

Education for Transformation

University of Humanistic Studies, 20-22 May 2026



Day 1 – Wednesday, 20 May 2026 (UvH)

09:30 – 9:45 | **Conference Opening – Prof. Joke van Saane** (rector UvH)

9:45 – 10:45 | **Book Discussion** (Plenary)
Discussion of *Education for Transformation: Humanistic Perspectives on Flourishing in the Anthropocene* (Brill, 2025)

10:45 – 11:15 | **Coffee/Tea Break**

11:15 – 12:45 | **Parallel Sessions (Round 1)**

12:45 – 13:30 | **Lunch** (45 minutes)

13:30 – 14:30 | **Keynote I – Prof. Kristján Kristjánsson**
(University of Birmingham)
Morality, Flourishing, and the Environment: Complex Intersections and Educational Implications

14:30 – 15:00 | **Coffee/Poster Session**

15:00 – 16:30 | **Parallel Sessions (Round 2)**

16.45 - 18.15 | **Parallel Sessions (Round 3)**

18:15 – 19:00 | **Welcome Reception**
Informal gathering with drinks and snacks in the UvH canteen

Day 2 – Thursday, 21 May 2026 (Cervantes)

09:00 - 10.30 | **Parallel Sessions (Round 4)**

10:30 – 11:00 | **Coffee/Tea Break**

11:00 – 12:00 | **Keynote II – Prof. Francio Guadeloupe**
(KNAW-KITLV/ University of Amsterdam)
Being Convivial is being Ecological: Acknowledging the work of trans(national) civil societies in educational settings in the European and Caribbean parts of the Kingdom of the Netherlands

12:00 – 12:45 | **Lunch (45 minutes)**

12:45 – 14:15 | **Parallel Sessions (Round 5)**

14:30 – 15:30 | **Keynote III – Prof. Lynne Wolbert** (UAS Utrecht)
Mutual flourishing as an ideal aim of education

15:30 – 16:00 | **Coffee/Tea Break**

16:00 – 17:30 | **Parallel Sessions (Round 6)**

Day 3 – Friday, 22 May 2026 (UvH)

9.30 – 12:30 | **First round of workshops**

Participants sign up for either one 3-hour workshop or two 1,5-hour workshops

12:45 – 13:15 | **Lunch (30 minutes)**

13:15 – 16:15 | **Second round of workshops**

Participants sign up for either one 3-hour workshop or two 1,5-hour workshops

16:30 – 17:30 | **Farewell Reception and conference closure**

Time to share reflections on the past three days



Prof. Kristján Kristjánsson (University of Birmingham)
***Morality, Flourishing, and the Environment:
Complex Intersections and Educational Implications***



Kristján Kristjánsson's research orientation can best be summed up as that of Aristotle-inspired philosophical scrutiny of theories in educational psychology and values education, with special emphasis on the notions of character and virtuous emotions. He has written extensively on themes in general education, moral education, educational psychology, moral philosophy and political philosophy, and sees himself essentially as a bridge-builder between philosophy and social science. His publications include *Aristotelean Character Education* (Routledge, 2015) and *The Self and its Emotions* (Cambridge University Press, 2010). He works at the Jubilee Centre for Character and Virtues of the University of Birmingham. In his lecture, he explores how the environment (or what we would be inclined to refer to simply as 'nature') can serve as an independent source of moral value, and what that means for the cultivation of virtuous dispositions within forms of moral, character, and citizenship education.

Prof. Francio Guadeloupe (KNAW-KITLV and UvA)
Being Convivial is being Ecological: Acknowledging the work of trans(national) civil societies in educational settings in the European and Caribbean parts of the Kingdom of the Netherlands.



Francio Guadeloupe's principal areas of research have been on the manner in which popular understandings of national belonging, cultural diversity, religious identity, and mass media constructions of truth, continue to be impacted by colonial racisms and global capital. He has pursued these interests in his research and publications on social processes on the bi-national island of Saint Martin & Sint Maarten (St. Martin), Curaçao, Aruba, Saba, Sint Eustatius, Brazil, and the Netherlands. His publications include *Chanting Down the New Jerusalem: Calypso, Christianity, and Capitalism in the Caribbean* (University of California Press, 2009) and *Black man in the Netherlands: An Afro-Antillean Anthropology* (University Press of Mississippi, 2022). He works at the University of Amsterdam and the Royal Netherlands Institute of Southeast Asian and Caribbean Studies (KITLV-KNAW). In his lecture, he will address climate challenges in the (Dutch)Caribbean from a popular culture and cultural heritage perspective.

