



# AECED

aesthetic and embodied  
learning for democracy

CONFERENCE  
PRESENTATIONS  
AND  
SCIENTIFIC  
PUBLICATIONS

Deliverable 2.6

March 2026



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Report, by lead partner, of presentations at scientific conferences and publication of scientific publications reporting the results of the project on methodology, emergent theoretical thinking, findings and impact.

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## ABBREVIATIONS

ABE	Arts-based and embodied
AECED	Transforming Education for Democracy through Aesthetic and Embodied Learning, Responsive Pedagogies and Democracy-as-becoming
AELD	Aesthetic and Embodied Learning for Democracy
CAL	Communication Activity Log
CCG	Communications Contact Group (the WP2 working group with representation from all 6 partners)
CDE	Communication, dissemination and exploitation
CET	Central European Time
GA	Grant Agreement
HE	Higher Education
PAR	Participatory Action Research
PMG	Project Management Group (with representation from all 6 partners)
WP2, WP3, etc	Work Package 2, Work Package 3, etc.

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Completed conference presentations and scientific publications

Report, by WP2, of completed conference presentations and scientific publications

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# 1 Introduction

## 1.1 Overview of D2.6

In the first section of this report, we offer an introduction to deliverable 2.6 and an indication of the strategic importance of conferences and publications for the AECED project. We also provide a summary of prior reporting, i.e. reporting about conferences and publications in the first 18 months of the project. In the second part of the report, we offer detailed accounts of communication and dissemination activities that relate directly to conference presentations and scientific publications; there are separate sections on consortium-wide activity and individual partner activity.

Deliverable 2.6 falls within the scope of WP2, the work package which concerns communication, dissemination and exploitation (CDE) across the AECED consortium throughout the lifetime of the project and beyond. In the project Grant Agreement, deliverable 2.6 is referred to as:

*Completed conference presentations*

and described more fully as:

*Completed conference presentations (at European Conference on Educational Research)  
and 4 scientific publications for submission*

The associated dissemination task, T2.9, is:

*Presentations at scientific conferences and publication of scientific publications reporting the results of the project on methodology, emergent theoretical thinking, findings and impact*

The Grant Agreement (GA) includes this deliverable and task within Phase 6 of the project, i.e. the Launch phase. As reported elsewhere (e.g. in D2.3), there have been challenges in reaching the Launch phase, which have had an inevitable knock-on effect on the ability of all partners across the consortium to engage in prolonged dissemination activity that brings about societal and scientific impact. The launch-ready Framework and Guides were not available publicly until early February 2026 and early March 2026, respectively; these were originally scheduled to be ready in October 2025.

Presentations at scientific conferences and the publication of scientific articles outlining the philosophy, theory, methodological approach and findings from the project (GA, p32) are an important form of dissemination to the scientific and educational communities. The specific focus here is on scientific impact which includes empirical results, methodological insights and theoretical implications from the AECED participatory action research. We are committed to Open Science (GA, p11), which means that we must ensure open access to peer-reviewed scientific publications and books relating to the research results. Open access also relates to depositing machine-readable electronic copies and the final peer-reviewed manuscripts accepted for publication in a trusted repository. This process is in hand.

We report here on conferences at which AECED partners have presented and updates regarding the four scientific publications (one per educational phase). We also offer an insight into other publications linked to the AECED project, including two Open Access books on key AECED concepts. This report involves the collation of relevant conference and publishing activities as reported by partners throughout the whole project but focusses predominantly on the period since October 2024.

The next section offers a brief insight into the earlier phases of the project with regard to conference presentations and publications, as reported in deliverables 2.1 (September 2023, revised September 2024) and 2.2 (October 2024).

## 2 Early Reporting on Conferences and Publications

### 2.1 What We Said We Would Do: Conferences

In earlier WP2 deliverables, specifically 2.1 and 2.2, we outlined initial plans for conferences and publications, alongside other CDE activities.

For example, in the first six months of the AECED project, partners were encouraged to develop plans, using a planning template, for conferences and publications. Discussions and reviews of these plans formed part of the agenda at regular Communications Contact Group (CCG) meetings. Early on, plans were being put in place to present the project at ECER 2024, in Nicosia, Cyprus.

The second reporting round took place October 2024, just over 18 months into the project. In light of feedback from the periodic review (June 2024), specific dissemination priorities (D1-5) were established to help track progress towards 2.6 and other WP2 deliverables. Specific to deliverable 2.6 is dissemination priority, D5: identify key conferences and publications.

The action linked to this priority was to:

*create a shared document to track progress with conferences and publications, including with sister projects. Publication leads to coordinate and update, via CCG meetings.*

Reported conference presentations in the earlier stages of the project include presenting at the sister project (Democrat) conference in Tallinn, Estonia (February 2024) and at the ECER 2024 conference in Nicosia, Cyprus. The UK team reported plans to present at the SRHE conference in December 2024, and plans were also underway for the consortium to present at ECER 2025, in Belgrade, Serbia.

Although not strictly an academic conference, the AECED launch webinar (reported in deliverable 2.5) was a key dissemination event where results of the project, theoretical underpinnings, methodology, findings and impact were shared. Planning for this was underway from as early as December 2024.

Presentations have been a mainstay of communication and dissemination activity throughout the duration of the project, with 45% of all CDE activities being reported as presentations (2.2). However, not all of these were *conference* presentations; to differentiate better according to the *type* of presentation, the Communication Activity Log (CAL) form was amended from October 2024. A User Guide was prepared by the WP2 team to support colleagues when entering details into the CAL about presentations. Amongst other things, the User Guide offered guidance on whether to log a presentation as a communication activity or as a dissemination activity.

### 2.2 What We Said We Would Do: Publications

Perhaps unsurprisingly, there were no publications in the first six months of the project. However, partners were being actively encouraged to start planning to publish results of the project on methodology, emergent theoretical thinking, findings and impact in the later phases of the project. Partners captured their plans in a template and this planning was reported in 2.1 and 2.2.

At the time of submitting 2.2 the participatory action research was well underway, and we were moving towards a period of analysis and reporting results. It was important to ensure that CDE continued to be central to partners' planning for publications, to enable us to reach a wide range of audiences, including the scientific community. The public disclosure of the research results, including in the form of scientific publications, was part of the dissemination planning. This would allow knowledge and results from the AECED research to be circulated widely and made freely

available to those people and organisations that can make best use of them. Deliverable 2.6 is focussed predominantly on dissemination which advances knowledge and understanding of the project's research results (scientific impact); details of how we engaged in dissemination with and promoted exploitation by participants, stakeholders and others (societal impact) are included in deliverables, e.g. 2.3 and 2.7.

When submitting 2.2, substantial plans were already underway to progress with four key scientific publications (one per educational phase), as well as other publications, and a vision for an AECED book was in development. The planning process was strategic, with lead partners taking responsibility for a key scientific publication for their education phase.

In the sections below, we offer an overview of conferences and publications that have been progressed during the project and an indication of plans beyond the project's funded period for further presentations and publications. We start with consortium-wide conferences and publications, before moving on to partner-level reporting.

### **3 Conferences and Publications Activity**

In the second part of this report, we offer detailed accounts of communication and dissemination activities which relate directly to conference presentations and scientific publications. We pay particular attention to the requirement to present at ECER conferences and to produce four scientific publications, one for each educational phase (Task 2.9). In the third section we report on each of the six AECED partners' activities relating to conferences and publications. We close with some final reflections and an indication of ongoing plans to disseminate AECED results at scientific conferences and in scientific papers, beyond the end of the project.

#### **3.1 Conference Presentations: Consortium-Wide**

AECED partners have collaborated at European and global levels to disseminate the project's methodologies, theoretical developments, findings, and impact. Through scientific conference presentations, collaborative research workshops, and policy-oriented roundtables, the consortium has shared how aesthetic and embodied learning can foster democratic practices across diverse educational and organisational settings. Central to this work is the project's understanding of *democracy-as-becoming* and for co-creative, participatory approaches to knowledge production. This report has synthesised data on conferences, presentations and publications that partners have reported on through the Communication Activity Log (CAL) form and narrative reflective reports on CDE activities. The report below is divided into five sections.

##### **3.1.1 Contributions to the European Conference on Educational Research (ECER)**

###### *i. ECER 2024 – University of Cyprus, Nicosia (August 2024)*

Under the theme '*Education in an Age of Uncertainty: Memory and Hope for the Future*', AECED partners presented four interconnected contributions. Together, these explored how uncertainty, rather than a threat can serve as a generative condition for democracy-as-becoming particularly through aesthetic-embodied practices within Participatory Action Research (PAR) across multiple educational phases. The contributions highlighted AECED's commitment to developing approaches that foster:

- Individual and collective learning
- Organisational democratisation

- Epistemic transformation
- Participatory, relational understandings of democracy

### **Presentation Titles:**

1. *The Power of Uncertainty - Condition, Practice or Potential for Organizational Democracy? Analysing Intended Openings in European Institutional Settings (Finland)*
2. *Uncertainty in Nurturing and Researching Democracy-as-Becoming: Challenges Impacting the Dimensions of Holistic Democracy and Implications for Understanding Uncertainties and PAR (UK)*
3. *Arts-Based and Embodied Learning for Experiencing Democracy-as-Becoming and Navigating through Uncertainty (Latvia)*
4. *Decision Making in Virtual Classrooms: A Case for Organisational Democracy in Teacher Education for Democracy (Portugal)*
5. *Social Togetherness, Peer-Governance and Care-Economy: The Pattern Language of Commoning – Contributing to a Threefold Notion of Organisational Democratization (Germany)*

### ii. *ECER 2025 – University of Belgrade, Serbia (September 2025)*

Following the success of ECER 2024, AECED contributed to the Emerging Researchers' Conference and ECER 2025 under the overarching theme "*Charting the Way Forward: Education, Research, Potentials and Perspectives*"

### **Contributions included:**

- *Toward New Horizons: Three Research Dialogues on ReNEWing (educational) institutions as 'Democracies-as-Becoming'*
- *Organizational Education as Co-Caring Practice for Caring Organizations Through Future-Oriented Democratic Practices*
  - Individual contribution: *Care as 'Democracy-as-Becoming'*
- *Multi-Cross-Case Analysis Strategies in Qualitative Research*

AECED team members co-organised three methodological research symposia alongside the Horizon sister projects, Democrat and Critical Change Lab. These participatory symposia aimed to share strategies for multi-cross case qualitative analysis, and methodological foundations and to inform emerging policy recommendations. Designed as participatory events, the symposia went beyond presenting empirical results from the three EU Horizon projects, instead emphasising collective strategy development and organisational and political learning.

