



CALL FOR PROPOSALS

FIFTH WORLD CONFERENCE ON TRANSFORMATIVE EDUCATION (WCTE)

**Theme: *Redefining School in the 21st Century to Reclaim
Transformative Education***

October 7-9, 2026

Universidad Católica del Norte, Chile

The Global Institute for Transformative Education (GITE), in collaboration with the Universidad Católica del Norte, Chile, Coquimbo School of Education, is organizing the Fifth World Conference on Transformative Education (WCTE) in Chile on October 7-9, 2026, under the theme ***Redefining School in the 21st Century to Reclaim Transformative Education***.

Do you believe high-quality education is the pathway to socio-cultural, economic, and political transformation of your country? If your response to this question is yes, join us in Chile, South America, for the Fifth World Conference on Transformative Education, to chart new avenues for the Global South's enduring systemic transformation through education. Therefore, the overall objective of the conference is to promote a broader and transformative understanding of education that recognizes its natural, cultural, and community-based character, transcending the limitations of rote and repetitive schooling, to foster autonomous, meaningful learning processes oriented toward the holistic development of individuals and communities. To that end, among other things, we will critically examine the epistemological assumptions that have positioned the school as the only legitimate space for education, in order to recognize the multiple forms and contexts in which education occurs as a vital and cultural experience.

Many of the current education systems are disconnected from the socio-economic and political realities of the Global South. They are the legacies of European colonial rules that are antiquated, even in Europe, and can neither effectively address current societal problems nor help accelerate socio-economic growth and ensure political stability. The concept of transformative

education must be distinguished from traditional schooling in order to reclaim the richness of educational processes. Therefore, we argue for an educational approach that goes beyond school-based rote memorization and regurgitation of facts to provide learners with world-class education for interconnected competitive global economies. We also propose an educational, rather than a school-based, approach, understanding that the latter repeats pre-established patterns, while the educational approach creates new relationships. Such a change will require a radical transformation in how we rethink the school curriculum, pedagogy, leadership, and research.

We invite practitioners, academics, researchers, policymakers, professionals (engineers, medical practitioners, environmentalists, publishers, linguists, literacy experts, librarians, school administrators and teachers), undergraduate and postgraduate students, and scholars of all known and emerging academic disciplines who are eager to share their research and expertise on education with robust transformative practices and outcomes to **submit a 300-word abstract on the relevant themes of the conference by April 30, 2026**

The Proposal Review Committee will review each proposal, and applicants will be notified of the status of their submissions within 8 weeks of the submission deadline.

We invite you to submit proposals for panels, symposia, individual presentations, roundtable discussions, interactive workshops, school presentations, poster sessions, art exhibitions/public action workshops, and book talks. High-quality papers will be considered for publication in the *Global Journal of Transformative Education (GJTE)*.

Accepted proposals must clearly demonstrate the connection between the presentation and the theme of the conference. See the Appendix describing Transformative Education at the end of this document.

Follow this link to submit your proposal: <https://gite.education/wcte-2026/>

THEMES FOR PROPOSALS

Priority will be given to proposals that address one or more of the following themes *in relation to the central theme of the conference, Redefining School in the 21st Century to Reclaim Transformative Education.*

Global Challenges, Sustainability, and Innovation

- Artificial intelligence, teaching and learning
- Civic education and community revitalization
- Ecological transition
- Education and the Fourth Industrial Revolution (4IR)
- Education for planetary sustainability and climate change
- Engineering education for all
- Enhancing engineering skills in P-12 schools
- Food sovereignty, peasant life, agroecology, and permaculture
- Instructional technology, e-learning, and distance learning
- Psychological well-being and education
- Social and educational innovation in the face of the challenges of the Anthropocene
- Social reconfiguration in the face of global challenges
- UN Sustainable Development Goals and the role of education