Dr. Lynne Wolbert (University of Applied Sciences Utrecht)

Mutual flourishing as an ideal aim of education



Lynne Wolbert is a philosopher of education and works as a senior researcher at Lectoraat Jeugd (Research Group Youth) and as a lecturer in the professional master program of the Institute for Ecological Pedagogy, both at the HU University of Applied Sciences Utrecht, The Netherlands.

She wrote her PhD (*Flourishing, Fragility, and Family Life* (Vrije Universiteit Amsterdam, 2018)) on the concept of human flourishing as an ideal aim of education, and on the back of that a book for the public audience *Speelruimte* (Ten Have, 2018). Currently she is developing her research line on ‘mutual flourishing’, which looks at education and upbringing from an ecological perspective. For her most recent publication on this topic, see [Full article: Mutual flourishing as an ideal aim of education](#)

In her lecture, she will go ‘from practice to theory to practice’, thereby connecting her theoretical work to her practice of educating professional pedagogues (teachers, youth care workers, etc.), to discover if and how one can actually contribute to ‘mutual flourishing’ in higher education.

Sessions:

Moral and Citizenship Education

Colonial Legacies and Climate Justice

Transformative Pedagogies

Wednesday (May 20)

	1.40	1.33	1.15	0.38
11.15-12.45	<p>Symposium TP</p> <p>Participatory Approaches to Flourishing: Transformative Pedagogies in Educational Research with Young People</p> <p>Deepti R. Bhat, Penelope Williams & Fabienne Vailes</p>	<p>Workshop</p> <p>Wilding pedagogies in secondary education in the Netherlands</p> <p>Reina Kuiper</p>	<p>TP 1</p> <p>Adding Me-search to Research: An awareness-based approach to educating for human and planetary flourishing</p> <p>Magdalena Ionescu</p> <p>Escaping the Assembly Line in Engineering Education with the Capabilities Approach and Personal Narratives</p> <p>Sarah Appelhans, Rebecca Thomas, Jenny Tilsen, Stewart Thomas, Michael S. Thompson, Robert Nickel, Philip Asare & Alan Cheville</p>	<p>MCE 1</p> <p>Engaging Students with Ethical Questions: The Role of (Teacher) Educators in Educating for the Anthropocene</p> <p>Hannah Visser</p> <p>Dissent in Education: Durable steps towards Social Justice (Teacher) Education</p> <p>Koen Hoondert</p> <p>Climate Disruption, Schooling, and Socio-Emotional Wellbeing in India: Reframing Educational Response through Evidence and Theory</p> <p>Sreehari Ravindranath, Joseph Thomas R, Amit V Kumar & Apoorvan Bhatnagar</p>

<p>15.00-16.30</p>	<p>Symposium CL</p> <p>Education for societal change: What we can learn from the Global South Steffi Vermeire, Mariah Voutilainen & Inge Vandevyvere</p>	<p>TP 2</p> <p>Co-creating eco knowledge in a reparative pedagogical space: participatory story-telling at one university in South Africa Melanie Walker & Fenella Somerville</p> <p>Music and Transformative Education: Empowering Pedagogies in Deafening Situations Susana Maté</p> <p>Transformative Pedagogies in the Anthropocene: Theory–Practice Feedback Loops Through the MILAGRO Project Lavinia Bracci, Tatiana Bruni & Arianna Giorgi</p>	<p>Workshops</p> <p>Flourishing through transdisciplinary learning: An approach from the International Baccalaureate’s Primary Years Programme Sue Tee, Alexandra Francesconi, Sarah Galea-Hubbard & Tom Ewence</p> <p>Unpacking Inclusive Assessment: Practical Strategies for Transformative Pedagogy in the MYP Lenny Dutton & Shwetangna Chakrabarty</p>	<p>MCE 2</p> <p>Transformative Dialogue for Civic Citizenship: Building More-than-Human Relationships in the Anthropocene Sarah Jane Foster</p> <p>Posthumanities, particularities, pedagogies: How to teach critique in Higher Ed in the Anthropocene Daan F. Oostveen</p> <p>Ethics and abundance Teun van Son</p>
<p>16.45-18.15</p>	<p>TP 3</p> <p>An Invitation to Breathe Again: A Critical Response to Humanist Discourses in Education. Working through ecological and fluid alternatives Saskia Weijzen</p> <p>When the Forest Teaches Back: Pedagogical Disobedience and the Disruption of Human-Centered Learning Anneke Sools</p>	<p>TP 4</p> <p>Enhancing youth professionals’ resilience through meaningful work: An educational intervention Sterre Hoenderop</p> <p>Transformative professional learning in communities of practice (double presentation) Gaby Jacobs & Laura Mudde</p>	<p>Workshop</p> <p>Designing for Flourishing: Education for Wellbeing, Sustainability and Climate Change Carolyn Allision, Loïc Ropartz, Öykü Dulun, Shwetanga Chakrabarty, Wayne Kovacs</p>	<p>Workshop</p> <p>Readying for transitions Marleen van Dijk & Paul Beenen</p>