**Symposium 1:** explored aesthetic and embodied research methodologies, focusing on creative and sensory approaches to data generation.

**Symposium 2:** examined objects as interlocutors in research, the value of relational engagement with stakeholders and the use of interventions as research tools.

**Symposium 3:** explored the methodological complexity of transnational, multi-case trialling within a PAR framework, focusing on strategies for inter-cross-case data analysis and synthesising qualitative data across diverse contexts.

Collectively, the symposia strengthened shared methodological foundations across the partner projects and contributed directly to refining AECED's distinctive research orientated to policy and practice.

Further capacity-building was supported through two online data-input sessions for emerging researchers as part of the ECER pre-conference workshop (June–July 2025). These sessions deepened understanding of AECED's methodological innovations, particularly participatory and co-creative approaches.

An AECED blog was written to capture reflections from presenting at ECER 2025: <https://aeced.org/blog/ecer-2025-reflections-from-the-aeced-project/>

### *iii. Society for Research into Higher Education (SRHE) Network Event (30 October 2025)*

At the SRHE Learning, Teaching and Assessment Network Event, three AECED partners (UK, Finland and Portugal) presented *Transforming Education for Democracy through Aesthetic and Embodied Learning, Responsive Pedagogy and Democracy-as-Becoming – Experiences from Higher Education Settings*. An overview of the presentation can be found here: <https://srhe.ac.uk/civcrm/?civiwp=CiviCRM&q=civcrm/event/info&reset=1&id=767>

Presentations included:

- *Introduction to AECED, with visualisation activity (UK)*
- *Curious pedagogies, unruly bodies, and Democracy-as-becoming: experiences from embodied interventions in the Finnish higher education trials (Finland)*
- *Facilitating collective reflection on democratic doctoral supervisory practice – experiences from the UK adult, professional and organisational learning case (UK)*
- *Creative reflective pause (UK)*
- *Virtual encounters with democracy: aesthetic and embodied learning in Portuguese higher and adult education (Portugal)*

There was also an opportunity for final reflections and questions and an invitation to attendees to keep updated and involved in the AECED project.

Presenters illustrated examples of the aesthetic and embodied learning for democracy (AELD) trialled in the AECED research, as well as the individual and collective transformational changes experienced by participants. They also reflected on the opportunities and challenges of adopting these approaches within Higher Education institutions. Each partner contribution included time for questions and reflective discussion.

The session included an interactive arts-based activity inviting all 20 participants to reflect on their own understandings of democracy and the role of education for democracy within their professional practice.

#### *iv. Conference on Education for Democracy (Barcelona, November 2025) and Policy Roundtables*

The Conference on Education for Democracy, organised by Democrat, a sister project, at the University of Barcelona advanced discussions on how education for democracy can strengthen the European Union's model of democracy. Together with the sister Projects, Democrat and Critical Change Lab, the event gave AECED a platform to present results and demonstrate how democratic principles can be embedded in schools and educational institutions through participatory, collaborative aesthetic and embodied learning approaches. The conference also fostered political dialogue on strategies to scale and support these initiatives across education systems in the EU and worldwide.

Presentations at the Conference on Education for Democracy – University of Barcelona (November 2025)

The AECED project was firstly introduced by PI Susan Meriläinen (Finland). An AECED workshop Sensing Democracy-as-Becoming was facilitated by Karine Oganisjana (Latvian country representative) with contributions from Kardelen Dilara Cazgir (German team), Sandra Wallenius-Korkalo (Finnish team), and Uldis Dumins (Latvian team), attended by approximately eleven very engaged participants. Additionally, Susanne Weber (German country representative) and project manager Pilvikki Lantela (Finland) led the world café engaging a large room with around 50 participants in dialogue.

Prior to the Conference on Education for Democracy, Monika Pažur (Croatian team) and Karen Mpamhanga (UK team) represented the AECED project at the joint policy roundtable to further deepen and strengthen the dialogue on democracy and educational transformation. This was the first of two policy roundtables outlined in the Grant Agreement (Task 2.12, WP2). This event involved all three sister projects – an approach recommended and welcomed by the Project Officer - and was delivered in a hybrid format with 25 participants (17 in person, and 8 online). AECED contributed key discussion points, followed by an open exchange exploring shared challenges and policy implications across the three Horizon projects.

Follow-Up Online Policy Roundtable (February 2026)

Building on discussions initiated in Barcelona, a second two-hour roundtable (to fulfil Task 2.12, WP2) brought together representatives from all three sister projects and members of the European Commission working with the upcoming EU citizenship competence framework. Project manager Pilvikki Lantela (Finland) introduced the AECED project and Monika Pažur (Croatian team) and Karen Mpamhanga (UK team) from the AECED project were involved in the discussion. A total of 33 participants attended and participants had submitted questions in advance. There seemed to be a general consensus that aesthetic and embodied learning should be more embedded in frameworks and competencies. Policy implications arising from this roundtable have subsequently been incorporated into the second AECED Policy Brief, as reported in deliverable 2.9.

### 3.1.2 AECED Launch Webinar (March 2026) Embodying Democracy: a Framework for Aesthetic and Embodied Learning for Democracy

AECED partners hosted an international two-hour launch webinar attended by 78 participants from a diverse range of countries, including teachers, leaders, educators across all phases, policy actors, and creative practitioners working across a range of organisations.

Speakers from within the project provided key information about aesthetic and embodied learning for democracy (AELD), the findings from the project research, and an introduction to the AECED Framework, Guides and Practice Companions. The session also included an embodied learning activity offering participants a practical experience of AELD methods.

Presentations also came from panellists including educators and policy actors demonstrating early uptake of AECED resources. The rationale for including the launch webinar in this deliverable is that it served a dual purpose, of achieving both societal and scientific impact. The webinar was therefore designed as an opportunity to share how AECED research and resources make a contribution not only to knowledge and understanding, but also to policy and practice.

Further details about the launch webinar are available in D2.5.

### 3.1.3 INTI-UH International University Symposium (10 September 2025)

At the International INTI-UH Online Symposium, Karen Mpamhanga (UK) and Sandra Wallenius-Korkalo (Finland) offered a 30-minute keynote to approximately 120 participants in Malaysia. The keynote addressed the development of inclusive and resilient communities through AELD. The event offered a strategic academic platform for disseminating the AECED project research across a global and diverse scholarly community. The symposium helped extend the project's reach, sparked cross-disciplinary interest, such as potential applications of AELD in fields like accountancy, and strengthened international academic networking that supports further collaboration and knowledge exchange.

The sections above serve to exemplify the extent to which the AECED project's research and resources have been presented and disseminated. Through strategic conferences, workshops, policy roundtables, and webinars, AECED partners have disseminated the project's methodologies, theoretical developments and findings across major international platforms. Contributions to these global events have amplified AECED's research reach highlighting aesthetic and embodied learning for democracy (AELD), democracy-as-becoming, and co-creative research methodologies. Collectively, these activities have contributed to AECED's societal and scientific impact by broadened academic engagement, influence, and supported shared policy directions that contribute to educational transformation.

#### Individual Partner Conferences from October 2024 – March 2026

In addition to the consortium-wide conference presentations outlined in the previous section, individual AECED partners have also presented at a variety of conferences and events. The figures in the table below have been collated from entries in the Communication Activity Log (CAL) and reflect the range of scientific conferences and presentations reported by partners. Calculations are based on the furthest audience reach for each event, meaning that global totals may include

overlaps with European and national figures. These figures are in addition to - and do not include the collaborative conferences detailed above. Partner-level reporting about conference presentations is included later in this report.

<b>Partner</b>	<b>National</b>	<b>European</b>	<b>Global</b>	<b>Total</b>
Croatia	5	2	7	14
Latvia	2	1	2	5
Finland	3	2	4	9
Germany	2	2	5	9
Portugal	2	-	3	5
UK	3	-	3	6
Total	17	7	24	48

In the next section we report on consortium-wide scientific publications.

### **3.2 Scientific Publications: Consortium-Wide**

In this section, we provide progress reports on the four scientific publications, one for each educational phase (Task 2.9). We also provide an update on two Open Access books, one intended for a mainly practitioner audience and based on AECED research; the other, a collaboration with the two other sister projects, Democrat and Critical Change Lab. Abstracts and further details for all six planned publications can be found in the Appendix. We also report on the publication of a series of position papers, which are available via the AECED website.

These publications make significant contributions to the theory, knowledge and understanding of aesthetic and embodied learning for democracy (AELD) and are also intended to help shape and inform future policy and practice in the field of education for democracy. The AECED partnership has generated a rich body of collaborative scientific publications that collectively advances understanding of AECED methodological developments, emergent theoretical contributions, and transnational findings across multiple educational phases. This emerging corpus demonstrates strong cross-country collaboration, methodological coherence, and conceptual innovation, contributing substantially to European and international debates on democracy-as-becoming and aesthetic and embodied learning for democracy, along with possibilities for pedagogical change and institutional transformation. The publications currently in progress or under review reveal a clear trajectory: AECED partners are articulating democracy-as-becoming as a relational, embodied process that takes shape across adult, professional and organisational learning, Higher Education, secondary education, and Early Years and primary provision. Together, these works strengthen the visibility and theoretical influence of the AECED project, while offering practical insights for educators, leaders and policymakers.

The tables below offer an overview of the four key scientific publications (one per educational phase) and the two Open Access books, as well as an indication of their current status (March 2026).

