory.

For a limited number of panels, the possibility of a digital connection to the conference will be available.

In addition to individual contributions, the submission of working groups is possible. Working groups should consist of two to three papers focused on a common question. Furthermore, a concept paper for the planned working group, in which the individual contributions are also outlined, of up to 5,000 characters (with spaces, excluding references) must also be submitted by 31 March 2022 to the following e-mail address: [esd\\_conference\\_2022@dlist.server.uni-frankfurt.de](mailto:esd_conference_2022@dlist.server.uni-frankfurt.de).

Feedback on the contribution proposals will be given by the beginning of May.

The following colleagues have been recruited or have been requested as keynote speakers for the conferences (in alphabetical order):

- Prof Felicitas Magilchrist  
(cultural upheavals; digitalisation; Georg-August University Göttingen);
- Prof Marcia McKenzie  
(Upheavals in the relationship between education, science and politics with special reference to Right-wing Populism, Conspiracy Theories and Eco-Fascism; University of Melbourne);
- Prof Arnd-Michael Nohl  
(learning and education theory upheavals, educational trajectory dimensions, Helmut-Schmidt University Hamburg);
- Dr Friederike Otto  
(upheavals in the social relations of nature, University of Oxford) [requested].

For a panel discussion on the topic "ESD research in upheaval?" on 6 September 2021, the following colleagues have been recruited for the conference or have been requested (in alphabetical order):

- Prof Gerhard de Haan (ESD from the perspective of educational futurology; Free University of Berlin) [requested];
- Prof Wolfgang Meseth  
(ESD from a philosophy of science perspective, Goethe University Frankfurt am Main);
- Prof Christiane Meyer  
(ESD from a subject didactic perspective; Leibnitz University Hanover);
- Prof Bettina Lösch  
(ESD from a critical-political perspective; University of Cologne) [requested].

In order to participate in the conference, it may be necessary to provide proof of compliance with requirements for the containment of the Corona pandemic (e.g. 2G-Plus). Should the development of the Corona pandemic make it necessary, we reserve the right to adapt the format of the conference.

Information on conference registration will follow shortly.

With best wishes for 2022, the organising team:

Mandy Singer-Brodowski, Verena Holz and Helge Kminek

## **Accommodation options**

Even though no trade fairs have been announced in Frankfurt for the period of the conference so far, it is advisable to book early. The following hotels are located near the conference venue:

### - Turm-Hotel

Eschersheimer Landstr.20

60322 Frankfurt am Main

<http://www.turmhotel-fra.de/>

Prices currently range from € 90.00 to € 96.00 per day and single room on Monday 05.09.22 & Tuesday 06.09.22. For an arrival on Sunday you have to calculate with € 67,00.

### - Hotel Mondial Comfort

Heinestrasse 13

60322 Frankfurt am Main

<http://www.hotelmondialfrankfurt.de/>

Prices currently range from €83 to €124 per night.

### - THE FLAG

Bockenheimer Landstrasse 38 - 40

60323 Frankfurt am Main

<https://the-flag.de/hotels-serviced-apartments/frankfurt/west-m/>

Prices currently range from €92 to €150 per night.

### - SAKS Urban Design Hotel

Mendelssohnstrasse 79

60325 Frankfurt am Main

<https://www.saksfrankfurt.com/>

Prices currently range between 119€ and 223€ per night.

- Hotel Liebig

Liebigstrasse 45

60323 Frankfurt am Main

<http://www.hotelliebig.de/>

Prices currently range from €149 to €169 per night.

- The Doormann Wave

Leerbachstraße 7

60322 Frankfurt am Main

<http://www.thedoorman.de/die-welle-frankfurt/>

Prices currently range between €125 and €216 per night.

## Literature

- Blättel-Mink, Birgit/Hickler, Thomas/Küster, Sybille/Becker, Henrike (Hrsg.) (2021): Nachhaltige Entwicklung in einer Gesellschaft des Umbruchs. <https://doi.org/10.1007/978-3-658-31466-8>.
- Forchtner, Bernhard (Ed.) (2020): The Far Right and the Environment. Politics, Discourse and Communication. New York: Abingdon.
- IPBES (Science-Policy Platform on Biodiversity and Ecosystem Services) und IPCC (Intergovernmental Panel on Climate Change) (2021): IPBES-IPCC co-sponsored workshop on biodiversity and climate change – scientific outcome. 234 S.
- IPCC (2021): AR6 Climate Change 2021: The Physical Science Basis. Summary for Policymakers. [https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC\\_AR6\\_WGI\\_SPM.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf).
- Mahler, Daniel G./Yonzan, Nishant/Lakner, Christoph/Castaneda Aguilar, Andres R. /Wu, Haoyo (2021): Updated estimates of the impact of COVID-19 on global poverty: Turning the corner°on°the°pandemic°in°2021?°World°Bank. <https://blogs.worldbank.org/opendata/updated-estimates-impact-covid-19-global-poverty-turning-corner-pandemic-2021>.
- Nohl, Arnd-Michael (2016): Bildung und transformative learning. Eine Parallelaktion mit Konvergenzpotentialen. In: Verständig, Dan/Holze, Jens/Biermann, Ralf (Hrsg.): Von der Bildung zur Medienbildung. Medienbildung und Gesellschaft, vol 31. Springer VS, Wiesbaden. [https://doi.org/10.1007/978-3-658-10007-0\\_9](https://doi.org/10.1007/978-3-658-10007-0_9).
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