

Mobilising Global Citizenship Education for Alternative Futures in Challenging Times

Call for Papers: Special Issue of *Globalisation, Societies and Education*

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Submit **full papers** (3000 to 7000 words) for consideration by **August 31, 2020** (more info below)

Ten years ago, a [special issue](#) of *Globalisation, Societies and Education* examined the political economy of global citizenship education (GCE). Since then, GCE has gained more prominence, as evidenced by its inclusion in the UN Sustainable Development Goals (Target 4.7). Yet, existing educational approaches to global engagement and interdependence appear increasingly insufficient in the face of contemporary, overlapping global challenges. Many of these challenges are rooted in “past and present colonial and imperialist processes” (Andreotti, 2011, p. 307), but are unprecedented in their scope, scale, and intensity. At the same time, there is growing uncertainty about the continuity of the inherently violent and unsustainable global system that these colonial and imperialist processes created.

There is significant potential for GCE to prepare learners with the stamina, critical literacy, humility, and self-reflexivity that will be needed in order to face the complexities, tensions and uncertainties that are inherent to any effort to address these challenges. Following David Scott’s (2004) imperative to continually revisit and revise the questions that guide our critical inquiries, instead of assuming that those questions are universal and timeless, we therefore seek contributions to this special issue that consider how GCE can be more responsive, rigorous, and relevant in the context of today’s matrix of social, political, economic and ecological challenges. We ask: *How can theories and practices of GCE be mobilized in ways that enable ethical forms of solidarity, and foster different modes of relating to the planet?*

We invite contributors to extend critical consideration of GCE beyond political economy alone to also address the intellectual, affective, and relational economies that frame, enable, and foreclose different educational possibilities. Therefore, we particularly welcome submissions that address these varied concerns, and that weave critiques of systemic, historical, and ongoing colonial and imperialist violence with critiques of the inherently unsustainable economic model that is premised on infinite growth on a finite planet.

Contributors are encouraged to historicize the approaches that have thus far oriented GCE, assess what has changed and why, and consider what theories and practices could have impact in the current context, especially given the conditions of dispersed knowledge authorities and fragmented attention. Further, this context demands approaches to GCE that invite engagements with alternative possibilities for knowing, being, and relating. Thus, we encourage contributors to both identify the edges of existing GCE conversations and gesture beyond them. Collectively, it is important that the special issue attend to the full range of possible responses to contemporary uncertainty and instability, and thus, engage with the implications of different imagined futures – including reactionary ones.

Please submit your full papers to the [Globalisation, Societies and Education online submission platform](#) by **August 31, 2020**, and indicate that you are submitting it for consideration in the special issue, “Mobilising Global Citizenship Education for Alternative Futures in Challenging Times” on the dropdown menu. Please follow the journal’s standard [submission guidelines](#).

Works Cited:

Andreotti, V. D. O. (2011). The political economy of global citizenship education. *Globalisation, Societies and Education*, 9(3-4), 307-310.

Scott, D. (2004). *Conscripts of modernity*. Durham, NC: Duke University Press.