<b>Early Years and Primary</b>	
Title	Learning Democracy with Children: Aesthetic and Embodied Pedagogies in Early Education
Authors	Cláudia Neves, Monika Pazur, Juliana Oliveira, Ana Patrícia Almeida, Marta Abelha, Pedro Abrantes, Vlatka Domović, Maja Drvodelic, Masa Rimacjurinovic, Katarina Aladrovic
Partners	Portugal, Croatia
Journal	European Early Childhood Education Research Journal
Status	In final editing phase; close to publication
Publication date	Imminent

<b>Secondary Education</b>	
Title	Changes in Subjectivity When Engaging with AELD
Authors	Philip Woods; Joanne Barber; Suzanne Culshaw; Marie Toseland; Karine Oganisjana; Rolands Ozols; Natalja Lace; Konstantins Kozlovskis
Partners	UK, Latvia
Journal	European Educational Research Journal
Status	In preparation
Publication date	Aim is to achieve acceptance for publication in 2026

<b>Higher Education</b>	
Title	Towards Democracy-as-Becoming in Higher Education: Aesthetic-Embodied Learning in three European Contexts
Authors	Monika Pažur, Pauliina Jääskeläinen, Sandra Wallenius-Korkalo, Kardelen Dilara Cazgir, Susanne Maria Weber, Susan Meriläinen, Pilvikki Lantela
Partners	Croatia, Finland, Germany
Journal	Teaching in Higher Education
Status	Submitted, reviewed and undergoing revisions following reviewer feedback
Publication date	Resubmission deadline is 23 May 2026

<b>Adult, Professional and Organisational Learning</b>	
Title	'Lifting the Roof' with Democracy-as-Becoming. The potential of aesthetic and embodied learning for innovating Governance in Educational Institutions. A Pattern Approach
Authors	Lea Spahn, Susanne Weber, Pauliina Jääskeläinen, Karen Mpamhanga, Cláudia Neves, Karine Oganisjana
Partners	Germany, Finland, UK, Portugal, Latvia
Journal	Journal of Awareness-Based System Change
Status	Submitted, reviewed and undergoing revisions following reviewer feedback
Publication date	Resubmission deadline is 3 April 2026

<b>AECED Book</b>	
Title	Education for Democracy: A Framework for Aesthetic and Embodied Learning
Editors	Philip Woods; Monika Pažur; Ana Patrícia Tavares de Almeida; Suzanne Culshaw
Chapter Titles and Authors	Ch1. Introduction – Editors Ch2. Democratic sensibility - Philip Woods, Monika Pažur Ch3. The aesthetic and embodied dimension of being human – Pauliina Jääskeläinen, Sandra Wallenius-Korkalo, Lea Spahn, Monika Pažur Ch4. Emotions and democracy - Monika Pažur, Sandra Wallenius-Korkalo Ch5. The AECED research into AELD – Kardelen Cazgir, Lea Spahn, Susanne Weber Ch6. Practising aesthetic and embodied learning for democracy – Cláudia Neves, Ana Patrícia Almeida, Marta Abelha, Pedro Abrantes, Juliana Oliveira Ch7. The acceptive gaze - Pauliina Jääskeläinen, Karine Oganisjana Ch8. Starting, scaling and sustaining AELD - Cláudia Neves, Ana Patrícia Almeida, Marta Abelha, Pedro Abrantes, Juliana Oliveira Ch9. Conclusions – Editors
Partners	Croatia, Finland, Germany, Latvia, Portugal, UK
Publisher	Routledge
Status	Proposal accepted; chapters* in draft form; chapters being reviewed; contract signed, Open Access invoice paid  (*5 of 9 chapters received by mid-March 2026)
Timeline	Chapters drafted, reviewed and refined by June 2026 Introduction and Conclusions chapters completed by June 2026 Editors’ review of cross-referencing and other style and presentation matters, including illustrations, completed by July 2026 Submission of completed manuscript to publisher by September 2026 Book published in 2027
Audience	This is a ‘dual edition’ book which has a practitioner focus but also academic underpinning

<b>Sisters Book</b>	
Title	Toward Democracy-as-Becoming: (Re-)Imagining relational Futures in Organizing Education
Editors	Susan Meriläinen, Susanne Weber, Kardelen Cazgir, Karine Oganisjana, Leif Kalev, Karsten Krüger
Sections and Chapters (for Chapter Authors, see: Appendix)	1. Introduction Section I: Embodiment and emotions – theoretical and methodological foundations (AECED) 2. Embracing Productive Disruption: Confusion as a Catalyst for Democratic Becoming (AECED) 3. The Emotional Dimension of Democracy: Affective or Attitudinal?

	<p>4. Staying With Discomfort: Emotional Work and Embodied Dissonance as Foundations for Democracy-as-Becoming</p> <p>5. The acceptive gaze as resistance towards body shame in embodied learning (AECED)</p> <p>6. Entangled layers of learning. A methodological framework for Participatory Action Research in multi-case settings (AECED)</p> <p>Section II: Organized settings and multi-layer governance</p> <p>7. Democracy as Dynamic Practice: Linking Ideations, Agency and Organization</p> <p>8. From Competence to Becoming: Rethinking Democracy Through Curriculum Policy</p> <p>9. Structuring Democracy: The Organisation and Governance of Citizenship Education as Interactive Practices</p> <p>10. School-community collaboration to repair broken citizenship education ecosystems in the digital age</p> <p>11. Living Labs as a Field of Research and Social Change: Towards Creating and Testing Democracy</p> <p>Section III: Organising democratic encounters - Pedagogical strategies and empirical results</p> <p>12. Space, Place, Democracy: Built and hybrid environments (dis)(en)abling democratic and citizenship competences and future skills</p> <p>13. Transforming the collective social body into an intergenerational dialogue through aesthetic and embodied learning (AECED)</p> <p>14. The Seeing of the World: Interconnecting Principles of Democracy, Democratic Leadership, and Embodied-Aesthetic Methods in Institutional Settings (AECED)</p> <p>15. Digital Listening Ecologies: Infrastructure, Presence and Democratic Becoming in Online Learning Spaces (AECED)</p> <p>16. Transfer of a lived democracy-as-becoming – How to educate for democracy in real-life circumstances?</p> <p>Section IV</p> <p>Democracy-as-Becoming in de-institutionalizing settings</p> <p>17. Curious Pedagogies, Unruly Bodies – Democracy-as-Becoming, Resistance, and (Un)Learning in Higher Education (AECED)</p> <p>18. Practicing Democracy-as-Becoming: The Critical ChangeLab Model for Relational, Creative and Art-based Democratic Pedagogy</p> <p>19. The Epistemes and the Self: Epistemic Thresholds of De-Institutionalizing - Re-Imagining Self and Institutions as Bildung of the Self (Selbstbildung) (AECED)</p> <p>20. Conclusion</p>
Partners	AECED: Croatia, Finland, Germany, Latvia, Portugal, UK Sister projects: Democrat and Critical Change Lab
Publisher	Routledge
Status	Feedback supportive of publishing the book has been received from the reviewers, who are overwhelmingly positive and strongly recommend moving forward with publication. The reviewer feedback will now

	proceed to the Routledge Editorial Board in weeks 14/15, as part of the standard approval process required before formal acceptance. The Open Access invoice has been paid.
Timeline	Publication in 2027
Audience	Academic

In addition to these four scientific publications and two Open Access books, the AECED project's Concepts Group has published a series of Position Papers on key concepts and ideas. The Concepts Group has met regularly throughout the duration of the project and comprises representatives from each partner. Three such papers are already available on the project website (<https://aeced.org/publications/>); three more papers are in preparation. The three published papers are:

- Four Dimensions of Holistic Democracy  
- <https://aeced.org/wp-content/uploads/2025/03/The-four-dimensions-of-holistic-democracy-FINAL.pdf>
- Aesthetic-Embodied Dimension of Learning for Democracy  
- <https://aeced.org/wp-content/uploads/2025/06/PP2-The-Importance-of-the-Aesthetic-Embodied-Dimension-in-Learning-for-Democracy-3-6.pdf>
- Democratic Sensibility  
- <https://aeced.org/wp-content/uploads/2025/12/PP3-Democratic-Sensibility-1.pdf>

The three papers in preparation are:

- Responsive Pedagogy
- Commoning
- Acceptive Gaze

The plan is to also deposit the position papers in Zenodo ([www.zenodo.org](http://www.zenodo.org)), where they will be assigned a DOI. The Framework and Guides (English versions) are already deposited there, as well as being shared via ResearchGate, where they have received much attention; at the time of writing, the Framework had already had more than 90 reads within one month. We have not reported specifically here on the research-informed publications, such as the Framework, Guides and Practice Companions. However, they are clearly key AECED publications which will continue to have scientific and societal impact beyond the end of the project.

In the sections above, we reported consortium-wide conference presentations and scientific publications. In the following section, we offer partner-level reports on presentations and publications, to further demonstrate the breadth, depth and scope of scientific impact of the AECED research and resources.

## 4 Conferences and Publications: Partner Reports

In this section, we provide reports from all six AECED partners on their conference and publication activity. The focus is predominantly on activity in the period October 2024–March 2026. All six partners logged conference and publication activities via the CAL form and were also asked to provide a 1,000-word narrative summary to aid WP2 reporting, including for this deliverable, 2.6. The CAL data and written narratives have been used as the data source for this section; we do not claim to have captured all activity but are pleased to report a series of highlights that indicate

a sustained focus on ensuring scientific impact throughout the second period of the AECED project and beyond.

## 4.1 Croatia

### Conferences and Presentations

From October 2024 onwards, Croatia contributed a significant number of scientific conference and presentation activities that strategically shared AECED insights and outcomes with a wide range of audiences, including researchers, educators, policy actors, civil society organisations, and students. These activities have taken place through in-person and online presentations, webinars, and workshops, reaching local education authorities, professional associations, non-governmental organisations, and academic networks.

Academic dissemination has had significant reach across national, European and international conferences, reaching multiple audiences contributing to ongoing debates on democratic education.

The following presentations demonstrate academic contributions to democracy and civic education. At the Future of Education: New Directions in Research and Practice, 6th Days of Educational Sciences conference in Zagreb (October 2024), Monika Pažur presented the paper *Empowering Female Teachers for Democracy Using Experiential Learning Methods*. The presentation explored experiential and embodied learning to support teachers' democratic competencies and pedagogical practices that encourage participation and critical engagement. As a keynote speaker at the CivicEd Forum 2024 in Sarajevo, Monika Pažur presented *Integrating Civics: Interdisciplinary Synergy or Focused Expertise – Discovering the Best Educational Path*. The event added to the regional discussion on integrating civic education into school systems and brought together experts from several countries to exchange perspectives on citizenship education. At the 31st International Scientific Conference Educational Research and School Practice in Belgrade, research findings on Understanding of Democratic Elements among Preschool Teachers and Primary School Teachers were presented by Monika Pažur. This presentation focused on how teachers understand democratic elements in educational contexts, offering insights for teacher training and professional development.

A major dissemination channel was collaboration with the GOOD Initiative, a Croatian network of around 70 civil society organisations focused on civic education. Project findings were shared at multiple GOOD events, including a 2024 meeting supported by the British Embassy and the 2025 GOOD Initiative conference, where around 70 participants provided feedback on the emerging pedagogical framework and guides.