Curriculum, Pedagogy, Motivation, and Assessment

- Action research
- Arts education, health education, applied mathematics, and economics for transformation
- Best practices, methodologies, and strategies in transformative teaching
- Citizenship education and community revitalization
- Competency-based Education and Assessments
- Counselling
- Critical literacy for a transformative society
- Educational psychology
- Infusing critical thinking skills in lessons
- Instructional Technology and Artificial Intelligence
- Place-based, problem-based, and project-based education
- Redefining curricula across subjects (history, geography, mathematics, science, arts, etc.)
- Schools open to the community
- Service learning, problem-solving, and entrepreneurship in the curriculum
- Special education
- STEM transformative instructional approaches
- Transformative assessment and evaluation
- Transformative reading strategies
- Unschooling practices to transform schools
- Writing, publishing, and rekindling a reading culture

Teacher Education, Leadership, and Governance

- Classroom seating and transformative pedagogy
- Conflict resolution, education for peace, and civic education
- Democracy in schools or lack thereof
- Ethics in school management and leadership
- Leadership
- Librarians and transformative curriculum
- Non-academic staff and quality educational experience
- Professional development for teachers
- Research in transformative education
- School attendance, absenteeism, and recovery of instructional hours
- Strengthening communities of practice
- Teacher education for competency-based education
- Teacher training for transformative education
- Teacher well-being
- Transformative leadership and cultivating youth leadership
- Transformative research works and teaching praxis
- Well-being of students and faculty

Social Justice, Inclusion, and Decolonization

- African American and Caribbean Studies
- African studies
- Afro groups (in Latin American countries)
- Ancestral wisdom
- Conflict resolution, peace education, and civic education for stability and national identity
- Curriculum for human dignity
- Decolonized modern histories in the Global South
- Development of culturally relevant children's books
- Diversity, equity, inclusion, and belonging
- Epistemologies of the Global South
- Equality, equity, social justice, diversity, and inclusion
- Ethics and the role of schools in fighting corruption
- Gender diversity
- Human rights
- Impact of colonialism and neoliberalism on education and development
- Indigenous peoples and education
- Language policy, planning, and linguistic rights of Indigenous languages
- Migrants and education
- Pan-Africanism and 21st century education
- Sociocultural knowledge, sociolinguistics, anthropology in education, and ecolinguistics
- Student Movements: Potential, Impact, Transformation
- The positionality of special needs students in school systems

GENERAL PROPOSAL GUIDELINES

Proposals and presentations are welcome in English and Spanish. All proposals, regardless of type, should be in Microsoft Word and must include the following:

- Name and title of the author/organizer, institutional affiliation, and contact information (e-mail, address, phone number)
- Title of the proposed presentation
- Abstract (300 words)
- Indicate presentation format
- Indicate any audio-visual equipment needs for your presentation

Proposals for panels, symposia, and round table discussions must also include:

Name, title of the presentation, title of the author/organizer, e-mail, address, and institutional affiliation for each participant.

PRESENTATION FORMATS

Choose one of the following presentation formats for your proposal. In some cases, the Conference Committee reserves the right to decide the presentation format proposed by the speaker.

Individual Papers (20 minutes)

Individual paper submissions will be grouped together by the program committee (not more than 3 papers will be grouped) to form a more intimate Discussion Room. The Discussion Room will be the primary venue for individual paper submissions. The Discussion Room will provide an intense hour of conversations between presenters and attendees concerning related and emerging topics.

Panel Presentations (110 minutes)

Individuals or institutional sponsors may propose to organize a panel of presentations on a related subject, with each presenter offering a unique perspective on the topic. Panels may include a chair/moderator, 3 or 4 presenters, and a discussant. Each presenter will be allotted 20 minutes to deliver his/her paper, followed by 20 minutes at the end of the panel for commentary by the discussant, and 10 minutes for questions and answers.

Panel proposals must include information on all participants and must indicate that they have been contacted, and they have agreed to participate. The individual submitting the proposal will be the sole contact person regarding the conference.

Round Table Discussions (60 minutes)

Individuals or institutional sponsors may propose to organize a round table discussion on a topic related to the theme of the conference. Like panels, roundtable discussions are coordinated by a moderator and offer different perspectives on the proposed topic. Presentation time for each discussant is limited to 5-7 minutes. The majority of the session is devoted to dialogue between the discussants and the audience. In the best round tables, the speakers are aware of each other's work and views; they refute or support those views in their own talks. There is substantive interchange, as well as the chance to go in-depth. Proposals for round table discussions must include information on all participants. The individual submitting the proposal will be the sole contact person regarding the round table discussion.