	Becoming-with the world: wilding pedagogies for relational becoming and deep environmental care Reineke van Tol			
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Thursday (May 21) in Cervantes

	Theatre room	Room 1.3	Room 1.4	Room 2.2
9.00-10.30	<p>Symposium TP</p> <p>From Polarisation to Sensemaking: Suggestions for Controversial Conversations in Education Annick de Witt, Liesbeth de Bakker, Rebecca Bouhuijs & Sigrid Merx</p>	<p>TP 5</p> <p>Character Education for Teachers: Reconsidering the Role of Ethics in Teacher Training Programs Douglas W. Yacek & Alicia Encío</p> <p>Playing Hide-and-Seek for the Love of the World Jaap Kleinpaste & Biek Leissner</p> <p>Beyond inclusion paradoxes: Noticing educational ruins as spores for new beginnings Corina van Doodewaard & Isabel Wasseveld</p>	<p>MCE 3</p> <p>Beyond Obedience: Unpacking Compliance in the South African Civics Classroom Marcina Singh</p> <p>Resisting novelty: Cultivating a degrowth mindset through education Francesca Lorenzi & Manuel Fernández López</p> <p>Weaving stories of interconnection: A teacher development module for supporting ecological morality Tore van der Leij</p>	<p>TP 6</p> <p>Art and Spirituality as Integral Transformative Pedagogies for Human Flourishing Bianca Briciu, Ioana Smarandita Arbone, Michaël Séguin, Gabrielle Dupuis, Marquis Bureau & Patricia Jean-Vézina</p> <p>Tentacular diagramming to develop curricula for flourishing: the experience of re-designing the IB visual arts course Sabina Sorrentino & Nathaniel Katz</p> <p>Flourishing through the performing arts: Fostering identity, relationships and resilience in the Anthropocene Christina Collazo</p>
12.45-14.15	<p>CL 1</p> <p>Reckoning with Colonial legacies in Education: uBuntu, Cosmo-uBuntu, and the Pursuit of Epistemic and Climate Justice in Africa José Cossa & Naaborle Sackeyfio</p> <p>Water Encounters: Rethinking prefiguration and the pluriverse in</p>	<p>TP 7</p> <p>Teaching Transparency: The Role of Philosophy Courses in the Economics Curriculum Lilith Lee & Marina Usunova</p> <p>A Ritual Approach to Climate Change in Religions</p>	<p>MCE 4</p> <p>Multispecies justice: a key condition for flourishing in the Anthropocene? Julian van Vugt</p> <p>How can Religion and Worldviews Education (RWV) enable students to</p>	<p>Workshop</p> <p>Education as it could be: social imagination for social justice Milou Munsters</p>

	<p>sustainability transformations through educational water initiatives in the Kingdom of the Netherlands Esther F. Jansen & Kristina Bogner</p> <p>Confronting climate coloniality: Reflections on climate change and sustainability education through an intercultural online dialogue Janet Orchard, Sally Wai-yan Wan & Suzannie Kit-Ying Leung</p>	<p>Education: Temporal Imagination and Resonance with the Present Deborah de Koning</p> <p>The transformative role of interdisciplinarity and critical thinking in sustainability education Kate Massarella</p>	<p>flourish and become responsible global citizens in the Anthropocene? Jane Kelly</p> <p>Enculturation as a Societal Function of School: Pedagogical, Socio-Philosophical, and Ethical Considerations Annika S. Meyer</p>	
16.00-17.30	<p>Symposium</p> <p>The Virtue of Interdisciplinary Literacy in the Capitalocene: Lessons for Climate Education Christoph Henning, Jan Overwijk, Katherina Kinzel</p>		<p>Workshop</p> <p>Het Vlak: A material dialogic practice for staying with the trouble Sigrid Merx & Daan 't Sas</p>	<p>TP 8</p> <p>Putting theory into practice – designing a justice-oriented engaged learning module to foster global citizenship skills among students Amber Mers</p> <p>Living in a Burning World – Concerning the Various -cenes and the Educational Value of Anthropocene Alexandros Manolakakis</p>