To ensure project insights reach future educators and influence the next generation of teaching professionals project results were presented to approximately 150 teacher education students, enabling them to engage with the concepts of democratic education and embodied learning during their initial teacher education.

International visibility was strengthened through participation in academic events such as the ESSLLI Summer School at the University of Bochum, which brought together around 200 researchers. This provided an opportunity to share project concepts and findings with a wider interdisciplinary audience and further expand the project's academic reach. Furthermore, Monika

Pažur presented together with German team member Lea Spahn at Democrat Project's *Democracy Talks* a 60-minute webinar (1 October 2025) on *Embodied Democracy*. The webinar was livestreamed on YouTube. The talk can be viewed here: [Democracy Talks #25](#)

The national launch of project deliverables in Croatia took place through the GOOD Školica (GOOD School) professional development programme. The programme currently reaches a network of around 1,500 educators on the GOOD teachers mailing list, with a broader outreach of up to 10,000 education professionals across Croatia. The Pedagogical Framework, Guides and materials were presented to a wide network of educators and civil society organisations. This event promoted the use of aesthetic and embodied learning methods to support participatory and reflective democratic education.

Across all activities, dialogue and feedback from educators and stakeholders played a central role, reinforcing the project's commitment to democratic, collaborative engagement in both content and method.

AECED Croatian team colleague Monika Pažur was heavily involved in policy-focused engagement, which took place at the European Commission's sister-project roundtable on 20 November 2025 (reported above), an online/ hybrid two-hour event involving 25 participants (17 in person, 8 online). The session provided useful visibility of the AECED project and alignment across related European initiatives. Monika Pažur was also involved in the second policy roundtable in February 2026 (reported above).

By combining academic dissemination, professional development activities, stakeholder engagement, and online communication, the CDE work has supported both the visibility and practical relevance of the project results.

### **Publications**

The research results were also disseminated through academic publication. A paper co-authored by M. Pažur and K. Aladrović Slovaček titled *How Preschool Teachers and Primary School Teachers Understand Elements of Democracy* was published in the proceedings of the *3rd International Scientific and Art Conference ST004 – Teaching (Today for) Tomorrow: Bridging the Gap between the Classroom and Reality*. This publication contributes to the academic discussion on democratic education and teacher perceptions of democracy within educational practice.

In terms of sustainability, and to ensure continued use and development of the project results a practical handbook in Croatian is being prepared. The handbook will present examples of aesthetic and embodied learning methods used by participants in the Croatian case studies. The handbook will translate the project insights into concrete pedagogical activities that educators can apply in their everyday practice.

## **4.2 Latvia**

### **Conferences and Presentations**

Since October 2024, dissemination priorities in Latvia, led by Karine Oganisjana and AECED colleagues, have strategically used scientific conference and presentation activities to share

AECED project insights, methodologies, research outcomes, and educational innovations with academic, professional, and policy-related audiences.

Latvia's key presentations enabled the project team to introduce core AECED methodologies, arts-based and embodied learning practices, collaborative research, and democracy-as-becoming to diverse participants at both national, European and global levels.

In November 2024 at the 65<sup>th</sup> International Scientific Conference on Economics and Entrepreneurship (SCEE'24) themed *Digital Transformation for a Sustainable Tomorrow: Economics, Entrepreneurship and Education (3E)*, at Riga Technical University, the project was represented through the title *Arts-Based and Embodied Learning to Promote Democracy-as-Becoming: Would Employers Be Interested in Such a Turn in University Studies?* This contribution further highlighted the project's relevance by bridging education and employment sectors highlighting the potential of arts-based and embodied learning within higher education. Participants were introduced to the key concepts of the AECED project with a particular focus on how these methods contribute democratic engagement, collaborative learning, and the development of essential life and employability skills among university students. A collage-making activity served as a creative medium, enabling participants from academia, industry, and the student community to experience AELD and reflect on aesthetic and embodied methods. Such sessions act as knowledge-transfer mechanisms, enabling academics and practitioners to understand, question, and adopt AECED approaches.

There was an audience of around 80 participants, and it examined employers' perspectives on integrating creative and experiential learning methods into university studies.

In addition, at SCREE'24 Karine Oganisjana, delivered the keynote *Mindfulness for Sustainable Learning in the Digital Era*. Drawing on field insights from Latvian schools participating in the AECED project Karine Oganisjana shared with participants how collaborative arts-based and embodied methods can support mindfulness as present-moment awareness.

Together, the presentations in this section showcased arts-based and embodied learning as powerful tools for promoting mindfulness, democratic engagement, and participatory research methodologies.

During the RTU 66th International Scientific Conference, Transforming Entrepreneurship and Education for a Sustainable and Secure Future in the Digital Age, (October 16, 2025) AECED co-organised a special session on *Mutual Listening, Perspective Taking, and Openness to Otherness: Pathways to Democracy and Prosperity*. Presentations exploring perspective-taking, mutual listening, and openness to otherness. Sensory-based workshops allowed 35 participants to experience democratic values through sound, movement, touch, and emotion. Many attendees expressed plans to adopt approaches in their educational practice indicating this dissemination had pedagogical uptake.

Karine Oganisjana amplified visibility of AECED through a keynote presentation, *The Courage to Open to Otherness: Fuelling Democracy and Entrepreneurship*. In this 30-minute session, she connected the research findings to entrepreneurship—one of the central focus areas of the Faculty of Engineering Economics and Management. The keynote attracted 85 participants, many of whom were intrigued by the unconventional invitation to experience democratic values through

emotions and sensory engagement rather than traditional cognitive reasoning. This embodied approach sparked strong interest, and several attendees reported afterwards that they intended to integrate these methods into their own pedagogical practice.

While advancing the scientific and pedagogical contributions of the AECED project, the initiatives through SCREE 2024 and 2025 also fostered high engagement, encouraged innovative teaching practices. These dissemination activities have not only communicated results but also appear to have seeded pedagogical change, contributing to ongoing dialogue about democracy-as-becoming within higher education.

### **Publications**

Karine Oganisjana has written an article titled *Enhancing Employability Skills: A Collaborative Workshop with Latvian Employers, Students and Educators*. The article describes how collage-making was used as an arts-based and embodied learning method during the workshop *Learning and Research in Higher Education to Meet Employers' Expectations in the Digital Era*. The workshop took place within the framework of the 65th International Scientific Conference of Riga Technical University. The full article is available on the homepage of the Faculty of Engineering Economics and Management of Riga Technical University:

- In English: <https://www.rtu.lv/en/feem/ievf-about-us/ievf-news/open/nav-119>
- On LinkedIn (AECED Project Updates): <https://www.linkedin.com/company/aecedhorizon/posts/?feedView=all>
- In Latvian: <https://www.rtu.lv/lv/ievf/ievf-par-mums/ievf-zinas/atvert/veicinot-darba-tirgu-svarigas-prasmes-sadarbibas-seminars-ar-darba-devejiem-studentiem-un-pedagogiem?highlight=karine+oganisjana>

In addition, Karine Oganisjana's article *Sensing Democracy-As-Becoming: What School Leaders Can Learn from an Embodied Approach to Education for Democracy* has been published in the February issue of European School Heads Association, ESHA HEADLIGHT Magazine (pp. 16–18). The piece offers insights into how embodied educational practices can support school leaders in fostering democratic competence and participatory culture within learning environments.

## **4.3 Portugal**

### **Conferences and Presentations**

Across the reporting period, activities demonstrated substantial commitment to enhancing democratic education through both scholarly and practitioner-focused initiatives. Impactful engagements ranged from high-level academic conferences to broad-scale national teacher training programmes, evidencing a growing impact at multiple levels: national, European, and global.

Portugal's academic dissemination through scientific conference, webinars and presentation activities has significantly strengthened dialogue, capacity building, and professional engagement around democratic education and aesthetic and embodied learning methodologies. Portugal has focused on sharing AECED's conceptual and empirical contributions within ongoing debates on democracy, teacher education, and aesthetic and embodied learning, while simultaneously

building structural pathways for long-term uptake and impact within formal teacher education systems.

A consistent focus on aesthetic and embodied learning has reinforced the project's innovative contribution to rethinking democratic education. The commencement of the 2026 micro-credential course represents a pivotal moment, expanding the project's practical influence within the school sector.

One of the most significant highlights was the conference presentation at the XVII Annual Congress of the Portuguese Society of Educational Sciences, held in Porto in November 2024 under the theme Education, Freedom and Democracy. Representing the Portuguese team, Ana Patrícia Almeida presented the paper *Transforming Education for Democracy through aesthetic and embodied learning*. This presentation introduced the AECED project to a large academic audience and shared findings from our Portuguese case studies, particularly the online course developed for educators. The session generated considerable interest, with thoughtful engagement around the pedagogical implications of aesthetic and embodied approaches.

In February 2025, the Portuguese team participated in the XXXI edition of the AFIRSE Portugal International Colloquium at the Institute of Education of the University of Lisbon under the theme Education, Participation and Democracy – Contributions from Research. A key contribution was the presentation titled *Transforming education for democracy through aesthetic and embodied learning*, which explored methodologies that integrate embodied and aesthetic approaches to strengthen democratic education practices.

At ICERI (International Conference of Education, Research and Innovation) 2025, *Education for democracy in virtual environments: teacher training practices for aesthetic and embodied learning* was presented as part of the AECED contribution. This presentation addressed innovative teacher training methodologies suited for virtual learning contexts, emphasising aesthetic and embodied dimensions in democratic education to a global academic audience.

In June 2025, the team presented AECED research via an online National Webinar to master's students. The session focused on introducing the core principles, objectives, and ongoing work within AECED, fostering early-stage academic engagement and awareness among graduate students.

Furthermore, a national-level micro-credential course on Education for Democracy was launched in March 2026, with more than 1000 teachers from all levels of education except higher education, marking a significant scale-up in teacher training efforts. This initiative serves as a major national contribution that complements three previous European-level engagements, expanding the project's reach to a broad segment of the teaching workforce.

