

**INTERNATIONAL
JOURNAL OF
DEVELOPMENT
EDUCATION AND
GLOBAL LEARNING**



JOINT CALL FOR PAPERS

Special Issue

The Policy Environment for Development Education and Global Learning

Editor: Clare Bentall

For publication December 2020

- Expressions of interest invited until 1 February 2020
- Deadline for draft papers 31 March 2020

This is a joint call for papers from four development education journals across Europe:

- [International Journal of Development Education and Global Learning](#) (England)
- [Policy and Practice: A Development Education Review](#) (Ireland)
- [Sinergias: Educational Dialogue for Social Change](#) (Portugal)
- [ZEP: Journal of International Research and Development Education](#) (Germany)

The journals are seeking contributions in different languages on the theme **The Policy Environment for Development Education and Global Learning**, with the aim to take stock collectively of how national and international policies are interacting with the development education (DE) and global learning sector. This collaboration enables authors of different types of articles – from research through to opinion and practitioner pieces – and writing in different languages to contribute to a single debate.

This call is being launched at a particularly precarious period in our history. We are facing a climate emergency threatening a mass extinction of biodiversity and social upheaval for people on the frontline of global warming. In some contexts, scepticism towards the urgency of climate change is leading to the exploitation rather than protection of the environment. In contrast, a global mass movement, initiated by school children, is demanding action. The Maastricht Declaration of 2002 on Global Learning places ‘greater justice, equity and human rights for all’ at its heart. Yet the social component of sustainability threatens to be overlooked in educational policy and practice. This call asks for contributions exploring how issues of global social justice can be addressed through education and how this is affected by the current policy environment.

Globally, the dominant policy paradigm for development education is found in the 17 Sustainable Development Goals, adopted by United Nations Member States in 2015, to provide ‘a shared blueprint for peace and prosperity for people and the planet, now and into the future’. Development educators have seized upon SDG 4.7, with its aim to ‘ensure that all learners

acquire the knowledge and skills needed to promote sustainable development', as a policy impetus for the sector both locally and internationally. However, policy environments for development education and global learning are under strain. For example, within the European Union, funding for Hub 4 on Global Citizenship Education in Concord, the collaborative network of NGOs across Europe, is threatened.

Within this context there is a need to examine critically the interrelationship between this policy environment and the work of development education and global learning educators to carry out their mission of achieving global social justice.

Contributors could consider, through empirical work or theoretical discussion:

- The impact of the policy environment for development education and global learning on practice.
- The development of the discourse of social and economic justice within development education and global learning historically, and in specific national contexts.
- The role of the SDGs in framing educational and policy responses.
- Innovative policies that support development education and global learning in the current context of a climate emergency, rising levels of xenophobia and attacks on migrants, the shift to the far right in countries across the world, and reduced funding for our work.
- Examples of good practice in response to policy in development education and global learning in the formal and informal education sectors.
- The link between policy and processes of learning and action in development education and global learning.
- Theoretical explorations of the link between policy and practice in development education and global learning.
- How national policies are promoting or constraining radical development education and global learning responses aiming for citizen action on global social justice.

We welcome contributions focusing on research and / or practice, in formal and non-formal education contexts, in the global South and North (including North–South cooperation). Contributors should send their expressions of interest or abstracts to the journal of their choice in the first instance. Contributors should visit the journal links above and note (a) the aims and scope of each journal, and (b) the journal-specific submission guidelines and timelines to publication.

Submitting abstracts and articles

- Articles are subject to full peer review.
- Please send abstracts, outlines and expressions of interest for *International Journal of Development Education and Global Learning* to [Dr Clare Bentall \(c.bentall@ucl.ac.uk\)](mailto:c.bentall@ucl.ac.uk)
- Expressions of interest (via email, abstract or draft article) accepted until **1 February 2020**.
- Deadline for article submissions, **31 March 2020**.
- Informal enquiries are welcome, and submission at any time ahead of the deadlines is welcome.
- Notes for authors are available on the [journal website](#).