

**WERA Task Force Global Research in Extended Education
Conference 2027
September 20-24, 2027
University College of Teacher Education Vienna, Austria**

The World Education Research Association (WERA) Task Force: Global Research in Extended Education invites submissions for individual papers (oral presentations), posters and symposia for the WERA Task Force Global Research in Extended Education Conference 2027, to be held from September 20-24, 2027, at the Urban Diversity Campus of the University College of Teacher Education Vienna, Austria. In addition, doctoral students and higher degree research candidates are invited to participate in a multi-day workshop on Global Research in Extended Education.

The WERA Task Force Global Research in Extended Education Conference brings together researchers from around the world to explore **diversity and equity** in extended education, including research on its potential, challenges and complexities in theory and practice. Extended education encompasses supervised educational activities that extend beyond the regular school day and are designed to support children's learning, development, wellbeing and safety. Children may participate in a wide range of out-of-school and extracurricular activities, including school- or community-based programmes, after-school programmes, and extracurricular activities offered at all-day schools (in German: *Ganztagsschule*), such as heritage language courses. However, as the structure, policy, and purpose of extended education vary widely across countries, there is a need in some contexts to strengthen recognition of extended formats of education, such as afternoon programmes as educational opportunities that support children's development and participation (Schüpbach, 2024).

Meaningful, well-designed activities beyond the formal curriculum can strengthen students' cohesion and sense of belonging by widening opportunities for interaction, recognition, and participation. In superdiverse settings (such as Vienna), inclusion and exclusion unfold concurrently; even in formally "inclusive" arrangements, subtle boundary work and socioemotional dynamics can position some students as insiders and others as outsiders, underscoring the need to design activities that actively cultivate equitable participation. Deliberate reconfiguration of spaces and routines to centre student perspectives can also surface hidden barriers and recalibrate trust and access. This is particularly true in environments that can be described as *superdiverse*: As societies diversify across scales ranging from the national and urban to neighbourhoods, classrooms, workplaces and local parks, inherent features of society are subject to change. This includes the ways in which we categorise one another conceptually, our attitudes towards those deemed 'different', the interactions

and practices that arise from encounters with others, and the social positions or statuses that underpin and develop from all of these (Vertovec, 2023). Cities such as Vienna are shaped by the diversity of their inhabitants.

Children and young people are members of social environments which are positioned at the centre of global change. It is important to analyse power relations in these settings to break down discrimination and address educational inequities in a targeted manner. Overlaps between social categories such as origin, language, gender or socioeconomic status are taken into account in order to strengthen equitable opportunities and inclusive educational practices.

Global developments influence educational processes at local and regional levels. At the same time, local and regional initiatives can provide important starting points for addressing global challenges. The conference therefore seeks to consider extended education and partner organisations such as schools in an integrated way, with the aim of fostering their inclusive and sustainable development: locally rooted and globally connected.

These considerations give rise to the following key questions for discussion at the conference:

- Which forms, policies, and practices of extended education are being negotiated internationally, and how can their respective governance logics, conceptions of inclusion, and assumed impact mechanisms be systematically compared across contexts?
- How can we identify and work with funds of knowledge to support self-esteem and participation as extended educational opportunities?
- How can the structures and practices of extended education be designed to enable genuine participation, acknowledge diversity, and realize inclusion as a shared developmental task at both local and global levels?
- How do differing civic education paradigms (e.g., deliberative, service-learning, critical/citizenship-as-participation, digital/mediated) manifest across extended education settings, and what contextual factors condition their design, uptake, and outcomes?
- What opportunities and challenges arise in strengthening collaboration among learning communities, educational institutions, and diverse stakeholders – including children, their parents and guardians, schools, and community organisations – through inter-institutional partnerships, distributed leadership, and knowledge exchange within extended education at the local level?
- How can we rethink extended education so that children growing up multilingually can develop their full linguistic repertoire?
- Through what partnership models and accountability arrangements can non-governmental organizations and service-learning initiatives be

integrated into schools to expand the scope and quality of extended educational opportunities?

- How are social differences and inequalities produced, reproduced, negotiated, and transformed within extended education across diverse contexts, and what methodological approaches are best suited to capturing these dynamics over time?

The conference aims to advance research and contribute to the international development of extended education through international dialogue, knowledge exchange, and research collaboration. Contributions addressing the key questions outlined above, as well as other current and emerging issues in extended education, are warmly welcomed. Theoretical, empirical, and practice-oriented contributions are invited, drawing on diverse disciplinary, methodological, and international perspectives. In addition to the thematic track, the programme will include sessions addressing current research and developments in extended education beyond the main conference theme.

References

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Armstrong, P. W., Brown, C., & Chapman, C. J. (2021). School-to-school collaboration in England: A configurative review of the empirical evidence. *Review of Education*, 9(1), 319–351.
<https://doi.org/10.1002/rev3.3248>

Baldrige, B. J. (2023). Community-based education. In R. J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education* (4th ed., pp. 297–300). Elsevier.
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<https://doi.org/10.1177/14782103251412478>

Riley, K. A. (2017). *Place, belonging and school leadership: Researching to make the difference*. Bloomsbury Academic.