## **Publications**

Publication activity has been particularly productive and represents one of the Portuguese team's major CDE strengths. Several articles have been completed, submitted, or are under review in peer-reviewed journals. A notable example is the article *Education for Democracy in a Virtual Environment – Teacher Training Practices for Aesthetic and Embodied Learning in eLearning*

(*Educação para a Democracia em Ambiente Virtual – Práticas de Formação Docente para a Aprendizagem Estética e Corporizada em eLearning*), published in 2025 in the *Journal Investigating Education (RIE): Education and Freedom*, Vol. 3, No. 1. This article draws directly on Portugal's national case study and contributes to emerging debates on democratic education in digital learning environments. The publication can be accessed here: <https://www.up.pt/revistas/index.php/spce/article/view/2029>

At the international level, collaborative publications with Croatian colleagues have further strengthened the project's comparative and transnational dimension. These include the articles in progress for submission: *Democracy in Primary Education Curricula: International Guidelines and Trends in Portugal and Croatia*, and *Empowering Teachers Through Co-Creation: Aesthetic and Embodied Learning for Democracy in Early and Primary Education*, which highlight the shared conceptual foundations and contextual specificities of AECED implementation across countries.

The Portuguese team contributed to the submission of the article *Teachers' negotiation of democratic risk and professional agency in Early Years and Primary Education: Insights from participatory research ecologies* to *Education Sciences* (February 2026). This publication reflects the project's collaborative ethos and provides an important conceptual contribution to understanding democratic professional practice.

In addition to these academic dissemination activities, a particularly significant development in terms of exploitation and systemic impact concerns the integration of AECED results into national teacher education provision. One member of the Portuguese team is the scientific coordinator of a national micro-credential offered by Universidade Aberta, designed to prepare Portuguese teachers who are currently working in schools without formal teacher education qualifications. This programme currently addresses approximately 800 in-service teachers across Portugal.

## **4.4 Finland**

### **Conferences and Presentations**

Across the reporting period, the Finnish team has continued to contribute actively and strategically to scientific conferences, webinars, and presentations, marked by strong national engagement, European collaboration, and expanding global networks. Dissemination and exploitation activities have been increasingly prioritised to support AECED's transition into its launch-ready phase. The team has sustained a dynamic presence across academic, practitioner, and policy arenas, reinforcing its role as a central driver of the project's scientific and societal impact.

Since October 2024, team members have delivered high-impact presentations at major conferences, expert workshops, and scholarly gatherings. These engagements have consistently foregrounded AECED's emerging theoretical contributions, particularly democracy-as-becoming and aesthetic and embodied learning for democracy (AELD) thereby advancing the project's influence within educational sciences, political studies, management studies, and democratic theory. Through sustained scholarly exchange, the Finnish team has firmly positioned AECED within contemporary debates on democratic education, embodied learning, and the micro-practices that cultivate democratic values in everyday educational encounters.

In April 2025, Sandra Wallenius-Korkalo and Pauliina Jääskeläinen presented *Democracy as Becoming? Transformative Pedagogical Practices in Higher Education* at the Annual Conference of the Finnish Political Science Association at the University of Lapland. As part of a UNIDEMO-led workshop on reimagining higher education policy, the session engaged 15 workshop participants. The presentation drew on insights from AECED's country case reports and interphase analyses, generating valuable dialogue and new potential collaborations.

Later in April, the team shared emerging AECED conceptual framings at the Dialogue Academy Collaboration Event in Helsinki. Pauliina Jääskeläinen, Susan Meriläinen, and Pilvikki Lantela, together with 17 participants, in an in-depth workshop explored the interconnections between embodiment and democracy, testing the resonance of AECED's insights among practitioner communities.

In June 2025, findings from the Finnish case studies were disseminated at the Dauphine Philosophy Workshop (DPW) and the Organizations, Artifacts & Practices (OAP) Workshops, held jointly by Université Paris Dauphine and the London School of Economics and Political Science in London. The presentation attracted 32 attendees, and informal exchanges with international organisational scholars helped expand the project's research network. Several participants expressed interest in becoming potential trailblazer users, and the team's micro-level approach to democratic practice received positive feedback.

At the Finnish and European Educational Research Association (FERA) Conference in November 2025, Sandra Wallenius-Korkalo and Pilvikki Lantela presented *Transforming Education for Democracy through Aesthetic and Embodied Learning – The Possibilities of Democratic Attunement*, further strengthening the project's visibility.

In February 2026, the team delivered an online webinar presentation on AECED's results to educators at the University of Lapland's Faculty of Social Sciences. This presentation supported local exploitation efforts and facilitated early-stage uptake of AECED concepts within university teaching practices.

Finally in March 2026 Susan Meriläinen presented AECED's outcomes at the Posthumanist Management Research & Education Workshop, Lund University. This international workshop demonstrates the project's widening global reach and positions its findings within interdisciplinary discussions on management education, posthumanism, and democratic pedagogies.

Pilvikki Lantela was heavily involved in planning and organising the policy roundtables with Sister projects, present at both events (Barcelona in November 2025, online in February 2026), and contributed to the joint policy recommendations produced after the roundtable discussion in February 2026.

## **Publications**

The Finnish team has contributed to a substantial body of work, and a wide range of academic publications produced both within the team and in collaboration across the consortium. These include:

- journal articles on theoretical and methodological developments,
- chapters in the two upcoming edited volumes (AECED book and Sisters Book),

- cross-case analyses, and pieces on professional and higher education learning.

Finland has progressed scholarly contributions as a team that develop aesthetic and embodied and democratic approaches to organisational learning with multiple submissions under review, revised versions in progress, and new manuscripts under preparation. These include book chapters, journal articles, and collaborative essays, each drawing from insights developed through the AECED project.

A book chapter *Acceptive Gaze in Encountering Barriers of Uncertainties – Openings for Organising Democratising Pedagogies* authored by Pauliina Jääskeläinen and Joonas Vola is grounded in empirical insights from AECED trials is currently under review for *Organizing in Times of Uncertainty: Research Perspectives of Organizational Education*, edited by Susanne Maria Weber and Line Revsbæ. The chapter explores how the Acceptive Gaze can serve as an approach to encountering uncertainty and enabling democratic pedagogical openings within organisational contexts.

Alongside this, the team has revised a theoretical-philosophical paper on *Awareness-Based Systems Change* by Pauliina Jääskeläinen and Joonas Vola. The article develops conceptual foundations for using embodied awareness and perception as tools for systemic change in organisational environments.

A journal article on Hyper-Reflexivity in Motion *Exploring Democratic Values through Body Movement in Higher Education* by Pauliina Jääskeläinen was submitted to *Management Learning*. It explores how bodily movement can support students' engagement with democratic values in higher education. A Finnish language book chapter contribution, by the Finnish team authored by Pauliina Jääskeläinen, Pikka-Maaria Laine, Susan Meriläinen and Joonas Vola examines how hope is co-created in university teaching through embodied practices. It draws on reflections by two teachers who participated in AELD trials, it highlights transformative teaching moments that emerged through the application of AELD methods.

Another book chapter, *Postdisciplinary Pedagogy*, prepared for the edited volume *Post humanist Management Research & Education* (eds. Emma Bell & Daniel Hjort, Edward Elgar Publishing) explores postdisciplinary pedagogy grounded in aesthetic and embodied learning. Drawing on leading literature and empirical insights from AECED trials, the chapter positions embodied and artistic ways of knowing as critical resources for rethinking how management is taught and understood in posthumanist contexts.

Based on empirical examples from AECED trials, Susan Meriläinen contributed to co-authoring an article *From Productive Disruption to Subtle Integration: The Possibilities of Embodied Pedagogies in Management Education*, targeted for *Human Relations or Management Learning*. The article examines how aesthetic and embodied pedagogies can be used to teach about gendered inequalities in management education and how embodied learning opens new possibilities for addressing complex social issues within management classrooms.

Additionally, the Finnish team have collaborated on drafting an essay *Organisational Numbness* with Pauliina Jääskeläinen, Sandra Wallenius-Korkalo, Joonas Vola, and Mar Perezts. Currently in draft, this non-traditional piece uses autoethnographic accounts to examine individual and organisational numbness, informed by AECED project experiences.

This substantial publication pipeline strengthens the project's research legacy and ensures the long-term dissemination of its insights within academic communities. These activities amplify the scientific and societal aspects of the project's contribution, while supporting broader public dialogue on democratic education.

## 4.5 Germany

### Conferences and Presentations

During the reporting period, the German project team made substantial contributions in advancing communication and dissemination objectives. Through a strategic and coordinated series of scientific conferences, presentations, workshops, and invited talks, the team effectively engaged diverse scholarly and professional audiences across national, European, and global contexts. These efforts significantly enhanced the visibility of the project's core themes, including art-based and embodied learning, education for democracy, and the democracy-as-becoming framework.

Early dissemination activities included a presentation at the British Educational Research Association (BERA) Conference and World Education Research Association (WERA) Focal Meeting (8–12 September 2024, Manchester, UK), which enabled the team to introduce preliminary project insights to an international research community. This was followed by a well-attended presentation at the Free University of Bozen-Bolzano (8 May 2025), where approximately 200 participants engaged with the concept of the Pattern Language of Commoning and its implications for educational transformation.

In July 2025, the team contributed prominently to the DiscourseNet Congress DNC6 (Université libre de Bruxelles), delivering two panel presentations *Guiding the Gaze: The Radical Imaginary of Commoning and the Discursive Practice of Patterns* (Prof. Dr Susanne Maria Weber) and *Reimagining Care: An Economic Imaginary towards Democracy-as-Becoming* (Kardelen Dilara Cazgır). These contributions deepened discussions on care, commoning, and discursive patterning while situating AECED within broader debates on democratic futures.

National-level dissemination continued at the Political Education, Sustainability and Transformation Forum (18–19 September 2025, Weingarten, Germany) through a workshop and conference presentation. Shortly thereafter, the team expanded global engagement through multiple contributions at the 8th International Higher Education Studies Conference (17 October 2025, Ankara, Turkey). Highlights included a keynote speech by Susanne Maria Weber, *Not to be Governed Like This and in Such a Way, Defending Truth, Contesting Power, Imagining the Commoning University*, attended by approximately 100 participants. Additional presentations by Susanne Weber and Kardelen Cazgır, *Transforming Education for Democracy: Co-creation of Seminars with Future Professionals in Higher Education*, and *Imagining the University as a Commons: World-Building and Radical Imagination for Higher Education Futures* further disseminated AECED's methodological and conceptual innovations.

These engagements facilitated critical knowledge transfer on arts-based and embodied learning, education for democracy, and democracy-as-becoming framework. Preliminary findings were shared while fostering a multi-disciplinary dialogue drawing interest from both emerging and established researchers within a broader European research landscape. The event strengthened

understanding of AECED's participatory action research (PAR) methodology in higher education settings and fostered new prospects for international cooperation.