Interactive Workshops (60 minutes)

Presenters spend a short amount of time delivering the pedagogical concept, theory, or model, and the majority of the session is devoted to direct, hands-on participation by the attendees. Workshops are organized to address a theme; discussion is informal and interactive, and papers are not presented.

School Presentations (60 minutes)

P-12 (Pre-nursery through high school) teachers in Latin America with sound knowledge of transformative teaching and learning practices that are currently part of their curriculum are invited to submit a proposal. If selected, they will be invited to the conference with a group of their students to present one of their transformative lessons. Their proposal will have to demonstrate clear evidence of transformative learning as an outcome of the lesson presentation. Scholarships will be available for round-trip travel, room, and board. Proposals from schools whose overall mission is predicated on student-centered learning will be given priority.

Public Action/Art Exhibition

We will have a number of spaces available throughout the program for public actions/art exhibitions. These types of presentations are intended to foster critical and public dialogue and should be considered spaces for social action and public pedagogy. Presentation time and venue are flexible and dependent on the presenter's needs for these types of presentations—please indicate your audio-visual and material needs.

Book Talks (60 minutes)

If you have recently published a book that charts a new direction for education in a Latin American country or any other country that you think may benefit K-16 education, educators, and education policymakers, this venue would be perfect for you.

Follow this link to submit your proposal: <https://gite.education/wcte-2026/>

CONFERENCE REGISTRATION

Upon acceptance of the proposal, a mandatory non-refundable fee for the conference must be paid to guarantee a spot on the conference program.

Registration

- International faculty/K-12educators/researchers (North America, Europe, Japan, and Australia) \$260 (early-bird registration \$240)
- Latin American/Asian/African faculty/researchers/policymakers \$120 (early-bird registration \$100)
- Latin American/Asian/African Teacher education faculty \$60 (higher education faculty not included)-early-bird registration \$40)
- Latin American Students and K-12 teachers \$20 (early-bird registration \$15)
- Non-Latin American students \$100 (early-bird registration \$80)

Early Bird registration opens on April 15, 2026, and ends on July 15, 2026. The following modes of registration payment will be accepted:

1. **Conference website** www.gite.education using **Credit/debit card**
2. **Mobile money**

Opportunity for Scholarly Publication

Outstanding papers will be considered for publication in our peer-reviewed *Global Journal of Transformative Education (GJTE)*. Click on this link for details about the journal:

<https://scholarworks.iu.edu/journals/index.php/gite>

CONVENERS

<p>Michael T. Ndemanu, Ph.D. Associate Professor of Education Ball State University, Indiana, USA mtndemanu@bsu.edu</p> <p>Serafin M. Coronel-Molina, Ph.D. Professor of Literacy, Culture, and Language Education; & International and Comparative Education Indiana University, Indiana, USA scoronel@iu.edu</p> <p>Tom J. McConnell, Ph.D Professor of Science Education Ball State University, Indiana, USA tjmccConnell@bsu.edu</p> <p>Justo Méndez Arámburu, Dr. h. C. Co-Founder of Nuestra Escuela, Puerto Rico Founder of VAMOS Puerto Rico justo@nuestraescuela.org</p> <p>Winnie Mucherah, Ph.D. Professor of Developmental Psychology Ball State University Indiana, USA vmucherah@bsu.edu</p> <p>Venicia McGhie, Ph.D. Associate Professor of Education and Literacy Faculty of Economic and Management Sciences University of the Western Cape, Cape Town, South Africa vfmcghie@uwc.ac.za</p> <p>Regina J. Giraldo-García, Ph.D. Associate Professor of Research Methods Ball State University - Teachers College, USA rgiraldogar@bsu.edu</p>	<p>Dra. Silvia López de Maturana Luna Docente Escuela de Educación Universidad Católica del Norte, Chile silvialml@gmail.com</p> <p>Dr. Carlos Calvo Muñoz Docente Escuela de Educación Universidad Católica del Norte, Chile carlosmcalvom@gmail.com</p> <p>Dra. Paulina Veas García Directora Escuela de Educación Universidad Católica del Norte, Chile paulina.veas@ucn.cl</p> <p>Mag. Carola Cerpa Reyes Secretaría de Investigación Escuela de Educación Universidad Católica del Norte, Chile ccerpa@ucn.cl</p> <p>Brenda Nachuah Lawyer-Diangha, Ph.D. Associate Professor, Curriculum Studies and Teaching, University of Douala, Cameroon bdiangha@gmail.com</p> <p>Elizabeth Aanuoluwapo AJAYI, Ph.D Lecturer, Department of Adult Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria. elizabeth.ajayi@aaua.edu.ng</p> <p>Bryce Smedley, Ph.D. Assistant Professor, Master of Teaching program Southern Oregon University, Ashland, Oregon, USA smedleyb@sou.edu</p>
--	--

