



**Brill | Sense**

**Global Citizenship Education in the Global South: Educators' Perceptions and Practices**

Editors: Emiliano Bosio, Yusef Waghid

**Proposal Submission (700 to 1,000 words APA):** by February 30, 2021

**Notification of Acceptance:** by March 15th, 2021

**Full Chapter Submission (7,000 to 8,000 words APA):** by June 30, 2021

**Formatting:** The text should be in clear UK English, APA, Times New Roman 12, Single Spaced.

The book will be published in Brill | Sense “Moral Development and Citizenship Education”  
<https://brill.com/view/serial/MORA> There are no submission or acceptance fees for manuscripts submitted to this publication.

**Description and Purpose:**

This book aims to begin a critical discussion that brings contemporary academic debate about ‘southern theory’ to global citizenship education (GCE). Therefore, we situate the discussion around GCE in the Global South (e.g., South Africa, Pakistan, Niger, Yemen, Iraq, Ghana, India, Dubai, China, Malaysia, Brazil, Mexico and others) within a critical and post/de-colonial paradigm informed by the values and knowledge of critical pedagogy ingrained in social justice (Bosio, 2021; Freire, 2018; Assié-Lumumba, Cossa & Waghid, 2019; Giroux, 2020; Waghid & Wong, 2020; Davids & Waghid, 2020; Mignolo, 2018; Mignolo & Walsh, 2018). Most of the previous literature on GCE suffers from a predominant focus on North America and parts of Western Europe. Thus, this book seeks to redress this imbalance with case studies from the Global South. It invites the reader into chapters written by educators exploring, analysing, and celebrating ideas and concepts on GCE in the Global South. The book is designed with the intent to contribute towards the possibility of imagining a “yet-to-come” critical-transformative and post-colonial and value-creating GCE-curriculum beyond a westernized, market-oriented and apolitical practices towards a more sustainable paradigm based on principles of mutuality and reciprocity (Bosio, 2019; Bosio & Torres, 2019; Torres & Bosio, 2020a/b)

Hence, we invite you to discuss GCE as about more than service delivery because it should be a means of “conscientization”, or “conscientização” in Portuguese — a concept shaped by the ISEB, a group of intellectuals in the fifties and sixties in Brazil frequented by the pedagogue Paulo Freire. Specifically, conscientização refers to achieving an in-depth understanding of the world, allowing for the perception and exposure of social and political contradictions— and identity development through the transmission of knowledge, skills, values and attitudes across generations (Freire, 2018; Waghid et al, 2020; Bosio, Torres & Gaudelli, 2021). The underpinning question that stretches through the entire book is: Why are we in research, teaching and learning if not to be able to help enrich the lives of all students, not only those located in the Global North?

We seek chapters addressing the following questions:

- How do educators located in the Global South perceive the role of GCE?
- What pedagogical approaches to GCE do educators located in the Global South employ in their classes?
- How do educators located in the Global South support the knowledge, skills, values and attitudes of global citizenship in all curriculum areas?
- What do educators located in the Global South see as the key essential knowledge, skills, values and attitudes that students should be helped to develop through GCE?

To address these and other related questions, this book welcomes both theoretical and empirical perspectives from the Global South that investigate the ways in which educators perceive the knowledge, skills, and values of GCE and how their pedagogy adapts to it. The book invites contributors to extend critical consideration of GCE beyond Western-centric and neoliberal conceptions, and attempts to expand the definition of GCE and to think through its future possibilities. Therefore, we particularly welcome chapters that look at the ways in which and the extent to which educators located in the Global South encourage learners to develop critical values and knowledge such as critical consciousness and awareness of injustices, both environmental and social. We also welcome chapters that describe other forms of values and knowledge educators located in the Global South feel they are promoting in their students in GCE teaching if not the ones detailed above. Collectively, the book focuses on the full range of possible GCE pedagogical responses to current societal challenges (e.g., Covid-19), and therefore it engages with the implications of different envisaged futures – including progressive and critical ones.

### **Submission Procedures:**

Potential authors are invited to submit on or before February 30, 2021 a chapter proposal of 700 to 1,000 words clearly explaining the mission and significance of the proposed chapter through e-mail to [emiliano.bosio.15@ucl.ac.uk](mailto:emiliano.bosio.15@ucl.ac.uk) c-c to [emilianodiamante@gmail.com](mailto:emilianodiamante@gmail.com) Authors will be notified about the status of their proposals and sent chapter guidelines by March 15, 2021. Full chapters are expected to be submitted by June 30, 2021. All submitted chapters will be reviewed based on a double-blind peer review editorial process. There are no submission or acceptance fees for manuscripts submitted to this publication.

### **Important Deadlines:**

**Proposal Submission (700 to 1,000 words APA):** by February 30, 2021

**Notification of Acceptance:** by March 15th, 2021

**Full Chapter Submission (7,000 to 8,000 words APA):** by June 30, 2021

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### **Informal Inquiries:**

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