As part of the Sociology Seminar Series at Middle East Technical University (21 October 2025, Ankara), Susanne Weber presented findings from the German case study and project methodologies for faculty and postgraduate students. There was significant interest in the project's PAR methodology, as well as its approaches to aesthetic and embodied learning for democracy significant interest in aesthetic and embodied learning approaches and highlighted potential collaborations within and beyond the EU.

Further dissemination included a European Deliberative Dialogue webinar with EERA representatives (22 January 2026) and national contributions at the Organizational Education Conference (4–6 March 2026, Erlangen–Nürnberg), where the team supported discussions on the project frameworks.

Collectively, these activities broadened the project's academic footprint, strengthened cross-national partnerships, and ensured that AECED's conceptual and methodological contributions were meaningfully integrated into European and global research discourse.

### **Publications**

Germany continued to strengthen the AECED project's international academic visibility and conceptual impact through a series of scientific publications. These outputs highlight core themes, organizational education, democratic practices in organising, care ethics, and navigating uncertainty, while fostering scholarly exchange across disciplinary boundaries. Contributions which have been published, submitted and/or are under review are outlined below.

In 2025 submissions were made to both a journal and book. These included European Educational Research Journal titled *Organising Onto-Epistemic Partnerships towards the Common Good: The Pattern Language of Commoning as a Pathway and Practice of Uncertainty*, authored by Susanne Maria Weber and Kardelen Dilara Cazgir. The book *Global Cooperative Economics and Movements A Research Companion*, published in February 2026 by Routledge saw a number of contributions from Professor Weber including *Transforming towards Commoning Cooperatives: The Potential of the Pattern Language of Commoning for Organisational Learning* (Susanne Maria Weber and Thorben Seidler) and *Women's Cooperatives Promoting Resilience: Comparing Indian, Polish and Turkish Contexts* (Ayushi Arora, Kardelen Dilara Cazgir, Julia Lisiecka, Anna Waligóra).

A book proposal has been developed and, at the time of writing, is under review. The proposal book title is *Theories, Methodologies and Studies of Organization Education: Organizing in Times of Uncertainty: 10th Anniversary Book EERA Network Organizational Education*. The book will be edited by Susanne Maria Weber and Line Revsbæk. AECED colleagues from the German team are contributing to the following chapters:

- Democracy-as-becoming: Social Togetherness, Peer-Governance & Care-Economy: Organizational Democratisation with The Pattern Language of Commoning
- Dealing with Uncertainties: Inter- and Intradisciplinary Perspectives of Organizational Education
- Worlding Democracy Through Caring-With: A Diffractive Inquiry into the Ethics and Politics of Organising

- Organisational Education for Organizing in Times of Uncertainty

More detail is available here: <https://vbn.aau.dk/en/publications/theories-methodologies-and-studies-of-organization-education-orga/>

These publications collectively strengthen the project's contribution to contemporary discussions on how organisations navigate uncertain environments while maintaining ethical and democratic commitments. This work contributes practical and theoretical insights into navigating uncertainty as a constitutive condition of modern organizing. The contributions bring valuable theoretical and methodological depth to the project's dissemination, resonating with contemporary debates in feminist theory, organizational ethics, and democratic education. The volume provides a coherent scholarly platform for the project's core theoretical and methodological contributions. It consolidates project themes on democracy, care, commoning, within organisational learning that targets both established researchers and emerging scholars in education, and social theory.

These publications support and strengthen scientific impact that reflects the project's commitment to advancing theoretical and methodological innovation in organisational education.

## 4.6 United Kingdom

### Conferences and Presentations

Across the reporting period, the UK team has contributed actively and strategically to a series of scientific conferences, workshops, webinars, and presentations to disseminate and extend the work of AECED and, specifically to promote the benefits of AELD. These events supported the strengthening of academic, professional, and practitioner networks nationally and internationally. These activities engaged diverse audiences from educators to policy representatives and global partners, contributing meaningfully to raising awareness of the project's methodologies, findings, and impact.

At the Society for Research into Higher Education (SRHE) International Conference, December 2024, Karen Mpamhanga presented a paper entitled: *Developing Democratic Doctoral Supervisory Practices: experiences of using arts-based and embodied activities to support professional learning*. Karen Mpamhanga presented AECED initial findings and insight into the experiences of doctoral supervisors, and the challenges faced when seeking to engage with research students more democratically. As an in-person event, the session attracted a full room (approximately 30 attendees) prompting further discussion and follow-up contact. An AECED blog was written to share reflections from this conference: <https://aeced.org/blog/aeced-presentation-at-srhe-2024-conference/>

A three-hour experiential workshop prompted thoughtful engagement and sustained discussion at the University of Hertfordshire's EdD Study Day (6 December 2024). The AECED project was introduced to approximately 20–25 doctoral researchers and staff who participated in an AELD activity.

International visibility for the AECED project was expanded through the Democrat Project's *Democracy Talks* 60-minute webinar (21 May 2025), where Karen Mpamhanga presented *What is Democracy in the process of Becoming?* (presentation developed with Sandra Wallenius-Korkalo, University of Lapland). The webinar was livestreamed on YouTube. As of March 2026,

the recording had received 91 views, ranking 4<sup>th</sup> out of 25 talks, making it one of the series' most-viewed talks to date. The talk can be viewed here: <https://www.youtube.com/watch?v=cIJMcDUwYSU&t=4s>. Further national dissemination took place at the BELMAS Annual Conference (4 July 2025), where a video contribution by Suzanne Culshaw, *Exploring how embodied collaging supports the meaning-making of learning and leadership in schools* (with Stephanie Hill, University of Cambridge), showcased AECED insights and highlighted the relevance of AELD to educational leadership and learning.

During July 2025, at the University of Hertfordshire's Learning & Teaching Conference (11 July 2025), a 45-minute workshop shared AECED findings from the Professional Learning case and invited around 17 academic participants to both discuss and explore collages as AELD.

AECED UK team colleague Karen Mpamhanga was heavily involved in policy-focused engagement, which took place at the European Commission's sister-project roundtable on 20 November 2025 (reported above), an online/ hybrid two-hour event involving 25 participants (17 in person, 8 online). The session provided useful visibility of the AECED project and alignment across related European initiatives. Karen Mpamhanga was also involved in the second policy roundtable in February 2026 (reported above).

At a one-hour webinar (11 December 2025) with UK Council for Graduate Education (UKCGE), a presentation introduced the findings from the UK Professional Learning case including an interactive collage with approximately 24 participants generating interest in the methods. This has subsequently led to an invitation to run a session for doctoral supervisors and research leaders at another UK university (see table below). The slides from the session can be accessed here: <https://ukcge.ac.uk/assets/pdfs/Democratic-Approaches-to-Supervision-Mpamhanga-Culshaw.pdf>

In March 2026, the British Educational, Leadership & Administration Society (BELMAS) hosted the UK AECED Launch Webinar. Key concepts and results from the AECED project were introduced, and 14 participants explored collage as a method to reflect on democratic leadership. This one-hour event generated sufficient interest to prompt a forthcoming reflective blog post between a participant and presenter, Suzanne Culshaw. This event can be considered to serve a dual purpose as it offered the AECED findings in terms of both their scientific and societal impact. The slides and a recording of the event are available here: <https://www.belmas.org.uk/news/watch-lunchtime-session-march-2026-with-suzanne-culshaw-philip-woods-and-karen-mpamhanga/>

A theme of many of the UK's presentations has been their use – their modelling - of AELD approaches within sessions. Engagement in all of these presentations was consistently positive. Participants responded well to the combination of conceptual framing and creative, arts-enhanced methods. Several sessions led directly to follow-up conversations, new networks, and online dissemination. The cumulative activities strengthened the visibility of the AECED project and the benefits of AELD across academic, professional, international, and policy communities, both in the UK and beyond.

### **Publications**

The UK team has contributed a substantive publication led by Professor Karen Mpamhanga. The chapter, *Surfacing the Affective Dimension of Doctoral Supervision Through Aesthetic and*

*Embodied Learning for Democracy*, has been submitted for inclusion in the *Research Handbook on Academic Identities*, edited by Barbara Grant, Frances Kelly, Kirsten Locke and Linlin Xu, and published by Edward Elgar.

This chapter draws on an AECED professional learning case focused on developing more democratic supervisory practices. Using qualitative data from the AECED Adult, Professional and Organisational Learning case, Karen Mpamhanga explores how doctoral supervisors engaged with creative and arts-based methods, and how affective experiences shaped their supervisory identity within existing structural and temporal constraints. The chapter highlights implications and suggestions on how institutions can support reflective spaces, like those created in the AECED project, to surface and respond to the affective dimensions of supervision. It argues that such spaces are vital for fostering more democratic supervisory practices and for supporting the broader development of academic identity.

The chapter plays an important role in disseminating AECED research across international practitioners, policy makers academic's working in higher education and professional communities. By drawing directly on qualitative data from the AECED Adult, Professional and Organisational Learning case, the chapter makes the project's findings visible to a wide readership interested in doctoral education, supervision, academic identity, and democratic pedagogies. In doing so the publication supports AECED's dissemination goals by transferring its principles into organisational and policy-level discussions.

UK colleagues are also involved in contributing chapters to the two AECED books, and editors for the AECED Book I. They are also lead partner and authors for the secondary education article - with Latvian colleagues, and co-authors for the Adult, Professional and Organisational Learning paper.

Lead authors, Secondary Education publication, *Changes in Subjectivity When Engaging with Aesthetic and Embodied Learning for Democracy* (working title)

Co-authors, Adult, Professional and Organisational Learning publication, *'Lifting the Roof' with Democracy-as-Becoming. The potential of aesthetic and embodied learning for innovating Governance in Educational Institutions. A Pattern Approach*

Editors and chapter co-authors, AECED book:

*Chapter 1. Introduction*  
*Chapter 2. Democratic sensibility*  
*Chapter 9. Conclusions*

Co-authors, Sisters book:

*Chapter 5. The acceptive gaze as resistance towards body shame in embodied learning*

This section reports on the considerable contributions of all six AECED partners to achieving and sustaining scientific impact, during the project itself and beyond. In the final section below, we reflect on the importance of this range of presentations and publications, as significant contributions to knowledge and understanding and consider how they contribute to policy and practice in the field of education for democracy.

## 5 Reflections and Sustaining Scientific Impact

In this section, we pause to consider how the diverse range of presentations and publications reported above contribute to the development of theory, knowledge and understanding in the field of education for democracy. We reflect, briefly, on the wider societal impact of the AECED research and resources and their contribution to policy and practice in the field; more detail on how we plan to sustain scientific and societal impact can be found in deliverable 2.7. We also consider how we can continue to disseminate AECED research results after the project’s funded period.