APPENDIX TO THE CALL FOR THE PROPOSALS OF 2026 WCTE

To provide a definition of transformative learning that is closely aligned with the vision of conveners of this conference, we begin with a quote by Schumacher (1973), an economist, a philosopher, and the author of *Small is Beautiful*. He states, “The volume of education continues to increase, yet so do pollution and exhaustion of resources and the dangers of ecological capacity. If still more education is to save us, it will have to be an education of a different kind, an education that takes us to the depth of things.” It is important to examine the relevance of Schumacher’s statement within today’s context of your discipline and/or the P-16 education system in your country in terms of the extent to which it prepares students to address societal needs and problems.

Transformative learning, as defined by O’Sullivan (2003):

Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and irreversibly alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body awarenesses, our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy (O’Sullivan, p.327, 2003).

Here are general questions for in-depth reflection and tweaking of your conference proposals

As conveners, we want to make sure that the papers presented at the WCTE are relevant not only to the conference theme but also to the vision of transformative education. As you craft your proposal, we encourage you to review this *call for proposals* in depth and ensure that your proposal answers some of the following questions:

- What enduring transformative change does your proposal seek to imbue in teachers and/or students?
- In what ways does your proposal challenge the status quo or break away from the traditional ways of teaching and/or learning and offer new solutions to the problem(s)?
- In what ways does your proposal elevate youth/adult voice and democratic practices in schools and /or in society?
- What scientifically tested disciplinary techniques, ideas, leadership skills, assessments, pedagogy, curriculum, etc., of different kinds are you proposing?
- In what ways does your proposal serve to create a more equitable and sustainable future?
- In what ways does your proposal focus on the natural and human resources/capital that are available in your locale/area as a resource for student engagement?
- In what ways does your proposal elicit knowledge transfer and knowledge applicability in real-life contexts?
- How does your proposal examine the social, environmental, and economic problems in your locale?

- How does your proposal encourage student-driven, collaborative project-based learning?
- In what ways does your proposal nurture youth and parent/adult with partnership strategies for effective service learning?
- How does your proposal promote authentic Indigenous knowledge systems and/or Indigenous ways of knowing and doing?
- How innovative, creative, and transformative is your proposal for conference participants?

References

- Calvo, C (2016). *Del mapa escolar al territorio educativo: diseñando la escuela desde la educación*. La Serena: Universidad de La Serena, 6^a edición.
- Mezirow, J. (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*, 74, 5–12.
- Moore, J. (2005). Is higher education ready for transformative learning? A question explored in the study of sustainability. *Journal of Transformative Education*, (3)1, 76-91.
- Ndemanu, M., Coronel-Molina, S. M., McConnell, T. J., Kofi, E. D., & Ndiku, J. M. (Eds.). (2025). *The Role of Transformative Education for Sustainable Social and Economic Development in Africa*. Cambridge Scholars Publishing.
- Ngefacs, A., Neba, C. D., Ndemanu, M. T. (2025). *Language, Literature, and Education for the Development of Postcolonial Africa*. London, UK: Bloomsbury Publishing.
- O’Sullivan, E. (2003) ““Bringing a perspective of transformative learning to globalized consumption”.” *International Journal of Consumer Studies*, 27 (4), 326–330.