Friday (May 22)

	1.40	1.33	1.15	0.38	0.22
9.30-12.30	<p>Workshop (9.30-12.30)</p> <p>Learning with Gaia “7 ways of inhabiting the world”</p> <p>Chloé Latour and Jean-Pierre Seyvos (S-Composition)</p>	<p>Workshop (9.30-11.00)</p> <p>‘Groter dan ik’: Educating for Relational Flourishing in the Anthropocene</p> <p>Manuela Kalsky & Huib Pruyboom</p> <hr/> <p>TP 9 (11.15-12.45)</p> <p>Pedagogical engagement as game-changer: professional responsibility without ends</p> <p>Roel van Goor & Silke van den Berg</p> <p>Fostering an EDI-prone mindset in science communication through transformative learning</p> <p>Liesbeth de Bakker</p> <p>From Talking to Walking - Bringing Enactivist Theory into Practice for Transformative University Education</p> <p>Simone Dunn</p>	<p>No workshop in this room</p> <hr/> <p>Panel (11.15-12.45)</p> <p>Reframing Artistic Learning for the Anthropocene: Creating Assessment Languages that Reflect Complexity in Performing Arts Education</p> <p>Christina Collazo, Vanessa Scherman & Rob Thorburn</p>	<p>Workshop (9.30-11.00)</p> <p>Social Presencing Theater as Embodied Transformative Pedagogy for a Flourishing Social Field</p> <p>Bianca Briciu, Ioana Smandita Arbone, Michaël Séguin, Gabrielle Dupuis, Marquis Bureau & Patricia Jean-Vézina</p> <hr/> <p>Workshop (11.15-12.45)</p> <p>Autoethnography and theatre as transformative pedagogical tools</p> <p>Nicole Helwig</p>	<p>Workshop (9.30-12.30)</p> <p>Arts for Caring Societies: In Situ Learning and Wild Pedagogies in Context</p> <p>Gjilke Keuning, Martijn van Gessel, Ruben Jacobs & Fabiola Camuti</p>
OR					
9.30-11.00					
11.15-12.45					

WALKING WORKSHOP (9.30-12.30): Diepe Tijd Wandeling rond de UvH door **Karin van Haren**. Spreektaal: Nederlands. **Verzamelen in de kantine van de UvH**

	1.40	1.33	1.15	0.38	0.22
13.15-16.15	<p>Workshop (13.15-14.45)</p> <p>Unlearning human exceptionalism Mark Bos, Lucas van Milders and Lotte Huijing</p> <hr/>	<p>Workshop (13.15-14.45)</p> <p>Social Presencing Theater: An Embodied Approach to Move from “Ego” to “Eco” Awareness Jaro Pichel, Frederique Demeijer & Karya Obadasi</p> <hr/>	<p>Workshop (13.15-14.45)</p> <p>Safe, Brave and Daring Encounters in the Polarized Anthropocene: A transformative pedagogy of resilience and the accountable talk Guusje Tavecchio & Diana van Dijk</p> <hr/>	<p>Workshop (13.15-16.15)</p> <p>How Do We Dress for the Weather? Zoya Shojae Sardashti</p>	<p>Workshop (13.15-14.45)</p> <p>“I also live here”: Disrupting teaching with micro-methods for a more-than-human world Michael Paulsen & Mathilda Brückner</p> <hr/>
OR					
13.15-14.45	<p>Symposium (15.00-16.30)</p> <p>Philosophical Pedagogies for Human Flourishing in the Post-Anthropocene Niels Hexspoor, Floor Rombout & Wiebe Sabelis</p>	<p>Workshop (15.00-16.30)</p> <p>Transformative Pedagogy from an Object-Oriented Ontology perspective: A journey Along and Through Wholes Sanne Nijenhuis & Yvonne Peperkamp</p>	<p>Workshop (15.00-16.30)</p> <p>Anger in response to climate breakdown: Rage as an essentially contested concept Harriet Bergman</p>		<p>Workshop (15.00-16.30)</p> <p>Stream-of-Consciousness Dialogue: A Simple but Potent Practice for Facilitating Generative Conversations in Times of Complexity Annick de Witt</p>
15.00-16.30					