The table below offers an insight into just some of the conference presentations, workshops and publications that AECED partners are planning for the period after the AECED project. Events such as these are intended to support further dissemination, to create and further strengthen connections with those in the field and ultimately to sustain scientific impact.

Date	Name and/or Title	Description	Partner
April 2026	<i>Working chapter title: AELD as a model of learning: challenge or companion?</i>	Invitation (emerging from the UK launch webinar) to submit a chapter on AELD to an edited book, published with Emerald, with the working title: <i>Critical Contemporary Perspectives in Education [for post graduate students of education]</i>	UK
May 2026	Open Democracy Network	Presenting the AECED project outcomes Open Democracy Network which is a community open to everyone. The network was created to facilitate the sharing of information and best practices. Its activities are coordinated by the Open Government Team together with a group of advisers.	Finland
May 2026	Seminar for the Education and Childhood Research Group (ECRG) and the Doctoral Academy at the University of the West of England, Bristol, UK;	Presentation of the AECED project and its findings, with a particular focus on professional learning. There will be an opportunity to engage in a collage-based activity to reflect on doctoral supervision experiences	UK
June 2026	NICE Network (New Initiatives and Challenges in Europe workshop NICE Network is an inter-university network. It consists of over 30 partner institutions from 21	<i>Embodiment as a Source of Learning: Understanding Democratic Principles through the Senses</i> Presentation of the AECED project, including the Framework, the Guides, and the Practice Companions, where AECED ideas will continue to be shared and developed internationally.	Latvia

	countries in the Enlarged Europe, the Middle East, Australia and Asia. Technological University Dublin.		
June 2026	Dialogue in Democratic Education Conference & the Finnish Annual Conference in History and Philosophy of Education 2026, held at the University of Oulu	Presentation of the paper <i>Dialogues through the Body: Educational Encounters that Seed Democratic Life Beyond the Classroom</i>	Finland
August 2026	European Conference on Educational Research ECER 2026 (Tampere) – Tampere University, Finland  <i>Knowing and Acting: The changing conditions and potentials of education research</i>	Submitted contributions: Symposium, individual paper presentations, research workshop	Germany, Finland, Latvia
August 2026	ALED-DN 2026 and the 10th ALED Mexico, Benemérita Universidad Autónoma de Puebla  <i>Congress – Discursive panoramas: voices, perspectives, challenges in societies of global crisis</i>	Accepted papers - conference presentations, workshop	Germany
October 2026	Adam Mickiewicz University, Poznań, Poland	Invited dissemination workshop Invited presentation of the Pedagogical Framework and Guides	Germany

The Grant Agreement outlines a range of tasks to bring about scientific impact; task 2.9 requires AECED partners to engage in conference presentations and publications. This deliverable (2.6) reports specifically on that engagement.

However, scientific impact goes beyond presentations and publications and also includes promoting further dissemination and, importantly, exploitation of the AECED research results and resources; that work has started and is ongoing. More detail can be found in deliverable 2.7. Throughout the AECED project, consortium partners have created spaces to facilitate a range of workshop-style dissemination activities which have given an experiential *feel* for AELD; this is important because our AECED research findings show that participants really benefitted from being able to try the range of activities for themselves, in those safe-enough spaces. So, when we talk about developing democratic sensibility (position paper available here: <https://aeced.org/publications/>), the experiential is essential as it is exactly that sense, that feeling of AELD, that we are trying to get at.

Key research findings are being communicated on a diverse range of platforms, and the message that AELD strengthens democratic sensibility, participation, inclusion, shared agency and institutional cultures is being heard, by academics, policy makers and practitioners alike. The key findings are there to be explored and theorised further, to be embedded in policy and to be used in practice. Recommendations outlined in the second policy brief (deliverable 2.9) are pertinent to anyone interested in education for democracy, and/or those wanting to know how aesthetic and embodied approaches work. Our message is a call to:

- recognise aesthetic and embodied methodologies as legitimate and important approaches in education for democracy.
- create conditions for AELD in educational practice through making it part of education for democracy policy frameworks, curricula and assessment.
- give educators time to learn new ways of 'doing' education for democracy with AELD.

## **6 Appendix**

Lead partners for the scientific publications for the four educational phases and the two books were asked to fill in details using a template provided by WP2 lead partner (UK), for the purposes of reporting for this and other WP2 deliverables. A summary of these tables is provided in the page that follow.

## Early Years and Primary

Educational phase	Early Years & Primary
Title	Learning Democracy with Children: Aesthetic and Embodied Pedagogies in Early Education
Authors	Cláudia Neves, Monika Pažur Juliana Oliveira, Ana Patrícia Almeida, Marta Abelha, Pedro Abrantes, Vlatka Domović, Maja Drvodelic, Masa Rimacjurinovic, Katarina Aladrovic
Current status	In final editing phase; close to publication
Journal / publisher	European Early Childhood Education Research Journal – Routledge
Abstract or summary	This paper examines how aesthetic and embodied pedagogies can support democratic learning in early childhood and primary education by reshaping teachers' professional practice. Drawing on four cases from Portugal and Croatia within the Aesthetic and Embodied Learning for Democracy (AELD) framework of the European AECED project, the study explores how educators experience democracy through creative, sensory and relational inquiry. A comparative Participatory Action Research design combined interviews, reflective journals, online dialogues and arts-based workshops across hybrid and face-to-face contexts. Findings show that storytelling, photography and drama helped teachers become more attentive to children's perspectives, co-construct decisions and recognise emotional and relational dynamics within classroom interactions. These experiences fostered democratic participation not as cognitive instruction, but as lived, embodied practice that shaped how teachers and children learn with one another. The paper argues that aesthetic and embodied learning offers a practical pathway for cultivating democratic pedagogy in early education, positioning professional learning as an ethical and participatory process grounded in attentiveness, imagination and care.
Indication of timeline for publication if not yet published:	Imminent.

## Secondary

Educational phase	Secondary
Title	Changes in Subjectivity When Engaging with AELD
Authors	Philip Woods; Joanne Barber; Suzanne Culshaw; Marie Toseland (UK team) Karine Oganisjana; Rolands Ozols; Natalja Lace; Konstantins Kozlovskis (Latvia team)
Current status	In preparation
Journal / publisher	European Educational Research Journal
Abstract or summary	<p>This paper explores experiences of engaging with aesthetic and embodied learning for democracy (AELD) across four cases within the AECED project: one in the United Kingdom and three in Latvia. The focus of the paper is subjectivity: What changes (if any) in subjectivity did the participant experience engaging with AELD? For the purpose of the paper, subjectivity is taken to mean the amalgam of ideas, feelings and values that frame how a person feels and thinks about themselves, others and the world and particularly what constitutes their ultimate concerns and what they most care about.</p> <p>In all four cases, participants engaged in participatory action research (PAR) as a shared methodological approach, collaborating with researchers to explore how AELD could be understood and enacted in their respective contexts. In the UK case, the sole participant was a teacher whose collaboration with the researcher enabled both to experience democracy as a process of becoming, while also reflecting on what this meant for them. In Latvia, the three AECED project cases involved two researchers and four stakeholders: two education and culture experts, a psychologist, and an education policymaker. These cases were situated in three secondary education institutions.</p> <p>The UK and Latvian cases suggest that engaging with AELD can support changes in subjectivity by opening spaces in which participants begin to feel, see and think differently about themselves, others, learning, and democracy. In both contexts, AELD appears to have made possible forms of reframing through which participants were able to reconnect practice with values, experience democracy more directly, and respond differently to the educational situations in which they were involved. In both contexts, too, these changes were not simply cognitive. They were affective, embodied, relational and reflective.</p>
Indication of timeline for publication if not yet published:	The aim is to achieve acceptance for publication in 2026

## Higher Education

Educational phase	Higher Education
Title	Towards Democracy-as-Becoming in Higher Education: Aesthetic-Embodied Learning in three European Contexts
Authors	Monika Pažur, Pauliina Jääskeläinen, Sandra Wallenius-Korkalo, Kardelen Dilara Cazgir, Susanne Maria Weber, Susan Meriläinen, Pilvikki Lantela
Current status	Submitted, reviewed and undergoing revisions following reviewer feedback
Journal / publisher	Teaching in Higher Education
Abstract or summary	This article explores how democracy-as-becoming - a fluid, relational, and unfinished process - emerges within higher education through aesthetic-embodied learning and teaching. Drawing on five comparative case studies conducted within the Horizon Europe AECED project in Croatia, Finland, and Germany, the study demonstrates how democracy in educational institutions takes shape not as a fixed institutional ideal but as a lived practice grounded in sensory, material, and affective experience. The research reveals how aesthetic embodied learning - embodied encounters, affective expressions, and relational attunements - co-construct pedagogical spaces where tensions between hierarchy and participation, security and vulnerability, and individuality and collective responsibility, are negotiated. The article proposes a wave model of democracy-as-becoming, illustrating how democratic learning unfolds within oscillating tensions. The study argues that transforming higher education for democracy demands pedagogies that move beyond cognitive knowledge toward embodied ethical responsiveness, and calls for institutional conditions that support experimental, relational, and process-oriented approaches to democratic education.
Indication of timeline for publication if not yet published:	Deadline for resubmission: 23 May 2026.