Schüpbach, M. (2024). *Bildung findet nicht nur im Unterricht statt*. <https://www.fu-berlin.de/campusleben/lernen-und-lehren/2024/241010-interview-schuepbach-bildung-global/index.html>

Vertovec, S. (2023). *Superdiversity*. Routledge.

[WERA is an association of major national, regional and specialist education research associations dedicated to sharing scholarship, developing networks, and supporting capacity building.]

Who should submit?

Established scholars, early-career researcher, doctoral students and advanced graduate students from around the world are encouraged to submit proposals to the conference. Contributions may be presented as individual papers or posters, and proposals for symposia are also welcome. Please note that all abstracts submitted for review must be written in English.

Scope of Conference

The WERA Task Force Global Research in Extended Education Conference will bring together international perspectives with a thematic focus on diversity and equality in extended education. Submissions addressing all areas of education research are welcome. However, priority will be given to contributions that engage with the conference theme and/or address significant global trends, developments, issues, and challenges in extended education.

Due to scheduling constraints, each primary presenter may present either up to two papers or one poster. Authors may contribute as co-authors to multiple papers or posters; however, the conference organisers cannot guarantee that presentation times will not overlap. In addition to presenting a paper or poster, participants may also serve as presenters in a symposium.

To submit your contribution, please register first via the conference management system:

<https://www.conftool.net/wera2027/index.php?page=login>

Papers (30 minutes: 20-minute oral presentation + 10-minute discussion)

The following content and formal information are required for the submission of individual papers:

- Title of the contribution
- Abstract: max. 400 words (excluding references)
- Background and theoretical framework
- Research questions, objectives, and hypotheses (if applicable)
- Methodology
- Results and discussion
- Keywords: up to 5 keywords separated by commas
- References: max. 3 publications in APA 7th edition
- Author information: name, email address, position/profession, organisation(s)

Symposia (90 minutes)

Symposia consist of three thematically coordinated papers and are moderated by the symposium organiser. Optionally, a discussant may be invited to participate.

- Title of the symposium
- Abstract: max. 400 words (excluding references) for each contribution following the template for papers (Background and theoretical framework, research questions, objectives, possible hypotheses, methodology, results and discussion)
- Keywords: up to 5 keywords separated by commas
- Bibliography with max. 3 publications in APA 7th edition
- Name and contact details of the symposium organiser Author information for each contribution: name, email address, position/profession, organisation(s)

Poster

Posters may present planned or ongoing research projects as well as completed studies and existing findings. During the conference, authors will be invited to give a five-minute presentation highlighting the central idea or findings of their poster, followed by an opportunity for discussion.

- Title of the poster
- Abstract: max. 400 words (excluding references)
- Background and theoretical framework
- Research question, objectives, hypotheses (if applicable)
- Methodology
- Results and discussion
- Keywords: up to 5 keywords separated by commas
- Bibliography with max. 3 references in APA 7th edition
- Author information: name, email address, position/profession, organisation(s)

Please provide a DIN A0 Poster (84,1 × 118,9 cm, 33.11 inches × 46.81 inches) if accepted

Important dates:

September 7, 2026	Submission starts
January 15, 2027	Submission ends
February 15, 2027	Decisions announced
March 1, 2027	Early bird registration deadline
July 31, 2027	Regular registration deadline; all presenting authors to be registered
September 1, 2027	Authors notified of preliminary date and time of presentation
September 20-21, 2027	Pre-conference and site tours
September 22-24, 2027	WERA Task Force Global Research in Extended Education Conference 2027

We look forward to welcoming participants to Vienna in September 2027.

Invitation:

Global Research in Extended Education Workshop: A Workshop for Doctoral and Higher Degree Research Candidates

Doctoral and higher degree research candidates are invited to participate in a workshop hosted by the WERA Task Force Global Research in Extended Education.

This multi-day workshop brings together doctoral and higher degree research candidates from around the world to share their research, build meaningful academic connections, and develop practical skills for navigating the research journey. Participants will have the opportunity to:

- Share their research with a supportive international community of peers and scholars
- Network with fellow doctoral candidates and established researchers working in extended education across diverse contexts
- Learn about mentoring, including how to seek out, build, and sustain productive mentoring relationships throughout an academic career
- Learn about international comparative research in extended education
- Strengthen research communication, with guidance on positioning yourself effectively to international researchers and policy makers
- Site visits to extended education (*Ganztagsschulen*) in Vienna

The workshop is designed as an interactive and collegial space combining presentations, structured discussion, and informal networking to help you connect with a global community of researchers in extended education and take meaningful next steps in your academic development.

We warmly welcome doctoral candidates and higher degree research students at any stage of their research, and encourage you to bring questions, ideas, and work-in-progress to share with the group.

We hope you will join us for what promises to be an engaging and valuable opportunity to connect with researchers from around the world.

We look forward to welcoming you to Vienna.

Please express your interest by October 1, 2026 by contacting
[*extendededucation27@phwien.ac.at*](mailto:extendededucation27@phwien.ac.at)

Please write the subject line as followed:
Global Research in Extended Education Workshop