## Adult, Professional and Organisational Learning

Educational phase	Adult, professional and organisational learning
Title	'Lifting the Roof' with Democracy-as-Becoming. The potential of aesthetic and embodied learning for innovating Governance in Educational Institutions. A Pattern Approach
Authors	Lea Spahn, Susanne Weber, Pauliina Jääskeläinen, Karen Mpamhanga, Cláudia Neve, Karine Oganisjana
Current status	Submitted, reviewed and undergoing revisions following reviewer feedback
Journal / publisher	Journal of Awareness-Based System Change
Abstract or summary	Contemporary societies face interrelated crises that strain democratic institutions, social cohesion, and ecological conditions. This article approaches governance not as a fixed architecture but as a relational, processual practice that can be reconfigured in and through aesthetic and embodied approaches. Drawing on qualitative material generated in the three-year Horizon Europe/UKRI project Transforming Education for Democracy through Aesthetic and Embodied Learning, Responsive Pedagogy and Democracy-as-becoming, the analysis revisits aesthetic and embodied learning trials in adult, professional, and organizational learning settings to ask what patterns of governance innovation towards democracy-as-becoming become visible when democratic learning is enacted as embodied, situated practice. Empirically, the study draws on data produced in seven case trials in six participating partner countries with a participatory action research design synthesized into five patterns and analytic vignettes. Conceptually, the article is informed by an epistemic shift towards commoning, treating governance as embedded in concrete practices of possibility rather than bounded procedures. A pattern-oriented re-reading identifies recurring situations in which governance shifts are enacted through power-sharing, transforming dialogue, relational well-being, and holistic learning. These shifts appear as changes in individual stance, collective practice, and institutional culture, including processes of unlearning hierarchy and reworking institutionalized power relations. By articulating "promising patterns" grounded in situated educational practice, the article links democratic renewal to common(Ing) activities and collective imagination in education.
Indication of timeline for publication if not yet published:	Resubmission deadline is 3 April 2026
Any other useful information	Development of five promising patterns for governance through aesthetic and embodied learning for democracy

## AECED Book

Educational phase / target audience	Dual edition which has practitioner focus but also academic underpinning
Title	<i>Education for Democracy: A Framework for Aesthetic and Embodied Learning</i>
Editors	Philip Woods Monika Pažur Ana Patrícia Tavares de Almeida Suzanne Culshaw
Abstract / summary	<p>The mission of the proposed book is to have a transforming effect on how education for democracy is understood and practised. The book will explain and illustrate the importance of aesthetic and embodied learning for democracy, showing how this is an essential part of education for democracy that complements other elements that tend to be dominant in the practice of education for democracy - namely, the promotion of cognitive knowledge about democracy (democratic knowledge) and development of skills for acting democratically (democratic skills).</p> <p>The book's purpose is to:</p> <ul style="list-style-type: none"> <li>• promote in all phases of education (from pre-primary to adult and professional development) the ideas and values of aesthetic and embodied learning for democracy</li> <li>• inform, inspire and engage the interest of those who are interested in (a) education for democracy, (b) starting or promoting democratic initiatives, and/or (c) using and promoting aesthetic and embodied learning in education</li> <li>• explain aesthetic and embodied learning for democracy, including its meaning, importance and practice, as well as its foundations in theory and what has been learnt about it in the AECED research project (more on the latter below).</li> </ul> <p>The book's contents will draw from a major European research project funded by Horizon Europe and UKRI - the AECED project (Transforming Education for Democracy through Aesthetic and Embodied Learning, Responsive Pedagogies and Democracy-as-becoming).</p> <p>The book is being written to engage and inform practitioners and policy actors, as well as interested academics. It explains the importance of AELD and sets out practical ideas and illustrations concerning how aesthetic and embodied dimensions for democracy can be developed, sustained and creatively adapted to local circumstances and differing professional aims and priorities. This is based on AECED's innovative pedagogical framework and associated guides to practice, as developed by the project. Key concepts and theory, such as democracy-as-becoming, democratic sensibility and the acceptive gaze, are explained in order to support appreciation and understanding of the practice and value of AELD. The belief behind the book is that creating more opportunities for AELD will help people to explore and create a felt connection with the qualities, values and principles that make democracy a living process.</p>
Chapter titles and authors	Ch1. Introduction – Editors Ch2. Democratic sensibility - Philip Woods, Monika Pažur Ch3. The aesthetic and embodied dimension of being human – Pauliina Jääskeläinen, Sandra Wallenius-Korkalo, Lea Spahn, Monika Pažur

	<p>Ch4. Emotions and democracy - Monika Pažur, Sandra Wallenius-Korkalo</p> <p>Ch5. The AECED research into AELD – Kardelen Cazgir, Lea Spahn, Susanne Weber</p> <p>Ch6. Practising aesthetic and embodied learning for democracy – Cláudia Neves, Ana Patrícia Almeida, Marta Abelha, Pedro Abrantes, Juliana Olveira</p> <p>Ch 7. The acceptive gaze - Pauliina Jääskeläinen, Karine Oganisjana</p> <p>Ch8. Starting, scaling and sustaining AELD - Cláudia Neves, Ana Patrícia Almeida, Marta Abelha, Pedro Abrantes, Juliana Olveira</p> <p>Ch9. Conclusions – Editors</p>
Current status	<p>Proposal accepted</p> <p>Chapters in draft form</p> <p>Chapters being reviewed</p> <p>contract signed, Open Access invoice paid</p> <p>5 of 9 chapters received (aa mid-March 2026)</p>
Journal / publisher	Routledge
Indication of timeline for publication if not yet published:	<p>Chapters drafted, reviewed and refined by June 2026</p> <p>Introduction and Conclusions chapters completed by June 2026</p> <p>Editors’ review of cross-referencing and other style and presentation matters, including illustrations, completed by July 2026</p> <p>Submission of completed manuscript to publisher by September 2026</p> <p>Book to be published in 2027</p>

## Sisters Book

Educational phase / target audience	Academic
Working title	Toward Democracy-as-Becoming: (Re-)Imagining relational Futures in Organizing Education
Editors	Susan Meriläinen, Susanne Weber, Kardelen Cazgir, Karine Oganisjana, Leif Kalev and Karsten Krüger
Abstract / summary	As democracy faces growing pressures around the world, education emerges as one of our most powerful tools for renewal. Drawing on cutting-edge insights from three Horizon Europe projects, this book reimagines democracy not only as a system of government but as a lived experience shaped in classrooms, communities, and everyday encounters. It highlights emerging European efforts to define key democratic values and competencies and to cultivate them through participatory, community-based learning experiences tested across diverse local contexts. The book calls for approaches to education that move beyond conventional content-driven approaches to citizenship education, embrace creativity, embodied learning, and collaborative meaning-making. By empowering learners and educators to practice democracy in their daily lives, this work offers a hopeful vision for building more inclusive, resilient, and participatory societies across Europe and far beyond.
Chapter titles and authors	<p>1. Introduction By Susan Meriläinen; Susanna Maria Weber, Kardelen Dilara Cazgir; Karine Oganisjana, Leif Kalev, Karsten Krüger</p> <p>Section I <i>Embodiment and emotions – theoretical and methodological foundations</i></p> <p>2. Embracing productive disruption: confusion as a catalyst for democratic becoming Susan Meriläinen, University of Lapland</p> <p>3. The emotional dimension of democracy: affective or attitudinal? Leif Kalev, Tallinn University and Andreas Schmid, University of Applied Sciences Düsseldorf</p> <p>4. Staying With discomfort: emotional work and embodied dissonance as foundations for democracy-as-becoming Maija Hatti, Niclas Sandström, University of Helsinki</p> <p>5. The acceptive gaze as resistance towards body shame in embodied learning Pauliina Jääskeläinen, University of Lapland, Karine Oganisjana, Riga Technical University, Helen Payne, University of Hertfordshire, Monika Pažur, University of Zagreb, Lea Spahn, Philipps-Universität Marburg</p> <p>6. Entangled layers of learning. A methodological framework for Participatory Action Research in multi-case settings Lea Spahn, Susanne Maria Weber, Philipps-Universität Marburg</p> <p>Section II <i>Organized settings and multi-layer governance</i></p> <p>7. Democracy as dynamic practice: linking ideations, agency and organization Leif Kalev, Tallinn University</p> <p>8. From competence to becoming: rethinking democracy through curriculum policy Justin Rami, Benjamin Mallon, John Lalor, Ebru Eren, Dublin City University</p>

	<p>9. Structuring democracy: the organisation and governance of citizenship education as interactive practices Leif Kalev, Maarja Hallik, Hanna-Liis Karol, Meril Ümarik, Sule Lääne, Tallinn University, Kristi Sillart, Kristel Jakobson-Pallo, Georg Sootla, Tallinn University</p> <p>10. School-community collaboration to repair broken citizenship education ecosystems in the digital age Judit Horgas, Luca László, Eszter Salamon, Parents International</p> <p>11. Living labs as a field of research and social change: towards creating and testing democracy Marta Warat, Paulina Sekula, Magdalena Klarenbach, Jagiellonian University in Kraków</p> <p>Section III Organising democratic encounters - Pedagogical strategies and empirical results</p> <p>12. Space, place, democracy: built and hybrid environments (dis)(en)abling democratic and citizenship competences and future skills Niclas Sandström, Maija Hytti, University of Helsinki</p> <p>13. Transforming the collective social body into an intergenerational dialogue through aesthetic and embodied learning Karine Oganisjana, Riga Technical University, Kardelen Dilara Cazgir, Philipps Universität of Marburg, Susan Meriläinen, University of Lapland</p> <p>14. The seeing of the world: interconnecting principles of democracy, democratic leadership, and embodied-aesthetic methods in institutional settings Monika Pažur, Katarina Aladrović Slovaček, Vesna Kovač, University of Zagreb</p> <p>15. Digital listening ecologies: infrastructure, presence and democratic becoming in online learning spaces Cláudia Neves, Universidade Aberta</p> <p>16. Transfer of a lived democracy-as-becoming – How to educate for democracy in real-life circumstances? Fabian Virchow, Andreas Schmid, Jennifer Bittner, University of Applied Sciences Düsseldorf</p> <p>Section IV Democracy-as-Becoming in de-institutionalizing settings</p> <p>17. Curious pedagogies, unruly bodies – democracy-as-becoming, resistance, and (un)learning in higher education Sandra Wallenius-Korkalo, University of Lapland</p> <p>18. Practicing democracy-as-becoming: The Critical ChangeLab model for relational, creative and art-based democratic pedagogy Eva Durall Gazulla, Marianne Kinnula, Yusra Niaz, Heidi Hartikainen, Mairéad Hurley, Trinity College Dublin, Ashley Laflin, Julie Ng, Eva Vasseur, Waag Future lab, Laura Malinverni, University of Barcelona</p> <p>19. The Epistemes and the Self: Epistemic Thresholds of De-Institutionalizing - Re-Imagining Self and Institutions as Bildung of the Self (Selbstbildung) Susanne Maria Weber, Vero Pinzger, Philipps-Universität Marburg</p> <p>20. Conclusion</p>
Current status	Feedback supportive of publishing the book has been received from the reviewers, who are overwhelmingly positive and strongly recommend moving forward with publication. The reviewer feedback will now proceed to the Routledge Editorial Board in weeks 14/15, as part of the standard approval process required before formal acceptance. The Open Access invoice has been paid.

Journal / publisher	Routledge
Indication of timeline for publication if not yet published:	2027